



## Cambridge IGCSE™

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**FRENCH**

**0520/41**

Paper 4 Writing

**October/November 2020**

MARK SCHEME

Maximum Mark: 50

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**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.

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This document consists of **35** 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:**

<b>(a)</b>	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>(b)</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:**

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

**1.3 Annotation used in the Mark Scheme:**

<b>(a)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(b)</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

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- 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
<p><b>Question 1</b></p> <p>Candidates are required to list 8 items in French. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(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.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) <b>If the candidate offers more than one word per line, award a mark for each acceptable item</b> (e.g. where a candidate has linked two words as in <i>gâteau au chocolat / gâteau chocolat</i> = 1 tick; however <i>gâteau et chocolat / gâteau, chocolat</i> (candidate intends these as two items) = 2 ticks).</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(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.</p> <ul style="list-style-type: none"> <li>• ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</li> <li>• 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).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <p>(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.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> <li>• <i>gâteau, gâteau au chocolat</i>: award one mark to each item</li> <li>• <i>gâteau au chocolat, gâteau à la crème</i>: award one mark to each item</li> <li>• <i>gâteau, gâteau au chocolat, chocolat</i>: award one mark to each item</li> <li>• <i>gâteau, grand gâteau</i>: award one mark for the first <i>gâteau</i></li> </ul> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>		

Question	Answer	Marks																																																															
1	<p><b>La salle de bains</b></p> <p>Faites une liste, <b>en français</b>, de <b>8</b> choses qu'on trouve dans une salle de bains.</p> <p><b>Refuse</b> baignoire (exemple)</p> <table border="1" data-bbox="331 416 1883 1316"> <thead> <tr> <th data-bbox="331 416 786 459">ACCEPT</th> <th data-bbox="786 416 1220 459">ACCEPT</th> <th data-bbox="1220 416 1883 459">REFUSE</th> </tr> </thead> <tbody> <tr> <td>bidet</td> <td></td> <td></td> </tr> <tr> <td>brosse (à cheveux / à dents)</td> <td></td> <td>broche</td> </tr> <tr> <td>dentifrice</td> <td></td> <td>dentifrique</td> </tr> <tr> <td>douche</td> <td></td> <td>duche</td> </tr> <tr> <td>eau</td> <td></td> <td></td> </tr> <tr> <td>lavabo / évier</td> <td></td> <td></td> </tr> <tr> <td>maquillage</td> <td>maquillage / maquiage</td> <td></td> </tr> <tr> <td>médicaments / aspirine / crème</td> <td></td> <td>medicine / medecine</td> </tr> <tr> <td>meuble / étagère</td> <td></td> <td>bureau / canapé / porte / fenêtre / chaise / table</td> </tr> <tr> <td>miroir</td> <td>glace / glasse</td> <td>mirror</td> </tr> <tr> <td>papier</td> <td></td> <td></td> </tr> <tr> <td>parfum / eau de toilette</td> <td>parfume</td> <td>perfume</td> </tr> <tr> <td>peigne</td> <td></td> <td>peine</td> </tr> <tr> <td>placard / armoire</td> <td></td> <td></td> </tr> <tr> <td>poubelle</td> <td></td> <td></td> </tr> <tr> <td>savon / savonnette</td> <td>savonette</td> <td></td> </tr> <tr> <td>serviette</td> <td>servillette</td> <td>cervillete robe (de bains)</td> </tr> <tr> <td>shampooing</td> <td></td> <td>shampoo</td> </tr> <tr> <td>tapis</td> <td></td> <td></td> </tr> <tr> <td>wc / toilettes</td> <td></td> <td>toilet / toilet</td> </tr> </tbody> </table> <p style="text-align: right;"><b>Total for Question 1: 5 marks</b></p>	ACCEPT	ACCEPT	REFUSE	bidet			brosse (à cheveux / à dents)		broche	dentifrice		dentifrique	douche		duche	eau			lavabo / évier			maquillage	maquillage / maquiage		médicaments / aspirine / crème		medicine / medecine	meuble / étagère		bureau / canapé / porte / fenêtre / chaise / table	miroir	glace / glasse	mirror	papier			parfum / eau de toilette	parfume	perfume	peigne		peine	placard / armoire			poubelle			savon / savonnette	savonette		serviette	servillette	cervillete robe (de bains)	shampooing		shampoo	tapis			wc / toilettes		toilet / toilet	5
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Question	Answer	Marks
<b>Question 2</b>	Candidates are required to answer the question. Read the whole answer and award marks as follows: <ul style="list-style-type: none"><li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li><li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li></ul>	

Question	Answer	Marks
2	<p><b><i>Ma chambre</i></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(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:</p> <ul style="list-style-type: none"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> <li>• <b>Look for a verb (finite or infinitive) before awarding a mark.</b> Lists without a verb will not score.</li> <li>• <b>See Appendix II for rules on how to decide whether a verb is accurate enough</b> to convey meaning.</li> <li>• <b>For language other than verbs, use ‘rules’ in Question 1:</b> look alike, sound alike, etc.</li> <li>• <b>Misplaced adjectives, negatives and adverbs will not usually compromise communication.</b></li> </ul> <p>(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</p> <ul style="list-style-type: none"> <li>• <i>elle a les cheveux noirs avec de beaux yeux et une petite bouche (1 verb, therefore treat as list of 3 items)</i></li> <li>• <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></li> </ul> <p>(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).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine</p>	15



Question	Answer		Marks
2	<b>Tick</b>	<b>Accept</b>	
	✓1	<p><b>Faites une petite description de votre chambre (par exemple : taille, couleur, meubles).</b></p> <p>Ma chambre est petite / grande / confortable / belle Elle est blanche Dans ma chambre, j'ai / il y a un lit</p> <p><b>Refuse</b> j'ai une salle de bains</p>	
	✓2	<p><b>Quelles activités faites-vous dans votre chambre ?</b></p> <p>Je fais mes devoirs J'écoute de la musique</p> <p><b>Tolerate</b> je me couche</p> <p><b>Refuse</b> je reste / je joue au foot</p>	
	✓3	<p><b>Pourquoi aimez-vous passer du temps dans votre chambre ?</b></p> <p>Je peux être seule J'aime / j'adore ma chambre Elle est calme</p> <p><b>Refuse</b> details used in Task 1, e.g. elle est confortable</p>	
	✓4	<p><b>Qu'est-ce que vous faites pour avoir une chambre propre ?</b></p> <p>Je passe l'aspirateur le samedi Je range mes vêtements dans mon armoire Je fais mon lit tous les matins</p> <p><b>Refuse</b> je passe l'aspirateur dans le salon / je fais la vaisselle / j'aide ma mère dans la cuisine</p>	

Question	Answer		Marks
2	✓5	<p><b>Comment serait votre chambre idéale ?</b></p> <p>Ma chambre idéale serait plus grande / moderne Dans ma chambre idéale, j'aurais un grand lit Il y aurait des posters sur les murs</p> <p>Ma chambre idéale serait avec un grand lit (<b>Accept</b> for Communication but not for Language)</p>	

Question	Answer	Marks												
2	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></p> <p>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 I)).</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="349 453 1805 1155"> <tbody> <tr> <td data-bbox="349 453 427 624">5</td> <td data-bbox="427 453 1805 624">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 data-bbox="349 624 427 748">4</td> <td data-bbox="427 624 1805 748">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 data-bbox="349 748 427 888">3</td> <td data-bbox="427 748 1805 888">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 data-bbox="349 888 427 984">2</td> <td data-bbox="427 888 1805 984">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="349 984 427 1074">1</td> <td data-bbox="427 984 1805 1074">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="349 1074 427 1155">0</td> <td data-bbox="427 1074 1805 1155">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;"><b>Total for Communication: 10 marks</b>  <b>Total for Language: 5 marks</b>  <b>Total for Question 2: 15 marks</b></p>	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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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.													

Question	Answer	Marks
<b>Question 3</b>		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1.</li> <li>• <b>Language:</b> 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.</li> </ul>		
<b>For question-specific guidance, see later in this mark scheme.</b>		
<b><u>3.1: Award a mark out of 10 for Communication</u></b>		
(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).		
<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	
<b>0 ticks</b>	Nothing of worth communicated.	
(iii) <b>Look for a verb (finite or infinitive) before awarding a mark for communication.</b> 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																						
<p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></b></p> <p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. <b>For question-specific guidance, see later in this mark scheme.</b></p> <p>(i) Place a tick above the <b>first</b> 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.</p> <p style="text-align: center;"><b>Conversion table for accurate use of Verbs (Question 3)</b></p> <table border="1" data-bbox="788 587 1442 1094"> <thead> <tr> <th data-bbox="788 587 1164 638">Number of ticks</th> <th data-bbox="1164 587 1442 638">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="788 638 1164 689">18+</td> <td data-bbox="1164 638 1442 689">8</td> </tr> <tr> <td data-bbox="788 689 1164 740">16,17</td> <td data-bbox="1164 689 1442 740">7</td> </tr> <tr> <td data-bbox="788 740 1164 791">14,15</td> <td data-bbox="1164 740 1442 791">6</td> </tr> <tr> <td data-bbox="788 791 1164 842">12,13</td> <td data-bbox="1164 791 1442 842">5</td> </tr> <tr> <td data-bbox="788 842 1164 893">10,11</td> <td data-bbox="1164 842 1442 893">4</td> </tr> <tr> <td data-bbox="788 893 1164 944">8,9</td> <td data-bbox="1164 893 1442 944">3</td> </tr> <tr> <td data-bbox="788 944 1164 995">6,7</td> <td data-bbox="1164 944 1442 995">2</td> </tr> <tr> <td data-bbox="788 995 1164 1046">4,5</td> <td data-bbox="1164 995 1442 1046">1</td> </tr> <tr> <td data-bbox="788 1046 1164 1094">0,1,2,3</td> <td data-bbox="1164 1046 1442 1094">0</td> </tr> </tbody> </table> <p data-bbox="165 1129 994 1161"><b>How to award ticks for accurate use of Verbs (Question 3):</b></p> <p data-bbox="165 1197 831 1228"><b>(a) Subject (noun or pronoun) + any finite verb</b></p> <ul data-bbox="224 1235 2007 1439" style="list-style-type: none"> <li>• both subject and verb must be correct for the verb to score a tick</li> <li>• verb must be in the appropriate tense to score a tick</li> <li>• inaccuracies in the use of accents are ignored except in the case of <i>-er</i> verbs and <i>être</i> 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</li> <li>• do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features</li> </ul>			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		
Number of ticks	Mark																							
18+	8																							
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8,9	3																							
6,7	2																							
4,5	1																							
0,1,2,3	0																							

Question	Answer		Marks
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
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
<b>With direct and indirect object pronouns</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>With « y » and « en »</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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»
<b>Passive</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Elle a été attrapée (✓)		
Les vélos ont été vendus (✓)		

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Question	Answer	Marks
<b>Reflexive</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Elle s'est levée (✓)	Elle est se levée ( <i>no tick</i> )	
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
<b>Impersonal</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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 (✓)		
<b>With negative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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		
<b>Sequence of tenses</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Si j'avais (✓) le choix je voudrais (✓)		
Si j'ai eu ( <i>no tick</i> ) le choix je voudrais (✓)		if sequence is incorrect, both verbs cannot be rewarded
Quand j'ai fini ( <i>no tick</i> ) 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 (✓)		
<b>Single auxiliary with multiple past participles</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Nous avons chanté (✓) et dansé (✓)		Nous avons chanté = tick; Nous avons dansé = tick
<b>Correct verb within meaningless statement</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
La journée est (✓) longue	La journée est ( <i>no tick</i> ) intelligente	do not reward correct verb in a meaningless statement
<b>(b) Imperative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Viens (✓)		
Ne touche pas (✓)		
<b>(c) Interrogative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Tu viens? (✓) / Tu viens. (✓)		question mark not required for mark to be awarded
Est-ce que (✓) tu viens(?) (✓)		
Comment ça va(?) (✓)		

Question	Answer	Marks
<b>(d) Infinitive</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Ticking forms of the verb in the future: is the future tense appropriate to the task?</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
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	
<b>(e) Inversion</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
«...» 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 (✓)			
<b>(f) Participle (past or present)</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
En arrivant (✓)			
Ayant fini (✓)			
Une fois arrivé (✓)			

Question	Answer	Marks
	<p><b>(g) Reward only the first occurrence of a verb, e.g.</b></p> <ul style="list-style-type: none"> <li>• J'aime (✓) la natation. J'aime (<i>no tick</i>) aussi le tennis</li> <li>• J'aime (✓) la natation. Je n'aime (<i>no tick</i>) pas le tennis</li> <li>• Dans ma région il y a (✓) des montagnes et des rivières. Il y a (<i>no tick</i>) aussi des...</li> </ul> <p><b>However,</b></p> <ul style="list-style-type: none"> <li>• Je préfère (✓) la natation et mon frère préfère (✓) le tennis – 2 different persons of the verb</li> <li>• Mon frère préfère (✓) la natation et ma sœur préfère (<i>no tick</i>) le tennis – both third person usage</li> <li>• Elle est (✓) fâchée, ce n'est (<i>no tick</i>) pas amusant – both third person usage</li> <li>• Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère: correct use of a reflexive and non-reflexive verb can <b>both</b> be credited</li> <li>• 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»)</li> </ul> <p><b><u>3.3: Award a mark out of 12 for Other linguistic features</u></b></p> <p>(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)).</p> <p>(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.</p> <p>(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Object pronouns (<i>il m'a dit</i>) and 'strong' pronouns (<i>chez nous</i> etc.)</li> <li>• Conjunctions other than <i>et</i> and linking words (e.g. <i>cependant, malheureusement, toutefois</i>)</li> <li>• Prepositions – Time: <i>depuis, pendant, pour, du... au... etc</i> / – Place: <i>en, dans</i> etc.</li> <li>• Negatives</li> <li>• Adverbs</li> <li>• Adjectives, including possessives and demonstratives. Also comparatives and superlatives</li> <li>• Expressions of quantity</li> <li>• Partitive articles, especially <i>de</i> after negative, use of <i>du, de la, des</i></li> <li>• Appropriate use of <i>politesses</i> in the letter</li> </ul>	

Question	Answer	Marks
<b>Grade descriptors for Other linguistic features (Question 3)</b>		
11–12	<ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>	
9–10	<ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free<sup>^^</sup>.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>	
7–8	<ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul>	
5–6	<ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>	
3–4	<ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>	
1–2	<ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>	
0	<ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>	
<p data-bbox="165 1182 1771 1214"><sup>^^</sup>subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="165 1214 1599 1246">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1442 1283 2065 1417" style="text-align: right;"><b>Total for Communication: 10 marks</b> <b>Total for Verbs: 8 marks</b> <b>Total for Other linguistic features: 12 marks</b> <b>Total for Question 3: 30 marks</b></p>		

Question	Answer	Marks															
3(a)	<p><b>Mon stage</b></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="349 352 1924 1390"> <thead> <tr> <th data-bbox="349 352 450 416">Tick</th> <th data-bbox="450 352 1812 416">Accept</th> <th data-bbox="1812 352 1924 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 416 450 684">✓1</td> <td data-bbox="450 416 1812 684"> <p><b>Où avez-vous travaillé ?</b></p> <p>J'ai fait mon stage dans un magasin. J'ai travaillé dans une école maternelle.</p> <p>J'ai travaillé en ville = max 1 Je travaille dans une boulangerie depuis une semaine = max 1</p> </td> <td data-bbox="1812 416 1924 684">2</td> </tr> <tr> <td data-bbox="349 684 450 919">✓2</td> <td data-bbox="450 684 1812 919"> <p><b>Quelles tâches deviez-vous faire ?</b></p> <p>Je devais servir les clients. Je faisais la vaisselle.</p> <p>J'ai nettoyé les tables (2 for Communication but no Verb tick)</p> </td> <td data-bbox="1812 684 1924 919">2</td> </tr> <tr> <td data-bbox="349 919 450 1189">✓3</td> <td data-bbox="450 919 1812 1189"> <p><b>Qu'est-ce que vous pensez des stages ?</b></p> <p>Je pense que les stages sont une bonne idée. Les stages sont très utiles. Je n'aime pas les stages.</p> <p>J'ai trouvé le stage difficile = max 1</p> </td> <td data-bbox="1812 919 1924 1189">2</td> </tr> <tr> <td data-bbox="349 1189 450 1390">✓4</td> <td data-bbox="450 1189 1812 1390"> <p><b>Si vous pouviez faire un autre stage, où choisiriez-vous de travailler ?</b></p> <p>Je voudrais travailler dans un hôpital car je veux être médecin plus tard. (✓✓ 4 and ✓✓5)</p> <p><b>Refuse</b> je ne voudrais pas faire un autre stage.</p> </td> <td data-bbox="1812 1189 1924 1390">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p><b>Où avez-vous travaillé ?</b></p> <p>J'ai fait mon stage dans un magasin. J'ai travaillé dans une école maternelle.</p> <p>J'ai travaillé en ville = max 1 Je travaille dans une boulangerie depuis une semaine = max 1</p>	2	✓2	<p><b>Quelles tâches deviez-vous faire ?</b></p> <p>Je devais servir les clients. Je faisais la vaisselle.</p> <p>J'ai nettoyé les tables (2 for Communication but no Verb tick)</p>	2	✓3	<p><b>Qu'est-ce que vous pensez des stages ?</b></p> <p>Je pense que les stages sont une bonne idée. Les stages sont très utiles. Je n'aime pas les stages.</p> <p>J'ai trouvé le stage difficile = max 1</p>	2	✓4	<p><b>Si vous pouviez faire un autre stage, où choisiriez-vous de travailler ?</b></p> <p>Je voudrais travailler dans un hôpital car je veux être médecin plus tard. (✓✓ 4 and ✓✓5)</p> <p><b>Refuse</b> je ne voudrais pas faire un autre stage.</p>	2	30
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Question	Answer		Marks
3(a)	✓5	<p><b>Donnez les raisons de votre choix.</b></p> <p>Reason must match the job chosen in Task 4.</p> <p>...car j’aime les sciences.</p> <p>J’aimerais travailler dans un restaurant (✓✓4) car j’adore le sport (no ✓5)                      Je voudrais être professeur (no ✓4) car j’aime les enfants (✓✓5)</p>	2
	<b>Communication point</b>	<b>For Verbs, accept:</b>	
	1	Past	
2	Past		
3	Present		
4	Conditional		
5	Present / Past / Future		
<p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b></p>			
<p><b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b></p>			

Question	Answer		Marks															
3(b)	<p><b><i>Vacances dans un camping</i></b></p> <p><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="349 352 1919 1359"> <thead> <tr> <th data-bbox="349 352 450 416">Tick</th> <th data-bbox="456 352 1805 416">Accept</th> <th data-bbox="1812 352 1919 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 421 450 584">✓1</td> <td data-bbox="456 421 1805 584"> <p><b>Décrivez votre voyage pour arriver au camping.</b></p> <p>J'ai / on a voyagé en voiture. Le voyage a duré deux heures.</p> </td> <td data-bbox="1812 421 1919 584">2</td> </tr> <tr> <td data-bbox="349 588 450 783">✓2</td> <td data-bbox="456 588 1805 783"> <p><b>Qu'est-ce que vous avez fait à votre arrivée au camping ?</b></p> <p>On a dressé la tente. J'ai acheté des provisions au magasin. J'ai nagé dans la piscine.</p> </td> <td data-bbox="1812 588 1919 783">2</td> </tr> <tr> <td data-bbox="349 788 450 1054">✓3</td> <td data-bbox="456 788 1805 1054"> <p><b>Expliquez les avantages de faire du camping.</b></p> <p>Ce n'est pas cher. On est près de la nature.</p> <p>J'aime dormir dans une tente = max 1 On était près de la nature = max 1</p> </td> <td data-bbox="1812 788 1919 1054">2</td> </tr> <tr> <td data-bbox="349 1059 450 1359">✓4</td> <td data-bbox="456 1059 1805 1359"> <p><b>Quels peuvent être les inconvénients du camping ?</b></p> <p>Ce n'est pas agréable quand il fait mauvais. Il peut y avoir beaucoup de moustiques. Les tentes ne sont pas confortables.</p> <p>La tente n'était pas confortable = max 1 Je n'aime pas dormir dans une tente = max 1</p> </td> <td data-bbox="1812 1059 1919 1359">2</td> </tr> </tbody> </table>		Tick	Accept	Mark	✓1	<p><b>Décrivez votre voyage pour arriver au camping.</b></p> <p>J'ai / on a voyagé en voiture. Le voyage a duré deux heures.</p>	2	✓2	<p><b>Qu'est-ce que vous avez fait à votre arrivée au camping ?</b></p> <p>On a dressé la tente. J'ai acheté des provisions au magasin. J'ai nagé dans la piscine.</p>	2	✓3	<p><b>Expliquez les avantages de faire du camping.</b></p> <p>Ce n'est pas cher. On est près de la nature.</p> <p>J'aime dormir dans une tente = max 1 On était près de la nature = max 1</p>	2	✓4	<p><b>Quels peuvent être les inconvénients du camping ?</b></p> <p>Ce n'est pas agréable quand il fait mauvais. Il peut y avoir beaucoup de moustiques. Les tentes ne sont pas confortables.</p> <p>La tente n'était pas confortable = max 1 Je n'aime pas dormir dans une tente = max 1</p>	2	30
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Question	Answer		Marks
3(b)	✓5	<b>Qu'est-ce que vous aimeriez faire pour vos prochaines vacances ?</b>	2
		J'aimerais aller dans un pays étranger. Je voudrais passer mes vacances dans un hôtel. Je voudrais partir avec ma famille.  Je voudrais aller avec ma famille = max 1	
	<b>Communication point</b>	<b>For Verbs, accept:</b>	
	1	Past	
	2	Past	
	3	Present	
4	Present		
5	Conditional		
<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>			
<b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>			

Question	Answer		Marks																		
3(c)	<p><b><i>Une rencontre en ville</i></b></p> <p><b><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></b></p> <table border="1" data-bbox="349 352 1924 1150"> <thead> <tr> <th data-bbox="349 352 448 416">Tick</th> <th data-bbox="454 352 1787 416">Accept</th> <th data-bbox="1794 352 1924 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 421 448 584">✓1</td> <td data-bbox="454 421 1787 584"> <p><b>Qu'est-ce que vous avez fait quand vous avez entendu votre nom ?</b></p> <p>Je me suis retourné(e). J'ai regardé autour de moi.</p> </td> <td data-bbox="1794 421 1924 584">2</td> </tr> <tr> <td data-bbox="349 588 448 719">✓2</td> <td data-bbox="454 588 1787 719"> <p><b>Donnez des détails sur la personne qui vous appelait (par exemple : nom ? qui ?).</b></p> <p>C'était mon ami(e) Chris.</p> </td> <td data-bbox="1794 588 1924 719">2</td> </tr> <tr> <td data-bbox="349 724 448 855">✓3</td> <td data-bbox="454 724 1787 855"> <p><b>Quelle a été votre réaction à ce moment-là ?</b></p> <p>J'ai été surpris(e).</p> </td> <td data-bbox="1794 724 1924 855">2</td> </tr> <tr> <td data-bbox="349 860 448 1023">✓4</td> <td data-bbox="454 860 1787 1023"> <p><b>Qu'est-ce qui s'est passé ensuite ?</b></p> <p>Nous sommes allé(e)s dans un petit café. Nous avons bavardé ensemble.</p> </td> <td data-bbox="1794 860 1924 1023">2</td> </tr> <tr> <td data-bbox="349 1027 448 1150">✓5</td> <td data-bbox="454 1027 1787 1150"> <p><b>Pourquoi avez-vous/n'avez-vous pas été content(e) de cette rencontre ?</b></p> <p>J'ai été contente de cette rencontre car je n'avais pas vu mon ami(e) depuis longtemps.</p> </td> <td data-bbox="1794 1027 1924 1150">2</td> </tr> </tbody> </table>		Tick	Accept	Mark	✓1	<p><b>Qu'est-ce que vous avez fait quand vous avez entendu votre nom ?</b></p> <p>Je me suis retourné(e). J'ai regardé autour de moi.</p>	2	✓2	<p><b>Donnez des détails sur la personne qui vous appelait (par exemple : nom ? qui ?).</b></p> <p>C'était mon ami(e) Chris.</p>	2	✓3	<p><b>Quelle a été votre réaction à ce moment-là ?</b></p> <p>J'ai été surpris(e).</p>	2	✓4	<p><b>Qu'est-ce qui s'est passé ensuite ?</b></p> <p>Nous sommes allé(e)s dans un petit café. Nous avons bavardé ensemble.</p>	2	✓5	<p><b>Pourquoi avez-vous/n'avez-vous pas été content(e) de cette rencontre ?</b></p> <p>J'ai été contente de cette rencontre car je n'avais pas vu mon ami(e) depuis longtemps.</p>	2	30
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✓4	<p><b>Qu'est-ce qui s'est passé ensuite ?</b></p> <p>Nous sommes allé(e)s dans un petit café. Nous avons bavardé ensemble.</p>	2																			
✓5	<p><b>Pourquoi avez-vous/n'avez-vous pas été content(e) de cette rencontre ?</b></p> <p>J'ai été contente de cette rencontre car je n'avais pas vu mon ami(e) depuis longtemps.</p>	2																			

Question	Answer		Marks
3(c)	<b>Communication point</b>	<b>For Verbs, accept:</b>	
	1	Past	
	2	Past	
	3	Past	
	4	Past	
	5	Past / Present	
	<b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b>		
<b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b>			

**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.**

<b>(i)</b>	<b>For 2 communication marks: accept a Present where a Future context is apparent</b>	
	<i>L'an prochain je voyage en France</i> = 2 for communication.	<i>(Je voyage</i> receives a tick for verb)
<b>(ii)</b>	<b>For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa</b>	
<b>(iii)</b>	<b>For 2 communication marks: accept a 'phonetic version' of the correct time frame</b>	
	<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)
<b>(iv)</b>	<b>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</b>	
	Allow Perfect, Imperfect, Pluperfect or Past Historic. Ignore inconsistency of the Perfect and Past Historic if it occurs	

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<b>(v)</b>	<b>Use of <i>avoir</i> with a past participle when <i>être</i> is correct: award 2 communication marks</b>	
	<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>B (iii)</b> )
<b>(vi)</b>	<b>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</b>	
	For 2 communication marks, <b>insist</b> 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 <b>insist</b> 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
<b>(vii)</b>	<b>Errors of punctuation: award 2 communication marks in spite of errors of punctuation</b>	
	<i>Jai fait...</i> = 2 for communication in spite of missing apostrophe	In addition <i>jai fait</i> scores a tick for the verb
<b>(viii)</b>	<b>Errors of elision: award 2 communication marks in spite of errors of elision</b>	
	<i>Je aime... / Je habite...</i> = 2 for communication in spite of missing elision	<i>Je aime / Je habite</i> : no tick for the verb as elision has not been made
<b>(ix)</b>	<b>Single consonant where there should be double and vice versa: award 2 communication marks</b>	
	<i>J'appele / J'apelle / J'apele / J'appelle ma mère au téléphone</i> = 2 for communication	<i>J'appelle ma mere au telephone</i> = tick for the verb

<b>(x)</b>	<b>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)</b>	
	<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 (wrong tense) 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>B (viii)</b> ) (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>B (viii)</b> ) <i>Je pensais que j'avais malade</i> = 0 for communication (see <b>B (iv)</b> ) (In both cases, first verb can receive a tick)
<b>(xi)</b>	<b>Use of a verb in the 'indicative' where a subjunctive would be expected: award 2 communication marks</b>	
	<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)	
<b>(xii)</b>	<b>Treat the verbs <i>retourner</i>, <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks</b>	
<b>(xiii)</b>	<b>«ne» omitted in a negative statement: award 2 communication marks</b>	
	<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>B (ix)</b> ) (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)	<b>The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</b>	
	<p><b>Task: where <u>did</u> you go on holiday. Candidate writes:</b>  <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'aille en France</i>  <i>Je vas en France</i></p> <p><b>All score 1 mark for communication</b></p>	<p>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</p> <p>Ticks are not scored for these verbs</p>
	<p><b>Task: how <u>did</u> you and your friends react? Candidate writes:</b>  <i>Mes amis est contents</i>  <i>J'été triste</i>  <i>Ils avons pleure</i></p> <p><b>All score 1 mark for communication</b></p>	
	<p><b>Task: what do you want to eat for lunch. Candidate writes.</b>  <i>Je veux mange un sandwich = 1 for communication</i></p>	<p><i>Je veux</i> = tick for verb</p>



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	<p><b>Task: what will you do next year. Candidate writes:</b>  <i>L'an dernier je voyage en France</i> = 1 for communication  <i>L'an dernier je vais voyager en France</i> = 1 for communication  <i>L'année prochaine 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>)</p>	<p>...<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</p>
	<p><i>L'année prochaine j'aïlle en ville</i> = 1 for communication (<i>aller</i> is an appropriate verb, <i>aïlle</i> is a form of the verb <i>aller</i> (subjunctive))</p>	<p><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>)</p>
(ii)	<p><b>The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</b></p>	
	<p>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)</p>	<p><i>J'amie (le tennis)</i> = 0 for communication (<i>amie</i> is not any form/part/tense of the verb <i>aimer</i>)</p>
	<p>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)</p>	<p><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>)</p>
(iii)	<p><b>Use of être as the auxiliary when avoir would be correct: award 1 communication mark (see also A (v))</b></p>	
	<p><i>Je suis mangé la pomme</i> = 1</p>	
(iv)	<p><b>Use of être instead of avoir in some clearly defined idiomatic phrases: award 1 communication mark</b></p>	
	<p><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</p>	<p>(no tick for the verb)  (no tick for the verb)  (no tick for the verb)  (no tick for the verb)</p> <p><b>However</b>  <i>Elle est les cheveux gris</i> = 0  <i>J'avais fatigué</i> = 0  <i>J'avais malade</i> = 0</p>

<b>(v)</b>	<b>Manger, nager, ranger etc – ‘e’ missing from nous form and imperfect: award 1 communication mark</b>	
	<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
<b>(vi)</b>	<b>The following commonly seen inappropriate usages: award 1 communication mark</b>	
	<b>Accept for 1 mark</b> <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>	<b>Refuse</b>  <i>j'ai regardé pour mon sac</i> for <i>j'ai cherché mon sac</i>
<b>(vii)</b>	<b>The following commonly seen mis-usages: award 1 communication mark</b>	
	<i>il et (venu me voir)</i> <i>je return(e)</i> etc (accept <i>retuner</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
<b>(viii)</b>	<b>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))</b>	
	<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)
<b>(ix)</b>	<b>«pas», or equivalent, is omitted in a negative statement = 1 for communication</b>	
	<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:**

<b>(i)</b>	<b>No attempt at a verb = 0 for communication</b>	
	<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
<b>(ii)</b>	<b>The verb attempted delivers a message different from the desired one = 0 for communication</b>	
	<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	
<b>(iii)</b>	<b>The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication</b>	
	<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>	
<b>(iv)</b>	<b>There are two subjects = 0 for communication</b>	
	<i>il j'aime</i> = 0 for communication	