



Cambridge IGCSE[®]

FRENCH

0520/04

Paper 4 Writing

For examination from 2020

MARK SCHEME

Maximum Mark: 50

Specimen

This document consists of **23** printed pages and **1** blank page.

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 = 1 tick</i>; 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: <i>baskets, chausseries</i>: award one mark to each item <i>baskets, baskets de sport</i>: award one mark for the first basket.</p> <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="196 763 228 1937"><i>Vous allez en ville. Où allez-vous? Faites une liste en français de 8 endroits à visiter.</i></p> <table border="1" data-bbox="268 309 1045 1937"> <tbody> <tr><td>banque</td><td>magasin</td></tr> <tr><td>bibliothèque</td><td>mairie</td></tr> <tr><td>cathédrale</td><td>marché</td></tr> <tr><td>centre (commercial / sportif)</td><td>musée</td></tr> <tr><td>centre-ville</td><td>office de tourisme</td></tr> <tr><td>château</td><td>patinoire</td></tr> <tr><td>cinéma</td><td>piscine</td></tr> <tr><td>église</td><td>place</td></tr> <tr><td>école</td><td>pont</td></tr> <tr><td>garage</td><td>poste</td></tr> <tr><td>gare (snCF/routière)</td><td>restaurant</td></tr> <tr><td>gendarmerie</td><td>stade</td></tr> <tr><td>hôtel (de ville)</td><td>théâtre</td></tr> <tr><td>hôpital</td><td>zoo</td></tr> <tr><td>jardin public</td><td></td></tr> </tbody> </table> | banque | magasin | bibliothèque | mairie | cathédrale | marché | centre (commercial / sportif) | musée | centre-ville | office de tourisme | château | patinoire | cinéma | piscine | église | place | école | pont | garage | poste | gare (snCF/routière) | restaurant | gendarmerie | stade | hôtel (de ville) | théâtre | hôpital | zoo | jardin public | | 5 |
| banque | magasin | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| bibliothèque | mairie | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cathédrale | marché | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| centre (commercial / sportif) | musée | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| centre-ville | office de tourisme | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| château | patinoire | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cinéma | piscine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| église | place | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| école | pont | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| garage | poste | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| gare (snCF/routière) | restaurant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| gendarmerie | stade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| hôtel (de ville) | théâtre | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| hôpital | zoo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| jardin public | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total for Question 1: 5 marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|--|--------|-------|
| Question 2 Candidates are required to answer the question. Read the whole answer and award marks as follows: <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 |
| <p>2.1: Award a mark out of 10 for Communication</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. • 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</i> = 1 mark (1 verb = a list of 3) • <i>elle a les cheveux noirs (1), est de taille moyenne (1), et elle est jolie (1)</i> = 3 marks (3 verbs). <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</i> and <i>sa musique est super</i> can both be rewarded).</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> | | |

| Question | Answer | Marks |
|--|---|--|
| <p>2.2: Award a mark out of 5 for Language</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> (last page of mark scheme)).</p> | | |
| <p>Grade descriptors for Language (Question 2)</p> | | |
| <p>5</p> | <p>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.</p> | |
| <p>4</p> | <p>Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</p> | |
| <p>3</p> | <p>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.</p> | |
| <p>2</p> | <p>A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</p> | |
| <p>1</p> | <p>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</p> | |
| <p>0</p> | <p>One or two disjointed words or short phrases may be recognisable.</p> | |
| <p>*Consider the whole answer when awarding mark for language</p> | | <p>Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p> |

| 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. | |
| 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. | | | | | | | |

| 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 1174 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 | |
| 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 | |

| Question | Answer | | Marks |
|--|--------------------------------------|--|-------|
| 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 (✓) | | | |
| 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 | |

| Question | Answer | Marks |
|--|----------------|--|
| Impersonal | | |
| Tick | No tick | Note |
| C'est comique (✓) | | |
| Il y a (✓) | | «Ilya» (✓) all right letters and in right order (by same rule «yatil» also gains a tick) «Il y a» does not score in expressions meaning 'ago' |
| Est-ce que (✓) | | |
| With negative | | |
| Tick | No tick | Note |
| Ils ne jouent pas (✓) | | tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features' |
| Ils ne pas jouent (✓) | | |
| Je ne aime (✓) pas | | |
| Sequence of tenses | | |
| Tick | No tick | Note |
| Si j'avais (✓) le choix je voudrais (✓) | | |
| Si j'ai eu (<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 (✓) | | |

| Question | Answer | | Marks |
|--|--|---|-------|
| Single auxiliary with multiple past participles | | | |
| Tick | No tick | Note | |
| Nous avons chanté (✓) et dansé (✓) | | Nous avons chanté = tick; Nous avons dansé = tick | |
| Correct verb within meaningless statement | | | |
| Tick | No tick | Note | |
| La journée est (✓) longue | La journée est (<i>no tick</i>) intelligente | do not reward correct verb in a meaningless statement | |
| (b) Imperative | | | |
| Tick | No tick | Note | |
| Viens (✓) | | | |
| Ne touche pas (✓) | | | |
| (c) Interrogative | | | |
| Tick | No tick | Note | |
| Tu viens? (✓) / Tu viens. (✓) | | question mark not required for mark to be awarded | |
| Est-ce que (✓) tu viens (?) (✓) | | | |
| Comment ça va (?) (✓) | | | |

| Question | Answer | | Marks |
|--|--------|--------------------------------|--|
| (d) Infinitive | | | |
| Tick | | No tick | Note |
| Je veux (✓) sortir (✓) | | | |
| Je veut (<i>no tick</i>) sortir (✓) | | | award tick for any correct dependent infinitive, even if main verb is incorrect / in the wrong tense |
| Je veux (✓) 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 (✓) | | | |
| 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 (✓) | | | |

| Question | Answer | | Marks |
|---|--|--|--|
| Ticking forms of the verb in the future: is the future tense appropriate to the task? | Tick | No tick | Note |
| | Nous allons (✓) jouer (✓) au tennis | | in all these cases the future tense is appropriate to the task on the question paper so both the finite verb and the infinitive are ticked in the normal way |
| | Je vais (✓) regardé (no tick) un film | | |
| | Elle vas (no tick) arriver (✓) ce soir | | |
| Je vais (no tick) aller (no tick) en ville | | task is: what did you do last weekend? Future tense is not appropriate therefore do not tick either verb | |
| (e) Inversion | | | |
| Tick | No tick | Note | accept both normal word order and inversion after direct speech |
| «...» a-t-il dit (✓) | ... a-t-il dis (no tick) | | |
| «...» 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 (✓) 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») | |
| <p>3.3: Award a mark out of 12 for Other linguistic features</p> | <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see <i>Note on using mark schemes with Grade descriptors (Appendix I)</i>).</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="193 297 264 1939">Une visite à un parc d'attractions. L'année dernière vous êtes allé(e) à un parc d'attractions. Écrivez un e-mail à un(e) ami(e) français(e).</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="371 297 1310 1939"> <thead> <tr> <th data-bbox="371 1850 419 1939">Tick</th> <th data-bbox="371 421 419 1850">Accept</th> <th data-bbox="371 297 419 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="419 1850 616 1939">✓1</td> <td data-bbox="419 421 616 1850"> <p data-bbox="432 1368 464 1839">What candidate did with friend(s)</p> <p data-bbox="504 1576 536 1839">Insist on past tense</p> <p data-bbox="539 1189 571 1839">Allow <i>nous</i> as subject with no mention of friend(s)</p> <p data-bbox="574 1167 606 1839">Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))</p> </td> <td data-bbox="419 297 616 421">2</td> </tr> <tr> <td data-bbox="616 1850 812 1939">✓2</td> <td data-bbox="616 421 812 1850"> <p data-bbox="628 1368 660 1839">What candidate did with friend(s)</p> <p data-bbox="700 1576 732 1839">Insist on past tense</p> <p data-bbox="735 1189 767 1839">Allow <i>nous</i> as subject with no mention of friend(s)</p> <p data-bbox="770 1167 802 1839">Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))</p> </td> <td data-bbox="616 297 812 421">2</td> </tr> <tr> <td data-bbox="812 1850 928 1939">✓3</td> <td data-bbox="812 421 928 1850"> <p data-bbox="825 1003 857 1839">Reason candidate does or does not like amusement park(s)</p> <p data-bbox="892 488 924 1839">Do not insist on <i>j'aime/je n'aime pas</i> as <i>les parcs sont divertissants/ennuyeux</i> etc. tout court implies that</p> </td> <td data-bbox="812 297 928 421">2</td> </tr> <tr> <td data-bbox="928 1850 1045 1939">✓4</td> <td data-bbox="928 421 1045 1850"> <p data-bbox="941 1093 973 1839">Reason for preferring outings with friend(s)/parent(s)</p> <p data-bbox="1008 1525 1040 1839">Allow anything sensible</p> </td> <td data-bbox="928 297 1045 421">2</td> </tr> <tr> <td data-bbox="1045 1850 1310 1939">✓5</td> <td data-bbox="1045 421 1310 1850"> <p data-bbox="1058 972 1090 1839">What candidate would like to do (with friend(s)) next weekend</p> <p data-bbox="1129 562 1161 1839"><i>Le weekend (prochain) je voudrais/veux</i> + infinitive is obviously ok (do not insist on 'with friend(s)')</p> <p data-bbox="1165 712 1228 1839">Allow for communication a simple future, e.g. <i>nous irons en ville le weekend (prochain) tout court</i></p> <p data-bbox="1232 674 1295 1839">Allow a present + <i>le week-end (prochain)</i>, e.g. <i>le week-end (prochain) nous allons en ville</i></p> <p data-bbox="1299 1167 1331 1839">Allow <i>le weekend prochain nous avons décidé de...</i></p> </td> <td data-bbox="1045 297 1310 421">2</td> </tr> </tbody> </table> <p data-bbox="1347 786 1378 1939">3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p data-bbox="1414 734 1445 1939">3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p> | Tick | Accept | Mark | ✓1 | <p data-bbox="432 1368 464 1839">What candidate did with friend(s)</p> <p data-bbox="504 1576 536 1839">Insist on past tense</p> <p data-bbox="539 1189 571 1839">Allow <i>nous</i> as subject with no mention of friend(s)</p> <p data-bbox="574 1167 606 1839">Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))</p> | 2 | ✓2 | <p data-bbox="628 1368 660 1839">What candidate did with friend(s)</p> <p data-bbox="700 1576 732 1839">Insist on past tense</p> <p data-bbox="735 1189 767 1839">Allow <i>nous</i> as subject with no mention of friend(s)</p> <p data-bbox="770 1167 802 1839">Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))</p> | 2 | ✓3 | <p data-bbox="825 1003 857 1839">Reason candidate does or does not like amusement park(s)</p> <p data-bbox="892 488 924 1839">Do not insist on <i>j'aime/je n'aime pas</i> as <i>les parcs sont divertissants/ennuyeux</i> etc. tout court implies that</p> | 2 | ✓4 | <p data-bbox="941 1093 973 1839">Reason for preferring outings with friend(s)/parent(s)</p> <p data-bbox="1008 1525 1040 1839">Allow anything sensible</p> | 2 | ✓5 | <p data-bbox="1058 972 1090 1839">What candidate would like to do (with friend(s)) next weekend</p> <p data-bbox="1129 562 1161 1839"><i>Le weekend (prochain) je voudrais/veux</i> + infinitive is obviously ok (do not insist on 'with friend(s)')</p> <p data-bbox="1165 712 1228 1839">Allow for communication a simple future, e.g. <i>nous irons en ville le weekend (prochain) tout court</i></p> <p data-bbox="1232 674 1295 1839">Allow a present + <i>le week-end (prochain)</i>, e.g. <i>le week-end (prochain) nous allons en ville</i></p> <p data-bbox="1299 1167 1331 1839">Allow <i>le weekend prochain nous avons décidé de...</i></p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | <p data-bbox="432 1368 464 1839">What candidate did with friend(s)</p> <p data-bbox="504 1576 536 1839">Insist on past tense</p> <p data-bbox="539 1189 571 1839">Allow <i>nous</i> as subject with no mention of friend(s)</p> <p data-bbox="574 1167 606 1839">Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | <p data-bbox="628 1368 660 1839">What candidate did with friend(s)</p> <p data-bbox="700 1576 732 1839">Insist on past tense</p> <p data-bbox="735 1189 767 1839">Allow <i>nous</i> as subject with no mention of friend(s)</p> <p data-bbox="770 1167 802 1839">Allow <i>je</i> + activity with <i>avec</i> + name(s) (of friend(s))</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | <p data-bbox="825 1003 857 1839">Reason candidate does or does not like amusement park(s)</p> <p data-bbox="892 488 924 1839">Do not insist on <i>j'aime/je n'aime pas</i> as <i>les parcs sont divertissants/ennuyeux</i> etc. tout court implies that</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | <p data-bbox="941 1093 973 1839">Reason for preferring outings with friend(s)/parent(s)</p> <p data-bbox="1008 1525 1040 1839">Allow anything sensible</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | <p data-bbox="1058 972 1090 1839">What candidate would like to do (with friend(s)) next weekend</p> <p data-bbox="1129 562 1161 1839"><i>Le weekend (prochain) je voudrais/veux</i> + infinitive is obviously ok (do not insist on 'with friend(s)')</p> <p data-bbox="1165 712 1228 1839">Allow for communication a simple future, e.g. <i>nous irons en ville le weekend (prochain) tout court</i></p> <p data-bbox="1232 674 1295 1839">Allow a present + <i>le week-end (prochain)</i>, e.g. <i>le week-end (prochain) nous allons en ville</i></p> <p data-bbox="1299 1167 1331 1839">Allow <i>le weekend prochain nous avons décidé de...</i></p> | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|-------|--------|------|----|--|---|----|--|---|----|--|---|----|--|---|----|--|---|--|
| 3(b) | <p>Le shopping et la mode</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> | 30 | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="231 1848 264 1937">Tick</th> <th data-bbox="231 414 264 1848">Accept</th> <th data-bbox="231 297 264 414">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="264 1848 298 1937">✓1</td> <td data-bbox="264 414 298 1848"> Description of a day the candidate spent shopping Insist on past tense </td> <td data-bbox="264 297 298 414">2</td> </tr> <tr> <td data-bbox="298 1848 331 1937">✓2</td> <td data-bbox="298 414 331 1848"> Description of a day the candidate spent shopping Insist on past tense </td> <td data-bbox="298 297 331 414">2</td> </tr> <tr> <td data-bbox="331 1848 365 1937">✓3</td> <td data-bbox="331 414 365 1848"> Negative aspects of designer clothes Allow anything sensible </td> <td data-bbox="331 297 365 414">2</td> </tr> <tr> <td data-bbox="365 1848 399 1937">✓4</td> <td data-bbox="365 414 399 1848"> Positive aspects of designer clothes Allow anything sensible </td> <td data-bbox="365 297 399 414">2</td> </tr> <tr> <td data-bbox="399 1848 432 1937">✓5</td> <td data-bbox="399 414 432 1848"> What the candidate would like to wear if s/he had lots of money <i>Si j'avais beaucoup d'argent je voudrais porter / je porterais / j'achèterais + clothes</i> (allow future for communication) </td> <td data-bbox="399 297 432 414">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | Description of a day the candidate spent shopping Insist on past tense | 2 | ✓2 | Description of a day the candidate spent shopping Insist on past tense | 2 | ✓3 | Negative aspects of designer clothes Allow anything sensible | 2 | ✓4 | Positive aspects of designer clothes Allow anything sensible | 2 | ✓5 | What the candidate would like to wear if s/he had lots of money <i>Si j'avais beaucoup d'argent je voudrais porter / je porterais / j'achèterais + clothes</i> (allow future for communication) | 2 | |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | Description of a day the candidate spent shopping Insist on past tense | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | Description of a day the candidate spent shopping Insist on past tense | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | Negative aspects of designer clothes Allow anything sensible | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | Positive aspects of designer clothes Allow anything sensible | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | What the candidate would like to wear if s/he had lots of money <i>Si j'avais beaucoup d'argent je voudrais porter / je porterais / j'achèterais + clothes</i> (allow future for communication) | 2 | | | | | | | | | | | | | | | | | | |
| | <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>«Je voyageais avec un(e) ami(e). Notre train s'est arrêté dans une petite gare et je suis descendu(e) pour acheter un journal. A mon retour le train était parti ...» Continuez l'histoire.</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="373 300 1139 1935"> <thead> <tr> <th data-bbox="373 1845 421 1935">Tick</th> <th data-bbox="373 412 421 1845">Accept</th> <th data-bbox="373 300 421 412">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="421 1845 501 1935">✓1</td> <td data-bbox="421 412 501 1845"> What candidate did to contact friend Award communication mark for statement in past tense of what candidate did to contact friend after train left </td> <td data-bbox="421 300 501 412">2</td> </tr> <tr> <td data-bbox="501 1845 580 1935">✓2</td> <td data-bbox="501 412 580 1845"> What candidate did to arrive at destination Award communication mark for statement in past tense of what candidate did to arrive at destination Allow <i>j'ai acheté un café</i> etc. and reward with communication marks (even though not exactly what the candidate did to arrive at destination) </td> <td data-bbox="501 300 580 412">2</td> </tr> <tr> <td data-bbox="580 1845 660 1935">✓3</td> <td data-bbox="580 412 660 1845"> Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question </td> <td data-bbox="580 300 660 412">2</td> </tr> <tr> <td data-bbox="660 1845 740 1935">✓4</td> <td data-bbox="660 412 740 1845"> Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j'étais / c'était / je suis / c'est ...</i> </td> <td data-bbox="660 300 740 412">2</td> </tr> <tr> <td data-bbox="740 1845 820 1935">✓5</td> <td data-bbox="740 412 820 1845"> Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j'étais / c'était / je suis / c'est ...</i> </td> <td data-bbox="740 300 820 412">2</td> </tr> </tbody> </table> <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> | | Tick | Accept | Mark | ✓1 | What candidate did to contact friend Award communication mark for statement in past tense of what candidate did to contact friend after train left | 2 | ✓2 | What candidate did to arrive at destination Award communication mark for statement in past tense of what candidate did to arrive at destination Allow <i>j'ai acheté un café</i> etc. and reward with communication marks (even though not exactly what the candidate did to arrive at destination) | 2 | ✓3 | Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question | 2 | ✓4 | Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j'étais / c'était / je suis / c'est ...</i> | 2 | ✓5 | Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j'étais / c'était / je suis / c'est ...</i> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | | |
| ✓1 | What candidate did to contact friend Award communication mark for statement in past tense of what candidate did to contact friend after train left | 2 | | | | | | | | | | | | | | | | | | | |
| ✓2 | What candidate did to arrive at destination Award communication mark for statement in past tense of what candidate did to arrive at destination Allow <i>j'ai acheté un café</i> etc. and reward with communication marks (even though not exactly what the candidate did to arrive at destination) | 2 | | | | | | | | | | | | | | | | | | | |
| ✓3 | Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question | 2 | | | | | | | | | | | | | | | | | | | |
| ✓4 | Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j'étais / c'était / je suis / c'est ...</i> | 2 | | | | | | | | | | | | | | | | | | | |
| ✓5 | Reaction to the events Expect opinions/emotions Do not insist on past tenses. Allow <i>j'étais / c'était / je suis / c'est ...</i> | 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. You should consult your Team Leader.

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