GradeMax

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FRENCH **0520/42**

Paper 4 Writing **October/November 2018**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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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 préparez des petits gâteaux. Faites une liste, en français, de 8 ingrédients.*** The following are examples. Accept any ingredients used in biscuits, including fruits, vegetables, flavourings and savoury ingredients. **Refuse** any references to meat. **Do not accept** orange – it is the example	**5**

ACCEPT	ACCEPT	REFUSE
banane	bannan(e) / banan / banann(e) / banana	
beurre	beure	beur / buerre / beaurre / berre, burre / bur
café		
carotte	carote / carrote / carrot	carot
champignon		
chocolat	chocola / chocolat(t)e	chocolade / choclat
citron		
confiture		
crème		
eau	au	eu / leu / los / lot
épices / bergamotte / lavande / fleur d'oranger		fleur **tc**
farine		
fromage	formage / fomage	froimage / formaige
lait	lai / lay	laid
margarine		magrine
miel		
noix (de coco)		

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Question	Answer	Marks
1		

ACCEPT	ACCEPT	REFUSE
œufs	euf	ouefs / oefus
oignon / ognon	onion / ognone	oinon / onio / ognos / oigneaux
poivre		
pommes		
raisins (sec)		
riz		ris
sel		sal
sucre	sucr	suce / sucer
tomate	tommate / tomatte / tomat	tomatoe / tomote
vanille		
yaourt / yoghurt		

Total for Question 1: 5 marks

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	***Une personne célèbre que vous admirez*** **2.1: Award a mark out of 10 for Communication** (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: • If 1 of the tasks is missing, the maximum communication mark is 9. • If 2 of the tasks are missing, 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) 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 • *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, est de taille moyenne, et elle est 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

Tick	Accept
✓1	**Qui est cette personne ?** **REWARD** any statement relating to name of the person. Reward references to **one** person only. Il / elle s'appelle… J'admire / J'aime le président / mon ami / ma mère / mon professeur / Banksy Ma célébrité préférée est / s'appelle… **There is only one mark available here for identifying the person. Therefore:** J'aime beaucoup l'acteur égyptien ✓3 qui s'appelle Farouk ✓1 J'aime beaucoup l'acteur égyptien Farouk ✓1 *Il s'apple Michael Jordan* but later in ✓4 states: *j'admire Michael Jordan* ✓1 *parce qu'il est fort* ✓4 **Refuse** mon célèbre favori s'appelle / est…
✓2	**Donnez des détails sur cette personne (par exemple : âge ? nationalité ? caractère ?).** **REWARD** any piece of information about the person, their lifestyle (NB work details Tick 3) Elle est américaine / ses parents sont africains Nationalities: -ain / -aine; -ais / -aise; -ien / -ienne; -ois / oise (ignore gender error) Phonetic version acceptable Il a les cheveux noirs Il est grand Elle est gentille / passionnante / passionnée Il habite en France Elle a une grande famille Elle aime les animaux Elle aide / a aidé les pauvres Elle a 30 ans **(NB** elle est 40 ans ✓2 but no reward for: elle a / est 40) Countries/numbers must be phonetically correct. **Refuse** adjectives for countries and vice versa. **Refuse** third person references to family.

Question	Answer	Marks

Tick	Accept
✓3	**Qu'est-ce qu'il/elle fait comme travail ?** **REWARD** any statement relating to information about their work Il / elle est acteur Elle est chanteuse Il travaille comme médecin / elle travaille dans un hôpital Elle a un magasin Il / elle danse / chante / joue au foot Elle chante ✓3 elle écrit de belles chansons ✓3 (the second ✓3 could be considered as a ✓4 if there is no other response.) **Refuse** actor, doctor, etc.
✓4	**Pour quelles raisons est-ce que vous admirez cette personne.** **REWARD** any statement explaining why they admire this person. (Je l'admire car) il aide les autres (J'admire cette personne parce qu') elle écrit de belles chansons … j'aime faire la même chose Je joue au foot (aussi) J'aime chanter / J'adore écrire Tout le monde l'aime J'adore **ses** films / **ses** chansons Elle est généreuse / il est sincère J'adore sa personnalité / son caractère **Reward** the same information given either in ✓2 or ✓3 if there is some additional language. i.e. **J'admire Rihanna parce qu'**elle chante bien (where 'elle chante bien' was rewarded ✓3) For footballers, il joue pour Barcelona ✓4 but j'adore Barcelona is not sufficient. **Do not reward** j'adore les films **tc** / le cinéma **tc** / le foot **tc** / j'écoute sa musique

Question	Answer	Marks

Tick	Accept
✓5	**Est-ce que vous aimeriez devenir célèbre ? Pourquoi/Pourquoi pas ?** **REWARD** any positive / negative statement about becoming famous and related reasons **Expect** attempt at je voudrais / je ne voudrais pas devenir / être célèbre unless the candidate makes a clear link between his / her plans and the field of work of the person mentioned OR offers an alternative role model **Benefits** Je voudrais être célèbre ✓5… parce que je voudrais gagner beaucoup d'argent ✓5 … c'est magnifique / intéressant ✓5 **Alternative career** Je ne voudrais pas être célèbre ✓5… parce que je veux travailler dans un hôpital ✓5 **Inconvenience** … je suis trop introverti ✓5 … je veux protéger ma famille ✓5 … je n'aime pas l'attention ✓5 … c'est épouvantable / affreux / horrible ✓5 **Motivation** … je veux écrire des livres ✓5 … je veux danser ✓5 et chanter ✓5 … j'aime chanter ✓5 **Reward** reasons expressed with on / tu / vous **Do not reward**: C'est mal / bon / bien … car il est mon acteur favori J'ai voudrais devenir célèbre…

Question	Answer	Marks

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		

Question	Answer	Marks

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
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 (✓)		

Question	Answer	Marks

(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(?) (✓)		

(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

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Question	Answer	Marks

Tick	No tick	Note
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 (✓)		

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

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Question	Answer	Marks

(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 (✓)		

(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 (✓) fâché, 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»)

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Question	Answer	Marks

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)	***Mon voyage en avion*** ***Vous avez pris l'avion pour faire un voyage. Écrivez une lettre à un(e) ami(e) français(e).*** **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

Tick	Accept	Mark
✓1	**Où êtes-vous allé(e) et quand ?** **INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – INSIST ON WHERE AND WHEN** Je suis allé(e) à Paris la semaine dernière ✓1✓1 Je suis allé(e) à Paris ✓1 J'ai voyagé en avion à Paris ✓1 J'ai pris l'avion pendant les vacances ✓1 J'ai pris l'avion à 7h ✓1 La **dernière** semaine / le **dernier** week-end / les vacances **dernières** je suis allé à Paris ✓1 If the required details are given in two separate sentences, the verb in each sentence must be acceptable for ✓1✓1 **Reward** récemment / récement but **refuse** any other spelling **Refuse** j'ai travaillé…	2

Question	Answer	Marks

Tick	Accept	Mark
✓2	**Donnez des détails sur ce voyage (temps ? repas ? durée ?).** **INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – ALLOW ANY SENSIBLE DESCRIPTION OF THE JOURNEY** J'ai mangé du poulet ✓2✓2 J'ai écouté de la musique ✓2✓2 Je me suis amusé ✓2✓2 Je suis arrivé à dix heures ✓2✓2 Il faisait mauvais ✓2✓2 Le voyage a duré trois heures ✓2✓2 Le voyage était long ✓2✓2 Le vol / voyage a pris deux heures ✓2✓2 Le voyage était magnifique / ennuyeux / agréable / c'était merveilleux ✓2 In the absence of any relevant detail about the journey, no marks should be given for information about the holiday / visit.	2

Question		Answer		Marks
	✓3	**Quels sont les avantages…** **FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE ADVANTAGE EXPRESSED IN AN APPROPRIATE TENSE** l'avantage est que… is not required, reward any positive comment On arrive à sa destination rapidement ✓3✓3 L'avion est confortable / rapide ✓3✓3 J'aime voyager en avion car c'est amusant / intéressant ✓3 ✓3 Je peux dormir / écouter de la musique, etc. … ✓3✓3 On arrive à **votre** destination rapidement ✓3 L'avion est un moyen de transport magnifique ✓3 C'est confortable / rapide / rapid **tc** ✓3 c'est vite / bien **tc** ✓3 Positive references to specific journey, i.e. in past tense: ✓3 **Ignore** l'advantage if detail is otherwise relevant	2	
	✓4	**… et les inconvénients de voyager en avion ?** **FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE DISADVANTAGE EXPRESSED IN AN APPROPRIATE TENSE** l'inconvénient est que… is not required, reward any negative comment. L'avion est cher ✓4✓4 Ce n'est pas bon pour l'environnement ✓4✓4 Je n'aime pas voyager en avion parce que c'est bruyant ✓4✓4 Ça peut être dangereux ✓4✓4 C'est dangereux **tc** ✓4 Je ne peux pas… ✓4✓4 Negative references to specific journey, i.e. past tense: ✓4	2	

Question	Answer	Marks

✓5	**Quels pays voudriez-vous visiter ? Donnez vos raisons.** As questions should not be a test of general knowledge there should be no penalty for naming a destination which is not a country. Je voudrais visiter la France ✓5 parce que j'aime la cuisine française ✓5 J'espère… / je compte… / je veux… / j'ai l'intention de… J'aimerais un jour visiter l'Islande pour sa nature et ses paysages uniques ✓5✓5 **Accept** references to revisiting the country already mentioned in ✓1	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	Appropriate tense
4	Appropriate tense
5	Appropriate tense

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

Question	Answer	Marks
3(b)	***Le nouveau centre sportif*** ***On a construit un nouveau centre sportif dans votre ville/village. Écrivez un blog sur ce centre.*** **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

Tick	Accept	Mark
✓1	**Quand et avec qui êtes-vous allé(e) au centre sportif ?** **INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – INSIST ON BOTH WHEN AND WITH WHOM** (for communication only, any past tense is acceptable) Je suis allé au centre sportif le week-end dernier avec mon amie ✓1 ✓1 J'ai visité le centre sportif… ✓1 ✓1 Je suis allé au centre sportif avec mon copain ✓1 La semaine **prochaine** je suis allé au centre avec mon frère ✓1 La **dernière** semaine / le **dernier** week-end, je suis allé au centre avec ma copine ✓1 Normalement je suis allé au centre avec mon frère ✓1 If the required details are given in two separate sentences, the verb in each sentence must be acceptable for ✓1✓1	2
✓2	**Quels sports avez-vous faits dans ce centre ?** **ALLOW ANY DETAIL – FOR 2 COMMUNICATION MARKS EXPECT A PAST TENSE** (for communication only, any past tense is acceptable) J'ai fait de la gymnastique ✓2✓2 Nous avons joué au basket ✓2✓2 Mon ami a joué au badminton ✓2 **Refuse** naiger and la naige	2

Question	Answer	Marks

Tick	Accept	Mark
✓3	**Expliquez pourquoi ce centre est important pour votre ville/village.** **FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON WHY/WHY NOT EXPRESSED IN AN APPROPRIATE TENSE** On peut garder la forme ✓3✓3 On peut rencontrer ses amis ✓3✓3 Le sport est une chose très importante pour tout le monde ✓3✓3 On a plus de choses à faire maintenant ✓3✓3 Les jeunes sont paresseux ✓3✓3 C'est bon pour les jeunes qui sont toujours sur leur téléphone portable ✓3✓3 Les gens ne sont pas en bonne santé ✓3✓3 On peut/nous pouvons faire beaucoup de sports ✓3✓3 Je peux rester en forme ✓3 Il y a beaucoup de choses à faire ✓3 Il y a beaucoup de sports ✓3 when presented in an earlier paragraph. **Do not reward** any qualifying detail referring to votre ville/village	2

Question	Answer	Marks

Tick	Accept	Mark
✓4	**Qu'est-ce qu'on pourrait faire pour améliorer votre ville/village.** **ALLOW ANY SENSIBLE SUGGESTION FOR IMPROVING AREA. DO NOT EXPECT A CONDITIONAL TENSE.** On pourrait nettoyer les rues ✓4✓4 On pourrait construire une piscine ✓4✓4 On ne doit pas jeter les déchets ✓4✓4 Il faut nettoyer les rues ✓4✓4 On doit mettre des poubelles ✓4✓4 Nous devons réduire la pollution ✓4✓4 Je peux utiliser mon vélo pour aller à l'école ✓4 Il devrait réduire la pollution ✓4 Je voudrais un parc / un hôpital ✓4 (action required) J'aimerais plus de magasins ✓4 On pourrait **mettre** des bibliothèques ✓4 Task 4 and Task 5 linked On pourrait planter des arbres ✓4✓4 ***pour réduire*** la pollution ✓5 If more than one suggestion is made, reward the one which will best allow marks for ✓5	2
✓5	**Donnez vos raisons.** **FOR 2 COMMUNICATION MARKS ALLOW ANY SENSIBLE REASON EXPRESSED IN AN APPROPRIATE TENSE LINKED TO THE SUGGESTED IMPROVEMENT**	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	Appropriate tense
4	Appropriate tense
5	Appropriate tense

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

Question	Answer	Marks
3(c)	***Un petit chien perdu***	**30**

« Pendant une promenade à la campagne avec mes ami(e)s, j'ai trouvé un petit chien … »

Do not award marks in any category until after introduction provided on question paper, e.g. after *j'ai trouvé un petit chien*…

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

Tick	Accept	Mark
✓1	**Décrivez votre promenade à la campagne.** **INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANY DESCRIPTION OF THE WALK** (for communication only, any past tense is acceptable) **Actions** Nous avons marché dans les champs ✓1✓1 Nous sommes partis à une heure ✓1✓1 **BUT** il était une heure ✓1 **Descriptions** Il faisait chaud ✓1✓1 La campagne était jolie ✓1✓1 Il y avait des fleurs ✓1✓1 La promenade était difficile ✓1	2

Question	Answer	Marks

Tick	Accept	Mark
✓2	**Que faisait le chien quand vous l'avez trouvé ?** **INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS** (for communication only, any past tense is acceptable) Il a aboyé ✓2✓2 Le chien pleurait ✓2✓2 Le chien était malade / blessé ✓2✓2 Le chien avait mal à la jambe ✓2✓2 Le chien avait peur ✓2✓2	2
✓3	**Qu'est-ce que vous avez fait après ?** **INSIST ON PAST TENSE FOR 2 COMMUNICATION MARKS – LOOK FOR ANY SENSIBLE DETAIL OF WHAT HAPPENED AFTERWARDS** (for communication only, any past tense is acceptable) J'ai pris le chien ✓3✓3 J'ai pris le chien chez moi ✓3✓3 Je l'ai donné de la nourriture ✓3✓3 J'ai donné de la nourriture ✓3 J'ai pris le chien chez mon grand-père ✓3	2

Question	Answer	Marks

Tick	Accept	Mark
✓4	**Quelle a été votre réaction…** **ALLOW ANY REACTION EXPRESSED IN AN APPROPRIATE TENSE** Nous étions surpris ✓4✓4 Je ne savais pas quoi faire ✓4✓4 C'était un moment mémorable ✓4✓4 **Refuse** shoqué	2
✓5	**… et la réaction de vos ami(e)s à cet événement ?** **ALLOW ANY REACTION EXPRESSED IN AN APPROPRIATE TENSE** **Reward** two plural statements with nous / on Max 1 ✓5 if both responses with je / il / elle	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	Appropriate tense
5	Appropriate tense

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 téléphone*= 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

(iv)	**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(vii))	
	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	

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