



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FRENCH

0520/41

Paper 4 Writing

May/June 2019

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.

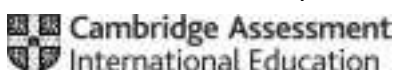
Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **46** printed pages.



PUBLISHED**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.

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 <u>to a whole question</u> 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.

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.

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 <i>gâteau au chocolat</i> / <i>gâteau chocolat</i> = 1 tick; however <i>gâteau et chocolat</i> / <i>gâteau, chocolat</i> (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: <i>gâteau, gâteau au chocolat</i>: award one mark to each item <i>gâteau au chocolat, gâteau à la crème</i>: award one mark to each item <i>gâteau, gâteau au chocolat, chocolat</i>: award one mark to each item <i>gâteau, grand gâteau</i>: award one mark for the first <i>gâteau</i> (ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.		

Question	Answer	Marks																																																
1	Dans la rue Faites une liste, en français, de 8 choses qu'on voit dans la rue. Refuse people, animals, food, personal items, robots, trading names Accept trades-people <table border="1"> <thead> <tr> <th>ACCEPT</th><th>ACCEPT</th><th>REFUSE</th></tr> </thead> <tbody> <tr> <td>arbre</td><td>bois / buisson / forêt / haie arbe</td><td>abre / arber / forest</td></tr> <tr> <td>arrêt (de bus)</td><td></td><td>arrette</td></tr> <tr> <td>balcon</td><td></td><td></td></tr> <tr> <td>banc</td><td></td><td></td></tr> <tr> <td>banque</td><td></td><td></td></tr> <tr> <td>bibliothèque</td><td></td><td></td></tr> <tr> <td>bicyclette / vélo / VTT</td><td>biciclette</td><td>bicycle / cycle / cyclisme</td></tr> <tr> <td>boucherie</td><td>boucher</td><td></td></tr> <tr> <td>boulangerie/pâtisserie</td><td>boulangier</td><td></td></tr> <tr> <td>(auto)bus</td><td>(auto)car / navette</td><td></td></tr> <tr> <td>cabine téléphonique</td><td></td><td></td></tr> <tr> <td>café</td><td>Mcdo / restaurant / terrasse / cafétéria / resto / self resturant / restuarant / terrace / terrase</td><td>cafeterie / cafetria / cafetière / restuarante / resturante / canteen / contine / McDonald</td></tr> <tr> <td>camion/camionnette</td><td>cammion</td><td></td></tr> <tr> <td>carrefour / rond-point</td><td></td><td></td></tr> <tr> <td>cinéma / théâtre</td><td></td><td></td></tr> </tbody> </table>	ACCEPT	ACCEPT	REFUSE	arbre	bois / buisson / forêt / haie arbe	abre / arber / forest	arrêt (de bus)		arrette	balcon			banc			banque			bibliothèque			bicyclette / vélo / VTT	biciclette	bicycle / cycle / cyclisme	boucherie	boucher		boulangerie/pâtisserie	boulangier		(auto)bus	(auto)car / navette		cabine téléphonique			café	Mcdo / restaurant / terrasse / cafétéria / resto / self resturant / restuarant / terrace / terrase	cafeterie / cafetria / cafetière / restuarante / resturante / canteen / contine / McDonald	camion/camionnette	cammion		carrefour / rond-point			cinéma / théâtre			5
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Question	Answer			Marks
1	école / collège			
	église / cathédrale / chapelle / clocher	catédral / cathédral / église / église	églies / église / iglise	
	feux	feu	sémaphore	
	fleurs / plantes	fleurs / plants		
	fontaine			
	horloge / pendule	orloge	heure / horologe / montre	
	hôtel			
	immeuble / bâtiment			
	lampadaire / réverbère / lanterne		ampoule / lampe / lumière	
	jardin	lac / étang / parc / verdure jardain / jardine / park / parque	jarden / jardinage / jardin	
	magasin	boutique / centre commercial / galerie / kiosque / supermarché magasain / magasin	magasine / magazine	
	mairie / hôtel de ville			
	maison / appartement		masion	
	marché			
	monument	château / citadelle / tour		
	moto(cyclette)	mobylette		
	musée			
	panneau			

Question	Answer			Marks
1	parking	garage	stationnement	
	pharmacie	pharmacien		
	place	square / cour		
	pont	bateau / canal / fleuve / rivière		
	poste	post		
	poubelle	poubel / pobelle	pobel	
	(station de) métro	gare	train	
	syndicat d'initiative	office de tourisme		
	toilette	wc / toilete / toilet		
	tramway	tram		
	trottoir	chaussée		
	voiture	circulation / embouteillage / limousine / taxi / véhicule	motor / traffic / traffique	
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.		

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

Question	Answer		Marks
2	Tick	Accept	
	✓1	Qu'est-ce que vous faites à la maison le soir ? REWARD any statement relating to what candidate does in the evening Allow details introduced: j'aime/je préfère... e.g. j'aime lire Homework Je fais mes devoirs Jobs Je fais des tâches Je fais la vaisselle J'aide (ma mère) ✓1 à préparer le dîner ✓1 Relaxation On regarde la télévision Nous écoutons de la musique Je surfe Internet / je tchatte Je fais une promenade / je me promène / je promène mon chien Je vais au parc / au cinéma Je joue (au foot) Routine Je prends une douche / je me brosse les dents / je me couche / je dors Je monte dans ma chambre Ma famille et moi nous mangeons le dîner (Note: le déjeuner = 0) Note: Après avoir fait mes devoirs ✓1 je lis un livre ✓1 Allow: Après je finis mes devoirs ✓1, je joue dans le jardin ✓1 Je regarde la télé ✓1 est (j') écoute la musique ✓1 (Q2 only) Refuse je me lève (unless it relates to having a rest in the evening), je reste (dans mon lit)	

Question	Answer		Marks
2	Tick	Accept	
	✓2	En général, aimez-vous les activités sportives ? Pourquoi/pourquoi pas ? REWARD any statement relating to candidate's preferences for sport and reasons J'aime danser Je déteste nager Je préfère jouer au tennis (...par exemple) je joue au foot ✓2, je fais du judo ✓2 ... J'ai fait du vélo hier ✓2 Mon sport préféré est la natation. Je n'aime pas le sport en général ✓2 mais je fais de l'équitation ✓2 Nous sommes une famille sportive C'est bon pour la santé Le sport est important ✓2 pour oublier les soucis ✓2 Le sport m'aide à rester en forme ✓2 (single idea) J'aime les activités sportive ✓2 j'adore le sport ✓2 Reward both in same answer. Je suis passion(n)é du sport ✓2 but Je suis pasion(n)é du sport = 0 Additional details using the same verb e.g. je joue au foot, ✓2 je joue avec mes amis au parc ✓2 Allow pour être un bonne forme Refuse j'aime les activities sportives, je joue des sports, je préfère le tennis, je pratique le foot	

Question	Answer		Marks
2	Tick	Accept	
	✓3	Est-ce que vous préférez passer du temps avec votre famille ou vos amis ? Pourquoi ? REWARD any statement relating to spending time with family/friends and reasons. Allow positive/negative opinions. J'aime passer du temps avec ma famille ✓3 mais je préfère passer du temps avec mes amis ✓3 Je n'aime pas passer du temps avec ma famille ✓3 je préfère passer du temps avec mes amis ✓3 J'aime passer du temps avec ma famille ✓3 mais je préfère sortir avec mes amis ✓3 Je préfère sortir avec mes amis ✓3 si on va au cinéma ✓3 Je préfère le temps avec mes amis ✓3 Allow all relevant details offered in contrast to the main preference. J'aime passer du temps avec ma famille et mes amis i.e. no preference ✓3 Je passe du temps avec ma famille et mes amis i.e. no preference ✓3 Allow on a le même goût Refuse le rassemblement familial / je préfère paser... / ... passer les passe-temps avec mes amis	

Question	Answer		Marks			
2	<table><tr><th>Tick</th><th>Accept</th></tr><tr><td>✓4</td><td> Décrivez ce que vous allez faire pendant le week-end prochain pour vous relaxer. REWARD any statement relating to what candidate would like to do next weekend Je vais aller au cinéma Je vais rester dans mon lit Je vais aider ma mère ✓4 à préparer un gâteau ✓4 Je ne vais rien faire Je ne vais pas faire mes devoirs Je vais aller à l'école Nous irons au spa There is no reward for reasons but there is for purpose Je vais aller au cinéma ✓4 pour regarder un film (historique) ✓4 Je vais aller en ville ✓4 pour faire du shopping ✓4 Je vais aller à la plage ✓4 parce que j'aime me bronzer (reason not purpose) Le week-end prochain j'ai joué au tennis ✓4 J'ai joué au tennis tc = 0 but this could qualify as ✓2 or ✓3 if not already mentioned. Do not reward 'pour (me) relaxer' as introductory comment but reward 'pour me reposer' e.g. Je vais aller à la campagne ✓4 pour me reposer ✓4 Reward j'ai joue au foot / nous avons regarde la télé... failed attempts at perfect tense, these are different from j'ai voudrais joue au foot = 0 Note: Expect future verb e.g. j'irai en ville... je vais nager... OR je voudrais jouer au badminton for access to 5 marks for Language. Moi et mon parents irons au cinéma is not an accurate subject verb accord, Max 4 if the only attempt at future. </td></tr></table>	Tick	Accept	✓4	Décrivez ce que vous allez faire pendant le week-end prochain pour vous relaxer. REWARD any statement relating to what candidate would like to do next weekend Je vais aller au cinéma Je vais rester dans mon lit Je vais aider ma mère ✓4 à préparer un gâteau ✓4 Je ne vais rien faire Je ne vais pas faire mes devoirs Je vais aller à l'école Nous irons au spa There is no reward for reasons but there is for purpose Je vais aller au cinéma ✓4 pour regarder un film (historique) ✓4 Je vais aller en ville ✓4 pour faire du shopping ✓4 Je vais aller à la plage ✓4 parce que j'aime me bronzer (reason not purpose) Le week-end prochain j'ai joué au tennis ✓4 J'ai joué au tennis tc = 0 but this could qualify as ✓2 or ✓3 if not already mentioned. Do not reward 'pour (me) relaxer' as introductory comment but reward 'pour me reposer' e.g. Je vais aller à la campagne ✓4 pour me reposer ✓4 Reward j'ai joue au foot / nous avons regarde la télé... failed attempts at perfect tense, these are different from j'ai voudrais joue au foot = 0 Note: Expect future verb e.g. j'irai en ville... je vais nager... OR je voudrais jouer au badminton for access to 5 marks for Language. Moi et mon parents irons au cinéma is not an accurate subject verb accord, Max 4 if the only attempt at future.	
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Question	Answer	Marks												
2	<u>2.2: Award a mark out of 5 for Language</u> Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix 1)). Grade descriptors for Language (Question 2) <table><tr><td>5</td><td>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.</td></tr><tr><td>4</td><td>Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td></tr><tr><td>3</td><td>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.</td></tr><tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td></tr><tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr><tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr></table> *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	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.	
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0	One or two disjointed words or short phrases may be recognisable.													

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.		
<u>3.1: Award a mark out of 10 for Communication</u>		
(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.		

Question	Answer	Marks
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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.

Question	Answer		Marks
Tick	No tick	Note	
Je suis (✓)			
J'aime (✓)	Je aime (<i>no tick</i>)	«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 (<i>no tick</i>)	insist on correct agreement	
	Les proffesseurs sont (<i>no tick</i>) gentils	incorrect subject	
	Le voiture s'est approché (<i>no tick</i>)	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 (<i>no tick</i>)	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	

Question	Answer	Marks
With direct and indirect object pronouns		
Tick	No tick	Note
Je l'aime (✓)		
Je le joue (✓)	Je se joue (<i>no tick</i>)	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 (<i>no tick</i>) 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 (<i>no tick</i>)	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 (✓)		

Question	Answer	Marks
Reflexive		
Tick	No tick	Note
Elle s'est levée (✓)	Elle est se levée (no tick)	
Je me lave (✓) les mains		
Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère		correct use of a reflexive and non-reflexive verb can both be credited
Impersonal		
Tick	No tick	Note
C'est comique (✓)		
Il y a (✓)		«Ilya» (✓) all right letters and in right order (by same rule «yatil» also gains a tick) «Il y a» does not score in expressions meaning 'ago'
Est-ce que (✓)		
With negative		
Tick	No tick	Note
Ils ne jouent pas (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
Ils ne pas jouent (✓)		
Je ne aime (✓) pas		
Sequence of tenses		
Tick	No tick	Note
Si j'avais (✓) le choix je voudrais (✓)		
Si j'ai eu (no tick) le choix je voudrais (✓)		if sequence is incorrect, both verbs cannot be rewarded
Quand j'ai fini (no tick) de déjeuner (✓) je suis sorti (✓)		in time clauses, the pluperfect must be used for the verb to be rewarded. In other cases the perfect is acceptable

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 (<i>no tick</i>) 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(?) (✓)			

Question	Answer	Marks
(d) Infinitive		
Tick	No tick	Note
Je veux (✓) sortir (✓)		
Je veut (<i>no tick</i>) sortir (✓)		award tick for any correct dependent infinitive, even if main verb is incorrect / in the wrong tense
Je veux (✓) sortir (<i>no tick</i>)		
Il a commencé (✓) à pleuvoir (✓)		
Il a commence (<i>no tick</i>) à pleuvoir (✓)		
Il a commencé (✓) de pleuvoir (<i>no tick</i>)		
J'ai essayé (✓) de travailler (✓)		
Il m'aide (<i>no tick</i>) 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 (<i>no tick</i>)	
Je veux (✓) sortir (✓) parce que je veux (<i>no tick</i>) aller (✓) aux magasins		<i>je veux</i> 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 (✓)		

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 (<i>no tick</i>) un film		
Elle vas (<i>no tick</i>) arriver (✓) ce soir		
Je vais (<i>no tick</i>) aller (<i>no tick</i>) 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 (<i>no tick</i>)	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 (✓)		

Question	Answer	Marks
	(g) Reward only the first occurrence of a verb, e.g. J'aime (✓) la natation. J'aime (<i>no tick</i>) aussi le tennis J'aime (✓) la natation. Je n'aime (<i>no tick</i>) pas le tennis Dans ma région il y a (✓) des montagnes et des rivières. Il y a (<i>no tick</i>) 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 (<i>no tick</i>) le tennis – both third person usage Elle est (✓) fâchée, ce n'est (<i>no tick</i>) 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») <u>3.3: Award a mark out of 12 for Other linguistic features</u> (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 <i>car / parce que, qui</i> and <i>que</i> (relative pronouns), <i>ce qui</i> and <i>ce que</i>. Indirect or reported speech (<i>il a dit que, je pense que</i>). Time clauses with <i>quand, pendant que</i> etc. and <i>si</i> (= if) Object pronouns (<i>il m'a dit</i>) and 'strong' pronouns (<i>chez nous</i> etc.) Conjunctions other than <i>et</i> and linking words (e.g. <i>cependant, malheureusement, toutefois</i>) Prepositions – Time: <i>depuis, pendant, pour, du... au...</i> etc / – Place: <i>en, dans</i> etc. Negatives Adverbs Adjectives, including possessives and demonstratives. Also comparatives and superlatives Expressions of quantity Partitive articles, especially <i>de</i> after negative, use of <i>du, de la, des</i> Appropriate use of <i>politesse</i>s in the letter.	

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		

Question	Answer	Marks						
3(a)	<i>Le travail et l'argent</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u> <table> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> <tr> <td>✓1</td><td> Donnez des détails sur un petit job que vous avez déjà fait (par exemple : où ? quand ?). Expect past tense for any detail about the work. J'ai travaillé dans un café pendant les vacances ✓1✓1 J'ai fait du babysitting ✓1✓1 J'ai travaillé pour mon père ✓1✓1 J'ai gagné 30 euros ✓1✓1 Je suis serveur (dans un café) ✓1 Je travaille chaque jour pour cinq heures ✓1 L'année prochaine j'ai travaillé dans un magasin ✓1 (confused time frame) Je commence mardi dernier ✓1 (wrong tense, correct time frame) Je commence mardi prochain = 0 (wrong tense, wrong time frame) Refuse references to routine before work e.g. je me suis levé à 6 heures Candidates who have written exclusively in present or future tenses may qualify for Max ✓1 for any relevant information about the job. </td><td>2</td></tr> </table>	Tick	Accept	Mark	✓1	Donnez des détails sur un petit job que vous avez déjà fait (par exemple : où ? quand ?). Expect past tense for any detail about the work. J'ai travaillé dans un café pendant les vacances ✓1✓1 J'ai fait du babysitting ✓1✓1 J'ai travaillé pour mon père ✓1✓1 J'ai gagné 30 euros ✓1✓1 Je suis serveur (dans un café) ✓1 Je travaille chaque jour pour cinq heures ✓1 L'année prochaine j'ai travaillé dans un magasin ✓1 (confused time frame) Je commence mardi dernier ✓1 (wrong tense, correct time frame) Je commence mardi prochain = 0 (wrong tense, wrong time frame) Refuse references to routine before work e.g. je me suis levé à 6 heures Candidates who have written exclusively in present or future tenses may qualify for Max ✓1 for any relevant information about the job.	2	30
Tick	Accept	Mark						
✓1	Donnez des détails sur un petit job que vous avez déjà fait (par exemple : où ? quand ?). Expect past tense for any detail about the work. J'ai travaillé dans un café pendant les vacances ✓1✓1 J'ai fait du babysitting ✓1✓1 J'ai travaillé pour mon père ✓1✓1 J'ai gagné 30 euros ✓1✓1 Je suis serveur (dans un café) ✓1 Je travaille chaque jour pour cinq heures ✓1 L'année prochaine j'ai travaillé dans un magasin ✓1 (confused time frame) Je commence mardi dernier ✓1 (wrong tense, correct time frame) Je commence mardi prochain = 0 (wrong tense, wrong time frame) Refuse references to routine before work e.g. je me suis levé à 6 heures Candidates who have written exclusively in present or future tenses may qualify for Max ✓1 for any relevant information about the job.	2						

Question	Answer			Marks
3(a)	Tick	Accept	Mark	
	✓2	Qu'est-ce que vous avez fait avec l'argent que vous avez gagné ? What candidate has done with money. Expect past tense J'ai acheté un ordinateur ✓2✓2 J'ai fait des économies ✓2✓2 J'avais besoin de l'argent pour acheter un billet pour une fête de musique ✓2✓2 Ce que j'ai fait c'était (d') acheter un cadeau pour ma mère ✓2✓2 Ce que j'ai fait avec l'argent que j'ai gagné c'est/est acheter un nouveau téléphone ✓2 Ce que je fais c'était (d') acheter un cadeau pour ma mère ✓2 Ce que je fais c'est (d') acheter un cadeau pour ma mère ✓2	2	

Question	Answer			Marks
3(a)	Tick	Accept	Mark	
	✓3	À votre avis, quels sont les avantages d'avoir un petit job ? Advantages of a job in any appropriate tense Positive comments Ça vous prépare pour le monde du travail ✓3 ✓3 On peut faire des économies ✓3 ✓3 Je peux gagner de l'argent ✓3 ✓3 On sera plus préparé pour avoir un emploi / un métier / une profession ✓3 ✓3 Les avantages est (qu') on peut gagner de l'argent ✓3 L'avantage sont (qu') on peut... ✓3 Les avantages sont (qu') on peut... ✓3 Les avantages est (qu') on peut... ✓3 Reference to specific job Max 1 J'ai gagné de l'argent... / j'ai appris la cuisine... Mon patron était sympa / les clients sont aimables Je pense que je me suis amusé Note: Ticking of 'correct' verb forms when Comm mark is Max 1	2	

Question	Answer			Marks
3(a)	Tick	Accept	Mark	
	✓4	Quels peuvent être les inconvénients d'avoir un petit job ? Disadvantages of a job in any appropriate tense Un petit job peut être une perte de temps Travailler est fatigant ✓4✓4 Le travail est fatigant ✓4✓4 Il y a des inconvénients comme un petit salaire ✓4 Le salaire est petit ✓4 Le soir j'étais fatigué ✓4 Le patron était sévère ✓4 (specific details) Les inconvénients (est) qu'on... see ✓3	2	

Question	Answer			Marks
3(a)	Tick	Accept	Mark	
	✓5	Quel métier aimeriez-vous faire dans l'avenir ? Pourquoi ? What job candidate would like to do and why. Expect future/conditional tense (see below) Je voudrais devenir médecin ✓5 parce que je voudrais aider les gens ✓5 Je voudrais être artiste ✓5 pour moi c'est plus important que j'ai un métier que j'aime ✓5 Je voudrais travailler à la plage ✓5 parce que j'adore la mer ✓5 Je voudrais travailler avec ma mère ✓5 parce qu'elle travaille dans la mode ✓5 J'aimerais être médecin ✓5 pour soigner les malades ✓5 Allow je voudrais devenir une infirmière Note: je voudrais travaille à l'hôpital parce que je voudrais aider les gens ✓5 Accept as alternatives to future tense: C'est mon rêve de... / je veux... / j'espère... / je compte... / j'ai l'intention de... Mon rêve est d'ouvrir un restaurant ✓5 parce que j'adore faire la cuisine ✓5	2	
Communication point		For Verbs, accept:		
1		Past		
2		Past		
3		Any appropriate tense		
4		Any appropriate tense		
5		Future/Conditional		
3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above				
3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above				

Question	Answer	Marks						
3(b)	<i>Une visite chez mon ami(e)</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u> <table> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> <tr> <td>✓1</td><td> Quand <u>et</u> combien de temps êtes-vous resté(e) chez votre ami(e) ? When and for how long candidate stayed at friend's house. Expect past tense J'ai passé une semaine chez mon ami pendant les grandes vacances Je suis restée pour trois jours à la maison de mon amie le mois dernier Allow any time scale: je suis allé chez mon amie samedi dernier. ✓1 Je suis resté six heures ✓1 Je suis allée chez mon amie le mois dernier ✓1 je suis restée une semaine ✓1 Je suis allé chez mon ami le mois dernier ✓1 je resté trois jours. (If there are two clauses, both verbs must meet the criteria in order to gain both ticks.) Le week dernier je suis allé chez mon ami. Je visité mon ami pour le week-end. ✓1 Je allé chez mon ami le week dernier. Je visité pour le week-end. ✓1 Taken as a whole, there is some relevance despite the errors in both examples. L'année prochaine je suis allée chez mon amie pour une semaine ✓1 J'alle chez mon ami le dernier week-end. Je reste pour trois jours. Taken as a whole, there are too many errors to warrant a mark. J'ai visité mon ami le week-end dernier ✓1 je suis resté deux jours ✓1 (Note: do not reward j'ai visité as a correct verb) Note: la dernière année, le dernier mois, la dernière semaine... Max ✓1 </td><td>2</td></tr> </table>	Tick	Accept	Mark	✓1	Quand <u>et</u> combien de temps êtes-vous resté(e) chez votre ami(e) ? When and for how long candidate stayed at friend's house. Expect past tense J'ai passé une semaine chez mon ami pendant les grandes vacances Je suis restée pour trois jours à la maison de mon amie le mois dernier Allow any time scale: je suis allé chez mon amie samedi dernier. ✓1 Je suis resté six heures ✓1 Je suis allée chez mon amie le mois dernier ✓1 je suis restée une semaine ✓1 Je suis allé chez mon ami le mois dernier ✓1 je resté trois jours. (If there are two clauses, both verbs must meet the criteria in order to gain both ticks.) Le week dernier je suis allé chez mon ami. Je visité mon ami pour le week-end. ✓1 Je allé chez mon ami le week dernier. Je visité pour le week-end. ✓1 Taken as a whole, there is some relevance despite the errors in both examples. L'année prochaine je suis allée chez mon amie pour une semaine ✓1 J'alle chez mon ami le dernier week-end. Je reste pour trois jours. Taken as a whole, there are too many errors to warrant a mark. J'ai visité mon ami le week-end dernier ✓1 je suis resté deux jours ✓1 (Note: do not reward j'ai visité as a correct verb) Note: la dernière année, le dernier mois, la dernière semaine... Max ✓1	2	30
Tick	Accept	Mark						
✓1	Quand <u>et</u> combien de temps êtes-vous resté(e) chez votre ami(e) ? When and for how long candidate stayed at friend's house. Expect past tense J'ai passé une semaine chez mon ami pendant les grandes vacances Je suis restée pour trois jours à la maison de mon amie le mois dernier Allow any time scale: je suis allé chez mon amie samedi dernier. ✓1 Je suis resté six heures ✓1 Je suis allée chez mon amie le mois dernier ✓1 je suis restée une semaine ✓1 Je suis allé chez mon ami le mois dernier ✓1 je resté trois jours. (If there are two clauses, both verbs must meet the criteria in order to gain both ticks.) Le week dernier je suis allé chez mon ami. Je visité mon ami pour le week-end. ✓1 Je allé chez mon ami le week dernier. Je visité pour le week-end. ✓1 Taken as a whole, there is some relevance despite the errors in both examples. L'année prochaine je suis allée chez mon amie pour une semaine ✓1 J'alle chez mon ami le dernier week-end. Je reste pour trois jours. Taken as a whole, there are too many errors to warrant a mark. J'ai visité mon ami le week-end dernier ✓1 je suis resté deux jours ✓1 (Note: do not reward j'ai visité as a correct verb) Note: la dernière année, le dernier mois, la dernière semaine... Max ✓1	2						

Question	Answer			Marks
3(b)	Tick	Accept	Mark	
	✓2	Qu'est-ce que vous avez fait ensemble ? What they did together. Expect past tense. Mon ami et moi avons fait du shopping ✓2✓2 Nous sommes allés au cinéma ✓2✓2 On a visité la Tour Eiffel ✓2✓2 J'ai mangé au restaurant avec mon amie ✓2✓2 J'ai acheté un t-shirt et mon ami a acheté un pull ✓2✓2 Je suis sorti au cinéma avec mon ami. ✓2✓2 Je suis sorti avec mon amie ✓2 (vague) J'ai fait une promenade avec il ✓2 J'ai fait une promenade avec ça/sa/le/la = 0 J'ai nagé dans la piscine tc = 0 Nous sommes allés au marché pour acheter des légumes ✓2 Taken as a whole, there is some relevance. On a visité la Tour Eiffel ✓2✓2 On est allé à Buckingham Palace. ✓2	2	

Question	Answer			Marks
3(b)	Tick	Accept	Mark	
	✓3	Qu'est-ce que vous pensez du quartier où votre ami(e) habite ? Opinion of district where friend lives. Reward any statement which casts a positive or negative light on the <i>quartier</i> J'aime le quartier tc ✓3 ✓3 J'adore Montmartre ✓3✓3 Le quartier est amusant ✓3✓3 Son village est trop petit / sa ville est belle ✓3✓3 La région est pittoresque / historique ✓3✓3 Les gens dans son quartier étaient charmants ✓3✓3 La maison est dans un quartier calme ✓3✓3 (Là) où mon ami habite est très beau ✓3✓3 Le quartier c'est bien / intéressant / amusant ✓3✓3 Il y a beaucoup / trop de pollution ✓3✓3 Il y a de la pollution tc ✓3 Il y a une belle plage ✓3 ✓3 Il y a une plage tc ✓3 Note la maison est pittoresque = 0 (✓4) C'est bien / intéressant / amusant tc ✓3 Elle quartier est très agréable parce que il y a beaucoup d'arbres ✓3 Mon ami's quartier est agréable parce qu'il y a beaucoup d'arbres ✓3 Mon ami's quartier est beau tc = 0	2	

Question	Answer			Marks
3(b)	Tick	Accept	Mark	
	✓4	Préférez-vous votre maison ou la maison de votre ami(e) ? Expliquez pourquoi. Reasons for preferring either home. Expect a preference and a reason. Je préfère sa maison ✓4 parce qu'elle est jolie ✓4 Je préfère sa maison tc ✓4 J'aime ma maison. ✓4 Elle est (plus) moderne. ✓4 Ma maison est plus grande tc ✓4 Je préfère la maison de m'amie ✓4 parce qu'elle a une piscine ✓4 Je préfère la maison de son amie parce qu'elle a une piscine ✓4 (reason correctly expressed) Je préfère la maison de votre amie parce qu'elle a une piscine ✓4 (reason correctly expressed) Je préfère moi maison ... il maison est trop grande = 0 References to the <i>quartier</i> might be appropriate e.g. je préfère la maison de mon ami parce que le quartier est calme. The detail must be different from that given in ✓3	2	

Question	Answer			Marks											
3(b)	Tick	Accept	Mark												
	✓5	Qu'est-ce que vous allez faire quand votre ami(e) viendra chez vous ? What they will do when friend visits. Expect future/conditional tense. Ignore the time clause referring to the friend's visit: reward detail of future activity. Nous allons jouer au foot ✓5✓5 Nous irons à la plage ✓5✓5 Quand mon ami sera là, je voudrais aller au cinéma ✓5✓5 (Quand il viendrait chez moi), je pense que je voudrais aller au cinéma. ✓5✓5 ... le prochain week-end, je voudrais aller à la piscine. ✓5✓5 BUT ... le week-end dernier, je vais nager dans la mer. ✓5 (confused time frame) Quand mon amie viendra chez moi, nous pouvons faire des courses en ville. ✓5 Nous ferions beaucoup d'activités ensemble ✓5 (vague) Note: for the blog, give maximum 2 verb ticks for introductory personal details (je m'appelle... j'ai 16 ans). Do not reward any verb ticks for valedictory comments.	2												
	<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 appropriate tense</td></tr><tr><td>4</td><td>Present</td></tr><tr><td>5</td><td>Future/Conditional</td></tr></table> 3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above 3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above				Communication point	For Verbs, accept:	1	Past	2	Past	3	Any appropriate tense	4	Present	5
Communication point	For Verbs, accept:														
1	Past														
2	Past														
3	Any appropriate tense														
4	Present														
5	Future/Conditional														

Question	Answer	Marks									
3(c)	<i>Une promenade sous la pluie</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u> <table> <tr> <th>Tick</th><th>Accept</th><th>Mark</th></tr> <tr> <td>✓1</td><td> Où étiez-vous exactement quand il a commencé à pleuvoir ? Details of where candidate was when it started raining. J'étais à la campagne / dans une forêt / en ville ✓1✓1 Note: if candidates adapt the rubric and include relevant information, reward with 2 ✓1 e.g. pendant les vacances je faisais une promenade dans la forêt quand il a commencé à pleuvoir. This adaptation of the rubric allows for verbs to be rewarded which would not be rewarded in a simple copying of the given statement. J'étais sur mon vélo tc = 0 </td><td>2</td></tr> <tr> <td>✓2</td><td> Qu'est-ce que vous avez fait alors ? What candidate did. Je me suis arrêté ✓2✓2 Je suis entré dans un café ✓2✓2 Je me suis installé sous un arbre ✓2✓2 J'ai mis mon imper ✓2✓2 J'ai continué ✓2✓2 </td><td>2</td></tr> </table>	Tick	Accept	Mark	✓1	Où étiez-vous exactement quand il a commencé à pleuvoir ? Details of where candidate was when it started raining. J'étais à la campagne / dans une forêt / en ville ✓1✓1 Note: if candidates adapt the rubric and include relevant information, reward with 2 ✓1 e.g. pendant les vacances je faisais une promenade dans la forêt quand il a commencé à pleuvoir. This adaptation of the rubric allows for verbs to be rewarded which would not be rewarded in a simple copying of the given statement. J'étais sur mon vélo tc = 0	2	✓2	Qu'est-ce que vous avez fait alors ? What candidate did. Je me suis arrêté ✓2✓2 Je suis entré dans un café ✓2✓2 Je me suis installé sous un arbre ✓2✓2 J'ai mis mon imper ✓2✓2 J'ai continué ✓2✓2	2	30
Tick	Accept	Mark									
✓1	Où étiez-vous exactement quand il a commencé à pleuvoir ? Details of where candidate was when it started raining. J'étais à la campagne / dans une forêt / en ville ✓1✓1 Note: if candidates adapt the rubric and include relevant information, reward with 2 ✓1 e.g. pendant les vacances je faisais une promenade dans la forêt quand il a commencé à pleuvoir. This adaptation of the rubric allows for verbs to be rewarded which would not be rewarded in a simple copying of the given statement. J'étais sur mon vélo tc = 0	2									
✓2	Qu'est-ce que vous avez fait alors ? What candidate did. Je me suis arrêté ✓2✓2 Je suis entré dans un café ✓2✓2 Je me suis installé sous un arbre ✓2✓2 J'ai mis mon imper ✓2✓2 J'ai continué ✓2✓2	2									

Question	Answer			Marks
3(c)	Tick	Accept	Mark	
	✓3	Comment est-ce que vous êtes rentré(e) à la maison ? How the candidate reached home. Method Mon père est venu me chercher ✓3✓3 J'ai pris un bus ✓3✓3 Manner Je suis rentré à toute vitesse ✓3✓3 Physical/mental state J'ai fini par rentrer (à la maison) un peu mouillée ✓3✓3 J'étais vraiment fatigué en rentrant à la maison ✓3✓3	2	
	✓4	Qu'est-ce que vous avez pensé de cette situation ? What the candidate thought of the events. C'était difficile de rouler ✓4✓4 La situation était difficile ✓4✓4 C'était fatigant ✓4✓4 Je ne sortirai jamais tout seul La prochaine fois je vais regarder la météo avant de sortir	2	

Question	Answer			Marks											
3(c)	Tick	Accept	Mark												
	✓5	Quelle a été la réaction de vos parents quand vous êtes rentré(e) ? Opinion/response of parents, accept response of either or both parents or any other family member. Emotion Ma mère était contente ✓5✓5 Mon père a rigolé ✓5✓5 Mes parents m’ont grondé ✓5✓5 Response Ma mère m’a donné une boisson chaude ✓5✓5 Note: If ✓4 has been rewarded for different information, allow: J’étais très content et mes parents aussi ✓5 If there is no other acceptable response to Task 4, then: J’étais très content ✓4✓4 et mes parents aussi = 0	2												
	<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>Past</td></tr><tr><td>4</td><td>Past or other appropriate tense</td></tr><tr><td>5</td><td>Past</td></tr></table> 3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above 3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above				Communication point	For Verbs, accept:	1	Past	2	Past	3	Past	4	Past or other appropriate tense	5
Communication point	For Verbs, accept:														
1	Past														
2	Past														
3	Past														
4	Past or other appropriate tense														
5	Past														

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 Question 3

In the case of an answer which is completely irrelevant to the chosen question (3(a) or 3(b) or 3(c)), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.

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

(i)	For 2 communication marks: accept a Present where a Future context is apparent	
	<i>L'an prochain je voyage en France</i> = 2 for communication.	(<i>Je voyage</i> 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	
	<i>J'ai passer/passez les vacances</i> = 2 for communication <i>Les gens pense/pensait que</i> = 2 for communication <i>Il a commencé à joué</i> = 2 for communication	(<i>Il a commencé à joue</i> = 1 for communication – <i>joue</i> 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	

(v)	Use of <i>avoir</i> with a past participle when <i>être</i> is correct: award 2 communication marks	
	<i>J'ai resté en France</i> = 2 marks for communication	However the use of <i>être</i> when <i>avoir</i> is correct = 1 communication mark, e.g. <i>Je suis mangé la pomme</i> (see B (iii))
(vi)	Errors of accent: award 2 communication marks (eg <i>il va téléphoner</i> = 2; <i>il commençais</i> = 2; <i>j'achete</i> = 2), except in the following cases	
	For 2 communication marks, insist on the accent on a past participle of –er verbs	<i>Il a joue</i> = 1 for communication (as an attempted perfect tense) <i>Il joué</i> = 1 for communication (as an attempted present tense)
	For 2 communication marks insist on an accent when an adjective is also a past participle	<i>Il était fatigue</i> = 1 for communication <i>Il être fatigue</i> = 1 for communication <i>Il et fatigue</i> = 1 for communication
	For 2 communication marks, tolerate a grave accent for an acute accent	<i>Il a jouè</i> = 2 for communication
(vii)	Errors of punctuation: award 2 communication marks in spite of errors of punctuation	
	<i>Jai fait...</i> = 2 for communication in spite of missing apostrophe	In addition <i>jai fait</i> scores a tick for the verb
(viii)	Errors of elision: award 2 communication marks in spite of errors of elision	
	<i>Je aime...</i> / <i>Je habite...</i> = 2 for communication in spite of missing elision	<i>Je aime</i> / <i>Je habite</i> : 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	
	<i>J'appelle</i> / <i>J'apelle</i> / <i>J'apele</i> / <i>J'appelle ma mère au téléphone</i> = 2 for communication	<i>J'appelle ma mere au telephone</i> = tick for the verb

(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)	
	<i>Mon ami a dit qu'il avait mal au genou</i> = 2 for communication (in addition both verbs can receive a tick) <i>Mon ami annonce</i> (wrong tense) <i>qu'il avait mal au genou</i> = 2 for communication (in addition second verb can receive a tick)	However, <i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication (see B (viii)) (in addition first verb can receive a tick) <i>Mon ami a dit qu'il mal au genou</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	<i>Je pensais que j'étais malade</i> = 2 for communication (in addition both verbs receive a tick)	However: <i>Je pensais qu'il pleut</i> = 1 for communication (see B (viii)) <i>Je pensais que j'avais malade</i> = 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	
	<i>Il faut que j'aille chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick) <i>Il faut que je vais chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick)	
(xii)	Treat the verbs <i>retourner</i>, <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks	
(xiii)	«ne» omitted in a negative statement: award 2 communication marks	
	<i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)	However <i>Je n'aime la biologie</i> = 1 for communication (see B (ix)) (verb receives a tick)

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B **QUESTIONS 2 AND 3:** where **THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS** 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: <i>Je passe les vacances en France</i> <i>Je passons les vacances en France</i> <i>Je passé les vacances en France</i> <i>Je vais passer les vacances en France</i> <i>Je suis passer les vacances en France</i> <i>J'irons en France</i> <i>Je allez en France</i> <i>J'aile en France</i> <i>Je vas en France</i> All score 1 mark for communication	In all these cases, <i>passer</i> 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: <i>Mes amis est contents</i> <i>J'éte triste</i> <i>Ils avons pleure</i> All score 1 mark for communication	
	Task: what do you want to eat for lunch. Candidate writes. <i>Je veux mange un sandwich</i> = 1 for communication	<i>Je veux</i> = tick for verb

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

(v)	Manger, nager, ranger etc – ‘e’ missing from <i>nous</i> form and imperfect: award 1 communication mark	
	<i>Je mangais des pommes</i> = 1 (no tick for the verb) <i>Nous nagons après l'école</i> = 1 (no tick for the verb)	<i>Je mang des pommes</i> = 0
(vi)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>il est beau</i> for <i>il fait beau</i> <i>j'ai écouté un bruit</i> for <i>j'ai entendu un bruit</i> <i>c'est chaud</i> for <i>il fait chaud</i> <i>j'ai fait une promenade à l'école</i> for <i>je suis allé à l'école à pied</i> <i>j'ai regardé un accident</i> for <i>j'ai vu un accident</i>	Refuse <i>j'ai regardé pour mon sac</i> for <i>j'ai cherché mon sac</i>
(vii)	The following commonly seen mis-usages: award 1 communication mark	
	<i>il et (venu me voir)</i> <i>je return(e) etc</i> (accept <i>returner</i> for <i>retourner</i>) <i>je s'appelle (Carole)</i>	However, <i>Il m'appelle (Carole)</i> 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))	
	<i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication	<i>il a mal au genou</i> , contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick)
	<i>Je pensais qu'il pleut</i> = 1 for communication	The subordinate clause, <i>qu'il pleut</i> , 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	
	<i>Je n'aime la biologie</i> = 1 for communication (verb receives a tick)	However <i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)

PUBLISHED**C QUESTIONS 2 AND 3: award 0 communication marks in the following cases:**

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