GradeMax

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FRENCH **0520/42**

Paper 4 Writing **October/November 2017**

MARK SCHEME

Maximum Mark: 50

Published

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1 General Marking Principles

1.1 Crossing out:

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = ‘tout court’ and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

1.6 Spellings recognised by the Académie Française will be accepted.

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Question	Answer	Marks

Question 1

Candidates are required to list 8 items in French. Read all of the items that the candidate has listed and award marks as follows:

(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *gâteau au chocolat / gâteau chocolat* = 1 tick; however *gâteau et chocolat* / *gâteau, chocolat* (candidate intends these as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
- 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
- If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
- Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- *gâteau, gâteau au chocolat: award one mark to each item*
- *gâteau au chocolat, gâteau à la crème: award one mark to each item*
- *gâteau, gâteau au chocolat, chocolat: award one mark to each item*
- *gâteau, grand gâteau*: award one mark for the first *gâteau*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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Question	Answer	Marks
1	**Vous êtes au café. Faites une liste, en français, de 8 choses au menu.** **Refuse** croque-monsieur (example), barbeque, bouffe	**5**

ACCEPT	ACCEPT	REFUSE
café / thé	té / tée / the / te	tee / tea
crème		
crêpe		
croissant	croissante / croisant	croisoin
dessert		desert
frites	pommes de frites / fritte	frit / fris
fromage	formage / formaige / fomage	froimage
fruits		
gâteau / cake	gâtaue / gâtaeu / gâtau / gâto	gâteu / gâteur / gauteu / gauteau / gâteaute / gâtoue
glace / sorbet	glass / glasse	glas
hot-dog / saucisse	saucise	sausage
jus de…	(juis) d'orange	juis / juie / juce / jut
légumes		
limonade / soda / coca		lemonade / lemenade
pain / tartine		pane / pan / pin / plain
poisson	poission	poison
salade de tomates	tommate / tomatte / tomat	tomatoe / tomote
sandwich / baguette	sandwitch / sandwhich / sandwiche	bagette / sandwish
soupe / potage	portage / soup	
steak / bœuf	stake / bouef / viand	viend

Total for Question 1: 5 marks

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Question	Answer	Marks
Question 2		
	Candidates are required to answer the question. Read the whole answer and award marks as follows:	
	• **Communication: award a mark out of 10, according to the instructions in 2.1.** • **Language: award a mark out of 5, according to the instructions in 2.2.**	

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Question	Answer	Marks
2	***Mon cousin / Ma cousine*** **<u>2.1: Award a mark out of 10 for Communication</u>** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks: • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). (iii) Add up the ticks to give a mark out of 10 for Communication. (iv) For COMMUNICATION • **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. • **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. • **For language other than verbs, use 'rules' in Question 1:** look alike, sound alike, etc. • **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** (v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks • *elle a les cheveux noirs avec de beaux yeux et une petite bouche* (*1 verb, therefore treat as list of 3 items*) • *elle a les cheveux noirs, <u>est</u> de taille moyenne, et elle <u>est</u> jolie* (*3 verbs therefore each piece of information can score a separate communication mark*) (vi) Only reward each piece of information once, e.g. *elle est super* cannot score both as description and reason for liking *(elle est super* et *sa musique est super* can both be rewarded as they each contain a different extra detail. (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	**15**

Question	Answer	Marks
2		

Tick	Accept
✓1	**Donnez des détails sur votre cousin / cousine : nom ? âge ?** **REWARD** any statement relating to personal details il / elle s'appelle... il / elle a 16 ans il / elle a le même âge que moi il / elle est plus âgé(e) que moi son anniversaire est le 4 novembre elle a 16 ans, le même âge que moi (✓1) elle a 16 ans, (✓1) mais elle paraît plus jeune (✓1) il / elle est belge il / elle est né(e) à… il est enfant unique elle a deux frères elle a une grande famille il / elle va à l'école… / à la même école que moi **Refuse** il s'apple / saple / m'appelle / est s'appelle / s'appelle est il a plus âge que moi il a 6 **tc**

Question	Answer	Marks
2	**Tick** ✓2 **Accept** **Où habite-t-il / elle ?** **REWARD** any statement relating to where the person lives elle / il habite à... / en... elle / il habite dans un appartement elle / il habite près de chez moi elle / il habite chez / avec sa grand-mère elle / il habite à Gaberone au Botswana avec sa grand-mère **Refuse** elle / il habite à français	

Question	Answer	Marks
2		

Tick	Accept
✓3	**Faites une description de votre cousin / cousine.** **REWARD** any statement relating to any aspect of this person **Physical description:** elle / il est petit(e) etc. elle / il a les cheveux noirs etc. elle / il porte / a des lunettes il est roux **Character:** elle / il est sympa elle / il est sportive / sportif elle / il parle beaucoup **Interests:** elle / il aime la musique / la lecture / le sport / le chocolat elle / il n'aime pas… elle / il joue au foot **Relationship:** on s'entend bien elle / il s'entend bien avec moi elle / il m'aide **Occupation:** elle / il est étudiant(e) elle / il travaille comme prof **Refuse** elle / il mange… elle / il a la teinte… elle / il a les cheaveux noirs

Question	Answer	Marks
2		

Tick	Accept
✓4	**Quelles activités aimez-vous faire ensemble ? Pourquoi ?** **REWARD** any statement relating to **joint** activities nous… / on joue au... / fait du... nous… / on regarde des films nous… / on va en ville je… avec ma cousine il / elle… avec moi nous aimons aller à la plage (✓4) pour nager (✓4) et manger beaucoup de glace (✓4) **REWARD** any reasons, even if activity is unclear c'est amusant / intéressant nous nous amusons je m'amuse avec… **Refuse** on fait des activités ensemble… / je / il joue au foot ensemble on joue au sport

Question	Answer	Marks
2		

Tick	Accept
✓5	**Où et quand est-ce que vous allez partir en vacances avec votre cousin / cousine ?** je voudrais aller au bord de la mer avec mon cousin nous allons visiter la France… / partir en Inde… / passer les vacances à Harare on va… mon ami et moi… je vais… avec ma famille …les vacances prochaines / samedi prochain / la semaine prochaine / le mois prochain / en décembre / le 15 décembre / à Noël **Refuse** je vais partir en Italie l'anne prochain(e)… l'année dernière je suis allé(e) en France avec mon cousin (no evidence of future plans) …pendant les vacances **tc** **Refuse** holiday activities **BUT** reward joint activities for ✓4

Question	Answer	Marks
2	**2.2: Award a mark out of 5 for Language** Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (Appendix 1)). **Grade descriptors for Language (Question 2)**	

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	One or two disjointed words or short phrases may be recognisable.

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

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Question	Answer	Marks

Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

- **Communication: award a mark out of 10, according to the instructions in 3.1.**
- **Language: award a mark out of 8 for Verbs, according to the instructions in 3.2.**
  award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.

(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).

2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
0 ticks	Nothing of worth communicated.

(iii) **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

(iv) Add up the ticks to give a mark out of 10 for Communication.

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Question	Answer	Marks

3.2: Award a mark out of 8 for accurate use of Verbs

When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.**

(i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).
(ii) Place the tick so that it does not obscure the accent/tilde.
(iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

Conversion table for accurate use of Verbs (Question 3)

Number of ticks	Mark
18+	8
16,17	7
14,15	6
12,13	5
10,11	4
8,9	3
6,7	2
4,5	1
0,1,2,3	0

How to award ticks for accurate use of Verbs (Question 3):

(a) Subject (noun or pronoun) + any finite verb
- **both subject and verb must be correct for the verb to score a tick**
- **verb must be in the appropriate tense to score a tick**
- **inaccuracies in the use of accents are ignored except in the case of *–er* verbs and *être* where there must be an accent on the past participle in a compound tense, and the absence of such an accent in the present tense**
- **do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features**

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Question	Answer	Marks

Tick	No tick	Note
Je suis (✓)		
J'aime (✓)	Je aime (*no tick*)	«Je n'aime (✓) (pas) le camping»
Je ne aime (✓) pas		treat as misuse of negative, not misuse of verb: verb is ticked
Il est allé (✓)	Il est allée (*no tick*)	insist on correct agreement
	Les proffesseurs sont (*no tick*) gentils	incorrect subject
	Le voiture s'est approché (no tick)	incorrect subject
Les nouveau professeurs sont (✓) gentils		«Les professeurs» is the subject and is correctly spelt. The incorrect adjective does not prevent the tick being awarded
Les invites sont arrivés (✓)		missing accent on noun does not prevent tick being awarded
	Les invités sont arrives (no tick)	past participle must have accent for tick to be awarded; grave is tolerated
La site que j'ai adoré (✓)		despite wrong gender of noun the verb is correct
	La site que j'ai adorée	gender of noun wrong; «site» is not a feminine noun, therefore verb should not agree and is not ticked
Le site j'ai adoré (✓)		«que» clauses where the «que» is missing: tick the verb; take absence of «que» into account when awarding mark for Other linguistic features
Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe		for «il y a/avait», allow the impersonal use to count as an extra

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Question	Answer	Marks

With direct and indirect object pronouns

Tick	No tick	Note
Je l'aime (✓)		
Je le joue (✓)	Je se joue (*no tick*)	first example – «je joue» is correct despite incorrect object pronoun; second example – «jouer» is not a reflexive verb
Je lave (✓) les voitures	Je me lave (*no tick*) les voitures	«laver» should not be used reflexively in this statement
Je t'ai dit (✓)		
J'ai te dit (✓)		basic verb formation is correct
Je les ai achetés (✓)	Je les ai acheté (*no tick*)	past participle must agree in number and gender with preceding direct object for verb tick to be awarded

With « y » and « en »

Tick	No tick	Note
J'y vais (✓) / Elle en achète (✓)		
Je vais (✓) y en voiture		correct «je vais» scores despite incorrect position of «y»
Elle achète (✓) en		correct «elle achète» scores despite incorrect position of «en»

Passive

Tick	No tick	Note
Elle a été attrapée (✓)		
Les vélos ont été vendus (✓)		

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Question	Answer	Marks

Reflexive

Tick	No tick	Note
Elle s'est levée (✓)	Elle est se levée (*no tick*)	
Je me lave (✓) les mains		
Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère		correct use of a reflexive and non-reflexive verb can both be credited

Impersonal

Tick	No tick	Note
C'est comique (✓)		
Il y a (✓)		«Ilya» (✓) all right letters and in right order (by same rule «yatil» also gains a tick) «Il y a» does not score in expressions meaning 'ago'
Est-ce que (✓)		

With negative

Tick	No tick	Note
Ils ne jouent pas (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
Ils ne pas jouent (✓)		
Je ne aime (✓) pas		

Sequence of tenses

Tick	No tick	Note
Si j'avais (✓) le choix je voudrais (✓)		
Si j'ai eu (*no tick*) le choix je voudrais (✓)		if sequence is incorrect, both verbs cannot be rewarded
Quand j'ai fini *(no tick)* de déjeuner (✓) je suis sorti (✓)		in time clauses, the pluperfect must be used for the verb to be rewarded. In other cases the perfect is acceptable

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Question	Answer	Marks

Quand j'avais fini (✓) de déjeuner (✓) je suis sorti (✓)		

Single auxiliary with multiple past participles

Tick	No tick	Note
Nous avons chanté (✓) et dansé (✓)		Nous avons chanté = tick; Nous avons dansé = tick

Correct verb within meaningless statement

Tick	No tick	Note
La journée est (✓) longue	La journée est (*no tick*) intelligente	do not reward correct verb in a meaningless statement

(b) Imperative

Tick	No tick	Note
Viens (✓)		
Ne touche pas (✓)		

(c) Interrogative

Tick	No tick	Note
Tu viens? (✓) / Tu viens. (✓)		question mark not required for mark to be awarded
Est-ce que (✓) tu viens(?) (✓)		
Comment ça va(?) (✓)		

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Question	Answer	Marks

(d) Infinitive

Tick	No tick	Note
Je veux (✓) sortir (✓)		
Je veut (*no tick*) sortir (✓)		award tick for any correct dependent infinitive, even if main verb is incorrect / in the wrong tense
Je veux (✓) sortier (*no tick*)		
Il a commencé (✓) à pleuvoir (✓)		
Il a commence (*no tick*) à pleuvoir (✓)		
Il a commencé (✓) de pleuvoir (*no tick*)		
J'ai essayé (✓) de travailler (✓)		
Il m'aide (*no tick*) à préparer le repas (✓)		a past tense required by the task: main verb is, therefore, in the wrong tense, but dependent infinitive is correct and is ticked
Visiter (✓) d'autres pays est (✓) important		
Sans hésiter (✓)	Sans hésité (*no tick*)	
Je veux (✓) sortir (✓) parce que je veux (*no tick*) aller (✓) aux magasins		*je veux* can only score once, but different infinitives can each score if correct
Après être arrivé(e) (✓) il/(elle) a mangé (✓) un sandwich		
Après être sorti il a commencé (✓) à pleuvoir (✓)		the subject of the perfect infinitive is not the subject of the main verb
Après avoir mangé (✓) je suis sorti (✓)		

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Question	Answer	Marks

Ticking forms of the verb in the future: is the future tense appropriate to the task?

Tick	No tick	Note
Nous allons (✓) jouer (✓) au tennis		in all these cases the future tense is appropriate to the task on the question paper so both the finite verb and the infinitive are ticked in the normal way
Je vais (✓) regardé (*no tick*) un film		
Elle vas (*no tick*) arriver (✓) ce soir		
Je vais (*no tick*) aller (*no tick*) en ville		task is: what did you do last weekend? Future tense is not appropriate therefore do not tick either verb

(e) Inversion

Tick	No tick	Note
«…» a-t-il dit (✓)	… a-t-il dis (*no tick*)	accept both normal word order and inversion after direct speech
«…» il a dit (✓)		
Viens-tu (✓) / Viens tu (✓)		

(f) Participle (past or present)

Tick	No tick	Note
En arrivant (✓)		
Ayant fini (✓)		
Une fois arrivé (✓)		

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Question	Answer	Marks

(g) Reward only the first occurrence of a verb, e.g.

- J'aime (✓) la natation. J'aime (*no tick*) aussi le tennis
- J'aime (✓) la natation. Je n'aime *(no tick)* pas le tennis
- Dans ma région il y a (✓) des montagnes et des rivières. Il y a (*no tick*) aussi des…

However,

- Je préfère (✓) la natation et mon frère préfère (✓) le tennis – 2 different persons of the verb
- Mon frère préfère (✓) la natation et ma sœur préfère (*no tick*) le tennis – both third person usage
- Elle est (✓) fâchée, ce n'est (*no tick*) pas amusant – both third person usage
- Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère: correct use of a reflexive and non-reflexive verb can **both** be credited
- Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe: with «il y a/avait» allow the impersonal use to be credited as an extra (the same applies to «est-ce que» and «il/elle est»)

3.3: Award a mark out of 12 for Other linguistic features

(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).

(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.

(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Subordinate clauses, including *car / parce que, qui* and *que* (relative pronouns), *ce qui* and *ce que*. Indirect or reported speech (*il a dit que, je pense que*). Time clauses with *quand*, *pendant que* etc. and *si* (= if)
- Object pronouns (*il m'a dit*) and 'strong' pronouns (*chez nous* etc.)
- Conjunctions other than *et* and linking words (e.g. *cependant, malheureusement, toutefois*)
- Prepositions – Time: *depuis*, *pendant, pour, du… au…* etc / – Place: *en*, *dans* etc.
- Negatives
- Adverbs
- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Expressions of quantity
- Partitive articles, especially *de* after negative, use of *du, de la, des*
- Appropriate use of *politesses* in the letter

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Question	Answer	Marks

Grade descriptors for Other linguistic features (Question 3)

11–12	• Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task.
9–10	• Attempts a range of structures with a good degree of success. • More complex language usually error-free^^. • Uses a variety of relevant vocabulary at this level.
7–8	• In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing.
5–6	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
0	• One or two disjointed words or short phrases may be recognisable.

^^subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks
Total for Verbs: 8 marks
Total for Other linguistic features: 12 marks
Total for Question 3: 30 marks

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Question	Answer	Marks
3(a)	***La visite d'une personne célèbre*** **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

Tick	Accept	Mark
✓1	**Qu'est-ce que l'homme / la femme a fait pour devenir célèbre ? (par exemple : sport ? science ? théâtre ?)** **REWARD** a past tense statement which communicates what the visitor has done: do not expect international celebrities elle / il a gagné une médaille aux JO elle / il a découvert… elle / il a fait un film… **REWARD** structures which imply past tense, e.g. elle / il travaille depuis six ans dans…	**2**
✓2	**Dites ce qui s'est passé pendant la visite.** elle / il a parlé aux étudiants elle / il a fait un tour de l'école nous avons posé des questions à… **REWARD** social activities, e.g. eating / going places with the famous person	**2**
✓3	**Expliquez pourquoi vous admirez cet homme / cette femme.** parce que j'aime sa personnalité il / elle est sympa / intelligent(e)… il / elle est un modèle pour les jeunes je voudrais faire la même chose il est intéressant = 1 **Refuse** il / elle est bien	**2**

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Question	Answer	Marks

Tick	Accept	Mark
✓4	**Quelle autre personne aimeriez-vous inviter à votre école ?** je voudrais inviter le footballeur Lionel Messi = 2 …Beyoncé qui est chanteuse = 2 …mon frère = 2 j'aimerais / je voudrais inviter Lionel Messi = 1 je voudrais inviter Lionel Messi pour nous parler de sa vie = (✓4) (✓5)	**2**
✓5	**Expliquez pourquoi.** **REWARD** references to character, reputation, achievements c'est / il est un athlète magnifique... elle est très compréhensive… il a aidé les pauvres elle a travaillé dans un hôpital **Refuse** the exact repetition of reason given in ✓3	**2**

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

Communication point	For Verbs, accept:
1	Past
2	Past
3	Any suitable tense
4	Notion of conditional / future
5	Any suitable tense

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

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Question	Answer	Marks
3(b)	***Un tour en ville***	**30**

3.1: Award a mark out of 10 for Communication – see generic guidance above

Tick	Accept	Mark
✓1	**Comment avez-vous passé la matinée ? (monuments ? magasins ?)** **Accept** any activity young people would engage in in town **REWARD** references to 'village' as well as 'ville' on a / nous avons visité le château …joué dans le parc …fait des courses **(cours = 0)** nous avons vu la cathédrale nous avons passé la matinée dans les magasins j'ai acheté un jean = 1 / mon ami(e) a acheté un livre = 1 (**Reward** either or both) **Refuse** nous avons mangé nous sommes restés dans l'hôtel nous avons passé la matinée en ville	**2**
✓2	**Où avez-vous pris le déjeuner ?** There must be an indication **of place** on a / nous avons mangé au restaurant …fait un pique-nique dans le parc …au MacDo / chez Maxime nous avons mangé à Waterfall = 1 **Refuse** nous avons visité un restaurant	**2**

Question	Answer	Marks

Tick	Accept	Mark
✓3	**Est-ce que votre ami(e) aime votre région ? Pourquoi / Pourquoi pas ?** **REWARD** the reason, positive or negative, irrespective of accuracy of statement of preference. **Accept** ideas expressed in a past tense. il y a beaucoup de choses à faire / voir les gens sont gentils c'est historique / beau la région est plus historique que sa ville la ville est sale / trop petite il / elle aime les gens **Refuse** votre ami(e)… c'est intéressant / c'est bien	**2**
✓4	**Qu'est-ce que vous voudriez faire pendant votre prochaine visite chez votre ami(e) en France ?** **Accept** anything which might appeal to a young person visiting France je voudrais… / j'aimerais… …visiter la Tour Eiffel …manger des crêpes **REWARD** future/present tense verbs for Communication but do not tick	**2**
✓5	**Pourquoi ?** j'ai toujours voulu faire ça ça m'intéresse… la cuisine est bonne je voudrais visiter / voir…	**2**

Question	Answer	Marks

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

Communication point	For Verbs, accept:
1	Past
2	Past
3	Any suitable tense
4	Notion of conditional / future
5	Any relevant tense

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

Question	Answer	Marks
3(c)	***La tente était vide***	**30**

3.1: Award a mark out of 10 for Communication – see generic guidance above

Tick	Accept	Mark
✓1	**Où avez-vous passé la nuit ?** j'ai... / nous avons... / on a... …passé la nuit dehors / à la terrasse du café …parlé à nos amis dans leur tente nous sommes allés au café = 0	**2**
✓2	**Qu'est-ce que vous avez fait le jour suivant ?** j'ai contacté la police on est rentré à la maison on a acheté un nouveau sac de couchage on est allé à la plage quand même Any suitable action whether or not it was a resolution of problem	**2**
✓3	**Further detail for Task 1 or Task 2** **REWARD** any additional detail which meets the demands of either ✓1 or ✓2	**2**

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Question	Answer	Marks

Tick	Accept	Mark
✓4	**Décrivez vos réactions à ces événements.** **REWARD** any reaction wherever it occurs j'étais déçu / fâché / furieux / triste / malheureux mon ami(e) était… nous étions… / on était… j'ai pleuré mon ami(e) s'est fâché(e) **Accept** any response which suggests that they carried on as normal / made the best of the situation	**2**
✓5	**Étiez-vous content(e) de ces vacances ?** **REWARD** positive or negative comments les vacances étaient excellentes j'ai passé de bonnes vacances les vacances étaient horribles j'ai été très déçu(e)	**2**

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

Communication point	For Verbs, accept:
1	Past
2	Past
3	Past
4	Past
5	Past

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

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Appendix I

Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

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Appendix II: Communication

Rules on how to decide whether a verb is accurate enough to convey meaning

Communication

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B.
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below), in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

A <u>QUESTION 3 ONLY</u>: where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE,</u> 2 communication marks are awarded in the following cases.

(i)	**For 2 communication marks: accept a Present where a Future context is apparent**	
	L'an prochain je voyage en France = 2 for communication.	(*Je voyage* receives a tick for verb)
(ii)	**For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa**	
(iii)	**For 2 communication marks: accept a 'phonetic version' of the correct time frame**	
	J'ai passer/passez les vacances = 2 for communication *Les gens pense/pensait que* = 2 for communication *Il a commencé à joué* = 2 for communication	*(Il a commencé à joue* = 1 for communication – *joue* is not phonetic)
(iv)	**For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate**	
	Allow Perfect, Imperfect, Pluperfect or Past Historic. Ignore inconsistency of the Perfect and Past Historic if it occurs	

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(v)	**Use of *avoir* with a past participle when *être* is correct: award 2 communication marks**	
	J'ai resté en France = 2 marks for communication	However the use of *être* when *avoir* is correct= 1 communication mark, e.g. *Je suis mangé la pomme* (see **B (iii)**)
(vi)	**Errors of accent: award 2 communication marks (eg *il va telephoner* = 2; *il commencais* = 2; *j'achete* = *2*), except in the following cases**	
	For 2 communication marks, **insist** on the accent on a past participle of –*er* verbs	*Il a joue* = 1 for communication (as an attempted perfect tense) *Il joué* = 1 for communication (as an attempted present tense)
	For 2 communication marks **insist** on an accent when an adjective is also a past participle	*Il était fatigue* = 1 for communication *Il être fatigue* = 1 for communication *Il et fatigue* = 1 for communication
	For 2 communication marks, tolerate a grave accent for an acute accent	*Il a jouè* = 2 for communication
(vii)	**Errors of punctuation: award 2 communication marks in spite of errors of punctuation**	
	Jai fait… = 2 for communication in spite of missing apostrophe	In addition *jai fait* scores a tick for the verb
(viii)	**Errors of elision: award 2 communication marks in spite of errors of elision**	
	Je aime… / *Je habite…* = 2 for communication in spite of missing elision	*Je aime / Je habite*: no tick for the verb as elision has not been made
(ix)	**Single consonant where there should be double and vice versa: award 2 communication marks**	
	J'appele / *J'apelle / J'apele / J'appelle ma mère au téléphone* = 2 for communication	*J'appelle ma mere au telephone* = tick for the verb

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(x)	**In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)**	
	Mon ami a dit qu'il avait mal au genou = 2 for communication (in addition both verbs can receive a tick) *Mon ami annonce (*wrong tense) *qu'il avait mal au genou* = 2 for communication (in addition second verb can receive a tick)	However, *Mon ami a dit qu'il a mal au genou* = 1 for communication (see **B (viii)**) (in addition first verb can receive a tick) *Mon ami a dit qu'il mal au genou* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	Je pensais que j'étais malade = 2 for communication (in addition both verbs receive a tick)	However: *Je pensais qu'il pleut* = 1 for communication (see **B (viii)**) *Je pensais que j'avais malade* = 0 for communication (see **B (iv)**) (In both cases, first verb can receive a tick)
(xi)	**Use of a verb in the 'indicative' where a subjunctive would be expected: award 2 communication marks**	
	Il faut que j'aille chez ma grand-mère = 2 for communication (plus both verbs receive a tick) *Il faut que je vais chez ma grand-mère* = 2 for communication (plus both verbs receive a tick)	
(xii)	**Treat the verbs *retourner*, *revenir* and *rentrer* as synonyms: award 2 communication marks**	
(xiii)	**«ne» omitted in a negative statement: award 2 communication marks**	
	J'aime pas la biologie = 2 for communication (in addition, the verb receives a tick)	However *Je n'aime la biologie* = 1 for communication (see **B (ix)**) (verb receives a tick)

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B <u>QUESTIONS 2 AND 3</u>: where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded:

(i)	**The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark**	
	Task: where <u>did</u> you go on holiday. Candidate writes: *Je passe les vacances en France* *Je passons les vacances en France* *Je passé les vacances en France* *Je vais passer les vacances en France* *Je suis passer les vacances en France* *J'irons en France* *Je allez en France* *J'aille en France* *Je vas en France* **All score 1 mark for communication**	In all these cases, *passer* is an appropriate choice of verb in terms of meaning. The task ('where did you go on holiday') requires a past tense (or phonetic version of a past tense) for 2 communication marks to be awarded: these versions do not meet this requirement. However, in all these cases the candidate has produced an existing part/tense/form of what is an appropriate verb and therefore 1 communication mark is awarded Ticks are not scored for these verbs
	Task: how <u>did</u> you and your friends react? Candidate writes: *Mes amis est contents* *J'été triste* *Ils avons pleure* **All score 1 mark for communication**	
	Task: what do you want to eat for lunch. Candidate writes. *Je veux mange un sandwich* = 1 for communication	*Je veux* = tick for verb

	Task: what will you do <u>next</u> year. Candidate writes: *L'an <u>dernier</u> je voyage en France* = 1 for communication *L'an <u>dernier</u> je vais voyager en France* = 1 for communication *L'année <u>prochaine</u> j'allait en ville* = 1 for communication (if the task required a past tense, *J'allait en ville* tout court could score 2 for communication as a phonetic rendering of *J'allais en ville*)	…*je voyage*… verb is not rewarded as there is no future context (e.g *L'an prochain*…) …*je vais voyager*… scores 2 ticks for verbs (*je vais*, *voyager*) as the task requires a future …*j'allait*… verb does not receive a tick
	L'année prochaine j'aille en ville = 1 for communication (*aller* is an appropriate verb, *aille* is a form of the verb *aller* (subjunctive))	*L'année prochaine j'aillait en ville* = 0 for communication (*aillait* is not any part of the verb *aller*)
(ii)	**The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark**	
	Task is to say what s/he enjoyed doing on holiday. Candidate writes: *J'aim le tennis* = 1 for communication (phonetic version of the incorrect tense (*j'aime*) of an appropriate verb)	*J'amie (le tennis)* = 0 for communication *(amie* is not any form/part/tense of the verb *aimer)*
	Task is to say how s/he got home. Candidate writes: *Je prennez le bus* = 1 for communication (phonetic version of an incorrect part/tense (*Je prenez*) of an appropriate verb)	*Je prendais le bus* = 0 for communication (*prendais* is not any form/part/tense (nor a phonetic version thereof) of the verb *prendre*)
(iii)	**Use of *être* as the auxiliary when *avoir* would be correct: award 1 communication mark (see also A (v))**	
	Je suis mangé la pomme = 1	
(iv)	**Use of *être* instead of *avoir* in some clearly defined idiomatic phrases: award 1 communication mark**	
	J'étais peur = 1 *J'étais soif* = 1 *J'étais faim* = 1 *Elle était cinq ans* = 1	(no tick for the verb) (no tick for the verb) (no tick for the verb) (no tick for the verb) **However** *Elle est les cheveux gris* = 0 *J'avais fatigué* = 0 *J'avais malade* = 0

(v)	***Manger*, *nager*, *ranger* etc – 'e' missing from *nous* form and imperfect: award 1 communication mark**	
	Je mangais des pommes = *1* (no tick for the verb) *Nous nagons après l'école* = *1* (no tick for the verb)	*Je mang des pommes* = 0
(vi)	**The following commonly seen inappropriate usages: award 1 communication mark**	
	Accept for 1 mark *il est beau* for *il fait beau* *j'ai écouté un bruit* for *j'ai entendu un bruit* *c'est chaud* for *il fait chaud* *j'ai fait une promenade à l'école* for *je suis allé à l'école à pied* *j'ai regardé un accident* for *j'ai vu un accident*	**Refuse** *j'ai regardé pour mon sac* for *j'ai cherché mon sac*
(vii)	**The following commonly seen mis-usages: award 1 communication mark**	
	il et (venu me voir) *je return(e)* etc (accept *returner* for *retourner*) *je s'appelle (Carole)*	However, *Il m'appelle (Carole)* when the candidate is trying to give his/her own name = 0 as nothing of worth is communicated
(viii)	**In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also **A(x)**)	
	Mon ami a dit qu'il a mal au genou = 1 for communication	*il a mal au genou,* contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick)
	Je pensais qu'il pleut = 1 for communication	The subordinate clause, *qu'il pleut,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)
(ix)	**«pas», or equivalent, is omitted in a negative statement = 1 for communication**	
	Je n'aime la biologie = 1 for communication (verb receives a tick)	However *J'aime pas la biologie* = 2 for communication (in addition, the verb receives a tick)

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C <u>QUESTIONS 2 AND 3</u>: award 0 communication marks in the following cases:

(i)	**No attempt at a verb = 0 for communication**	
	je pied à l'ecole = 0 for communication *je promenade mon chien = 0 for communication* *il pluie* = 0 for communication	However, *je travail à l'école* (*in response to Qu'est-ce que vous faites à l'école?*) = 2 for communication because *travail* works phonetically
(ii)	**The verb attempted delivers a message different from the desired one = 0 for communication**	
	mon père a un prof for *mon père est prof* = 0 for communication *j'ai travaillé en Australie* for *j'ai voyagé en Australie* = 0 for communication *il pleure* for *il pleut* = 0 for communication	
(iii)	**The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication**	
	L'année prochaine j'aillait en ville = 0 for communication (*aillait* is not any part of the verb *aller*) *Je prendais le bus* = 0 for communication (*prendais* is not any part of the verb *prendre*) *J'amie (le tennis)* *J'alle au cinema* *Je m'apple Carole*	
(iv)	**There are two subjects = 0 for communication**	
	il j'aime = 0 for communication	