



FRENCH

0520/43

Paper 4 Writing

May/June 2017

MARK SCHEME

Maximum Mark: 50

Published

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

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

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This document consists of **36** printed pages.

1 General Marking Principles**1.1 Crossing out:**

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

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

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

1.6 Spellings recognised by the Académie Française will be accepted.

Question	Answer	Marks
Question 1	<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) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where a candidate has linked two words as in <i>gâteau au chocolat / 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"> • '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). <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"> • <i>gâteau, gâteau au chocolat: award one mark to each item</i> • <i>gâteau au chocolat, gâteau à la crème: award one mark to each item</i> • <i>gâteau, gâteau au chocolat, chocolat: award one mark to each item</i> • <i>gâteau, grand gâteau: award one mark for the first gâteau</i> <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 data-bbox="349 217 1850 248">Vous êtes en vacances dans une ville en France. Où allez-vous ? Faites une liste, en français, de 8 endroits.</p> <p data-bbox="689 308 1581 339">DO NOT ACCEPT PARC D'ATTRACTIONS – IT IS THE EXAMPLE</p> <table border="1" data-bbox="383 371 1890 1161"> <thead> <tr> <th data-bbox="383 371 759 419">ACCEPT</th> <th data-bbox="766 371 1135 419">ACCEPT</th> <th data-bbox="1142 371 1512 419">ACCEPT</th> <th data-bbox="1518 371 1890 419">REFUSE</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>parc acuatique</td> <td>parc tc</td> </tr> <tr> <td>bibliothèque</td> <td></td> <td></td> <td></td> </tr> <tr> <td>cathédrale</td> <td>basilique, église</td> <td>catedral, catedrale</td> <td>iglese</td> </tr> <tr> <td>château</td> <td></td> <td></td> <td></td> </tr> <tr> <td>cirque</td> <td></td> <td></td> <td></td> </tr> <tr> <td>gare</td> <td>station, métro</td> <td></td> <td></td> </tr> <tr> <td>magasins / centre commercial</td> <td>boutique</td> <td>magazin, centre commercial</td> <td>shopping, courses, magasin, mall, magazine</td> </tr> <tr> <td>marché</td> <td></td> <td></td> <td></td> </tr> <tr> <td>musée</td> <td></td> <td>mussée</td> <td></td> </tr> <tr> <td>palais</td> <td></td> <td></td> <td>palace</td> </tr> <tr> <td>place</td> <td></td> <td></td> <td></td> </tr> <tr> <td>plage</td> <td>mer</td> <td></td> <td>plague</td> </tr> <tr> <td>port</td> <td></td> <td></td> <td>porte</td> </tr> <tr> <td>théâtre</td> <td></td> <td>téâtre</td> <td></td> </tr> </tbody> </table> <p data-bbox="1518 1209 1924 1241">Total for Question 1: 5 marks</p>				ACCEPT	ACCEPT	ACCEPT	REFUSE			parc acuatique	parc tc	bibliothèque				cathédrale	basilique, église	catedral, catedrale	iglese	château				cirque				gare	station, métro			magasins / centre commercial	boutique	magazin, centre commercial	shopping, courses, magasin, mall, magazine	marché				musée		mussée		palais			palace	place				plage	mer		plague	port			porte	théâtre		téâtre		5
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Question	Answer	Marks
Question 2	Candidates are required to answer the question. Read the whole answer and award marks as follows: <ul style="list-style-type: none">• 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	<p><i>Mon école</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></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"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <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"> • 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. <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"> • <i>elle a les cheveux noirs avec de beaux yeux et une petite bouche (1 verb, therefore treat as list of 3 items)</i> • <i>elle a les cheveux noirs, est de taille moyenne, et elle est jolie (3 verbs therefore each piece of information can score a separate communication mark)</i> <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
	Tick		
	✓1	<p>Le matin, après votre arrivée à l'école, qu'est-ce que vous faites (par exemple : matières ? activités ? amis ?)</p> <p>REWARD: any statement relating to meeting friends / talking to teachers / preparing lesson / particular lessons</p> <p>Refuse all information about morning routine at home</p> <p>je parle à mes amis sur les devoirs je mange une pomme nous jouons au foot à sept heures je vais à ma première classe j'étudie / je fais les sciences</p> <p>j'ai six cours par jour = 0</p>	
	✓2	<p>Où et à quelle heure est-ce que vous prenez le déjeuner ?</p> <p>REWARD: any statement relating to time and place they eat</p> <p>je mange à 11 heures l'heure du déjeuner est midi</p> <p>je mange une pomme = 0 je prends le déjeuner à 12.30 pm = 0</p>	

Question	Answer	Marks
	<p>✓3 Dites ce que vous aimez et n'aimez pas à l'école. Pourquoi/pourquoi pas ?</p> <p>REWARD: any statement relating to likes /dislikes... lessons, uniform, routine, canteen, teachers, building, facilities</p> <p>j'aime le déjeuner à l'école parce que je parle avec mes amies = 2 je déteste les maths parce que c'est très difficile = 2 j'aime toutes les matières parce que je suis un bon étudiant = 2</p> <p>le prof d'anglais est sympa</p> <p>j'adore mon école parce que j'aime les profs = 1 ... parce que mes amies sont très heureuses = 1 ... parce que j'apprends beaucoup = 1</p> <p>la nourriture est chère = 1 les professeurs sont strictes = 1</p> <p>j'adore / j'aime mon école = 0</p>	
	<p>✓4 À l'avenir, voudriez-vous être professeur ? Expliquez pourquoi/pourquoi pas.</p> <p>REWARD: any statement relating to future career and reasons</p> <p>je ne voudrais pas être professeur parce que je déteste l'école = 2</p> <p>...c'est un travail difficile / ce n'est pas bien payé</p> <p>l'éducation est la chose la plus importante dans la vie</p> <p>je détesterais devenir professeur je préfère être écrivain</p> <p>Expect correct future/conditional for 5 for Language</p>	

Question	Answer	Marks												
	<p><u>2.2: Award a mark out of 5 for Language</u></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>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="349 453 1805 1117"> <tbody> <tr> <td data-bbox="349 453 427 619">5</td> <td data-bbox="427 453 1805 619">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="349 619 427 751">4</td> <td data-bbox="427 619 1805 751">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="349 751 427 884">3</td> <td data-bbox="427 751 1805 884">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="349 884 427 986">2</td> <td data-bbox="427 884 1805 986">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="349 986 427 1050">1</td> <td data-bbox="427 986 1805 1050">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="349 1050 427 1117">0</td> <td data-bbox="427 1050 1805 1117">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;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</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
Question 3		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1. • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2. award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. 		
For question-specific guidance, see later in this mark scheme.		
<u>3.1: Award a mark out of 10 for Communication</u>		
(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.		
(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).		
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	
0 ticks	Nothing of worth communicated.	
(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.		
(iv) Add up the ticks to give a mark out of 10 for Communication.		

Question	Answer	Marks																				
<p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p> <p>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.</p> <p>(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.</p> <p style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p> <table border="1" data-bbox="788 579 1442 1086"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>18+</td> <td>8</td> </tr> <tr> <td>16,17</td> <td>7</td> </tr> <tr> <td>14,15</td> <td>6</td> </tr> <tr> <td>12,13</td> <td>5</td> </tr> <tr> <td>10,11</td> <td>4</td> </tr> <tr> <td>8,9</td> <td>3</td> </tr> <tr> <td>6,7</td> <td>2</td> </tr> <tr> <td>4,5</td> <td>1</td> </tr> <tr> <td>0,1,2,3</td> <td>0</td> </tr> </tbody> </table> <p>How to award ticks for accurate use of Verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • 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 <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 • do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features 			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																					
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10,11	4																					
8,9	3																					
6,7	2																					
4,5	1																					
0,1,2,3	0																					

Question	Answer		Marks
Tick	No tick	Note	
Je suis (✓)			
J'aime (✓)	Je aime (<i>no tick</i>)	«Je n'aime (✓) (pas) le camping»	
Je ne aime (✓) pas		treat as misuse of negative, not misuse of verb: verb is ticked	
Il est allé (✓)	Il est allée (<i>no tick</i>)	insist on correct agreement	
	Les professeurs sont (<i>no tick</i>) gentils	incorrect subject	
	Le voiture s'est approché (<i>no tick</i>)	incorrect subject	
Les nouveau professeurs sont (✓) gentils		«Les professeurs» is the subject and is correctly spelt. The incorrect adjective does not prevent the tick being awarded	
Les invites sont arrivés (✓)		missing accent on noun does not prevent tick being awarded	
	Les invités sont arrives (<i>no tick</i>)	past participle must have accent for tick to be awarded; grave is tolerated	
La site que j'ai adoré (✓)		despite wrong gender of noun the verb is correct	
	La site que j'ai adorée	gender of noun wrong; «site» is not a feminine noun, therefore verb should not agree and is not ticked	
Le site j'ai adoré (✓)		«que» clauses where the «que» is missing: tick the verb; take absence of «que» into account when awarding mark for Other linguistic features	
Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe		for «il y a/avait», allow the impersonal use to count as an extra	

Question	Answer	Marks
With direct and indirect object pronouns		
Tick	No tick	Note
Je l'aime (✓)		
Je le joue (✓)	Je se joue (<i>no tick</i>)	first example – «je joue» is correct despite incorrect object pronoun; second example – «jouer» is not a reflexive verb
Je lave (✓) les voitures	Je me lave (<i>no tick</i>) les voitures	«laver» should not be used reflexively in this statement
Je t'ai dit (✓)		
J'ai te dit (✓)		basic verb formation is correct
Je les ai achetés (✓)	Je les ai acheté (<i>no tick</i>)	past participle must agree in number and gender with preceding direct object for verb tick to be awarded
With « y » and « en »		
Tick	No tick	Note
J'y vais (✓) / Elle en achète (✓)		
Je vais (✓) y en voiture		correct «je vais» scores despite incorrect position of «y»
Elle achète (✓) en		correct «elle achète» scores despite incorrect position of «en»
Passive		
Tick	No tick	Note
Elle a été attrapée (✓)		
Les vélos ont été vendus (✓)		

Question	Answer	Marks
Reflexive		
Tick	No tick	Note
Elle s'est levée (✓)	Elle est se levée (<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
Impersonal		
Tick	No tick	Note
C'est comique (✓)		
Il y a (✓)		«Ilya» (✓) all right letters and in right order (by same rule «yatil» also gains a tick) «Il y a» does not score in expressions meaning 'ago'
Est-ce que (✓)		
With negative		
Tick	No tick	Note
Ils ne jouent pas (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
Ils ne pas jouent (✓)		
Je ne aime (✓) pas		

Question	Answer	Marks
Sequence of tenses		
Tick	No tick	Note
Si j'avais (✓) le choix je voudrais (✓)		
Si j'ai eu (<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
Quand j'avais fini (✓) de déjeuner (✓) je suis sorti (✓)		
Single auxiliary with multiple past participles		
Tick	No tick	Note
Nous avons chanté (✓) et dansé (✓)		Nous avons chanté = tick; Nous avons dansé = tick
Correct verb within meaningless statement		
Tick	No tick	Note
La journée est (✓) longue	La journée est (<i>no tick</i>) intelligente	do not reward correct verb in a meaningless statement
(b) Imperative		
Tick	No tick	Note
Viens (✓)		
Ne touche pas (✓)		

Question	Answer	Marks
(c) Interrogative		
Tick	No tick	Note
Tu viens? (✓) / Tu viens. (✓)		question mark not required for mark to be awarded
Est-ce que (✓) tu viens(?) (✓)		
Comment ça va(?) (✓)		
(d) Infinitive		
Tick	No tick	Note
Je veux (✓) sortir (✓)		
Je veut (<i>no tick</i>) sortir (✓)		award tick for any correct dependent infinitive, even if main verb is incorrect / in the wrong tense
Je veux (✓) sortir (<i>no tick</i>)		
Il a commencé (✓) à pleuvoir (✓)		
Il a commence (<i>no tick</i>) à pleuvoir (✓)		
Il a commencé (✓) de pleuvoir (<i>no tick</i>)		
J'ai essayé (✓) de travailler (✓)		
Il m'aide (<i>no tick</i>) à préparer le repas (✓)		a past tense required by the task: main verb is, therefore, in the wrong tense, but dependent infinitive is correct and is ticked
Visiter (✓) d'autres pays est (✓) important		
Sans hésiter (✓)	Sans hésité (<i>no tick</i>)	
Je veux (✓) sortir (✓) parce que je veux (<i>no tick</i>) aller (✓) aux magasins		<i>je veux</i> can only score once, but different infinitives can each score if correct
Après être arrivé(e) (✓) il/(elle) a mangé (✓) un sandwich		
Après être sorti il a commencé (✓) à pleuvoir (✓)		the subject of the perfect infinitive is not the subject of the main verb
Après avoir mangé (✓) je suis sorti (✓)		

Question	Answer	Marks
Ticking forms of the verb in the future: is the future tense appropriate to the task?		
Tick	No tick	Note
Nous allons (✓) jouer (✓) au tennis		in all these cases the future tense is appropriate to the task on the question paper so both the finite verb and the infinitive are ticked in the normal way
Je vais (✓) regardé (<i>no tick</i>) un film		
Elle vas (<i>no tick</i>) arriver (✓) ce soir		
Je vais (<i>no tick</i>) aller (<i>no tick</i>) en ville		task is: what did you do last weekend? Future tense is not appropriate therefore do not tick either verb
(e) Inversion		
Tick	No tick	Note
«...» a-t-il dit (✓)	... a-t-il dis (<i>no tick</i>)	accept both normal word order and inversion after direct speech
«...» il a dit (✓)		
Viens-tu (✓) / Viens tu (✓)		
(f) Participle (past or present)		
Tick	No tick	Note
En arrivant (✓)		
Ayant fini (✓)		
Une fois arrivé (✓)		

Question	Answer	Marks
	<p>(g) Reward only the first occurrence of a verb, e.g.</p> <ul style="list-style-type: none"> • J'aime (✓) la natation. J'aime (<i>no tick</i>) aussi le tennis • J'aime (✓) la natation. Je n'aime (<i>no tick</i>) pas le tennis • Dans ma région il y a (✓) des montagnes et des rivières. Il y a (<i>no tick</i>) aussi des... <p>However,</p> <ul style="list-style-type: none"> • Je préfère (✓) la natation et mon frère préfère (✓) le tennis – 2 different persons of the verb • Mon frère préfère (✓) la natation et ma sœur préfère (<i>no tick</i>) le tennis – both third person usage • Elle est (✓) fâchée, ce n'est (<i>no tick</i>) pas amusant – both third person usage • Je me suis réveillé (✓) et j'ai réveillé (✓) ma mère: correct use of a reflexive and non-reflexive verb can both be credited • Mon frère a (✓) sept ans. Il y a (✓) 30 enfants dans sa classe: with «il y a/avait» allow the impersonal use to be credited as an extra (the same applies to «est-ce que» and «il/elle est») <p><u>3.3: Award a mark out of 12 for Other linguistic features</u></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"> • Subordinate clauses, including <i>car / parce que, qui</i> and <i>que</i> (relative pronouns), <i>ce qui</i> and <i>ce que</i>. Indirect or reported speech (<i>il a dit que, je pense que</i>). Time clauses with <i>quand, pendant que</i> etc. and <i>si</i> (= if) • Object pronouns (<i>il m'a dit</i>) and 'strong' pronouns (<i>chez nous</i> etc.) • Conjunctions other than <i>et</i> and linking words (e.g. <i>cependant, malheureusement, toutefois</i>) • Prepositions – Time: <i>depuis, pendant, pour, du... au... etc.</i> / – Place: <i>en, dans</i> etc. • Negatives • Adverbs • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Partitive articles, especially <i>de</i> after negative, use of <i>du, de la, des</i> • Appropriate use of <i>politesses</i> in the letter. 	

Question	Answer	Marks
Grade descriptors for Other linguistic features (Question 3)		
11–12	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 	
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 	
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. 	
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 	
<p data-bbox="165 1043 1771 1077">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="165 1078 1599 1112">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1442 1145 2063 1278" style="text-align: right;"> Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks </p>		

Question	Answer	Marks												
3(a)	<p data-bbox="344 213 797 245"><i>Un travail pendant les vacances</i></p> <p data-bbox="344 284 1429 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="367 351 1904 1059"> <thead> <tr> <th data-bbox="367 351 488 400">Tick</th> <th data-bbox="488 351 1747 400">Accept</th> <th data-bbox="1747 351 1904 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 400 488 587">✓1</td> <td data-bbox="488 400 1747 587"> <p data-bbox="501 411 1536 443">Dites pourquoi vous avez décidé de chercher un travail pour les vacances.</p> <p data-bbox="501 481 1088 580">j'ai décidé de chercher un travail parce que... ... je veux acheter un ordinateur ... j'ai besoin d'argent</p> </td> <td data-bbox="1747 400 1904 587">2</td> </tr> <tr> <td data-bbox="367 587 488 807">✓2</td> <td data-bbox="488 587 1747 807"> <p data-bbox="501 598 1003 630">Décrivez le propriétaire du camping.</p> <p data-bbox="501 668 806 799">il est gentil il est grand elle a 40 ans elle a les cheveux noirs</p> </td> <td data-bbox="1747 587 1904 807">2</td> </tr> <tr> <td data-bbox="367 807 488 1059">✓3</td> <td data-bbox="488 807 1747 1059"> <p data-bbox="501 818 1299 850">Pensez-vous qu'il était sympa ? Pourquoi/Pourquoi pas ?</p> <p data-bbox="501 888 1276 1054">il m'a expliqué ce que je dois faire elle m'a donné des détails du travail elle m'a aidé il a souri nous avons parlé de musique, nous avons les mêmes goûts</p> </td> <td data-bbox="1747 807 1904 1059">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="501 411 1536 443">Dites pourquoi vous avez décidé de chercher un travail pour les vacances.</p> <p data-bbox="501 481 1088 580">j'ai décidé de chercher un travail parce que... ... je veux acheter un ordinateur ... j'ai besoin d'argent</p>	2	✓2	<p data-bbox="501 598 1003 630">Décrivez le propriétaire du camping.</p> <p data-bbox="501 668 806 799">il est gentil il est grand elle a 40 ans elle a les cheveux noirs</p>	2	✓3	<p data-bbox="501 818 1299 850">Pensez-vous qu'il était sympa ? Pourquoi/Pourquoi pas ?</p> <p data-bbox="501 888 1276 1054">il m'a expliqué ce que je dois faire elle m'a donné des détails du travail elle m'a aidé il a souri nous avons parlé de musique, nous avons les mêmes goûts</p>	2	30
Tick	Accept	Mark												
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Question	Answer		Marks
	✓4	<p>Donnez des détails sur le travail que vous voudriez faire pendant les vacances.</p> <p>Place je voudrais travailler dans un parc naturel je vais travailler dans le restaurant</p> <p>Routine je vais travailler de 8h à 18h... / tous les jours je dois faire la publicité</p> <p>Job je vais jouer avec les enfants je voudrais aider les gens</p> <p>nous jouerons au foot</p>	2
	✓5	<p>Expliquez pourquoi vous êtes un(e) bon(ne) candidat(e) pour ce poste.</p> <p>Experience j'ai déjà travaillé dans un camping</p> <p>Character je suis sympa / intelligente / responsable etc. j'aime aider les gens</p> <p>Interests j'adore faire du camping j'aime les animaux</p>	2

Question	Answer	Marks												
	<p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <table border="1" data-bbox="353 284 1912 619"> <thead> <tr> <th data-bbox="353 284 618 368">Communication point</th> <th data-bbox="618 284 1912 368">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 368 618 419">1</td> <td data-bbox="618 368 1912 419">Past</td> </tr> <tr> <td data-bbox="353 419 618 470">2</td> <td data-bbox="618 419 1912 470">Appropriate tense</td> </tr> <tr> <td data-bbox="353 470 618 521">3</td> <td data-bbox="618 470 1912 521">Past</td> </tr> <tr> <td data-bbox="353 521 618 572">4</td> <td data-bbox="618 521 1912 572">Present/conditional</td> </tr> <tr> <td data-bbox="353 572 618 619">5</td> <td data-bbox="618 572 1912 619">Present</td> </tr> </tbody> </table> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>	Communication point	For Verbs, accept:	1	Past	2	Appropriate tense	3	Past	4	Present/conditional	5	Present	
Communication point	For Verbs, accept:													
1	Past													
2	Appropriate tense													
3	Past													
4	Present/conditional													
5	Present													

Question	Answer	Marks															
3(b)	<p>Être en forme</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="383 384 1890 1198"> <thead> <tr> <th data-bbox="383 384 506 432">Tick</th> <th data-bbox="506 384 1758 432">Accept</th> <th data-bbox="1758 384 1890 432">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 432 506 488">✓1</td> <td data-bbox="506 432 1758 488">Décrivez quelles activités vous avez faites récemment pour rester en forme.</td> <td data-bbox="1758 432 1890 488">2</td> </tr> <tr> <td data-bbox="383 488 506 858">✓2</td> <td data-bbox="506 488 1758 858"> j'ai fait de la natation et j'ai fait du ski = max 2 j'ai fait de la natation et j'ai joué au foot = 2 + 2 (two different messages) je suis allé courir avec ma mère j'ai évité les frites et les gâteaux mon ami et moi avons joué au foot je mange un repas équilibré = 1 je ne mange pas de bonbons / je ne bois pas de boissons gazeuses = 1 </td> <td data-bbox="1758 488 1890 858">2</td> </tr> <tr> <td data-bbox="383 858 506 1078">✓3</td> <td data-bbox="506 858 1758 1078"> Pensez-vous que les jeunes de nos jours sont actifs ou paresseux ? Pourquoi ? les jeunes passent trop de temps devant la télé ils ont trop de travail / ils étudient beaucoup ils n'ont pas beaucoup de temps libre ils préfèrent jouer à des jeux vidéos </td> <td data-bbox="1758 858 1890 1078">2</td> </tr> <tr> <td data-bbox="383 1078 506 1198">✓4</td> <td data-bbox="506 1078 1758 1198"> À votre avis, est-ce que vous faites assez de sport à l'école ? Donnez vos raisons. je fais trop de sport à l'école parce que nous faisons du sport quatre fois par semaine </td> <td data-bbox="1758 1078 1890 1198">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	Décrivez quelles activités vous avez faites récemment pour rester en forme.	2	✓2	j'ai fait de la natation et j'ai fait du ski = max 2 j'ai fait de la natation et j'ai joué au foot = 2 + 2 (two different messages) je suis allé courir avec ma mère j'ai évité les frites et les gâteaux mon ami et moi avons joué au foot je mange un repas équilibré = 1 je ne mange pas de bonbons / je ne bois pas de boissons gazeuses = 1	2	✓3	Pensez-vous que les jeunes de nos jours sont actifs ou paresseux ? Pourquoi ? les jeunes passent trop de temps devant la télé ils ont trop de travail / ils étudient beaucoup ils n'ont pas beaucoup de temps libre ils préfèrent jouer à des jeux vidéos	2	✓4	À votre avis, est-ce que vous faites assez de sport à l'école ? Donnez vos raisons. je fais trop de sport à l'école parce que nous faisons du sport quatre fois par semaine	2	30
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">✓5</td> <td style="padding: 5px;"> Expliquez ce que vous voudriez faire à l’avenir pour être plus en forme. je vais courir plus je vais jouer au tennis je vais manger plus sain je mangerai moins de nourriture rapide je voudrais essayer le ski je dois manger moins = 1 je dois faire plus d’exercice = 1 </td> <td style="width: 5%; text-align: center; vertical-align: top;">2</td> </tr> </table> <p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Communication point</th> <th>For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Past</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Past</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Present</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Present</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Future/conditional</td> </tr> </tbody> </table> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>	✓5	Expliquez ce que vous voudriez faire à l’avenir pour être plus en forme. je vais courir plus je vais jouer au tennis je vais manger plus sain je mangerai moins de nourriture rapide je voudrais essayer le ski je dois manger moins = 1 je dois faire plus d’exercice = 1	2	Communication point	For Verbs, accept:	1	Past	2	Past	3	Present	4	Present	5	Future/conditional	
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3	Present																
4	Present																
5	Future/conditional																

Question	Answer	Marks															
3(c)	<p><i>Un vélo volé !</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="376 352 1895 1334"> <thead> <tr> <th data-bbox="376 352 488 400">Tick</th> <th data-bbox="488 352 1765 400">Accept</th> <th data-bbox="1765 352 1895 400">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 400 488 448">✓1</td> <td data-bbox="488 400 1765 448">Dites ce que vous avez fait ensuite pour retrouver votre vélo.</td> <td data-bbox="1765 400 1895 448">2</td> </tr> <tr> <td data-bbox="376 448 488 719">✓2</td> <td data-bbox="488 448 1765 719"> Insist on past tense j'ai cherché mon vélo j'ai téléphoné à la police je suis allé au parc Award the marks for Communication flexibly across Task 1 and Task 2 </td> <td data-bbox="1765 448 1895 719">2</td> </tr> <tr> <td data-bbox="376 719 488 975">✓3</td> <td data-bbox="488 719 1765 975"> Expliquez comment vous avez passé le reste de vos vacances. Insist on past tense j'ai visité le parc d'attractions avec mes amis je suis allé(e) à la plage avec ma famille j'ai fait des courses </td> <td data-bbox="1765 719 1895 975">2</td> </tr> <tr> <td data-bbox="376 975 488 1334">✓4</td> <td data-bbox="488 975 1765 1334"> Donnez vos réactions aux événements. Insist on past tense j'étais heureux de retrouver mon vélo j'ai été choqué(e) je n'étais pas content Tick 4 may be awarded for an additional comment on the holiday. </td> <td data-bbox="1765 975 1895 1334">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	Dites ce que vous avez fait ensuite pour retrouver votre vélo.	2	✓2	Insist on past tense j'ai cherché mon vélo j'ai téléphoné à la police je suis allé au parc Award the marks for Communication flexibly across Task 1 and Task 2	2	✓3	Expliquez comment vous avez passé le reste de vos vacances. Insist on past tense j'ai visité le parc d'attractions avec mes amis je suis allé(e) à la plage avec ma famille j'ai fait des courses	2	✓4	Donnez vos réactions aux événements. Insist on past tense j'étais heureux de retrouver mon vélo j'ai été choqué(e) je n'étais pas content Tick 4 may be awarded for an additional comment on the holiday.	2	30
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Question	Answer		Marks												
	✓5	<p>Étiez-vous content(e) de vos vacances ? Pourquoi ?</p> <p>Insist on past tense</p> <p>je n'étais pas content(e) de mes vacances je me suis amusé(e)</p> <p>Tick 5 may be awarded for an additional reaction to events.</p>	2												
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>															
<table border="1"> <thead> <tr> <th data-bbox="353 603 618 683">Communication point</th> <th data-bbox="618 603 1917 683">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 683 618 735">1</td> <td data-bbox="618 683 1917 735">Past</td> </tr> <tr> <td data-bbox="353 735 618 788">2</td> <td data-bbox="618 735 1917 788">Past</td> </tr> <tr> <td data-bbox="353 788 618 841">3</td> <td data-bbox="618 788 1917 841">Past</td> </tr> <tr> <td data-bbox="353 841 618 893">4</td> <td data-bbox="618 841 1917 893">Past</td> </tr> <tr> <td data-bbox="353 893 618 938">5</td> <td data-bbox="618 893 1917 938">Past</td> </tr> </tbody> </table>				Communication point	For Verbs, accept:	1	Past	2	Past	3	Past	4	Past	5	Past
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Appendix I**Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

Appendix II: Communication**Rules on how to decide whether a verb is accurate enough to convey meaning****Communication**

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B.
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below), in order for a verb to score a LANGUAGE tick, it must be correct
- ‘ticks’ for communication are to be placed just above the end of the qualifying sentence/phrase

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

(i)	For 2 communication marks: accept a Present where a Future context is apparent	
	<i>L'an prochain je voyage en France</i> = 2 for communication.	(<i>Je voyage</i> receives a tick for verb)
(ii)	For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa	
(iii)	For 2 communication marks: accept a 'phonetic version' of the correct time frame	
	<i>J'ai passer/passez les vacances</i> = 2 for communication <i>Les gens pense/pensait que</i> = 2 for communication <i>Il a commencé à joué</i> = 2 for communication	(<i>Il a commencé à joue</i> = 1 for communication – <i>joue</i> is not phonetic)

(iv)	For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate	
	Allow Perfect, Imperfect, Pluperfect or Past Historic. Ignore inconsistency of the Perfect and Past Historic if it occurs	
(v)	Use of <i>avoir</i> with a past participle when <i>être</i> is correct: award 2 communication marks	
	<i>J'ai resté en France</i> = 2 marks for communication	However the use of <i>être</i> when <i>avoir</i> is correct= 1 communication mark, eg <i>Je suis mangé la pomme</i> (see B (iii))
(vi)	Errors of accent: award 2 communication marks (eg <i>il va téléphoner</i> = 2; <i>il commençais</i> = 2; <i>j'achete</i> = 2), except in the following cases	
	For 2 communication marks, insist on the accent on a past participle of <i>-er</i> verbs	<i>Il a joue</i> = 1 for communication (as an attempted perfect tense) <i>Il joué</i> = 1 for communication (as an attempted present tense)
	For 2 communication marks insist on an accent when an adjective is also a past participle	<i>Il était fatigue</i> = 1 for communication <i>Il être fatigue</i> = 1 for communication <i>Il et fatigue</i> = 1 for communication
	For 2 communication marks, tolerate a grave accent for an acute accent	<i>Il a jouè</i> = 2 for communication
(vii)	Errors of punctuation: award 2 communication marks in spite of errors of punctuation	
	<i>Jai fait...</i> = 2 for communication in spite of missing apostrophe	In addition <i>jai fait</i> scores a tick for the verb
(viii)	Errors of elision: award 2 communication marks in spite of errors of elision	
	<i>Je aime... / 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
(ix)	Single consonant where there should be double and vice versa: award 2 communication marks	
	<i>J'appelle / J'apelle / J'apele / J'appelle ma mère au téléphone</i> = 2 for communication	<i>J'appelle ma mere au téléphone</i> = tick for the verb

(x)	In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)	
	<i>Mon ami a dit qu'il avait mal au genou</i> = 2 for communication (in addition both verbs can receive a tick) <i>Mon ami annonce</i> (wrong tense) <i>qu'il avait mal au genou</i> = 2 for communication (in addition second verb can receive a tick)	However, <i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication (see B(viii)) (in addition first verb can receive a tick) <i>Mon ami a dit qu'il mal au genou</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	<i>Je pensais que j'étais malade</i> = 2 for communication (in addition both verbs receive a tick)	However: <i>Je pensais qu'il pleut</i> = 1 for communication (see B (viii)) <i>Je pensais que j'avais malade</i> = 0 for communication (see B (iv)) (In both cases, first verb can receive a tick)
(xi)	Use of a verb in the 'indicative' where a subjunctive would be expected: award 2 communication marks	
	<i>Il faut que j'aille chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick) <i>Il faut que je vais chez ma grand-mère</i> = 2 for communication (plus both verbs receive a tick)	
(xii)	Treat the verbs <i>retourner</i>, <i>revenir</i> and <i>rentrer</i> as synonyms: award 2 communication marks	
(xiii)	«ne» omitted in a negative statement: award 2 communication marks	
	<i>J'aime pas la biologie</i> = 2 for communication (in addition, the verb receives a tick)	However <i>Je n'aime la biologie</i> = 1 for communication (see B (ix)) (verb receives a tick)

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B QUESTIONS 2 AND 3: where **THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS** but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded:

(i)	The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	<p>Task: where <u>did</u> you go on holiday. Candidate writes: <i>Je passe les vacances en France</i> <i>Je passons les vacances en France</i> <i>Je passé les vacances en France</i> <i>Je vais passer les vacances en France</i> <i>Je suis passer les vacances en France</i> <i>J'irons en France</i> <i>Je allez en France</i> <i>J'aïlle en France</i> <i>Je vas en France</i> All score 1 mark for communication</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>Task: how <u>did</u> you and your friends react? Candidate writes: <i>Mes amis est contents</i> <i>J'été triste</i> <i>Ils avons pleure</i> All score 1 mark for communication</p>	
	<p>Task: what do you want to eat for lunch. Candidate writes. <i>Je veux mange un sandwich = 1 for communication</i></p>	<p><i>Je veux</i> = tick for verb</p>

	<p>Task: what will you do <u>next</u> year. Candidate writes: <i>L'an <u>dernier</u> je voyage en France</i> = 1 for communication <i>L'an <u>dernier</u> je vais voyager en France</i> = 1 for communication <i>L'année <u>prochaine</u> j'allait en ville</i> = 1 for communication (if the task required a past tense, <i>J'allait en ville</i> tout court could score 2 for communication as a phonetic rendering of <i>J'allais en ville</i>)</p>	<p><i>...je voyage...</i> verb is not rewarded as there is no future context (eg <i>L'an prochain...</i>) <i>...je vais voyager...</i> scores 2 ticks for verbs (<i>je vais, 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'aille en ville</i> = 1 for communication (<i>aller</i> is an appropriate verb, <i>aille</i> is a form of the verb <i>aller</i> (subjunctive)) <i>L'année prochaine j'irais visiter La Grèce</i> = 1</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>The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark</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>Use of <i>être</i> as the auxiliary when <i>avoir</i> would be correct: award 1 communication mark (see also A (v))</p>	
	<p><i>Je suis mangé la pomme</i> = 1</p>	

(iv)	Use of être instead of avoir in some clearly defined idiomatic phrases: award 1 communication mark	
	<i>J'étais peur = 1</i> <i>J'étais soif = 1</i> <i>J'étais faim = 1</i> <i>Elle était cinq ans = 1</i>	(no tick for the verb) (no tick for the verb) (no tick for the verb) (no tick for the verb) However <i>Elle est les cheveux gris = 0</i> <i>J'avais malade = 0</i> <i>J'avais fatigué = 0</i> Note: <i>J'étais fatigue = 0</i> (adj from pp must have accent)
(v)	Manger, nager, ranger etc. – 'e' missing from nous form and imperfect: award 1 communication mark	
	<i>Je mangais des pommes = 1</i> (no tick for the verb) <i>Nous nagons après l'école = 1</i> (no tick for the verb)	<i>Je mang des pommes = 0</i>
(vi)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>il est beau for il fait beau</i> <i>j'ai écouté un bruit for j'ai entendu un bruit</i> <i>c'est chaud for il fait chaud</i> <i>j'ai fait une promenade à l'école for je suis allé à l'école à pied</i> <i>j'ai regardé un accident for j'ai vu un accident</i>	Refuse <i>j'ai regardé pour mon sac for j'ai cherché mon sac</i>
(vii)	The following commonly seen mis-usages: award 1 communication mark	
	<i>je s'appelle (Carole)</i> <i>il et (venu me voir)</i> <i>je return(e) etc. (accept retourner for retourner)</i> <i>je se réveille ...</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 <i>J'habille ... / il lève ... / elle lave ... = 0</i>

(viii)	In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A(x))	
	<i>Mon ami a dit qu'il a mal au genou</i> = 1 for communication	<i>il a mal au genou</i> , contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick)
	<i>Je pensais qu'il pleut</i> = 1 for communication	The subordinate clause, <i>qu'il pleut</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick)
(ix)	«pas», or equivalent, is omitted in a negative statement / misplaced negative = 1 for communication	
	<i>Je n'aime la biologie</i> = 1 for communication <i>J'étais ne content pas</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)

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