GradeMax

Cambridge Assessment International Education

Cambridge IGCSE™

FRENCH **0520/42**

Paper 4 Writing **October/November 2020**

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 October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© UCLES 2020

[Turn over

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.

© UCLES 2020

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.

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.

© UCLES 2020

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.

© UCLES 2020

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.

© UCLES 2020

Question	Answer	Marks
1	***La rentrée des classes*** Faites une liste, **en français**, de **8** choses que vous allez acheter. **Accept** any items of clothing whether uniform or not. **Refuse** food, drink	**5**

ACCEPT	ACCEPT	REFUSE
baskets / tennis	baskette / tenis	
blouse		
cahier	cahiere / cahyez / cayer / cayher / cayé / caiyey / kaiyer	chahier
calculatrice / calculateur / calculette		calculator
chaussettes	chaucette / chausett / chausset / chossette	chasutte / chaussée / chosette
chaussures	chaussuere / chausure / chossure	chausser / chassure / chasseurs / chausseur(e) / chausseuse / chosure / chaussée
chemise	chimise / chimize	chamise / chimie / chimese
crayons	crayyon / crayone / cryon	
dictionnaire / abécédaire / lexique	dictionaire / lexic	alphabète / grammaire
gomme	gomm / gom / gome	gum / gume / gommage
livres	liver / manuel	libre / lire
ordinateur / iPad / ordi / portable	ordenateur	
papier		
règle		
sac (à dos) / cartable / mallette / serviette / valise	sak	

© UCLES 2020

Question	Answer			Marks
	stylos / plume / bic	styllo / stilo / stilot	stelo	
	trousse	trouse / trosse	trousseau / tousse	
	uniforme	uniform		
	vêtements	vêtments		
			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	***Mes vacances*** **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
2	**Tick** / **Accept** ✓1 / **Où est-ce que vous aimez passer vos vacances ?** **Reward** any statement relating to where candidate likes to go on holiday. **Tolerate** misspelling of *vacances* wherever it occurs in Question 2. J'aime aller à l'étranger / en France / à Londres / à la montagne / chez mes grands-parents / à l'hôtel… J'adore passer mes vacances à l'étranger J'aime voyager aux pays différents en Afrique J'aime aller en France ✓1 pour passer une semaine chez mon amie ✓1 J'aime passer mes vacances dans notre maison ✓1 qui se situe au Canada ✓1 Je vais… / je voyage en Italie (spellings of countries must be at least phonetically correct) Je vai à Londres J'aimerais aller en France J'aime / J'adore Paris **tc** ✓1 (when already mentioned = 0) J'aime passe mes vacances à… **NB** there is no reward for other supplementary details or opinions J'aime aller en France ✓1 parce qu'il fait toujours du soleil **Refuse:** Je voudrais aller… but possible ✓5 … à la mère … à l'éntranger	

Question	Answer	Marks
2		

Tick	Accept
✓2	**Qu'est-ce que vous faites, en général, pendant la journée ?** **Reward** any statement relating to what candidates like doing during the day. **Accept** any activities even if they are not obviously a source of relaxation. **Allow** absence of *pendant la journée* Je fais des promenades Je travaille dans le restaurant de mes parents Je fais la cuisine J'aide ma grand-mère J'aime jouer au tennis avec mes amis Je prends le petit déjeuner / je mange Je reste à la maison Je joue (au soccer) avec mes amis Je fais beaucoup d'activités ✓2 comme nager ✓2 Je fais mes devoirs Je vais à l'école le matin Je vais au marche / marchet Je prépare le déjeuner ✓2 ma sœur fait la vaisselle ✓2 Nous faisons / on fait un pique-nique (**Refuse** on a un pique-nique) Je joue **tc** ✓2 Nous nous promenons ✓2 *dans la campaigne* Je vais à la campaigne = 0 Specific examples: l'année dernière nous avons visité un château ✓2 List rule: je joue au tennis, au basket, au volley ✓2 au foot ✓2 **Refuse:** Any other languages, e.g. soccer, futbol Je joue au sport

Question	Answer	Marks
2	**Tick** / **Accept** ✓3 / **Quelles activités aimez-vous faire le soir ?** **Reward** any statement relating to what candidates like doing in the evening. Le soir, je regarde la télévision (Le soir) on regarde le coucher du soleil ✓3 en dînant ✓3 Après cinq heures, … Le soir, j'aime aller au cinéma pour regarder un film Le soir, j'aime aller au cinéma ✓3 pour regarder un film comique ✓3 … nous allons au restaurant ✓3 pour manger **le dîner** / un repas délicieux ✓3 … nous allons au restaurant pour manger ✓3 Ma famille regarde la télé Le soir, on déjeune Le soir, je lis ✓3 et mon frère joue au foot ✓3 Le soir, j'aime la lecture / le dessin … Je joue de la guitar ✓3 … J'aime manger ✓3 la cuisine Le soir, je mange le dinner ✓3 **Refuse** if no mention of *le soir* This may mean that the detail could be allocated to ✓2 The absence of *le soir* would be considered as the omission of a task.	

Question	Answer	Marks
2	**Tick** ✓4 **Accept** **Préférez-vous les vacances en famille ou avec vos amis ? Pourquoi ?** **Reward** any statement relating to whether candidates prefer spending holidays with family or friends and why. **Reward** any acceptable reasons even if the preference is unclear Je préfère les vacances en famille ✓4 parce qu'on s'amuse ensemble ✓4 Je préfère les vacances avec ma famille ✓4 mais j'aime aussi partir avec mes amis ✓4 Je préfère les vacances avec ma famille ✓4 mais je préfère partir avec mes amis J'aime partir avec mes copains J'adore / j'aime les vacances avec mes amis… (as substitutes for je préfère) … mes parents sont enn**e**yeux ✓4 … plus amus**e**nt / amus**e**nts ✓4 je **prefer** les vacances avec mes parents parce qu'on s'entend bien ✓4 … avec mes aimes = 0 je préférer / préférez / préféré… ✓4 je préfère mes amis / ma famille **tc** ✓4 Spellings: intéresant meilliur (**refuse** melleur) ennyuyeux, ennyeyx (**refuse** anneyeux, ennuyé)	

Question	Answer	Marks
2	**Tick** ✓5 **Accept** **Qu'est-ce que vous allez faire pendant vos prochaines vacances ?** **Reward** any statement relating to what candidates will do for the next holidays. Je vais rester chez moi Je vais aller en Afrique du Sud ✓5 pour voir ma famille ✓5 **Les vacances prochaines**, je <u>vais</u> au bord de la mer ✓5 **L'année prochaine**, je <u>travaille</u> dans un supermarché ✓5 Ma famille et moi… / mes amis et moi… / nous allons… / On va… Candidate must be included Je veux / je compte / j'ai l'intention de / j'espère … Je visiterai mes grands-parents J'aimerai aller… Je voudrais jouer au tennis Je voudrais à jouer au tennis (but not a correct future for Language) J'aimerais visiter la France (but not a correct future for Language) Nous allons faire les mêmes choses Je vais pris des vacances en Italie *Ont* va faire de la natation Countries: spelling must be at least phonetically correct j'ai vais… = 0 **NB** there is no reward for opinions	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>

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 I)).

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

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

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.

© UCLES 2020

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.**

© UCLES 2020

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

© UCLES 2020

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 (✓)		

© UCLES 2020

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

© UCLES 2020

Question	Answer	Marks

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

Single auxiliary with multiple past participles

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

Correct verb within meaningless statement

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

(b) Imperative

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

(c) Interrogative

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

© UCLES 2020

Question	Answer	Marks

(d) Infinitive

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

© UCLES 2020

Question	Answer	Marks

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

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

(e) Inversion

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

(f) Participle (past or present)

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

© UCLES 2020

Question	Answer	Marks

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

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

However,

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

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

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

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

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

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

© UCLES 2020

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

© UCLES 2020

Question	Answer	Marks
3(a)	***Mon petit job dans un centre sportif***	**30**

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

Tick	Accept	Mark
✓1	**Qu'est-ce que vous avez fait pour trouver un petit job dans un centre sportif ?** Candidates explain what they did to get a job in a sports centre. J'ai fait des recherches sur Internet / sur le Net J'ai vu une publicité J'ai trouvé mon travail dans un journal J'ai déposé mon résumé Je suis allé à des magasins Mon père m'a trouvé un job Mon ami m'a aidé Je suis allé à des magazines = 0 J'ai écrit une application = 0 J'ai fait pour trouver un job = 0 J'ai trouvé mon job quand j'ai acheté des vêtements = 0 A maximum of 2 verb ticks in the introduction	2

Question	Answer		Marks
3(a)	✓2	**Décrivez ce que vous deviez faire comme travail.** Candidates explain what tasks they had to do. Je devais nettoyer la piscine J'ai dû aider dans le magasin Il fallait répondre au téléphone J'ai aidé les gens Je lavais le plancher J'ai travaillé dans la cuisine / dans le magasin / dans le bar J'ai travaillé comme réceptionniste Le job était de… present tense = max 1 Verb ticks for both imperfect and perfect. There are no ticks for verbs in the present tense in this task.	2	

Question		Answer		Marks
3(a)	✓3	**Quels sont les avantages pour les jeunes d'avoir un petit job ?** What the advantages are, for young people, to have a job. Il y a beaucoup d'avantages, par exemple être indépendant Les jeunes… / Nous… Tu peux / vous pouvez… On peut gagner de l'argent On peut se faire de l'argent ✓3✓3 On peut faire de l'argent ✓3 Specific examples: J'ai pu acheter des baskets avec l'argent = max 1 Je peux me faire des amis = max 1 Je peux utiliser la gym = max 1 L'a**d**vantage est (que)… = max 1 Les avantages **est** (que)… = max 1 Les a**d**vantages sont (que)… = max 1 No verb ticks for verbs in the wrong tense when the max 1 rule is applied. Here, please reward correct verbs if the candidate uses the pattern listed in specific examples.	2	
	✓4	**Quels peuvent être les inconvénients de travailler pendant ses études ?** What can be the disadvantages of working during their studies. On ne peut pas… / Les jeunes ne peuvent pas… Le travail peut être ennuyeux / fatigant (fatigent = 0) Le travail est ennuyeux Je n'ai pas le temps de… Les inconvénients **est** (que)… = max 1 On ne peut pas **travail** et étudier en même temps = max 1 Je ne peux pas concentrer sur mes études = max 1	2	

Question	Answer		Marks
3(a)	✓5	**Où est-ce que vous aimeriez travailler à l'avenir ?** Where the candidate would like to work in the future. Je voudrais travailler (dans) un hôpital J'aimerais être professeur dans une école Je voudrais travailler en Europe / en Afrique du Sud / à New York Je voudrais avoir mon propre magasin J'espère / je compte / j'ai l'intention de… = max 1 Je veux travail / travaille dans une banque = max 1 Je voudrais être médecin / je voudrais travailler avec les enfants = max 1 **J'amerais** travailler dans un restaurant = 0 In a statement gaining **one** communication mark, do not tick the main verb if it is present tense.	2	

3(a)

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

© UCLES 2020

Question	Answer	Marks
3(b)	***Mon nouvel internat*** **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

Tick	Accept	Mark
✓1	**Pourquoi avez-vous dû changer d'école ?** Candidates state why they had to go to a different school. J'ai dû changer d'école parce que je n'aimais pas mon ancienne école. J'ai changé d'école parce qu'il y a un meilleur choix d'universités à Londres. J'ai changé l'école… Je changé l'école… = max 1 J'ai changeais d'école parce que mon père a un nouvel emploi = max 1 A maximum of 2 verb ticks in the introduction	2
✓2	**Faites une petite description de votre nouvelle école.** Candidates give a description of their new school. **Accept** references to size, facilities, subjects, routine, teachers, students Ma nouvelle école est grande Il y a trois bâtiments Ma nouvelle école s'appelle… Il y a beaucoup d'équip(e)ments par exemple une piscine, une bibliothèque ✓2✓2 Il y a beaucoup d'équip(e)ments ✓2 facilités = 0	2

Question	Answer			Marks
3(b)	✓3	**Quelles différences avez-vous remarquées avec votre ancienne école ?** Candidates give the differences they noticed with their previous school. **This task requires a past tense** **Expect** a sentence beginning *j'ai remarqué* **OR** a simple comparison: *mon ancienne école était plus petite* **OR** a negative showing a clear difference: *dans mon ancienne école, il n'y avait pas de piscine* J'ai remarqué que les profs dans ma nouvelle école sont plus gentils ✓3✓3 Les profs dans ma nouvelle école sont plus gentils ✓3 Mon ancienne école était petite ✓3 Je remarqué que… = max 1 Les profs sont plus timides **tc** = max 1 Mon ancienne école est petit = 0 (no comparison and wrong tense) Verb ticks: there may be details presented in the present tense. If the most obvious response to the task is in the present tense giving max 1 for Communication, do not reward the verb in that clause but reward all other correct verbs.	2	

Question		Answer		Marks
3(b)	✓4	**Qu'est-ce que vous faites le soir à l'internat ?** What candidates do in the evening at the boarding school. **Expect** a time reference Le soir je fais mes devoirs Après les cours je joue au tennis Après le dîner je fais mes devoirs … je fais beaucoup de choses, comme le dessin … je fais beaucoup de choses, par exemple (hier soir) j'ai regardé un film Je ne fais rien le soir / Je ne fais rien d'intéressant le soir = 1 Je fais beaucoup de choses **tc** = 0	2	
	✓5	**Expliquez pourquoi vous allez/vous n'allez pas aimer votre nouvelle école.** Candidates explain why they will/will not like their new school. Je vais aimer ma nouvelle école parce que c'est près de ma maison J'aimerai ma nouvelle école car j'ai beaucoup d'amis ici … parce que je peux faire du sport … parce que mes amis me manquent … parce que c'est amusant J'aime ma nouvelle école parce que **je vais me faire** beaucoup d'amies ✓5✓5 Je déteste ma nouvelle école parce que **je ne vais pas avoir** le temps de faire du sport ✓5✓5 J'aime ma nouvelle école parce que c'est près de ma maison ✓5 Je manque mes amis = 0 In a statement gaining **one** communication mark, do not tick present tense verbs.	2	

Question	Answer	Marks
3(b)		

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

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

© UCLES 2020

Question	Answer	Marks
3(c)	***Mon petit voisin***	**30**

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

Tick	Accept	Mark
✓1	**Que faisait le petit garçon quand vous êtes arrivé(e) ?** Candidate describes what the little boy was doing when they arrived. **Accept** any past tense Il mangeait Il jouait Il était assis par terre Il était calme = 0 Only tick correct imperfect tense verbs. Any general references to the boy in present tense, reward correct verbs in the present tense.	2
✓2	**Quelle a été sa réaction quand il vous a vu(e) ?** What the little boy's reaction was when he saw the candidate. Il a dit bonjour Il a ri Il est resté calme Il s'est levé Il a continué à regarder la télé Il a été content Only tick correct perfect tense verbs.	2

Question	Answer		Marks
	✓3 **Qu'est-ce que vous avez fait pour occuper le petit garçon ?** What the candidate did to entertain the little boy. J'ai joué au foot avec lui J'ai chanté J'ai lu une histoire Nous avons mangé Nous avons regardé un film Nous avons joué à cache-cache Nous sommes sortis dans le jardin	2	
	✓4 **Décrivez un moment amusant <u>ou</u> difficile pendant la soirée.** Candidate to describe an amusing or difficult moment during the evening. Le petit garçon ne voulait pas se coucher / dormir	2	
	✓5 **Qu'est-ce que vous avez pensé de la soirée chez vos voisins ?** What the candidate thought of the evening spent at their neighbours' house. Je pense que le petit garçon avait été / était très sage Je me suis amusé Tout s'est bien passé J'aimerais m'occuper du petit garçon une autre fois C'était agréable C'était amusant ✓5 References to the child and not the evening, e.g. le petit garçon était / avait été très sage **tc** ✓5 vos voisins = 0	2	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>
<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</td></tr>
<tr><td>5</td><td>Past</td></tr>
</table>
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>

<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>
</td><td></td></tr>
</table>

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.

© UCLES 2020

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	

© UCLES 2020

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

© UCLES 2020

(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)

© UCLES 2020

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 did 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 did you and your friends react? Candidate writes: *Mes amis est contents* *J'été triste* *Ils avons pleure* **All score 1 mark for communication**	
	Task: what do you want to eat for lunch. Candidate writes. *Je veux mange un sandwich* = 1 for communication	*Je veux* = tick for verb

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

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

© UCLES 2020

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	

© UCLES 2020