

GCSE French (2024)

Mastering Dictation



Agenda

- Welcome and introduction
- **Part 1** – Overview of the Dictation task, including SSCs
- Teaching and learning for the Dictation
- How to approach the task in the exam
- Dictation mark scheme
- **Part 2** – Unpacking exemplars (language specific)
- Resources, support and further training

Today's goals

- Ensure delegates are clear about the demands of the Dictation task, including language-specific SSCs.
- Briefly explore teaching and learning approaches to prepare for the task.
- Consider techniques and approaches for successful transcription in the exam.
- 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 Dictation task

What is the dictation task?

- Students are assessed on their ability to transcribe spoken language into written language.
- Students are rewarded for their accuracy of spelling, based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification.
- Always the final task in the Listening paper.

All about SSCs

What are SSCs?

- SSC = sound symbol correspondence

Where can I find them?

- Listed in Appendix 2 of the specification for each language

Why are they in the specification?

- To ensure and assess that students learn the key differences between SSCs in English and the target language. (Sounds that are the same are not in the list)

Dictation format – FT

12 You are going to hear someone talking about music.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap, you will write one word in French.

Example: Le groupe est excellent.

1. Ma _____ aime la _____.

2. Je _____ du _____.

3. Mon _____ adore le _____.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.

Example: La chanson est excellente.

4. _____

5. _____

6. _____

(Total for Question 12 = 10 marks)

Introduction sentence explains the subject of the dictation

The example will link to the subject

Sentence 1: Two gaps – each to be filled with one word from the vocabulary list

Sentences 2 and 3: Two gaps - one to be filled with one word from the vocabulary list, the other to be filled with **one word from outside vocabulary list**

The example will link to the subject

Sentences 4, 5 and 6: Open sentences, all words from the vocabulary list

Dictation format – HT

The rubric explains the subject of the dictation

The example links to the subject

Sentence 1: three gaps - two to be filled with words from the vocabulary list, **one to be filled with one word from outside the vocabulary list**

Sentence 2: three gaps – one to be filled with a word from the vocabulary list, **two to be filled with words from outside the vocabulary list**

The example links to the subject

Sentences 3, 4, 5 and 6: Open sentences, all words from the vocabulary list.

Sentences 5 & 6 may be longer and contain more demanding grammatical structures

10

You are going to hear someone talking about food.

Sentences 1 and 2: Write down the missing words in the gaps provided.
In each gap you will write one word in French.

Example: J'aime les gâteaux et le chocolat.

1. Le
est la

2. J'aime
les et les

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.

Example: Les glaces de ce magasin sont délicieuses.

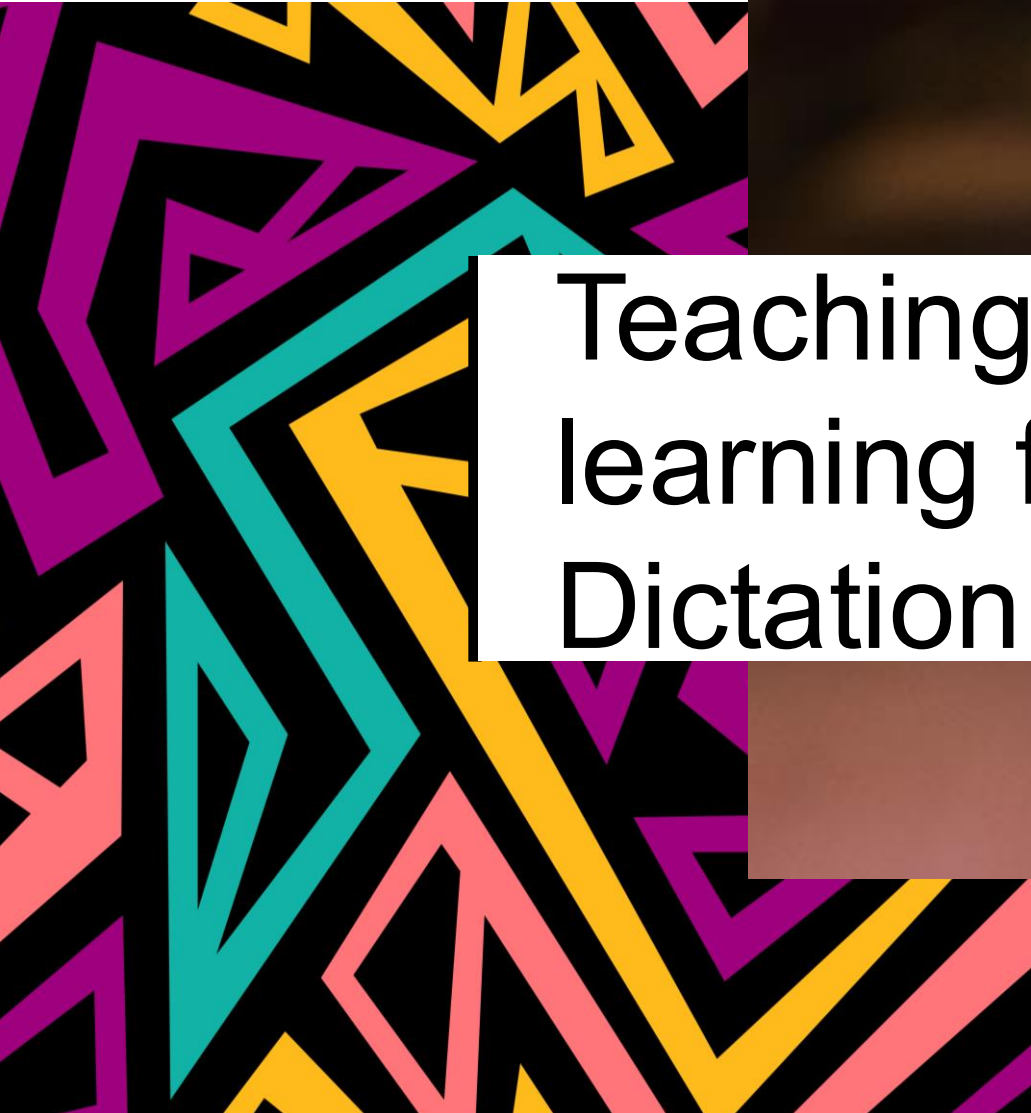
3.
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4.
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.....
5.
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.....
6.
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.....

Total for Question 10 = 10 marks)

Dictation grammar parameters

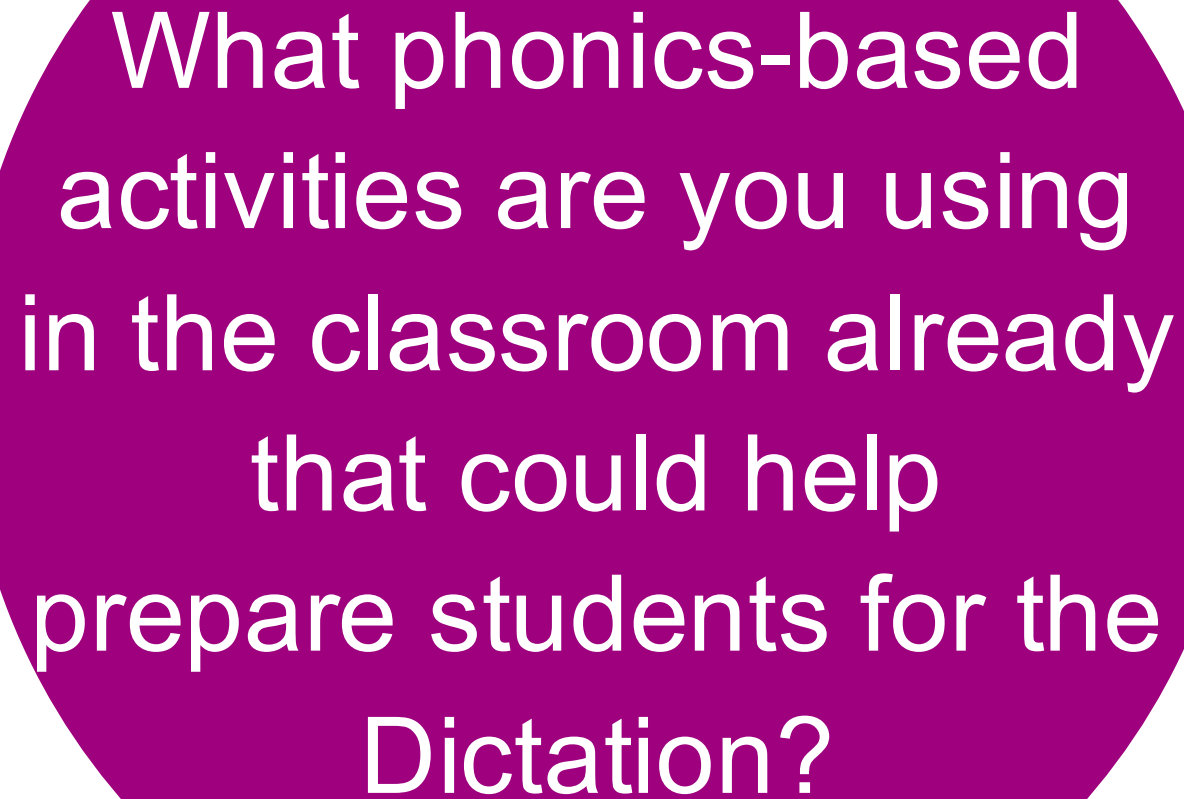
- **Foundation tier:**
 - present tense or the familiar conditional
 - immediate future
 - a future timeframe such as *demain* with the present tense
 - use the first- or third-person singular with verbs
- **Higher tier:**
 - present tense or the familiar conditional
 - immediate future
 - a future timeframe such as *demain* with the present tense
 - use the first- or third-person singular **and plural** with verbs

Grammar is not assessed in the dictation.



Teaching and learning for the Dictation

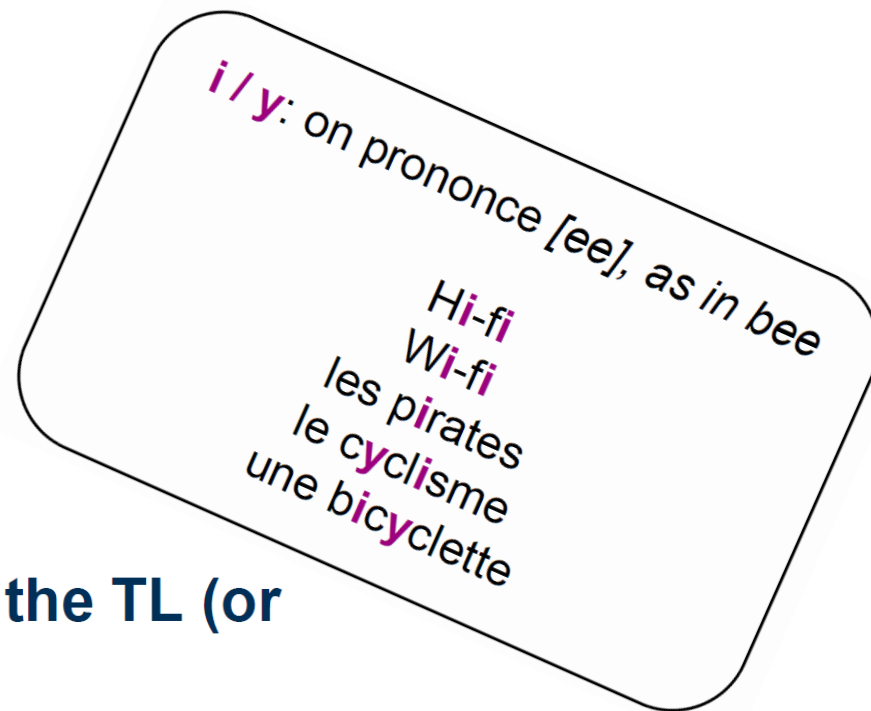
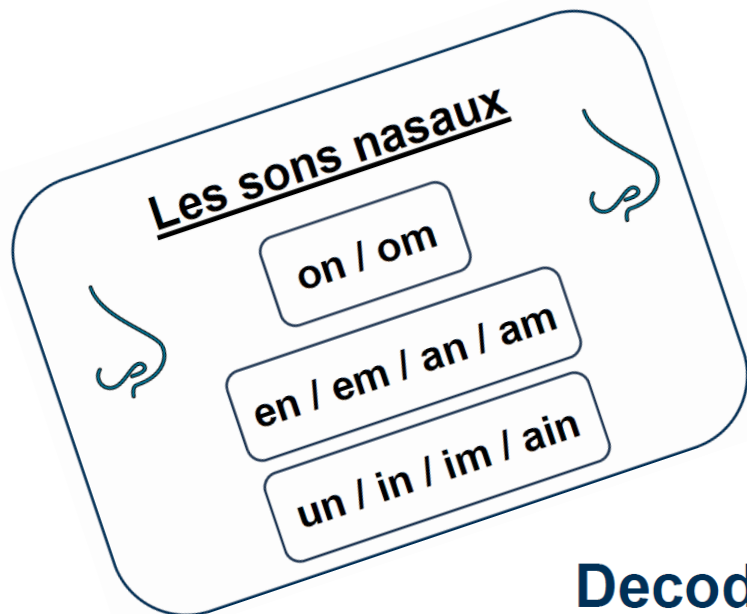




What phonics-based
activities are you using
in the classroom already
that could help
prepare students for the
Dictation?

Ideas for classroom activities

1. Visual supports in the classroom
2. Linking to corresponding English sounds
3. Bingo games
4. Pairs games
5. Multi-choice sheets for sound recognition
6. Decoding activities – recognising & reproducing / mark-up activities / decode and explain
7. Chunking for longer words



Decoding & explaining in the TL (or English)

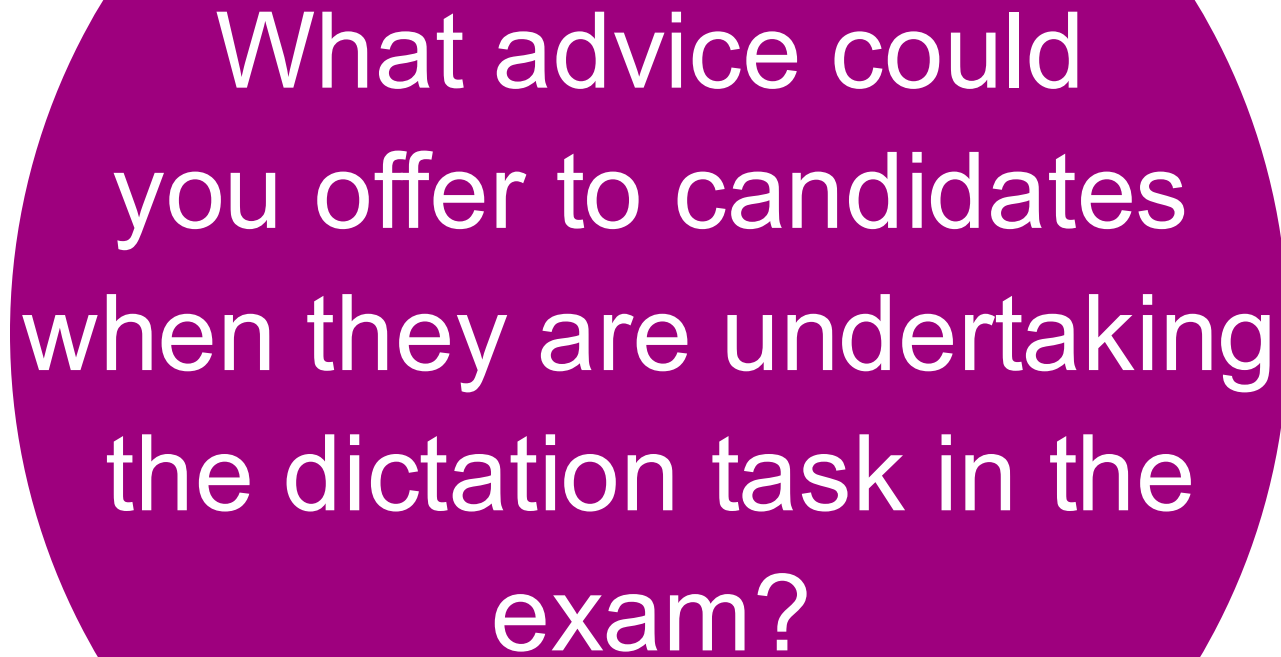
1. mes parents
2. plaisant
3. quand
4. un bon restaurant
5. mes vacances
6. une ambulance
7. comment
8. vraiment

On dit / on prononce ...	We say / pronounce it ...
... “mes parents” “mes parents” ...
... car / parce que because ...
... en français in French ...
... on prononce [English sound] comme ça: [...]	... we pronounce [English sound] like this: [...]
... on ne prononce pas [les consonnes finales].	we don't pronounce [the final consonants].

Ideas for homework tasks

- Chunk/decode a list of words that they have been given, which could include complex or unfamiliar words.
- Practise saying a list of words with help of audio file; record themselves, and reflect on easiest and most difficult sounds.
- Listen to audio file of a few sounds and find words with the same sounds (from a list or prior knowledge).
- Annotate a set of sentences to mark intonation, stresses, silent letters etc.
- Flipped learning activities to prepare for the next lesson.

In the exam



What advice could
you offer to candidates
when they are undertaking
the dictation task in the
exam?

How students are supported in the exam

- The subject of the Dictation is given – all sentences are from that subject, and are linked, so students already have a framework for the task.
- All off-spec words appear in the gap-fill section of the text – this supports students with scaffolding for the off-spec words, so that they can use the words given to help them with renditions of the words in the gaps.
- All words in the full-sentence transcription will be on-spec words from the vocabulary list.
- There won't be repetitions of sounds / word families e.g. chanter / chanteur, apart from small essential words like Je!

What approaches / techniques can they use?

- Be clear about how many words they need to write overall – if they have too many / too few, something isn't right!
- Consider / write down options where the sound could be made by different SSCs before deciding on the most appropriate / probable.
- Consider the context – speculate on the meaning of the sentence within the subject stated and what possible words could be spoken.
- Consider the word class – e.g. if it comes after le/la it's normally a noun; if it comes after les it's a plural etc.
- Check that the word is recognisable.
- Check that (as far as they can tell) the sentence makes sense.

Marking points

- Clarity – make sure the examiner can clearly read what is intended.
- Accents – make sure it is clear whether the accent is acute or grave, as flat accents cannot be credited.
- Apostrophes – important because the words each side of an apostrophe are assessed separately.
- Alternatives – if two or more alternatives have been left in the transcription, the examiner will mark the first one only.
- Crossing out – if a word has been crossed out and replaced, it is the replacement word that will be considered, even if the crossed-out word is spelled correctly.



Dictation mark scheme



A woman with dark skin and braided hair is shown in profile, looking upwards and to the left. She is wearing a dark top with a light-colored strap over her shoulder. The background is blurred, showing warm, bokeh lights.

How is the dictation marked?

- Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs).
- The number of rewardable words will then be given a mark on a sliding scale of 0 to 10.
- Exemplification is provided in the SAMs to help teachers see how to use the mark scheme.

How is the dictation marked?

Foundation tier

- Exactly 20 words to be transcribed.
- Each word is assessed as rewardable or non-rewardable
- Grid to convert mark out of 20 to a mark out of 10

Mark	Number of rewardable words
10	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
0	0

Higher tier

- Exactly 30 words to be transcribed
- Each word is assessed as rewardable or non-rewardable
- Grid to convert mark out of 30 to a mark out of 10

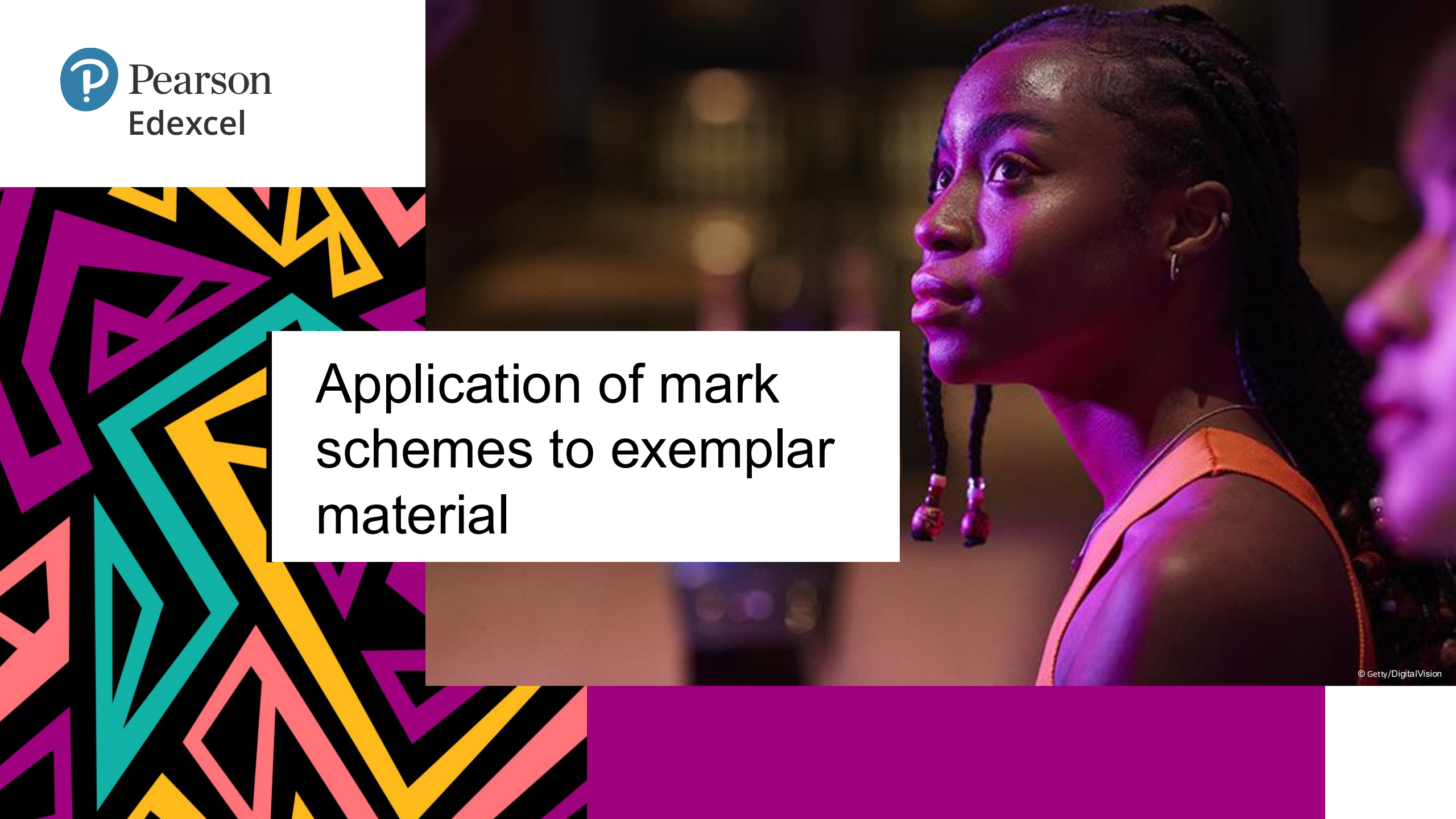
Mark	Number of rewardable words
10	28-30
9	25-27
8	22-24
7	19-21
6	16-18
5	13-15
4	10-12
3	7-9
2	4-6
1	1-3
0	0

Rewardable words

- Words spelled exactly as in the transcript
- In acknowledgement that many grammatical/morphological differences cannot be heard when spoken, spellings with grammatical/morphological inaccuracies, that do not change the pronunciation of the words, are rewarded. Examples of grammatically based spelling inaccuracies that will be rewarded:
 - deux maison instead of deux maisons
 - je veut instead of je veux
- In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of sound spellings that will be rewarded:
 - Double consonants, e.g. addore instead of adore, fammille instead of famille, nourriture instead of nourriture
 - Extra letters, e.g. sœure instead of sœur

Non-rewardable words

- Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. violin instead of violon, frere instead of frère. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.
- Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, eg, seur (sœur) outside the sentence Ma seur chante bien; gatto in the sentence, Le gatto (gâteau) au chocolat est bon. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.



Application of mark schemes to exemplar material

Foundation tier exemplar

You are going to hear someone talking about studying.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap, you will write one word in **French**.

Example: Mon lycée est excellent.

1. J'..... les

2. Je être

3. La est

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in **French**.

Example: Mon collègue est grand.

4.
.....

5.
.....

6.
.....

You are going to hear someone talking about studying.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap you will write one word in **French**.

Example: Mon lycée est excellent.

1. J'adore les sciences.

2. Je voudrais être dentiste*.

3. La biologie* est intéressante.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in **French**.

Example: Mon collègue est grand.

4. Je vais aller à l'université.

5. Étudier coûte très cher.

6. C'est vraiment difficile.

Foundation Tier Transcription 1

1. (J')adore (les) science.
2. (Je) voudrais (être) dentiste.
3. (La) biologie (est) interessante.
4. Je vais aller a l'universitié.
5. Etude coûte très chère.
6. C'est vraiment dificile.

You are going to hear someone talking about studying.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap you will write one word **in French**.

Example: *Mon lycée est excellent.*

1. J'adore les sciences.
2. Je voudrais être dentiste*.
3. La biologie* est intéressante.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in French**.

Example: *Mon collège est grand.*

4. Je vais aller à l'université.
5. Étudier coûte très cher.
6. C'est vraiment difficile.

What marks would
you give?

Foundation Tier Transcription 2

1. (J')adore (les) science.
2. (Je) voudrais (être) dentiste.
3. (La) biologie (est) intéressante.
4. Je vais aller à l'université.
5. Étudier coûte très cher.
6. C'est vraiment difficile.

You are going to hear someone talking about studying.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap you will write one word **in French**.

Example: *Mon lycée est excellent.*

1. J'adore les sciences.
2. Je voudrais être dentiste*.
3. La biologie* est intéressante.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in French**.

Example: *Mon collège est grand.*

4. Je vais aller à l'université.
5. Étudier coûte très cher.
6. C'est vraiment difficile.

What marks would
you give?

Higher tier exemplar

You are going to hear someone talking about relationships.

Sentences 1 and 2: Write down the missing words in the gaps provided.
In each gap, you will write one word in **French**.

Example: Il y a cinq personnes dans ma famille.

1. Je m' bien avec mon
..... et mon
2. les trois, on aime le
..... et le

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in **French**.

Example: Nous avons une vieille maison.

3.
.....
4.
.....
5.
.....
6.
.....

You are going to hear someone talking about relationships.

Sentences 1 and 2: Write down the missing words in the gaps provided.
In each gap, you will write one word in **French**.

Example: Il y a cinq personnes dans ma famille.

1. Je m'entends bien avec mon frère et mon cousin*.
2. Tous les trois, on aime le judo* et le karaté*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in **French**.

Example: Nous avons une vieille maison.

3. J'ai une demi-sœur.
4. Mes parents sont séparés.
5. J'habite avec mon père depuis un an.
6. Je vois souvent ma mère pendant la semaine.

Higher Tier Transcription 1

1. (Je m')entend des (bien avec mon) frère (et mon) cousin.
2. Tous (les trois, on aime le) jeu de (et le) karaté.
3. J'ai une demi sœur.
4. Mes parents sont c'est Paris.
5. J'habite avec mon père depuis une année.
6. Je vois souvent ma mère pendant la semaine.

What marks would you give?

You are going to hear someone talking about relationships.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word in French.

Example: Il y a cinq personnes dans ma famille.

1. Je m'entends bien avec mon frère et mon cousin*.
2. Tous les trois, on aime le judo* et le karaté*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.

Example: Nous avons une vieille maison.

3. J'ai une demi-sœur.
4. Mes parents sont séparés.
5. J'habite avec mon père depuis un an.
6. Je vois souvent ma mère pendant la semaine.

Higher Tier Transcription 2

1. (Je m')etand (bien avec mon) frer (et mon) cosin.
2. Tou (les trois, on aime le) judo (et le) karote.
3. J'ai une demi soer.
4. Ma pérents sant parés.
5. Jhabte aver mon pere depuis à non.
6. Je vais server mamer pandan la sumar.

What marks would
you give?

You are going to hear someone talking about relationships.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in French**.

Example: Il y a cinq personnes dans ma famille.

1. Je m'entends bien avec mon frère et mon cousin*.
2. Tous les trois, on aime le judo* et le karaté*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in French**.

Example: Nous avons une vieille maison.

3. J'ai une demi-sœur.
4. Mes parents sont séparés.
5. J'habite avec mon père depuis un an.
6. Je vois souvent ma mère pendant la semaine.

Dictation Quick Quiz!

1. How many marks in total?
2. What's the breakdown for gap fill v full sentences in FT and HT?
3. Are sentences thematically linked or random subjects for each?
4. How many non-vocab list words are in each the FT/HT?
5. What are the three categories for 'rewardable' words?

Any questions?



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Resources and support



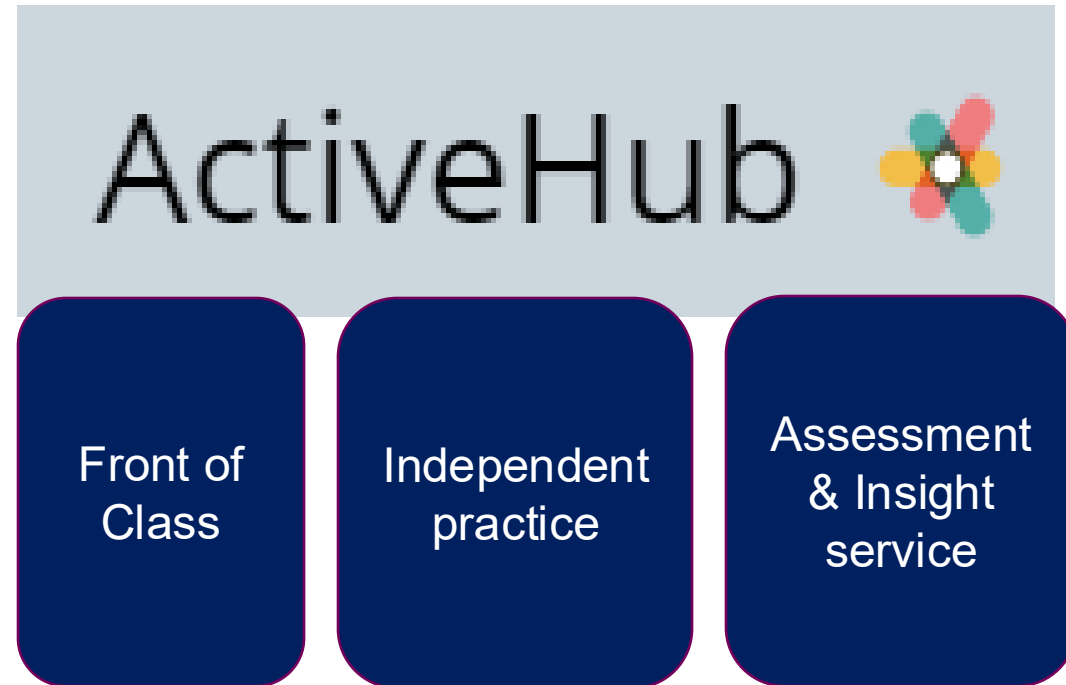
GCSE resources from Pearson



Higher
Tier
Student
Book



Foundation
Tier
Student
Book



Pearson scheme of work

Phonics PPTs

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

Practise the word **dangereux**. Listen and repeat.

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	de la musique / music	avec mes écouteurs / with my headphones.
Je télécharge / I download	de la musique / music	
Je regarde / I watch	des clips sur TikTok / clips on TikTok	
Je partage / I share	des photos / photos	avec mon ami / with my friend.
Je parle / I talk	des selfies / selfies	



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 Brook _____ 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 / réel / 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 / j'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.

Nous finissons 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	hasardement	virus	e-mail
envoyer	télécharger	vidéo	chanson	image
tablettes	actes	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.

- 1 des apples / des jeux
- 2 les vêtements / les achats
- 3 c'est trop intéressant / c'est trop génial
- 4 sans portable / sans écran
- 5 c'est formidable / c'est excellent
- 6 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. **hip → hip-potame**.

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 (to play)	tu regardes (to watch)
je joue / I play	tu regardes / you (sg) watch
tu joues / you (sg) play	il/elle regarde / he/she watches / s/he watch
il/elle joue / he/she plays / we play	ils/elles regardent / they watch
nous jouons / we play	vous regardez / you (pl or polite) play
vous jouez / you (pl or polite) play	ils/elles regardent / they watch

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

Exemple: Nous jouons / (jouons) / j'écoute à des jeux en ligne. We play online games.

- 1 Je regarde / regardes / regardes des clips vidéo.
- 2 Elle télécharge / télécharges / télécharge de la musique.
- 3 Tu parles / parles / parles avec tes amis.
- 4 Ils partagent / partages / partages des photos.
- 5 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 passer.

- 1 Elles communiquent sur les réseaux sociaux.
- 2 Nous achètes des vêtements en ligne.
- 3 Mon frère tchatte avec ses amis sur GamesChat.
- 4 Ma mère pense qu'Internet est dangereux.

Remember that verbs in the 3rd person singular (il, elle, on and ils/elles) are followed by an 's'.

Audio files and transcripts

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

Audio transcript (Page 7 Exercise 1)

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

Answer PPTs

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.

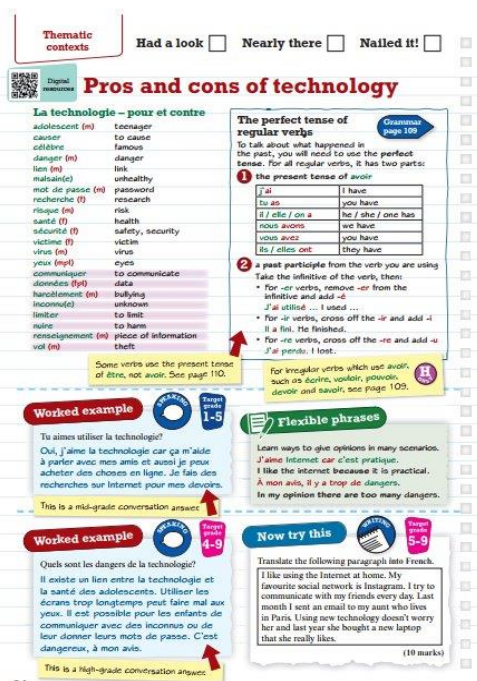
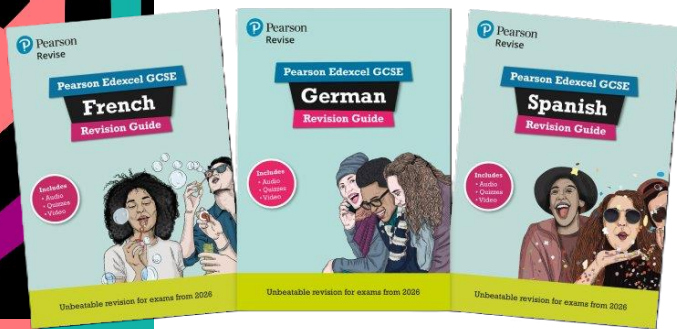
4 – Je joue à des jeux contre ma meilleure amie.

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.

Speaking confidence worksheets

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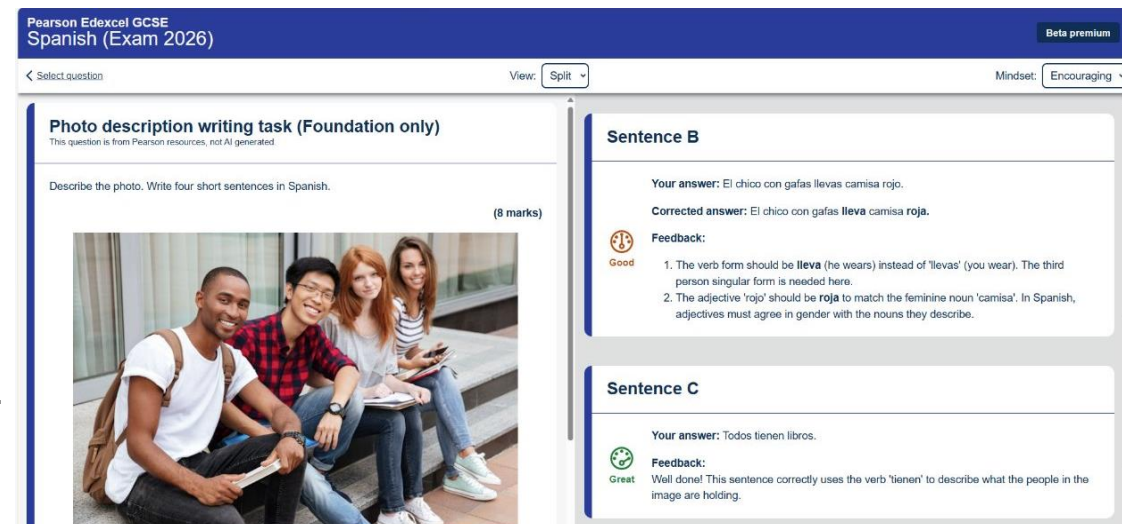
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- **36 exam-style Picture Description tasks** (Foundation Writing paper) with personalised, expert-guided feedback.
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Also included:

- **Online version** of Revision Guide
- **Audio** for Speaking and Listening via QR code
- **Quizzes** for testing knowledge and vocab
- **Videos** on key assessment points and grammar
- **Vocab flashcards** for self-testing of every word on the vocab list. Plus, students can create their own.



Try it all with free teacher access to Pearson Revise Online:

<https://www.pearsonschools.co.uk/exampracticeassistant>

Further training and resources

- Training currently available on the [PD Academy](#):
 - Conducting the Speaking Exam – live and pre-record training
 - Drop-in clinics
 - New to Pearson Edexcel (which replaces our GRTT training)
 - Effective phonics teaching
 - Unpacking the Speaking Exam / Unpacking the Writing Exam
 - [YouTube playlist](#) of event recordings
- [Paper 2, Listening and Understanding – Teacher Guide](#) (guides available for all papers)
- Further exemplar material [Pearson Edexcel GCSE French \(2024\) | Pearson qualifications](#)

Review of today's goals

- Ensure delegates are clear about the demands of the Dictation task, including language-specific SSCs
- Briefly explore teaching and learning approaches to prepare for the task
- Consider techniques and approaches for successful transcription in the exam
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training

Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.

Languages

Email: teachinglanguages@pearson.com

Phone: +44 (0) 344 463 2535
(Mon–Fri, 9.00–17.00)

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Rebecca Waker
Languages



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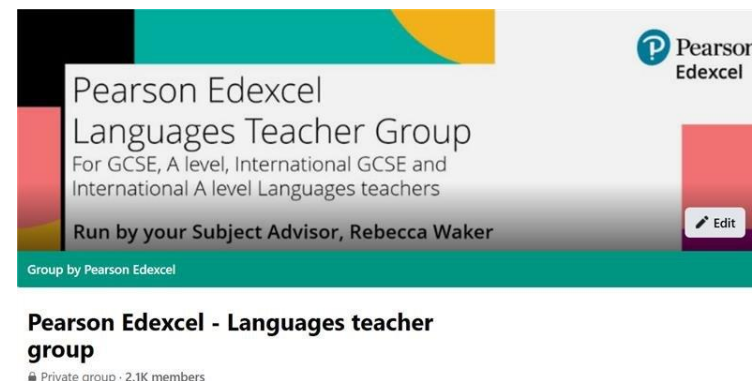
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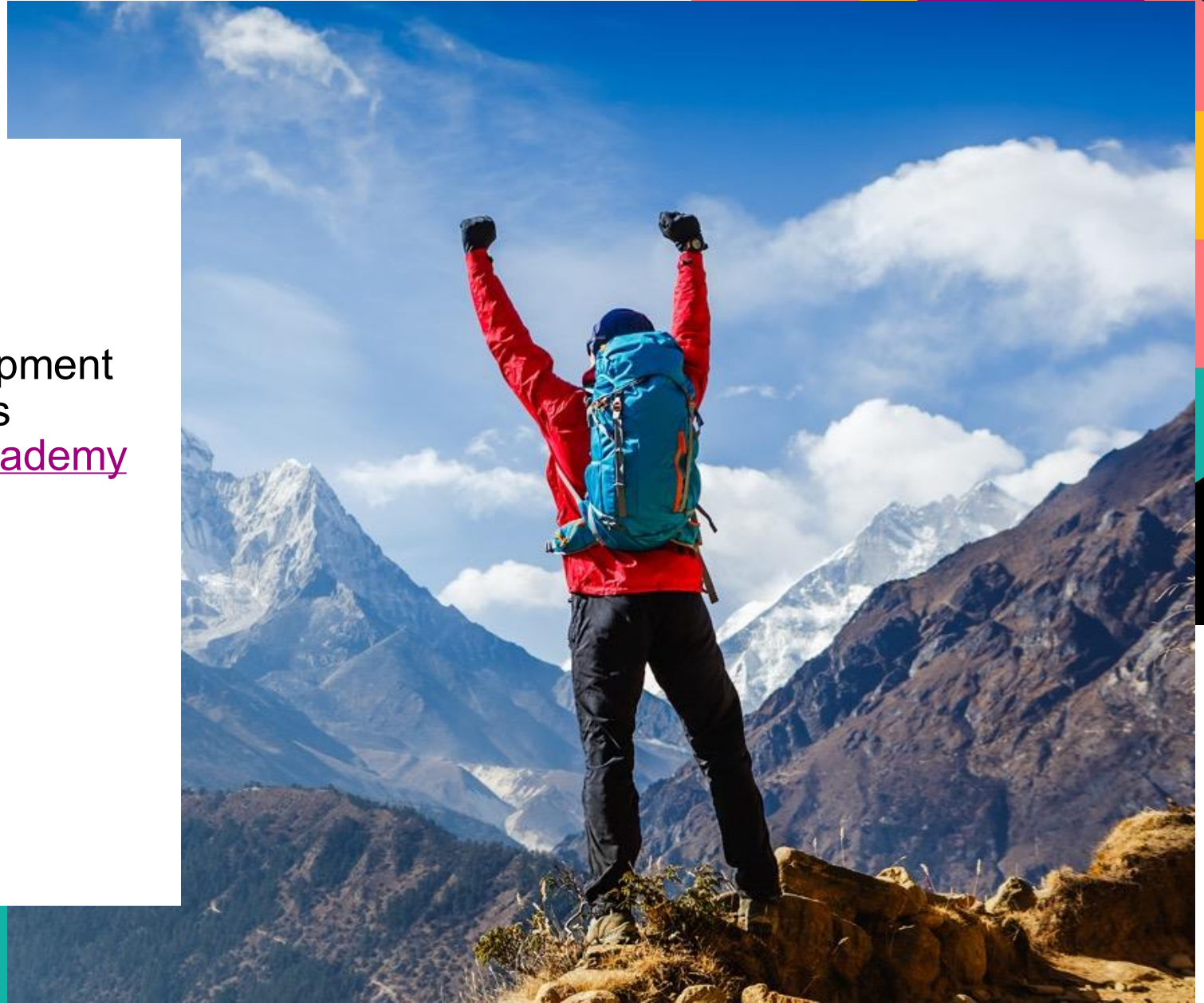
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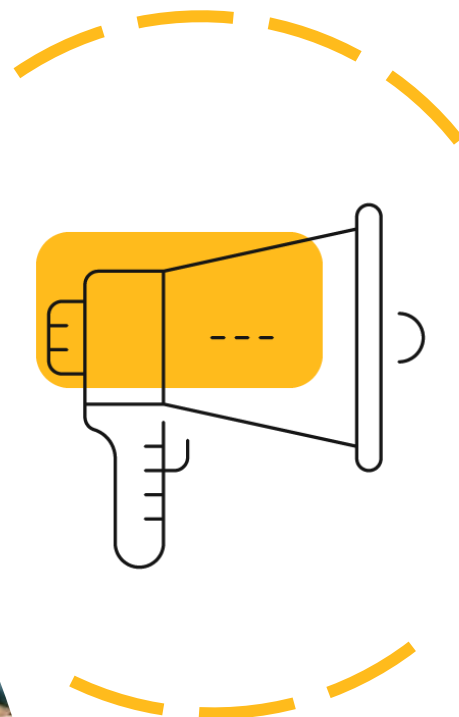
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For more professional development courses please see Pearson's [Professional Development Academy](#)





Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



Thank you for coming!



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