GradeMax



**Cambridge Assessment International Education**
Cambridge International General Certificate of Secondary Education

**FRENCH** **0520/43**

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 | **Faites une liste, en français, de 8 choses dans votre nouvelle chambre.**<br><br>**REWARD** any other items which might be found in a bedroom including pets<br>**Refuse** tapis as it is the example | **5** |

| ACCEPT | ACCEPT | REFUSE |
|---|---|---|
| **armoire / placard / garderobe / vitrine** | amoire | |
| **balcon** | | balcony / balconie |
| **bureau** | buro / buraue | bureua |
| **chaise / fauteuil / sofa** | chaize | chez / couche |
| **climatisation** | clim | AC |
| **coussin** | | cousin / cossin |
| **douche / salle de bains / cabinet** | douch | doch / docher / duche / dusch / bain / sale de bains |
| **eau** | | eu |
| **fenêtre** | fenêtr | |
| **lampe / lanterne** | lamp | lumière / lumier / luminere |
| **lit** | | |
| **livres** | | |
| **meuble** | | |
| **miroir / glace** | mirroir / glasse | mirrior / mirror |
| **ordinateur** | ordi | |
| **porte** | | port |
| **poster / affiche / photographie / tableau / dessin / photo / portrait / image** | painture | tableu / photograph(e) |
| **radiateur** | | chauffage / radiator |
| **table** | | |
| **télévision** | | |
| **vêtements** | | |

**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.**<br>• **Language: award a mark out of 5, according to the instructions in 2.2.** | |

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| Question | Answer | Marks |
|---|---|---|
| 2 | ***Ma ville / Mon village***<br><br>**2.1: Award a mark out of 10 for Communication**<br><br>(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.<br><br>(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:<br>• If 1 of the tasks is missing, the maximum communication mark is 9.<br>• If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).<br><br>(iii) Add up the ticks to give a mark out of 10 for Communication.<br><br>(iv) For COMMUNICATION<br>• **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score.<br>• **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning.<br>• **For language other than verbs, use 'rules' in Question 1:** look alike, sound alike, etc.<br>• **Misplaced adjectives, negatives and adverbs will not usually compromise communication.**<br><br>(v) LISTS = 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<br>• *elle a les cheveux noirs avec de beaux yeux et une petite bouche* (*1 verb, therefore treat as list of 3 items*)<br>• *elle a les cheveux noirs, est de taille moyenne, et elle est jolie* (*3 verbs therefore each piece of information can score a separate communication mark*)<br><br>(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.<br><br>(vii) Do not penalise factual errors.<br><br>(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 | **Comment s'appelle votre ville / village ?**<br><br>**REWARD** any reference to name<br><br>la ville / le village s'appelle... |
| ✓2 | **Décrivez cette ville / ce village.**<br><br>**REWARD** any statement relating to location, size, facilities<br><br>il / elle se trouve en… / dans le nord / à la montagne<br>c'est petit / historique<br>il y a une piscine / collège / des cafés<br>il y a beaucoup d'industries<br>il y a de la pollution |
| ✓3 | **Qu'est-ce qu'on peut faire comme activités ?**<br><br>**REWARD** any statement relating to the activities available<br><br>on peut aller au cinéma<br>il n'y a rien pour les jeunes<br>il y a beaucoup de choses à faire (✓3) par exemple je vais au cinéma (✓3)<br><br>je vais à la plage **tc** = 0<br>on peut faire beaucoup **tc** = 0<br>il y a beaucoup d'activités **tc** = 0 |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Tick** / **Accept**<br>✓4 **Aimez-vous habiter là ? Pourquoi / Pourquoi pas ?**<br><br>**REWARD** preference and suitable reason<br><br>j'aime (habiter)...<br>(parce que) je peux jouer avec mes copains<br>je déteste habiter ici...<br>(car) je n'ai pas d'amis<br><br>j'aime Suva (✓4) mais c'est parfois difficile d'y habiter (✓4)<br><br>✓5 **Où voudriez-vous habiter à l'avenir ? Pourquoi ?**<br><br>**REWARD** separately preference and reason<br><br>je voudrais habiter en ville / dans un village / à la campagne / au bord de la mer<br><br>je voudrais habiter en... parce qu'il fait plus chaud<br>je veux rester ici, ma famille est ici<br><br>je suis confortable ici = 0<br><br>**Notion of future required but conditional verb required for Language 5** | |

| Question | Answer | Marks |
|---|---|---|
| 2 | **2.2: Award a mark out of 5 for Language**<br><br>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)).<br><br>**Grade descriptors for Language (Question 2)** | |

| | |
|---|---|
| 5 | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Use of a limited range of verbs, generally successful.<br>More accuracy than inaccuracy. |
| 4 | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed. |
| 3 | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs).<br>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)<br>«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.<br>• Highly accurate at this level, though not necessarily faultless.<br>• 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.<br>• More complex language usually error-free^^.<br>• Uses a variety of relevant vocabulary at this level. |
| 7–8 | • In control of simple structures. Varied success with more complex structures.<br>• Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted.<br>• Has sufficient vocabulary to add some interest to the writing. |
| 5–6 | • Attempts more than basic structures.<br>• On balance, the work is more accurate than inaccurate.<br>• Straightforward vocabulary relevant to the task. |
| 3–4 | • Reliant on basic structures.<br>• Some examples of correct language. Meaning usually conveyed.<br>• 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) | ***Ma première visite à l'étranger*** | **30** |

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

| Tick | Accept | Mark |
|---|---|---|
| ✓1 | **Quel pays avez-vous visité, quand et avec qui ?**<br><br>**REWARD** country **and** either when **or** with whom<br><br>je suis allé en / au...<br>j'ai voyagé en / au… / j'ai visité…<br>j'ai passé mes vacances en / au…<br>ma famille et moi sommes allé(e)s en Finlande<br><br>ma famille est allée en Finlande **tc** = 1<br><br>**Tolerate** incorrect or absent preposition<br><br>**REWARD** name of country if phonetically correct<br><br>je suis allé **à l'étranger** avec mes parents en juin = max 1<br>j'ai visité **Rome** avec mes amis le week-end dernier = max 1<br>j'ai visité **l'Espange** avec ma famille l'année dernière = max 1<br><br>**Refuse** adjectives of nationality | **2** |
| ✓2 | **Qu'est-ce que vous avez fait pendant le séjour ?**<br><br>j'ai visité un château<br>j'ai joué au tennis<br>j'ai mangé au restaurant<br>j'ai fait une promenade<br><br>**Accept** any activity a young person might do<br><br>**Refuse** j'ai visité un restaurant | **2** |

| Question | Answer | Marks |
|---|---|---|

3(a)

| Tick | Accept | Mark |
|---|---|---|
| ✓3 | **Quelles sont vos impressions de ce pays ?**<br><br>j'ai aimé la Finlande… / j'ai détesté la France…<br>c'est beau / agréable<br>ce n'est pas joli<br>c'est très différent de chez moi<br>il y avait beaucoup de pollution<br><br>c'est intéressant = max 1 | **2** |
| ✓4 | **Expliquez.**<br><br>**Expect** a logical link between ✓3 and ✓4<br><br>il y a beaucoup à faire<br>les gens sont gentils<br>c'est pollué<br>il pleuvait beaucoup<br><br>**REWARD** an explanation even if ✓3 is unsuccessful | **2** |
| ✓5 | **Quel pays voudriez-vous visiter dans l'avenir ? Pourquoi ?**<br><br>**REWARD** a reason.<br>**Tolerate** any errors in initial statement.<br><br>je voudrais / j'aimerais / je vais / j'espère aller en / au…<br><br>parce qu'il fait plus chaud…<br>j'aime la cuisine…<br>mon ami habite là…<br>il y a beaucoup de choses à faire…<br>je pourrais faire du ski… | **2** |

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)</td><td>

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

<table>
<tr><th>Communication point</th><th>For Verbs, accept:</th></tr>
<tr><td>1</td><td>Past</td></tr>
<tr><td>2</td><td>Past</td></tr>
<tr><td>3</td><td>Any suitable tense</td></tr>
<tr><td>4</td><td>Past or present</td></tr>
<tr><td>5</td><td>Notion of future</td></tr>
</table>

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

</td><td></td></tr>
</table>

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| Question | Answer | Marks |
|---|---|---|
| 3(b) | ***Un chien perdu*** | **30** |

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

| Tick | Accept | Mark |
|---|---|---|
| ✓1 | **Faites une description du chien de votre grand-mère / grand-père.**<br><br>il est petit / noir et blanc / gentil<br><br>il a les cheveux noirs = max 1<br><br>If the dog is referred to as 'la chienne' check for consistency.<br><br>**Refuse** il est intéressant | **2** |
| ✓2 | **Quand a-t-il disparu ?**<br><br>il a disparu... la semaine dernière / lundi / hier / ce matin<br>on n'a pas vu le chien depuis…<br><br>… à dix heures **tc** = max 1 | **2** |
| ✓3 | **Qu'est-ce que vous avez fait pour aider votre grand-mère / grand-père à retrouver son chien ?**<br><br>j'ai téléphoné...<br>j'ai cherché...<br>j'ai couru...<br>j'ai demandé de l'aide à ...<br><br>**Refuse** j'ai regardé pour le chien<br>j'ai (re)trouvé le chien | **2** |

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| Question | Answer | Marks |
|---|---|---|

3(b)

| Tick | Accept | Mark |
|---|---|---|
| ✓4 | **Pourquoi le chien est-il important pour votre grand-mère / grand-père ?**<br><br>mon grand-père / ma grand-mère est / habite seul(e)…<br>il / elle ne sort pas…<br>parce que mon grand-père est mort<br>il / elle a toujours eu un chien / a toujours aimé les chiens<br><br>parce qu'ils aiment le chien = 1 | **2** |
| ✓5 | **Est-ce que vous aimeriez avoir un animal dans l'avenir ? Donnez vos raisons.**<br><br>**REWARD** a suitable positive or negative reason for having a pet<br><br>je voudrais / j'aimerais / je vais / j'espère … avoir un chien / chat<br>je **pourrais** faire des promenades avec mon chien<br>un chien peut protéger la maison<br>j'aime les animaux<br><br>je **peux** jouer avec le chien = max 1<br>parce que c'est amusant = max 1<br><br>**Accept** negative responses | **2** |

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

| Communication point | For Verbs, accept: |
|---|---|
| 1 | Present tense expected but past may be used |
| 2 | Past |
| 3 | Past |
| 4 | Any suitable tense |
| 5 | Notion of future |

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

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| Question | Answer | Marks |
|---|---|---|
| 3(c) | ***Une invitation surprise*** | **30** |

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

| Tick | Accept | Mark |
|---|---|---|
| ✓1 | **Comment avez-vous passé la soirée ? (où ? quelles activités ?)** | **2** |
| ✓2 | For Tasks 1 and 2, **REWARD** any two events in past tense which fit the story.<br><br>je suis allé... nous sommes allés...<br>en ville / à une boum / au club / à la discothèque / au restaurant<br><br>j'ai / nous avons dansé / chanté / mangé...<br>any likely activity<br><br>**No reward for weather** | **2** |
| ✓3 | **Expliquez pourquoi vous êtes rentré(e) tard.**<br><br>j'ai manqué l'autobus | **2** |
| ✓4 | **Quelle a été la réaction de vos parents ?**<br><br>mon père / ma mère était furieux / furieuse<br>mes parents étaient contents de me voir | **2** |
| ✓5 | **Qu'est-ce que vous avez pensé de cette soirée surprise ?**<br><br>**Expect** a response in the past tense<br><br>j'étais très content<br>c'était amusant<br>j'ai passé une bonne soirée<br><br>la surprise était super = max 1<br>c'était intéressant / bon = max 1<br><br>c'est intéressant = 0 | **2** |

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| Question | Answer | Marks |
|---|---|---|
| 3(c) | **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<br>*Les gens pense/pensait que* = 2 for communication<br>*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)<br>*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<br>*Il être fatigue* = 1 for communication<br>*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)<br>*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)<br>*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:<br>*Je pensais qu'il pleut* = 1 for communication (see **B (viii)**)<br>*Je pensais que j'avais malade* = 0 for communication (see **B (iv)**)<br>(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)<br>*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:**<br>*Je passe les vacances en France*<br>*Je passons les vacances en France*<br>*Je passé les vacances en France*<br>*Je vais passer les vacances en France*<br>*Je suis passer les vacances en France*<br>*J'irons en France*<br>*Je allez en France*<br>*J'aille en France*<br>*Je vas en France*<br><br>**All score 1 mark for communication** | In all these cases, *passer* is an appropriate choice of verb in terms of meaning.<br>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.<br>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<br><br>Ticks are not scored for these verbs |
| | **Task: how <u>did</u> you and your friends react? Candidate writes:**<br>*Mes amis est contents*<br>*J'été triste*<br>*Ils avons pleure*<br>**All score 1 mark for communication** | |
| | **Task: what do you want to eat for lunch. Candidate writes.**<br>*Je veux mange un sandwich* = 1 for communication | *Je veux* = tick for verb |

| | | |
|---|---|---|
| | **Task: what will you do <u>next</u> year. Candidate writes:**<br>*L'an <u>dernier</u> je voyage en France* = 1 for communication<br>*L'an <u>dernier</u> je vais voyager en France* = 1 for communication<br>*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*…)<br>…*je vais voyager*… scores 2 ticks for verbs (*je vais*, *voyager*) as the task requires a future<br>…*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<br>*J'étais soif* = 1<br>*J'étais faim* = 1<br>*Elle était cinq ans* = 1 | (no tick for the verb)<br>(no tick for the verb)<br>(no tick for the verb)<br>(no tick for the verb)<br>**However**<br>*Elle est les cheveux gris* = 0<br>*J'avais fatigué* = 0<br>*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)<br>*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**<br>*il est beau* for *il fait beau*<br>*j'ai écouté un bruit* for *j'ai entendu un bruit*<br>*c'est chaud* for *il fait chaud*<br>*j'ai fait une promenade à l'école* for *je suis allé à l'école à pied*<br>*j'ai regardé un accident* for *j'ai vu un accident* | **Refuse**<br><br>*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)*<br>*je return(e)* etc (accept *returner* for *retourner*)<br>*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<br>(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<br>*je promenade mon chien = 0 for communication*<br>*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<br>*j'ai travaillé en Australie* for *j'ai voyagé en Australie* = 0 for communication<br>*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*)<br>*Je prendais le bus* = 0 for communication (*prendais* is not any part of the verb *prendre*)<br>*J'amie (le tennis)*<br>*J'alle au cinema*<br>*Je m'apple Carole* | |
| **(iv)** | **There are two subjects = 0 for communication** | |
| | *il j'aime* = 0 for communication | |