

GCSE French (2024)

Unpacking the Speaking
Exam



Agenda

Part 1 – Overview of the Speaking component

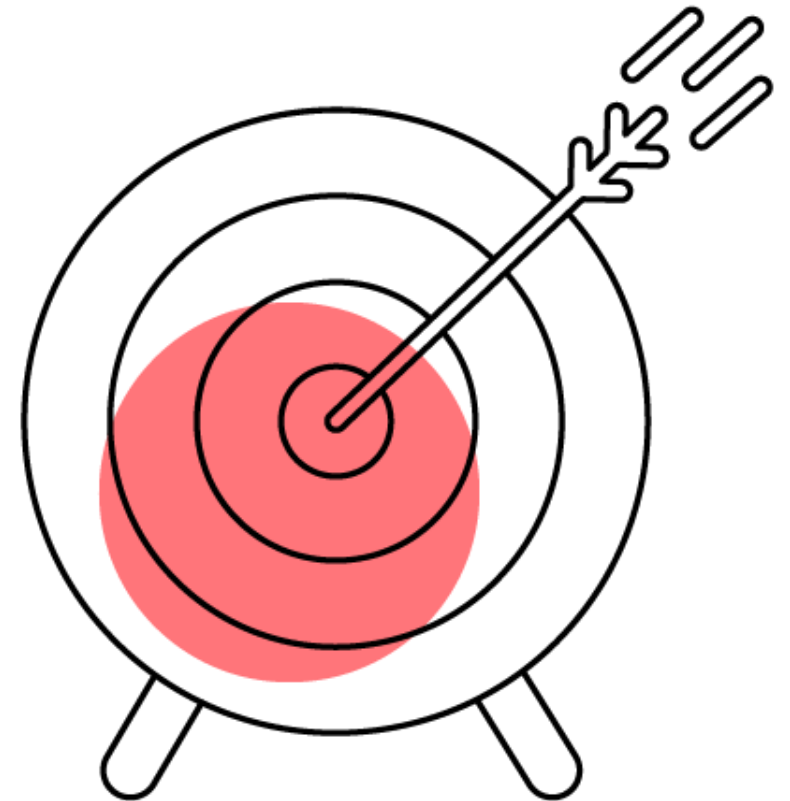
- Read aloud task and mark schemes
- Role play task and mark scheme
- Picture task (including follow-on questions) and conversation, plus mark schemes


Part 2 – Unpacking exemplars (language specific)

- Resources, support and further training
- Close

Today's goals

- Brief recap of what's new and what's not in the Speaking paper
- Increase familiarity with the individual tasks and mark schemes
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training





Overview of the Speaking component

Speaking at a glance

	Marks	Task details	Foundation	Higher
Preparation			14 mins + 1 min in privacy	
Task 1: Read Aloud	12 (8+4)	<ul style="list-style-type: none"> Read aloud (8 marks) 2 straightforward questions related to content (4 marks) 	1.5–2 minutes*	2–2.5 minutes*
Task 2: Role play	10	<ul style="list-style-type: none"> Roleplay 	1–1.5 minutes*	1–1.5 minutes*
Task 3: Picture task	28 (8+4+16)	<ul style="list-style-type: none"> Picture description (8 marks) 2 straightforward questions related to content (4 marks) Conversation (16 marks) <p>Situated in thematic context selected and prepared by student, but TE freedom to develop a natural conversation across contexts</p>	Description: 1.5–2 minutes* Conversation: 3–3.5 minutes*	Description: 2–2.5 minutes* Conversation: 5–5.5 minutes*
TOTAL	50		7–9 mins	10–12 mins

**Recommended*

What's new? What's not?

New	Not
Read aloud / SSCs	Role play (although the fact that it's transactional only is different)
Focus of picture task	Grade targets
Choice of pictures	Total timings of the exam
Transitions and rubrics in English	
Mark schemes (for RA and Picture task / conversation)	
Prep time	
Annotating	

Read Aloud

Read Aloud passage by tier

Foundation	Higher
<p>Based in one of the 6 thematic contexts. Annotations permitted on cards. 1 minute practice out loud in exam room permitted. No repeat words in the passage. Same SSC list applies to both tiers. Assessed holistically.</p>	
5 sentences	4 sentences
35–40 words	50–55 words
Straightforward structures, mainly present tense with possible simple conditional / near future.	More complex structures, mainly present tense with possible simple conditional / near future. Will contain an opinion.
Familiar vocabulary taken only from FT list (including on-list proper nouns).	More challenging vocabulary taken from both FT and HT lists (including on-list proper nouns).

Follow-on questions by tier

Foundation	Higher
Two straightforward unseen questions related to the content of the passage (*not* comprehension questions) Focus on student's own experience. Present tense or simple conditional.	
Q1 – like, using a set FT construction Q2 – opinion, using a set FT construction	Q1 – like, using a variety of constructions Q2 – opinion, using a set HT construction

One-word answers cannot be awarded full marks.

Read aloud mark schemes

HT:

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

FT:

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Follow on questions – mark scheme

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

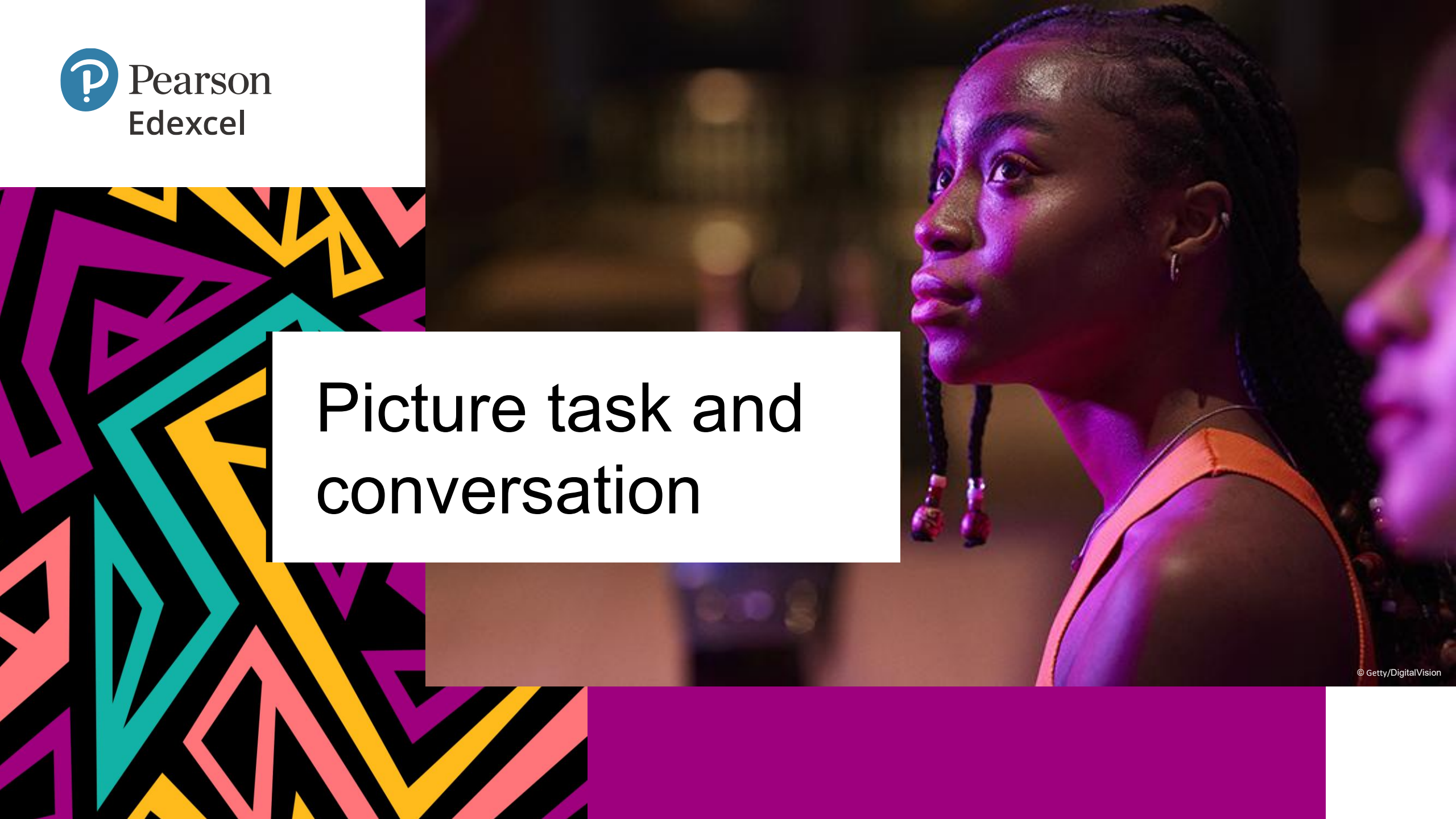
Roleplay

Roleplay by tier

Foundation	Higher
<p>Based in one of 10 transactional settings (published in specification). Defined range of interactions (published in specification). Formal context (but no expectation for candidates to use formal register). 5 prompts (in English). No prompt will rely on candidate producing a specific vocabulary item.</p>	
All prompts in present tense or simple conditional.	4 prompts in present tense or simple conditional; 1 future timeframe.
Candidates required to ask one question (always prompt 5)	Candidates required to ask two questions (always prompt 5 and one other, excluding prompt 1)

Role play mark scheme

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.



Picture task and conversation

Picture task and conversation by tier

Foundation	Higher
<p>Choice of two colour pictures to describe from same thematic context (same pictures for FT / HT). Always asked to describe PEOPLE, LOCATION, ACTIVITY Two compulsory follow-on questions, based on student experience, related to the pictures. Starting subject for conversation. Expectation to cover present, past and future timeframes in conversation</p>	
Description recommended time 1.5–2 minutes Conversation recommended time 3–3.5 minutes.	Description recommended time 2–2.5 minutes Conversation recommended time 5–5.5 minutes.
Questions in present tense.	Q1 in present tense (matches Q2 at FT); Q2 in past tense.
Mark schemes overlap at FT 5–6/7–8 and HT 1–2/3–4	

Picture description

Candidate STIMULUS

Picture task FPT14

Thematic context: Travel and tourism

Picture 1



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Picture 2



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Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Picture description

French

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

German

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

Spanish

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente / las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

Conversation

Candidate STIMULUS

Picture task FPT14

Thematic context: Travel and tourism

Picture 1



2068997837 - © Rawpixel.com/Shutterstock

Picture 2



1755901085 - © Pressmaster/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. ~~One word answers will not be sufficient to gain full marks.~~

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Picture description mark scheme FT

AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
4	<ul style="list-style-type: none"> Two or more bullet points addressed. Ideas are generally developed, to describe different, relevant aspects of the picture. Response is generally comprehensible; some messages may be unclear. 		4	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures. Generally accurate use of language; some minor errors, there may be an occasional major error.
3	<ul style="list-style-type: none"> Two or more bullet points addressed. Some development of ideas to describe different, relevant aspects of the picture. Response is comprehensible in some parts; the message may occasionally break down. 		3	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures. Some accurate language; errors occur, some of them major.
2	<ul style="list-style-type: none"> One or more bullet point(s) addressed. Occasional, brief development of ideas to describe different, relevant aspects of the picture. Some parts of the response are comprehensible; the message sometimes breaks down. 		2	<ul style="list-style-type: none"> Limited variety of vocabulary and grammatical structures. Limited accuracy in the language; frequent errors both major and minor.
1	<ul style="list-style-type: none"> One or more bullet point(s) addressed. Little or no development of ideas to describe different, relevant aspects of the picture. Limited parts of the response are comprehensible; the message often breaks down. 		1	<ul style="list-style-type: none"> Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.		0	No rewardable material.

Picture description mark scheme HT

AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
4	<ul style="list-style-type: none"> All <u>three bullet</u> points addressed. Consistent, detailed development of ideas to describe different, relevant aspects of the picture. <p>Response is easily comprehensible; it is rare that the message is not immediately clear.</p>		4	<ul style="list-style-type: none"> Wide range of relevant vocabulary and grammatical structures. Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> All <u>three bullet</u> points addressed. Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 		3	<ul style="list-style-type: none"> A variety of relevant vocabulary and grammatical structures. Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> <u>Two or more</u> bullet points addressed. Ideas are generally developed, to describe different, relevant aspects of the picture. Response is generally comprehensible; some messages may be unclear. 		2	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures. Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> <u>Two or more</u> bullet points addressed. Some development of ideas to describe different, relevant aspects of the picture. <p>Response is comprehensible in some parts; the message may occasionally break down.</p>		1	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures. Some accurate language; errors occur, some of them major.
0	No rewardable material.		0	No rewardable material.

Compulsory questions mark scheme (both tiers)

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Conversation mark scheme FT

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> Gives some relevant responses to questions. Develops ideas with some extended sequences of speech. Response is generally comprehensible; some messages may be unclear. 	4	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, occasional use of complex language. Generally successful use of three timeframes. Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	<ul style="list-style-type: none"> Gives occasional relevant responses to questions. Develops ideas with occasionally extended sequences of speech. Response is comprehensible in some parts; the message may occasionally break down. 	3	<ul style="list-style-type: none"> Occasional variety of vocabulary and straightforward grammatical structures. Some successful use of at least two timeframes, occasional slip in more complex constructions. Some clear and accurate use of language; some major and minor errors.
4–6	<ul style="list-style-type: none"> Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. Development of ideas is limited; brief responses which the speaker may not be able to sustain. Limited parts of the response are comprehensible; the message sometimes breaks down. 	2	<ul style="list-style-type: none"> Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. Limited success with timeframes. Limited accuracy with language; many major and minor errors.
1–3	<ul style="list-style-type: none"> Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. Little or no development of ideas; very brief responses, which the speaker can often not sustain. Isolated parts of the response are comprehensible; the message frequently breaks down. 	1	<ul style="list-style-type: none"> Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. Minimal success with timeframes. Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	0	No rewardable material.

Conversation mark scheme HT

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> Gives consistently relevant responses to questions. Develops ideas throughout with consistently extended sequences of speech. Response is easily comprehensible; it is rare that the message is not immediately clear. 	4	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures, frequent use of complex language. Consistently successful use of three timeframes. Consistently accurate use of language, any errors are minor.
7–9	<ul style="list-style-type: none"> Gives frequently relevant responses to questions. Develops ideas with frequently extended sequences of speech. Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> A variety of vocabulary and grammatical structures, some use of complex language. Frequently successful use of at least two timeframes. Accurate use of language; some minor errors.
4–6	<ul style="list-style-type: none"> Gives some relevant responses to questions. Develops ideas with some extended sequences of speech. Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, occasional use of complex language. Generally successful use of at least two timeframes. Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	<ul style="list-style-type: none"> Gives occasional relevant responses to questions. Develops ideas with occasionally extended sequences of speech. Response is comprehensible in some parts; the message may occasionally break down. 	1	<ul style="list-style-type: none"> Occasional variety of vocabulary and straightforward grammatical structures. Some successful use of timeframes, occasional slip in more complex constructions. Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.	0	No rewardable material.

AO2 grids

Addressed (Bullet points): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all three task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Students may address the task bullet points in any order.

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.


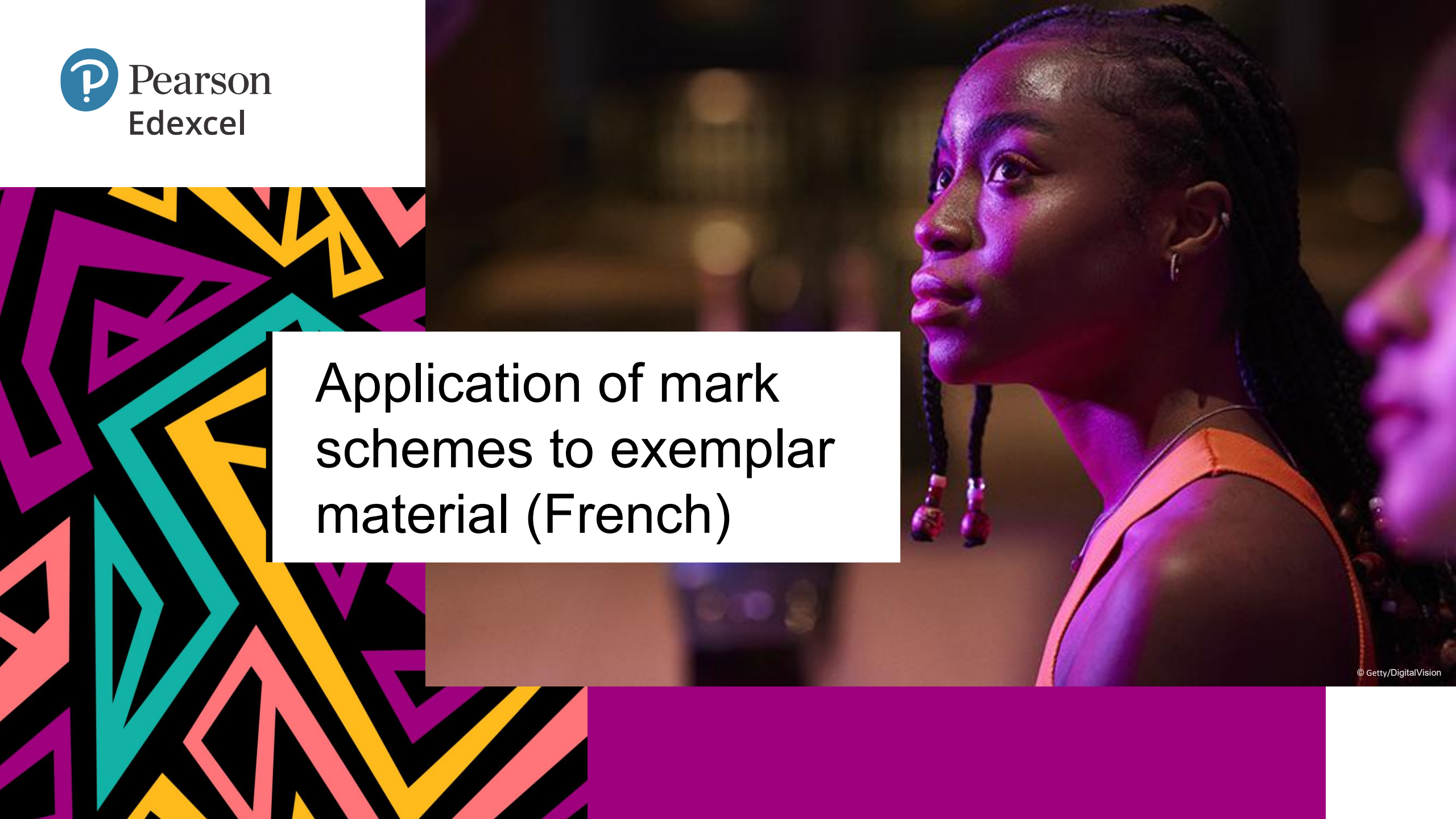
AO3 grids

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used that is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.



Application of mark schemes to exemplar material (French)

Read aloud and follow-on questions – FT



What marks would you give?

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

J'ai seize ans.

Mon anniversaire, c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

Teacher: The test will now begin. Please read the text.

Student: *J'ai seize ans.
Mon anniversaire, c'est le trois mai.
J'aime faire la fête avec ma famil.
Mon père prépare un bon gâteau au chocolat.
Normalement, je mangé à la maison et j'ai regardé la télévision.*

Teacher: Qu'est-ce que tu aimes faire pour ton anniversaire ?

Student: *J'aime aller au cinéma.*

Teacher: Qu'est-ce que tu penses de la télévision ?

Student: *Je déteste la télévision.*

Read aloud

AO3: Knowledge and accurate application of vocabulary

Pronunciation is sometimes clear and comprehensible. There are lapses in SSCs which have little impact on the message such as 'famil' and 'prépaire' but the mispronunciation of 'mange' and 'regarde', in which the final 'e' is pronounced as 'é' have more of an impact as they render the tense unclear, therefore leading to ambiguity.

The best-fit approach results in this response being placed at the top of mark band 5-6 for AO3, knowledge and accurate application of vocabulary, with a mark of 6. This is because it is closer to being 'generally clear' rather than only 'occasionally clear.'

Read aloud 6 out of 8 marks
Questions 4 out of 4 marks

Follow-on questions

The response is fully communicated.

2 marks

The response is fully communicated.

2 marks

Read aloud and follow-on questions – HT



What marks would you give?

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Je vais bientôt aller au lycée.

C'est difficile de choisir quoi étudier car beaucoup de matières me plaisent.

Je pense qu'il faut faire de longues études à l'université si on veut un
bon emploi.

Plus tard dans la vie, j'aimerais travailler à l'étranger, voyager souvent et
gagner un bon salaire.

Total marks: 8 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is consistently clear and comprehensible. There are no lapses in SSCs.

The best-fit approach results in this response being placed in the 7–8 mark band for AO3, knowledge and accurate application of vocabulary. This student didn't demonstrate any elements that were tending to the box below and so was awarded 8.

Follow-on questions

Transcript	Total marks: 4 out of 4 marks
<p>Teacher: Est-ce que tu aimerais travailler à l'étranger ?</p> <p>Student: <i>Oui je voudrais travailler en France si possible.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>
<p>Teacher: Quel est ton avis sur l'université ?</p> <p>Student: <i>Je pense que c'est très utile.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>

Picture description (Higher Tier)



Picture 1



AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> All three bullet points addressed. Consistent, detailed development of ideas to describe different, relevant aspects of the picture. <p>Response is easily comprehensible; it is rare that the message is not immediately clear.</p>	4	<ul style="list-style-type: none"> Wide range of relevant vocabulary and grammatical structures. Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> All three bullet points addressed. Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> A variety of relevant vocabulary and grammatical structures. Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> Two or more bullet points addressed. Ideas are generally developed, to describe different, relevant aspects of the picture. Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures. Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> Two or more bullet points addressed. Some development of ideas to describe different, relevant aspects of the picture. <p>Response is comprehensible in some parts; the message may occasionally break down.</p>	1	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures. Some accurate language; errors occur, some of them major.
0	No rewardable material.	0	No rewardable material.

Teacher: Describe the picture.

Student: *Danz la photo, il y a six personnes, trois garçonne et trois filles. Ils sont dans une classe et ilz portent une uniforme scolaire. Ils étudient et il semble qu'ils s'ennuyeu parce que ilz ne sourient pas. Ilz portent un une chemille blanche. Une file est une cheveux blonds et une autre fille est une cheveux marron. Le la garçon au cont...au centre réponde à questions.*

Teacher: Très bien, autre chose ?

Student: *Ils écrivent.*

Teacher: D'accord. Merci.

Picture 1



AO2 – Response to stimulus

What mark would you give?

2 out of 4 marks

- The three bullet points have been addressed as there is relevant mention of people, location and activity. However, the description of activity is brief and the location is only mentioned. This is focused on under 'development.'
- The student provides general **development** about the people and some development about the activity. They describe the number of people ('trois garçonnnes et trois filles') with additional detail on what they are wearing ('ilz portent une uniforme scolaire', 'ilz portent un une chemille blanche') and their appearance. There is some development of the activity e.g. 'Ils étudient ... le garçon au cont... au centre réponde à questions' and 'ils écrivent'. The student does not develop the description of the classroom and only mentions where they are 'ils sont dans la classe.' They could have provided additional details, such as mentioning that they are in school and describing features like the colour of the walls, how modern /big the classroom is. The response overall is quite brief because one of the bullet points is not developed and this is therefore self-limiting in terms of marks. For development, the response sits in mark band 2.
- The response is generally **comprehensible** though some errors with pronunciation and expression make some of the messages a little unclear e.g. 'une chemille blanche', 'Une file est une cheveux blonds et une autre fille est une cheveux marron.' For comprehensibility, the response sits in mark band 2.

The best-fit approach results in this response being placed in mark band 2 for response to stimulus. Two bullet points are developed with some relevant detail and the response is generally comprehensible. To score higher, the student would need to give a fuller description overall.

AO3 – Linguistic knowledge and accuracy

What mark would you give?

2 out of 4 marks

- The student uses some **variety** of vocabulary and grammatical structures. There are some examples of longer sentences using straightforward coordinating and subordinating conjunctions such as 'et' and 'parce que'. The student uses appropriate adjectival word order e.g. 'cheveux blonds' and a variety of third person regular and irregular verbs e.g. 'ilz portent; ils étudient; ils écrivent; ils sont'. For variety, the response sits in mark band 2.
- Use of language is generally **accurate**. The student demonstrates accurate use of third person regular and irregular verb forms e.g. 'ilz portent; ils étudient; ils écrivent; ils sont' and there is accurate use of the negative e.g. 'ils ne sourient pas'. There are some minor errors, mainly to do with pronunciation which do not change the message, e.g. 'ilz' 'danz' e.g. 'la garçon' and occasional major errors e.g. 'une fille est une cheveux blonds'. For accuracy, the response sits in mark band 2.

The best-fit approach results in this response being placed in mark band 2 for linguistic knowledge and accuracy, as there is some variety in structures and major errors are occasional.

Compulsory questions (Higher Tier)

Transcript	
Teacher:	Qu'est-ce que tu penses de l'uniforme scolaire ?
Student:	<i>La l'uniforme scolaire c'est très joli.</i>
Teacher:	Ouais ? D'accord. Qu'est-ce que tu as eu comme cours hier ?
Student:	<i>Hier, j'ai eu le mathématiques et le français.</i>

Total marks: 4 out of 4 marks

The response is fully communicated.

2 marks



The response is fully communicated.

2 marks

Conversation (Higher Tier)

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCHOOL LIFE**, for example: *Qu'est-ce que tu penses de ton collègue ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.



The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'une visite scolaire récente.*

(future tense) *Qu'est-ce que tu as l'intention de faire après le collège ?*

What marks would you give?

AO1: Response to spoken language			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
10–12	<ul style="list-style-type: none"> Gives consistently relevant responses to questions. Develops ideas throughout with consistently extended sequences of speech. Response is easily comprehensible; it is rare that the message is not immediately clear. 		4	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures, frequent use of complex language. Consistently successful use of three timeframes. Consistently accurate use of language, any errors are minor.
7–9	<ul style="list-style-type: none"> Gives frequently relevant responses to questions. Develops ideas with frequently extended sequences of speech. Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 		3	<ul style="list-style-type: none"> A variety of vocabulary and grammatical structures, some use of complex language. Frequently successful use of at least two timeframes. Accurate use of language; some minor errors.
4–6	<ul style="list-style-type: none"> Gives some relevant responses to questions. Develops ideas with some extended sequences of speech. Response is generally comprehensible; some messages may be unclear. 		2	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, occasional use of complex language. Generally successful use of at least two timeframes. Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	<ul style="list-style-type: none"> Gives occasional relevant responses to questions. Develops ideas with occasionally extended sequences of speech. Response is comprehensible in some parts; the message may occasionally break down. 		1	<ul style="list-style-type: none"> Occasional variety of vocabulary and straightforward grammatical structures. Some successful use of timeframes, occasional slip in more complex constructions. Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.		0	No rewardable material.

AO1 – Response to spoken language in speech

- The student gives consistently **relevant** responses to questions. All questions are answered appropriately. The questions cover a range of topics within the thematic context such as school subjects, teachers, routines, achievements, school trips, future studies, work. For relevance, the response sits in the 10-12 mark band.
- Ideas are **developed** with frequently extended sequences of speech. The student uses exemplification e.g. 'par exemple le tour Eiffel'. Opinions are often justified by using one or more reasons e.g. 'Mon collègue, c'est trop génial parce que les profs sont très sympas et j'ai de bonnes notes'. Answers frequently contain additional detail, justification, reasoning or other elaboration. For development, the response sits in the 7-9 mark band.
- Overall, the response is **comprehensible**. There is some mispronunciation e.g. 'sympa', 'beaucoup', 'trop', 'finisse', some of which occasionally impacts understanding e.g. 'douze leçons'. There is one occasion where the message is unclear or difficult to understand immediately: 'parce que ça... égaliser les opportunités professionnelles'. For comprehensibility, the response sits in the 7-9 mark band.

The best-fit approach results in this response being given the highest mark in the 7-9 mark band for response to spoken language, as the consistent relevance of responses means that the performance is closer to the 10-12 mark band than the 4-6 band. The student would need to improve the clarity of the message and develop ideas as fully as possible in order to gain a higher mark. The student has demonstrated a good understanding of the questions asked and has been able to give frequent justification of opinions.

What mark would you give?

9 out of 12

AO3 – Linguistic knowledge and accuracy

- The student uses some **variety** of vocabulary and grammatical structures. There are longer sentences using coordinating or subordinating conjunctions ('et', 'parce que'), prepositions ('pour moi'), adverbs ('après', 'plus tard', 'aussi', 'finalement', 'beaucoup') and quantifiers ('toute', 'très'). The student mainly uses the first person singular, however there is evidence of some variety in the use of pronouns e.g. 'nous avons', 'on peut', and 'elle est'. There is occasional use of complex language, such as infinitive clauses 'on peut apprendre', and 'j'aime aider', and the comparative 'plus facile... que'. Although there is some repetition, the student demonstrates their ability to vary the language sufficiently in order to express and justify opinions as well as narrate events: 'En France, j'ai visité beaucoup de musées et monuments, par exemple le tour Eiffel, et j'ai aussi vu la Joconde'. The performance sits in mark band 2 for variety.
- The student is consistently successful in their use of first person perfect tense ('je suis allée', 'j'ai visité', 'j'ai aussi vu', 'j'ai gagné'), first and third person imperfect ('c'était chouette', 'quand j'étais plus jeune', 'j'aimais') and first person future timeframes ('l'année prochaine', 'je voudrais étudier', 'demain je vais aller'). Present tense verbs are also generally successful e.g. 'le profs sont', 'mon journée commence', 'nous avons un pause', despite some inaccuracies such as 'je finisse', 'les échanges scolaires c'est' etc. For use of **timeframes**, the performance sits in mark band 4.
- The student is generally **accurate** in their use of language. There are some minor errors which do not hinder clarity, including gender / number / contractions e.g. 'le profs; mon journée; un pause; du culture', or inaccuracies in pronunciation e.g. 'simmpa; trope; beaucoup; danz'. There are additional minor errors that may hinder clarity such as 'je voudrais travailler danz médeçon'. There is an incorrect verb form in 'je finisse'. As such the response sits in mark band 2 for accuracy.

The best-fit approach results in this response being placed just within the mark band 3 for linguistic knowledge and accuracy as there is evidence of some variety in structures, several attempts at complex language and tenses are consistently accurate. The student could add more complex grammatical structures (by including the simple future, for example) and could demonstrate more variety in the use of conjunctions and pronouns.

What mark would you give?

3 out of 4



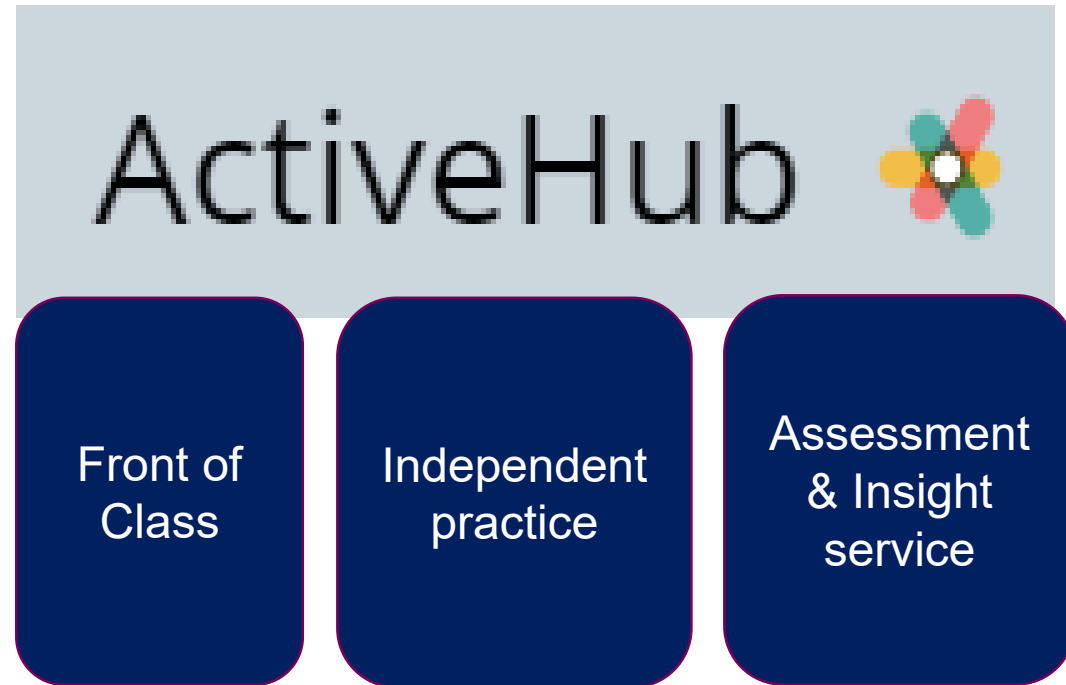
Resources and support

GCSE resources from Pearson



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Student
Book

Foundation
Tier
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Pearson scheme of work

Phonics PPTs

Phonics: silent final consonants **silent verb endings**

Practise the word *dangereux*. Listen and repeat.

dangereux

In French, the final consonants **-s**, **-t** and **-x** are usually silent. The verb endings **-e**, **-es** and **-ent** are also silent.

Listen and repeat the words.

1 avis	7 parfois
2 vêtement	8 tout
3 jeux	9 affreux
4 regarde	10 parle
5 joues	11 envoie
6 téléchargent	12 achètent

Sentence builder grids

Ma vie en ligne

Qu'est-ce que tu fais en ligne?
What do you do online?

J'écoute / I listen to	du rap / rap de la musique / music des chansons / songs	avec mes écouteurs / with my headphones.
Je télécharge / I download	du rap / rap de la musique / music des chansons / songs	
Je regarde / I watch	des clips sur TikTok / clips on TikTok des clips / clips des photos / photos des selfies / selfies	avec mon ami / with my friend.
Je partage / I share		
Je parle / I talk		



3 Qu'est-ce que tu regardes?

Writing skills – Ce que j'aime regarder

A Draw a line to match the key words to the correct English translation.

- 1 Les émissions de télé-réalité
- 2 Les émissions de sport
- 3 Les séries
- 4 Les vidéos amusantes d'animaux
- 5 Les vidéos de cuisine
- 6 Les films d'action
- 7 Les films de science-fiction

a Column break Series

b Sports programmes

c Action films

d Cooking videos

e Science fiction films

f Funny animal videos

g TV reality shows

B Read Céline's email to Christophe about her viewing habits. Complete it using the words below.

regarder la télé nul de sport chaînes
ordinateur cinéma télé-réalité un grand écran émissions

Bonjour Christophe!

J'aime _____ (1) un peu de tout mais je préfère les
_____ (2) musicales. Je regarde souvent des clips sur des
_____ (3) de musique et je regarde aussi
(4) le soir ou le week-end. Je ne regarde jamais les émissions de _____ (5)

Skills worksheets

Ma vie en ligne

Speaking confidence – Preparing for the read-aloud task (independently)

A Practise reading aloud the words below. Remember to pay attention to the silent endings in bold.

chêne jouit trop ils jouent affreux je parle
beaucoup tu télécharges parfois tout le temps
envoie loufoques la regarde dangereux
ils passent réseaux sociaux

In French, final 'e' and final consonants like -s, -t and -x are silent. The verb endings -e, -es and -ent are also silent.

B Read the dialogue. Underline all silent final 'e', circle the silent final consonants and highlight the silent verb endings. Then practise reading the text aloud.

Est-ce que tu utilises beaucoup ton portable?

- Oui, j'utilise mon portable tous les jours.
- Qu'est-ce que tu fais en ligne?
- Je joue à des jeux avec mon meilleur ami. Et toi, est-ce que tu joues en ligne?
- Non, mais je regarde tout le temps des vidéos amusantes.
- Nes ferez aussi regarder des clips sur YouTube.

C French cognates look like English words but are pronounced differently. Find ten cognates in the box and practise pronouncing them in your best French accent.

Internet	écran	harcèlement	virus	e-mail
envoyer	télécharger	vidéo	chanson	image
tablettes	achat	jeunesse	portable	identité
victime	vol	temps	communiquer	jeux

D Look at the pairs of phrases below. Underline the phrase in each pair that uses a liaison. Then practise reading all phrases aloud.

des apple / des jeux
les vêtements / les achats
c'est trop intéressant / c'est trop génial
sans portable sans écran
c'est formidable / c'est excellent
je joue aux jeux / je joue aux jeux en ligne

In French, if silent final consonants are followed by a word that begins with a vowel, they are pronounced. This is called a liaison, e.g. *hop → trop important*

Grammar quiz worksheets

1 Ma vie en ligne

Grammar quiz – The present tense of regular -er verbs

A Read the grammar box on the left. Then complete the verb table with the correct present tense endings.

There are many regular -er verbs in French. Remember that they work like this in the present tense:

je joue	tu joues	il/elle/on joue	nous jouons	vous jouez	ils/elles jouent
I play	you (sg) play	he/she/it plays / we play	we play	you (pl or polite) play	they play

regardez (to watch)

1 je regard	I watch
2 tu regard	you (sg) watch
3 il/elle/on regard	he/she/it watches / we watch
4 nous regard	we watch
5 vous regard	you (pl or polite) watch
6 ils/elles regard	they watch

B Circle the correct form of the verb in these sentences. Then translate the sentences into English.

Exemple: Nous joue / jouons / jouent à des jeux en ligne. We play online games.

- Je regarde / regardes / regardes des clips vidéo.
- Elle télécharge / télécharges / télécharge de la musique.
- Tu aimes / aimes / aimes tes amis.
- Ils partagent / partages / partages des photos.
- Vous cherchez / cherchez / cherchez des idées.

C Circle the verb mistakes in these sentences and then write out the correct versions.

Exemple: Mes copains (passé) beaucoup de temps sur Internet. passent

- Elles communiquant sur les réseaux sociaux.
- Nous achetés des vêtements en ligne.
- Mon frère tablettes avec ses amis sur GamesChat.
- Ma mère passant qu'Internet est dangereux.

Remember that *quand* (when) is used to change y to ie in the je, tu, il/elle/on and ils/elles forms.

Audio files and transcripts

1 Tu as du temps à perdre? – Fêtes et jeux

Audio transcript (Page 7 Exercice 2)

- 1 – Pardon. Les dix jours sans écran – à ton avis, c'est une bonne idée, ou une mauvaise idée?
- À mon avis, c'est une bonne idée. C'est assez amusant.
- Et toi? Tu es d'accord? Les dix jours sans écran, c'est une bonne idée?
- Non, je ne suis pas d'accord. À mon avis, c'est une mauvaise idée! C'est ennuyeux et c'est complètement nul!
- 3 – Tu es d'accord? À ton avis, c'est une bonne idée?
- Oui, je suis d'accord. À mon avis, c'est une très bonne idée – c'est très intéressant.

Answers – Ex. 1 Écouter

- 1 b
- 2 f
- 3 c
- 4 a
- 5 d
- 6 e

1 – Qu'est-ce que tu fais en ligne?
– Je télécharge et j'écoute des chansons sur mon portable.

2 – Je parle avec ma famille en Tunisie, en Afrique, et je partage des photos.

3 – Qu'est-ce que tu fais en ligne?
– Je cherche des idées, et puis parfois, j'achète des vêtements et d'autres choses.

4 – Je joue à des jeux contre ma meilleure amie.

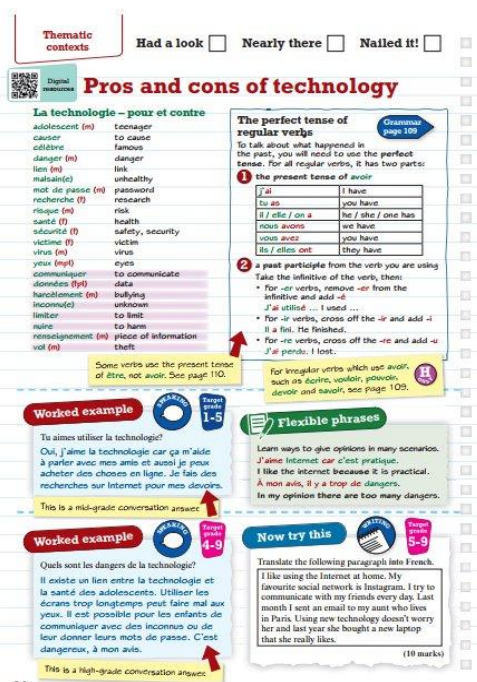
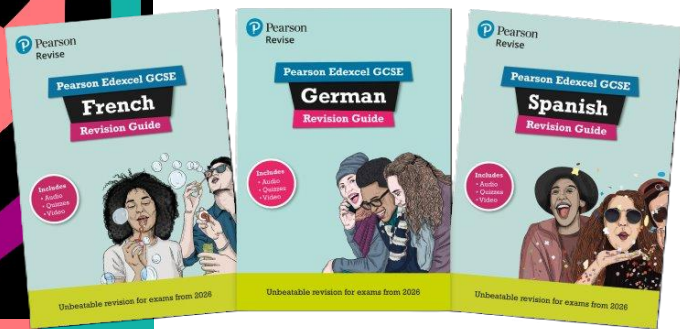
5 – Et toi? Qu'est-ce que tu fais en ligne?
– Je regarde des clips, et des vidéos amusantes.

6 – J'envoie des messages à mes copains et copines.

Answer PPTs

Speaking confidence worksheets

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The screenshot displays the Pearson Edexcel GCSE Spanish (Exam 2026) interface. At the top, it says 'Pearson Edexcel GCSE Spanish (Exam 2026)' and 'Beta premium'. Below this, there's a navigation bar with 'Select question', 'View: Split', and 'Mindset: Encouraging'. The main content area is titled 'Photo description writing task (Foundation only)' and includes the instruction 'Describe the photo. Write four short sentences in Spanish. (8 marks)'. A photo of four students sitting on steps is shown. To the right, the feedback section is visible, showing 'Sentence B' with a 'Good' rating and 'Sentence C' with a 'Great' rating. The feedback for Sentence B includes a 'Your answer' and a 'Corrected answer' with detailed feedback points.

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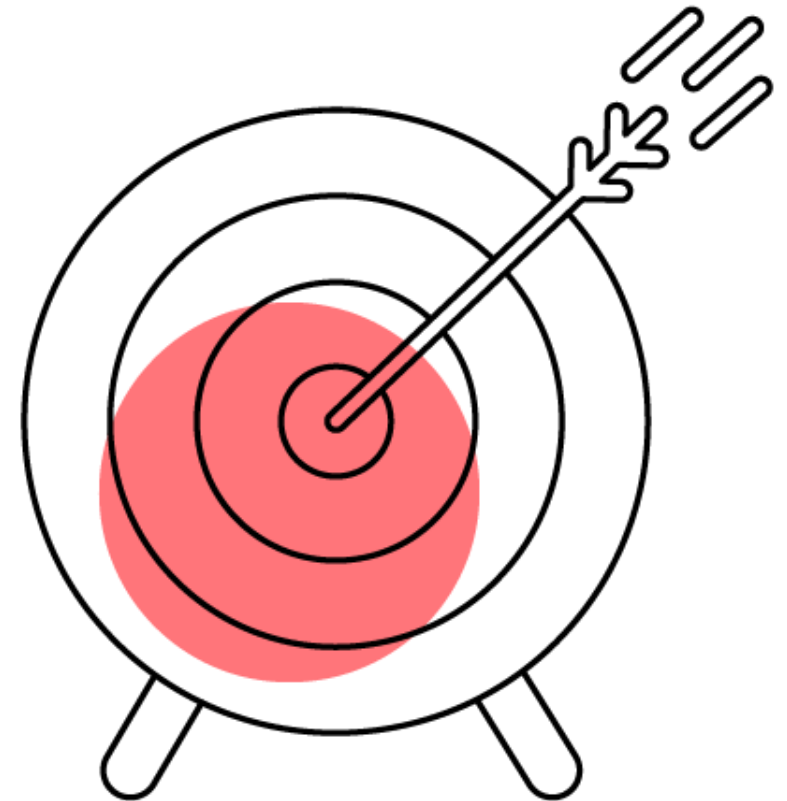
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- Training currently available on the [PD Academy](#):
 - GCSE 2024 '[How to conduct the speaking exam](#)' live and pre-record training
 - Drop-in clinics
 - New to Pearson Edexcel (which replaces our GRTT training)
 - Unpacking the Writing Exam / Unpacking the Speaking Exam
 - Effective Phonics Teaching for the Read Aloud and Dictation Tasks
 - Mastering Dictation
 - [YouTube playlist](#) of event recordings
- Training coming soon:
 - Self-paced training of Unpacking the Speaking and Unpacking the Writing courses, with marking training.
- Speaking Guide [Paper 1, Speaking – Teacher Guide](#) (guides available for all papers)
- Further exemplar material [Pearson Edexcel GCSE French \(2024\) | Pearson qualifications](#)

Review of today's goals

- Brief recap of what's new and what's not in the Speaking paper
- Increase familiarity with the individual tasks and mark schemes
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training



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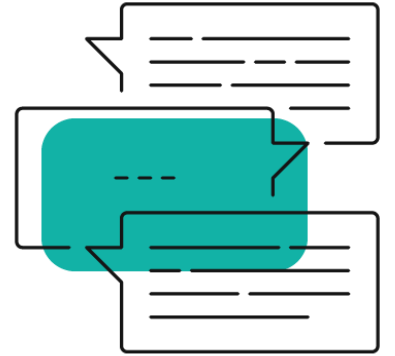
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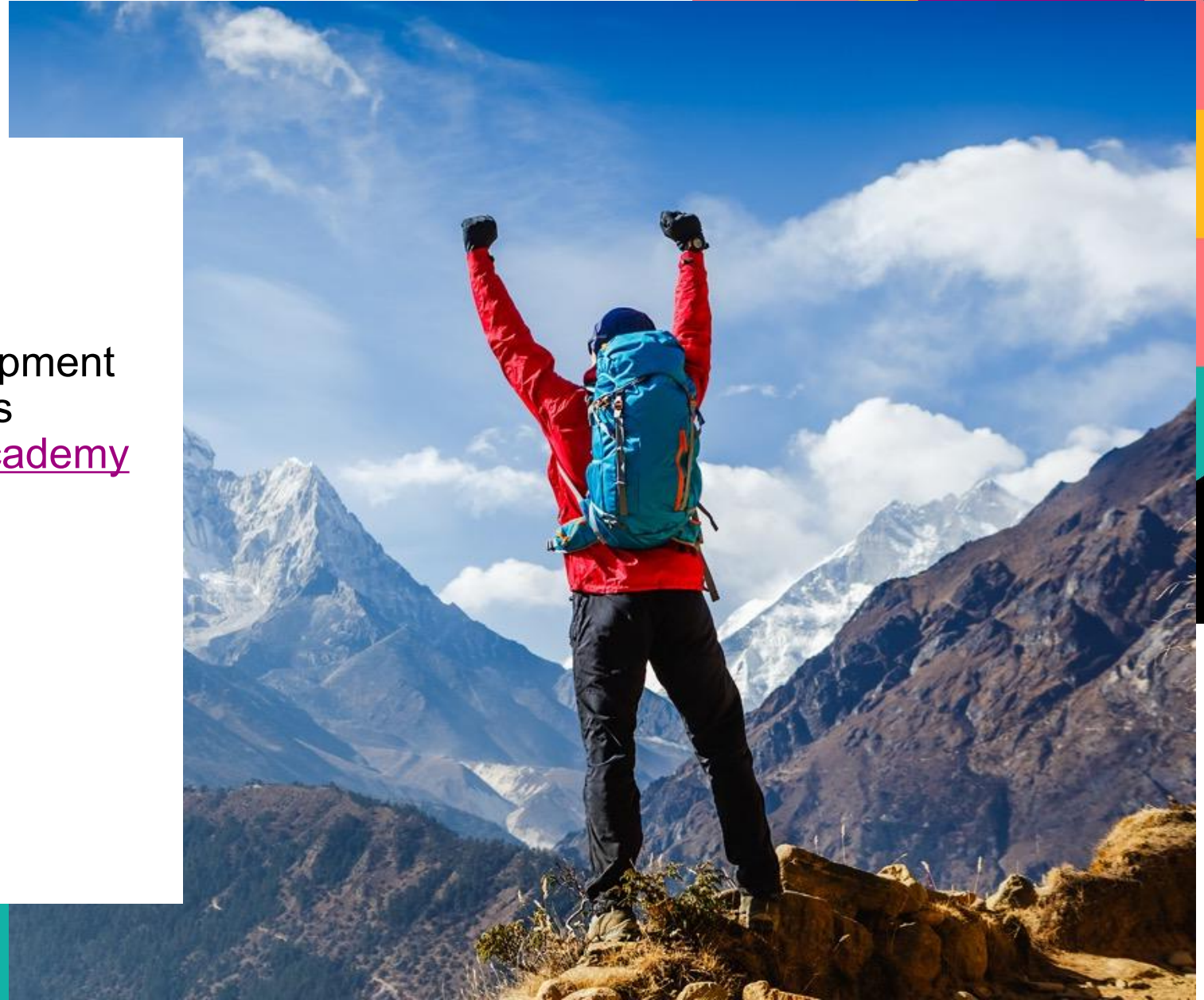
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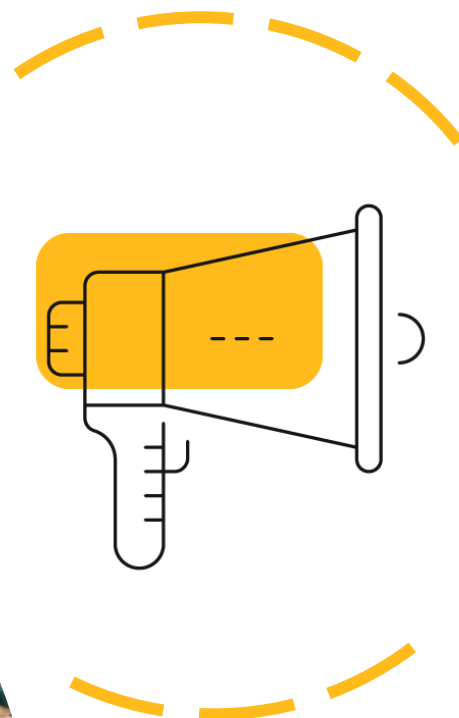
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