
FRENCH

3015/04

Paper 4 Writing

For examination from 2019

MARK SCHEME

Maximum Mark: 50

Specimen

This document consists of **34** printed pages.

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:**

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

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

- there is an indication from the candidate that other material should be considered
- the candidate has continued their answer outside the space provided
- there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme and/or Marking:

- tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- 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

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 a 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, only the candidate's best result will be aggregated.

2 Detailed Mark Scheme

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 candidate has linked two words as in <i>boîte à crayons / boîte crayons</i> = 1 tick; however <i>boîte et crayons / boîte, crayons</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>baskets, chausses</i>: award one mark to each item • <i>baskets, baskets de sport</i>: award one mark for the first basket. <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><i>Vous préparez votre sac pour aller à l'école. Que mettez-vous dans votre sac? Faites une liste, en français, de 8 objets à mettre dans votre sac.</i></p> <table border="1" data-bbox="300 297 1062 1951"> <tbody> <tr> <td data-bbox="300 1395 387 1939">calculatrice / calculette</td> <td data-bbox="300 853 387 1395">calculatrice</td> <td data-bbox="300 297 387 853">calculier / calculatoire / calculatoire / caculatrie / calculator / calculateur</td> </tr> <tr> <td data-bbox="387 1395 440 1939">stylo</td> <td data-bbox="387 853 440 1395">stilo(t) / bic</td> <td data-bbox="387 297 440 853"></td> </tr> <tr> <td data-bbox="440 1395 528 1939">cahier</td> <td data-bbox="440 853 528 1395">cahiere / kaiyer / cahyez / cayer / cayher / caiyey / caye</td> <td data-bbox="440 297 528 853">chahier</td> </tr> <tr> <td data-bbox="528 1395 616 1939">portefeuille / porte-monnaie</td> <td data-bbox="528 853 616 1395">argent / monnaie / billet / porte de feuille / portefeuille</td> <td data-bbox="528 297 616 853"></td> </tr> <tr> <td data-bbox="616 1395 668 1939">short</td> <td data-bbox="616 853 668 1395"></td> <td data-bbox="616 297 668 853">shot</td> </tr> <tr> <td data-bbox="668 1395 721 1939">livre</td> <td data-bbox="668 853 721 1395">liver / manuel</td> <td data-bbox="668 297 721 853">libre / lire / maths tc</td> </tr> <tr> <td data-bbox="721 1395 774 1939">baskets</td> <td data-bbox="721 853 774 1395">chaussures</td> <td data-bbox="721 297 774 853"></td> </tr> <tr> <td data-bbox="774 1395 826 1939">trousse</td> <td data-bbox="774 853 826 1395">trousse / trouse</td> <td data-bbox="774 297 826 853">tousse</td> </tr> <tr> <td data-bbox="826 1395 879 1939">crayon</td> <td data-bbox="826 853 879 1395">cryon</td> <td data-bbox="826 297 879 853"></td> </tr> <tr> <td data-bbox="879 1395 967 1939">crayon de couleur (as is a different item)</td> <td data-bbox="879 853 967 1395"></td> <td data-bbox="879 297 967 853"></td> </tr> <tr> <td data-bbox="967 1395 1019 1939">gomme</td> <td data-bbox="967 853 1019 1395">gom(m) / gome</td> <td data-bbox="967 297 1019 853">gum /gume / gommage</td> </tr> <tr> <td data-bbox="1019 1395 1062 1939">devoirs</td> <td data-bbox="1019 853 1062 1395"></td> <td data-bbox="1019 297 1062 853"></td> </tr> </tbody> </table>			calculatrice / calculette	calculatrice	calculier / calculatoire / calculatoire / caculatrie / calculator / calculateur	stylo	stilo(t) / bic		cahier	cahiere / kaiyer / cahyez / cayer / cayher / caiyey / caye	chahier	portefeuille / porte-monnaie	argent / monnaie / billet / porte de feuille / portefeuille		short		shot	livre	liver / manuel	libre / lire / maths tc	baskets	chaussures		trousse	trousse / trouse	tousse	crayon	cryon		crayon de couleur (as is a different item)			gomme	gom(m) / gome	gum /gume / gommage	devoirs			5
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Question	Answer		Marks
1			valise cartable case
	boîte (à crayons / pour le déjeuner)		sac (tc) / sac à crayons / sac à stylos
	telephone / portable		
	boisson (bouteille d')(eau)		
	uniforme		
	lecteur MP3		
	nourriture / déjeuner		
	serviette		
	chaussettes		
Total for Question 1: 5 marks			

Question	Answer	Marks
Question 2	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <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	<i>Il y a sans doute un chanteur, un acteur, ou un musicien que vous aimez beaucoup.</i>	15
2.1: Award a mark out of 10 for Communication	<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. • 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) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • <i>Je joue au tennis, au basket, au volley et au foot</i> (1 verb, therefore treat as list of 4 items: place one tick over «volley» (third item in list) and another tick over «foot» (fourth item in list)) • <i>Je joue au tennis. Je joue au basket. Je joue au volley</i> (3 verbs therefore each piece of information can score a separate communication mark) <p>(vi) Only reward each piece of information once, e.g.:</p> <ul style="list-style-type: none"> • <i>J'aime jouer au foot</i> (✓1 for activity). <i>Je joue au football</i> (no further tick for playing football) <i>avec mes amis</i> (✓2 for «avec qui») <i>2 fois par semaine</i> (✓2 for «quand») • <i>J'aime jouer au foot</i> (✓1 for activity) <i>avec mes amis</i> (✓2 for «avec qui») <i>le mardi</i> (✓2 for «quand»). <i>Je lis des livres</i> (✓1 for different activity) <i>avec mes amis</i> (no further tick for «avec mes amis») <i>le week-end</i> (✓2 for a different «quand»). <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>	

Question	Answer		Marks
	Tick	<p data-bbox="212 1727 248 1845">Accept</p> <p data-bbox="264 1106 331 1845">✓1 Dites qui il/elle est et ce qu'il/elle fait comme métier. name = 1 mark; profession = 1 mark. As long as either given, consider task complete.</p> <p data-bbox="347 342 451 1845">✓2 Décrivez cette personne. REWARD: any form of description: e.g. anything about the person – appearance, character, age, more detail about what they do, family background, likes/dislikes, etc.</p> <p data-bbox="467 1106 534 1845">✓3 Dites pour quelles raisons vous l'aimez. REWARD: a positive comment even if 'aimer' not stated</p> <p data-bbox="550 454 654 1845">✓4 Allez-vous faire le même métier plus tard? Pourquoi / pourquoi pas? ACCEPT: 'yes' or 'no' or 'don't know' and/or what they are going to do as a job ACCEPT: reason why/why not even if not clear whether or not they will do same job / what job they will do.</p>	

Question	Answer	Marks
2.2: Award a mark out of 5 for Language		
	Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with grade descriptors</i> (last page of mark scheme)).	
	Grade descriptors for Language (Question 2)	
5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	
0	One or two disjointed words or short phrases may be recognisable.	
	Consider the whole answer when awarding marks for language.	
		Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks

Question	Answer	Marks						
Question 3	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <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. <p>For question-specific guidance, see later in this mark scheme.</p> <p>3.1: Award a mark out of 10 for Communication</p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(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).</p> <table border="1" data-bbox="756 197 911 2103"> <tbody> <tr> <td data-bbox="756 1973 804 2103">2 ticks</td> <td data-bbox="756 624 804 1973">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="804 1973 852 2103">1 tick</td> <td data-bbox="804 689 852 1973">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="852 1973 900 2103">0 ticks</td> <td data-bbox="852 1541 900 1973">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Look for a verb (finite or infinitive) before awarding a mark for communication.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>	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.	
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1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
0 ticks	Nothing of worth communicated.							

Question	Answer	Marks																				
<p>3.2: Award a mark out of 8 for accurate use of Verbs</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).</p> <p>(ii) Place the tick so that it does not obscure the acute accent on a past participle.</p> <p>(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="651 689 1173 1594"> <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>	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																					
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																					

Question	Answer		Marks
<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. 			
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 arrivés (<i>no tick</i>)	past participle must have accent for tick to be awarded; though 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	

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

Question	Answer		Marks
<u>Passive</u>			
Tick	No tick	Note	
Elle a été attrapée (✓)			
Les vélos ont été vendus (✓)			
<u>Reflexive</u>			
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	
<u>Impersonal</u>			
Tick	No tick	Note	
C'est comique (✓)			
Il y a (✓)		«Il y a» (✓) all right letters and in right order (by same rule «yatil» also gains a tick)	
Est-ce que (✓)		«Il y a» does not score in expressions meaning 'ago'	

Question	Answer		Marks
<u>With negative</u>			
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			
<u>Sequence of tenses</u>			
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 (✓)			
<u>Single auxiliary with multiple past participles</u>			
Tick	No tick	Note	
Nous avons chanté (✓) et dansé (✓)		Nous avons chanté = tick; Nous avons dansé = tick	
<u>Correct verb within meaningless statement</u>			
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	

Question	Answer		Marks
(b) Imperative			
Tick	No tick	Note	
Viens (✓)			
Ne touche pas (✓)			
(c) Interrogative			
Tick	No tick	Note	
Tu viens? (✓) / Tu viens. (✓)		question mark not required for mark to be awarded	
Est-ce que (✓) tu viens (?) (✓)			
Comment ça va (?) (✓)			
(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 (✓) sortier (<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 (✓)			

Question	Answer		Marks
Tick	No tick	Note	
Il m'aide (<i>no tick</i>) à préparer le repas (✓)		past tense required by the task: main verb is 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		je veux can only score once, but different infinitives can each score if correct	
Après être arrivé(e) (✓) il/(elle) a mangé (✓) un sandwich			
Après être sorti il a commencé (✓) à pleuvoir (✓)		the subject of the perfect infinitive is not the subject of the main verb	
Après avoir mangé (✓) je suis sorti (✓)			
<u>Tick</u> ing 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	

Question	Answer		Marks
(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 (✓)			
(g) Reward only the first occurrence of a verb, e.g.			
• J'aime (✓) la natation. J'aime (<i>no tick</i>) aussi le tennis			
• J'aime (✓) la natation. Je n'aime (<i>no tick</i>) pas le tennis			
• Dans ma région il y a (✓) des montagnes et des rivières. Il y a (<i>no tick</i>) aussi des...			
However,			
• Je préfère (✓) la natation et mon frère préfère (✓) le tennis – 2 different persons of the verb			
• Mon frère préfère (✓) la natation et ma sœur préfère (<i>no tick</i>) le tennis – both third person usage			
• Elle est (✓) fâché, 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»)			

Question	Answer	Marks
3.3: Award a mark out of 12 for Other linguistic features	<p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (Appendix 1)).</p> <p>(ii) 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...</i> etc. / – Place: <i>en, dans</i> etc. • Negatives • Adverbs • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Partitive articles, especially <i>de</i> after negative, use of <i>du, de la, des</i> • Appropriate use of <i>politenesses</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. 	
^{^^} subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.		
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.		
		Total for Communication: 10 marks
		Total for Verbs: 8 marks
		Total for Other linguistic features: 12 marks
		Total for Question 3: 30 marks

Question	Answer	Marks						
3(a)	<p data-bbox="197 613 229 1939">La télévision et moi (letter) Écrivez une lettre à un(e) ami(e) français(e) au sujet de la télévision.</p> <p data-bbox="264 853 296 1939">3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="336 300 1316 1939"> <thead> <tr> <th data-bbox="336 1848 384 1939">Tick</th> <th data-bbox="336 416 384 1848">Accept</th> <th data-bbox="336 300 384 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1848 432 1939">✓1</td> <td data-bbox="384 416 1316 1848"> <p data-bbox="400 891 432 1834">Décrivez une émission de télévision que vous avez vue récemment.</p> <p data-bbox="472 432 536 1834">Insist on past tense for 2 communication marks – allow any descriptive detail relating to TV programme (for communication only, any past tense is acceptable).</p> <p data-bbox="576 1207 608 1834">émission = programme / program / programme</p> <p data-bbox="647 600 679 1834">J'ai vu 'the simpsons'. C'est une série = ✓1 ✓1 (for 'c'est une série'; 'j'ai vu the simpsons' is ✓1)</p> <p data-bbox="719 1397 751 1834">Accept the kind of programme:</p> <ul data-bbox="751 450 919 1834" style="list-style-type: none"> • J'ai vu... une série / un drame / les informations / un feuilleton / un documentaire / de la science-fiction (sci-fi) / un polar / un film • J'ai aimé regarder un film • Une émission que j'ai vue récemment c'est un feuilleton • J'ai vu une émission de tragédie/tragedy <p data-bbox="959 1386 991 1834">Accept a description of the plot:</p> <ul data-bbox="991 1476 1054 1834" style="list-style-type: none"> • Il parle de... • L'émission se situe à... <p data-bbox="1094 792 1126 1834">Accept émission + an adjective (as long as the adjective is not qualitative):</p> <ul data-bbox="1126 468 1230 1834" style="list-style-type: none"> • J'ai vu une émission + américaine / sportive / musicale / de voyage / de cuisine / sur les animaux etc. • J'ai vu un programme + romantique / historique / dramatique / scientifique etc. (these all work phonetically) • J'ai regardé une émission (de) comique / comic ✓1 ✓1 <p data-bbox="1270 792 1302 1834">Accept films as well as programmes (whether seen at home or at the cinema)</p> </td> <td data-bbox="384 300 432 416">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="400 891 432 1834">Décrivez une émission de télévision que vous avez vue récemment.</p> <p data-bbox="472 432 536 1834">Insist on past tense for 2 communication marks – allow any descriptive detail relating to TV programme (for communication only, any past tense is acceptable).</p> <p data-bbox="576 1207 608 1834">émission = programme / program / programme</p> <p data-bbox="647 600 679 1834">J'ai vu 'the simpsons'. C'est une série = ✓1 ✓1 (for 'c'est une série'; 'j'ai vu the simpsons' is ✓1)</p> <p data-bbox="719 1397 751 1834">Accept the kind of programme:</p> <ul data-bbox="751 450 919 1834" style="list-style-type: none"> • J'ai vu... une série / un drame / les informations / un feuilleton / un documentaire / de la science-fiction (sci-fi) / un polar / un film • J'ai aimé regarder un film • Une émission que j'ai vue récemment c'est un feuilleton • J'ai vu une émission de tragédie/tragedy <p data-bbox="959 1386 991 1834">Accept a description of the plot:</p> <ul data-bbox="991 1476 1054 1834" style="list-style-type: none"> • Il parle de... • L'émission se situe à... <p data-bbox="1094 792 1126 1834">Accept émission + an adjective (as long as the adjective is not qualitative):</p> <ul data-bbox="1126 468 1230 1834" style="list-style-type: none"> • J'ai vu une émission + américaine / sportive / musicale / de voyage / de cuisine / sur les animaux etc. • J'ai vu un programme + romantique / historique / dramatique / scientifique etc. (these all work phonetically) • J'ai regardé une émission (de) comique / comic ✓1 ✓1 <p data-bbox="1270 792 1302 1834">Accept films as well as programmes (whether seen at home or at the cinema)</p>	2	30
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Question	Answer		Marks
3(a)	Tick	<p data-bbox="209 1727 240 1845">Accept</p> <p data-bbox="264 1279 296 1845">Accept for 1 communication mark only:</p> <ul data-bbox="300 674 539 1845" style="list-style-type: none"> • titles (whether in English, French or any other language) • j'ai vu un roman policier... (<i>ambiguous</i>) • caractère in statements where personnage is required • je regarde les films (d'action) / j'aime regarder les films (d'action) = ✓1 (<i>wrong tense</i>) • j'ai vu une émission sur l'informatique = ✓1 ✓1 • j'ai vu une émission informatique = ✓1 (<i>ambiguous</i>) <p data-bbox="576 931 608 1845">For tick 1 refuse qualitative comments for communication marks</p> <ul data-bbox="611 1435 679 1845" style="list-style-type: none"> • j'ai vu une émission drôle • j'ai vu une émission super <p data-bbox="716 461 780 1845">For verb ticks: with 'que' the antecedent does not need to be correct but past participle agreement must be correct</p> <p data-bbox="783 1491 815 1845">Une émission que j'ai vue</p> <ul data-bbox="818 461 1094 1845" style="list-style-type: none"> – Tick the verb 'j'ai vue' <p data-bbox="855 1514 887 1845">Un émission que j'ai vue</p> <ul data-bbox="890 461 1027 1845" style="list-style-type: none"> – Tick the verb 'j'ai vue' despite wrong gender of noun because 'que' is correct and the agreement is in place with 'émission' <p data-bbox="959 1514 991 1845">Un émission que j'ai vue</p> <ul data-bbox="994 954 1026 1845" style="list-style-type: none"> – Tick the verb 'j'ai vue' despite incorrectly spelt object 'emssion') <p data-bbox="1029 1514 1061 1845">Une émission qui j'ai vue</p> <ul data-bbox="1064 1267 1096 1845" style="list-style-type: none"> – No tick for the verb as 'qui' is incorrect 	Mark

Question	Answer		Marks
3(a)	<p>Tick</p> <p>✓2</p>	<p>Accept</p> <p>Expliquez pourquoi vous l'avez trouvée intéressante</p> <p>For 2 communication marks allow any sensible reason for finding the programme interesting in an appropriate tense</p> <p>Reward the reason even if it is not clear what programme the candidate is talking about – look for a positive statement</p> <p>The reason will not necessarily be introduced by 'parce que'</p> <ul style="list-style-type: none"> • Reward attempts to tell the story • Reward description of the content • Reward description of the location (accept 'il est situé à... ' ✓2✓2) • Accept summative/qualitative comment: (parce que) c'est drôle / marrant / fascinant / éducatif / beau etc. <p>Refuse:</p> <ul style="list-style-type: none"> • (parce que) c'est intéressant (candidate must explain why it is 'intéressant') • Negative statement (does not explain why the candidate finds the programme interesting) 	<p>Mark</p> <p>2</p>
	<p>✓3</p>	<p>Décrivez une émission que vous n'aimez pas</p> <p>For 2 communication marks allow anything sensible in an appropriate tense, expect a present tense</p> <p>References to the programme: cf Tick 1</p>	<p>2</p>

Question	Answer		Marks
3(a)	<p>Tick</p> <p>✓4</p>	<p>Accept</p> <p>Donnez vos raisons.</p> <p>For 2 communication marks allow any sensible reason in an appropriate tense Must not be the same piece of information as has previously been rewarded (however could be similar, e.g. the negative version of a positive statement)</p> <p>Donnez vos raisons</p> <ul style="list-style-type: none"> • Ce n'est pas... drôle / marrant / fascinant / éducatif • C'est violent / mauvais pour les enfants • C'est... ennuyeux / barbant <p>Accept for 1 communication mark</p> <ul style="list-style-type: none"> • 'Mal' for 'mauvais', e.g. c'est mal pour les enfants = ✓1 • 'Faire' for 'rendre', e.g. cela me fait triste = ✓1 / cela me faire triste = ✓1 	<p>Mark</p> <p>2</p>
	<p>✓5</p>	<p>À votre avis, quels sont les aspects positifs et négatives de la télévision?</p> <p>For 2 communication marks allow any positive or negative aspect in an appropriate tense</p> <p>Must not be the same piece of information as has previously been rewarded</p> <p>Accept:</p> <ul style="list-style-type: none"> • C'est... drôle / marrant / fascinant / éducatif • C'est... violent / mauvais pour les enfants • C'est intéressant • C'est ennuyeux • C'est mauvais pour la santé ✓1 ✓1 (C'est mal pour la santé ✓1) <p>Refuse: la télévision est positive/négative tc</p> <p>The same piece of information cannot be rewarded twice, e.g. the reason for liking a programme cannot also be rewarded as a positive aspect of TV.</p>	<p>2</p>
	<p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>		

Question	Answer	Marks						
3(b)	<p data-bbox="197 371 261 1939"><i>Un blog sur moi-même. Imaginez que vous avez 25 ans. Vous écrivez un blog pour le site web de l'école où vous étiez élève</i></p> <p data-bbox="300 853 331 1939">3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="371 309 1453 1939"> <thead> <tr> <th data-bbox="371 1850 419 1939">Tick</th> <th data-bbox="371 421 419 1850">Accept</th> <th data-bbox="371 309 419 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="435 1850 467 1939">✓1</td> <td data-bbox="435 309 1453 1850"> <p data-bbox="435 521 467 1850">Dites ce que vous avez fait après avoir quitté l'école (par exemple: études? voyages? travail?)</p> <p data-bbox="507 450 571 1850">Insist on past tense for 2 communication marks – accept any detail relating to what the candidate has done since leaving school (for communication only, any past tense is acceptable)</p> <p data-bbox="611 999 643 1850">Accept anything that fits the areas of study / work / play / travel...</p> <p data-bbox="683 1223 715 1850">Do not expect 'Après avoir quitté l'école...':</p> <ul data-bbox="722 1223 786 1850" style="list-style-type: none"> • J'ai voyagé = ✓1✓1 • J'ai beaucoup aimé mes voyages = ✓1✓1 <p data-bbox="826 1514 858 1850">Spelling of key words:</p> <ul data-bbox="866 450 1201 1850" style="list-style-type: none"> • travailler: attempts at the verb must be phonetically correct – use usual rules for one or two ticks. However, beware: 'travailler' for 'voyager' • le travail (noun): accept 'le travaille' • étudier: follow normal rule and refuse 'étuder', 'étudier', 'j'ai étudié' etc. (non-existent forms and do not work phonetically) • le médecin (the job): j'ai travaillé comme méd(e)cin/médecin = ✓1✓1 BUT j'ai travaillé comme médecine/médecine = ✓1 • j'ai travaillé comme docteur(e)/doctresse = ✓1✓1 BUT j'ai travaillé comme doctor = ✓1 • la médecine (noun): étudier la méd(e)cine BUT étudier la médecin/les médicaments = ✓1 (attempts starting 'mi...' = 0) <p data-bbox="1241 920 1273 1850">Accept for 1 communication mark statements in the wrong tense:</p> <ul data-bbox="1281 786 1345 1850" style="list-style-type: none"> • Je vais voyager • Je travail(le) à la banque ('je travail' is a phonetic version of a present tense) <p data-bbox="1385 1346 1417 1850">Accept for 1 communication mark:</p> <p data-bbox="1425 1167 1457 1850">J'ai joué du/au sport (but 'J'ai fait du sport' = ✓1✓1)</p> </td> <td data-bbox="435 309 467 421">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="435 521 467 1850">Dites ce que vous avez fait après avoir quitté l'école (par exemple: études? voyages? travail?)</p> <p data-bbox="507 450 571 1850">Insist on past tense for 2 communication marks – accept any detail relating to what the candidate has done since leaving school (for communication only, any past tense is acceptable)</p> <p data-bbox="611 999 643 1850">Accept anything that fits the areas of study / work / play / travel...</p> <p data-bbox="683 1223 715 1850">Do not expect 'Après avoir quitté l'école...':</p> <ul data-bbox="722 1223 786 1850" style="list-style-type: none"> • J'ai voyagé = ✓1✓1 • J'ai beaucoup aimé mes voyages = ✓1✓1 <p data-bbox="826 1514 858 1850">Spelling of key words:</p> <ul data-bbox="866 450 1201 1850" style="list-style-type: none"> • travailler: attempts at the verb must be phonetically correct – use usual rules for one or two ticks. However, beware: 'travailler' for 'voyager' • le travail (noun): accept 'le travaille' • étudier: follow normal rule and refuse 'étuder', 'étudier', 'j'ai étudié' etc. (non-existent forms and do not work phonetically) • le médecin (the job): j'ai travaillé comme méd(e)cin/médecin = ✓1✓1 BUT j'ai travaillé comme médecine/médecine = ✓1 • j'ai travaillé comme docteur(e)/doctresse = ✓1✓1 BUT j'ai travaillé comme doctor = ✓1 • la médecine (noun): étudier la méd(e)cine BUT étudier la médecin/les médicaments = ✓1 (attempts starting 'mi...' = 0) <p data-bbox="1241 920 1273 1850">Accept for 1 communication mark statements in the wrong tense:</p> <ul data-bbox="1281 786 1345 1850" style="list-style-type: none"> • Je vais voyager • Je travail(le) à la banque ('je travail' is a phonetic version of a present tense) <p data-bbox="1385 1346 1417 1850">Accept for 1 communication mark:</p> <p data-bbox="1425 1167 1457 1850">J'ai joué du/au sport (but 'J'ai fait du sport' = ✓1✓1)</p>	2	30
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Question		Answer		Marks
3(b)	Tick	Accept		Mark
		<p>Refuse for communication marks:</p> <ul style="list-style-type: none"> things candidate did at school (outside the scope of the question) j'ai fait beaucoup de choses (too vague) 		
	✓2	<p>Further details as to what the candidate has done since leaving school</p> <p>Insist on past tense for 2 communication marks – accept any detail relating to what the candidate has done since leaving school (for communication only, any past tense is acceptable)</p> <p>Follow the rules for Tick 1</p>	2	
	✓3	<p>Maintenant, à l'âge de 25 ans, est-ce que vous êtes content(e) de votre vie?</p> <p>For 2 communication marks allow a positive or negative statement in an appropriate tense</p> <p>Accept: 'yes I am happy' / 'no I'm not happy' etc.</p> <p>Je suis content(e) J'aime ma vie J'ai une bonne vie / Je vis une vie heureuse Ma vie est belle (could qualify as the reason the candidate is happy instead)</p> <p>Accept for 1 communication mark: Ma vie est complète ✓5</p>	2	
✓4	<p>Expliquez pourquoi/pas?</p> <p>For 2 communication marks allow any sensible reason in an appropriate tense</p> <p>Reward the reason even if it is not clear whether the candidate is happy or not – look for a positive or negative statement.</p> <p>The reason will not necessarily be introduced by 'parce que' (Parce que) j'ai fait beaucoup de choses... / je fais beaucoup de choses / j'ai un bon travail / j'ai des enfants</p>	2		

Question	Answer		Marks
3(b)	<p>✓5</p>	<p>Accept</p> <p>Dites quels sont vos projets d'avenir (par exemple: mariage? travail? carrière?)</p> <p>For 2 communication marks allow any sensible plans in an appropriate tense – look for idea of future (For communication future and conditional are interchangeable)</p> <p>Accept:</p> <ul style="list-style-type: none"> • Je voudrais + a noun e.g. je voudrais une famille/mon propre hôpital • Je pense / compte / rêve... (de) voyager • Je souhaite... habiter à côté de la mer • Je ferais une croisière / Je vais voyager / Je voyagerai(s) • J'ai décidé (de) partir en voyage / J'ai l'intention (de) partir en voyage • Je pourrais partir en voyage • Je veux / peux faire une vidéo de danse <p>Accept for 1 communication mark statements in the wrong tense such as:</p> <ul style="list-style-type: none"> • Je voudrais se marier... • Je penserais ouvrir mon propre hôpital • À l'avenir j'aime aller à la plage 	<p>Mark</p> <p>2</p>
<p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p>			
<p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>			

Question	Answer	Marks						
3(c)	<p data-bbox="197 412 261 1935">Pendant les vacances vous avez fait un séjour dans une école de langues. Voici le début. Continuez l'histoire. «L'année dernière, j'ai passé une semaine dans une école de langues...»</p> <p data-bbox="300 853 325 1935">3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="365 309 1501 1935"> <thead> <tr> <th data-bbox="373 1850 405 1935">Tick</th> <th data-bbox="373 421 405 1850">Accept</th> <th data-bbox="373 309 405 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="421 1850 453 1935">✓1</td> <td data-bbox="421 309 1501 1850"> <p data-bbox="437 1285 462 1832">Décrivez le logement et les participants</p> <p data-bbox="501 629 596 1832">Insist on past tense for 2 communication marks – look for any description of either the accommodation or the participants (for communication only, any past tense is acceptable)</p> <p data-bbox="635 1240 660 1832">Accept for description of accommodation:</p> <ul data-bbox="676 488 868 1832" style="list-style-type: none"> • location / size / facilities / food / quality / cleanliness... • sharing: j'ai partagé une chambre (avec ...) • type of accommodation: je suis resté dans / j'ai logé dans ... + un hôtel / une auberge de jeunesse / camping / camp / colonie / chez une famille / chez un ami / une chambre / l'école • il y avait... trois lits / une télévision ✓1 ✓1 (BUT 'il y était trois lits / une télévision' ✓1) • le logement était terrible / le logement était super <p data-bbox="906 546 970 1832">Accept for description of participants: name / age / nationality / character / personality / physical description / opinion of them...</p> <ul data-bbox="986 434 1145 1832" style="list-style-type: none"> • Accept 'les professeurs' / 'les moniteurs' as participants so accept description of them for Tick 1 (though bear in mind it could also be Tick 4/5): le professeur (il) était gentil ✓1 ✓1 (but 'le professeur c'était gentil' ✓1) • J'ai été avec un ami/Pierre • Mon meilleur ami était là <p data-bbox="1184 1787 1209 1832">NB</p> <ul data-bbox="1225 801 1321 1832" style="list-style-type: none"> • J'ai partagé une chambre avec un garçon ✓1 ✓1 qui s'appelait Pierre ✓1 ✓1 • J'ai partagé une chambre avec un garçon ✓1 ✓1 qui s'appelle Pierre ✓1 ('s'appelle' will score a tick for the verb though as his name is still Pierre) <p data-bbox="1359 1352 1385 1832">Accept for 1 communication mark:</p> <ul data-bbox="1401 981 1497 1832" style="list-style-type: none"> • Number of participants: il y avait beaucoup de/20 participants • chaque personne était différente • il y était trois lits/une télévision ✓1 (BUT 'il était trois lits' = 0) </td> <td data-bbox="421 309 453 421">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="437 1285 462 1832">Décrivez le logement et les participants</p> <p data-bbox="501 629 596 1832">Insist on past tense for 2 communication marks – look for any description of either the accommodation or the participants (for communication only, any past tense is acceptable)</p> <p data-bbox="635 1240 660 1832">Accept for description of accommodation:</p> <ul data-bbox="676 488 868 1832" style="list-style-type: none"> • location / size / facilities / food / quality / cleanliness... • sharing: j'ai partagé une chambre (avec ...) • type of accommodation: je suis resté dans / j'ai logé dans ... + un hôtel / une auberge de jeunesse / camping / camp / colonie / chez une famille / chez un ami / une chambre / l'école • il y avait... trois lits / une télévision ✓1 ✓1 (BUT 'il y était trois lits / une télévision' ✓1) • le logement était terrible / le logement était super <p data-bbox="906 546 970 1832">Accept for description of participants: name / age / nationality / character / personality / physical description / opinion of them...</p> <ul data-bbox="986 434 1145 1832" style="list-style-type: none"> • Accept 'les professeurs' / 'les moniteurs' as participants so accept description of them for Tick 1 (though bear in mind it could also be Tick 4/5): le professeur (il) était gentil ✓1 ✓1 (but 'le professeur c'était gentil' ✓1) • J'ai été avec un ami/Pierre • Mon meilleur ami était là <p data-bbox="1184 1787 1209 1832">NB</p> <ul data-bbox="1225 801 1321 1832" style="list-style-type: none"> • J'ai partagé une chambre avec un garçon ✓1 ✓1 qui s'appelait Pierre ✓1 ✓1 • J'ai partagé une chambre avec un garçon ✓1 ✓1 qui s'appelle Pierre ✓1 ('s'appelle' will score a tick for the verb though as his name is still Pierre) <p data-bbox="1359 1352 1385 1832">Accept for 1 communication mark:</p> <ul data-bbox="1401 981 1497 1832" style="list-style-type: none"> • Number of participants: il y avait beaucoup de/20 participants • chaque personne était différente • il y était trois lits/une télévision ✓1 (BUT 'il était trois lits' = 0) 	2	30
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Question	Answer		Marks
	Tick	Accept	
3(c)	✓2	<p>Décrivez le logement et les participants</p> <p>Insist on past tense for 2 communication marks – look for any description of either the accommodation or the participants (for communication only, any past tense is acceptable) Follow the rules for Tick 1</p>	2
	✓3	<p>Dites ce que vous avez fait pendant la semaine</p> <p>Insist on past tense for 2 communication marks – look for any sensible thing the candidate might have done during the week (for communication only, any past tense is acceptable)</p> <p>Accept:</p> <ul style="list-style-type: none"> • study / work / play / travel / eating... • making friends: je me suis fait des amis ✓3 ✓3 (je me fais des amis ✓3 (wrong tense); j'ai fait des amis ✓3 (incorrect construction)) • meeting friends: j'ai rencontré des personnes <p>See Tick 1 on 3(b) for how to deal with étudiant/travailler</p> <p>Accept for 1 communication mark: J'ai joué du/au sport / J'ai joué de la natation</p>	2

Question	Answer		Marks
3(c)	Tick	Accept	Mark
	✓4	<p>Dites quels étaient les aspects positifs et négatifs de ce séjour</p> <p>Allow positive or negative aspect expressed in an appropriate tense Do not insist on past tenses for two communication marks, e.g. allow statements such as <i>Maintenant je suis plus fort en français / Étudier dans une école de langues est une expérience éducative / Je voudrais le refaire / Je voudrais retourner</i></p> <p>Accept comments on any aspect of the stay, e.g.: cost / accommodation / teaching / school buildings / school facilities / activities / participants etc.</p> <ul style="list-style-type: none"> les participants étaient gentils <p>Accept comments with personal slant:</p> <ul style="list-style-type: none"> ma famille me manquait (je manque/j'ai manqué ma famille = max. 1) <p>Accept summative comment:</p> <ul style="list-style-type: none"> C'était fatigant et c'était difficile = ✓4 ✓4 and ✓5 ✓5 Il/C'était le meilleur séjour de ma vie Je me suis amusé / nous nous sommes amusés etc. C'était mauvais / C'était pas mal ✓4 ✓4 (C'était mal ✓4) C'était cool / C'était super <p>J'étais fatigué = ✓4 ✓4 J'étais fatigué = ✓4 Je suis fatigué = ✓4 J'étais fatigant = 0</p> <p>For Tick 4 / Tick 5, allow EITHER 2 positive OR 2 negative aspects OR 1 of each</p> <p>Refuse: il n'y avait aucun aspect positif/négatif</p> <p>Remember:</p> <ul style="list-style-type: none"> C'était amusant. C'était formidable = 2 communication marks (each statement has a verb, even if it is the same one) C'était amusant et formidable = 1 (a list with one verb) 	2

Question		Answer		Marks
3(c)	Tick	Accept	Mark	
	✓5	<p>Dites quels étaient les aspects positifs et négatifs de ce séjour</p> <p>Further positive or negative aspect expressed in an appropriate tense</p> <p>Follow the rules for tick 4</p> <p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>	2	

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.