

**GCSE (9-1)**  
**French (1FR1)**  
**Question 1**  
**Foundation tier**  
**Exemplars**

Paper 4, Writing



# Contents

<b>Introduction</b>	<b>3</b>
<b>Marking points in the spotlight</b>	<b>4</b>
<b>Tips for success</b>	<b>6</b>
<b>Overview of exemplars</b>	<b>6</b>
<b>Foundation tier Question 1 Mark scheme</b>	<b>7</b>
Exemplar A	8
Exemplar B	9
Exemplar C	10
Exemplar D	11
Exemplar E	12
Exemplar F	13
Exemplar G	14
Exemplar H	15

# Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the new GCSE French Paper 4, Writing, and to demonstrate Pearson's approach to marking Question 1 of the Foundation tier paper (picture task).

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for each student response.

The examples are based on real student answers and we have shown their original responses. Please note that due to the timing of publishing these exemplars, students who produced work had not been taught under the 2024 specification. As such, students may have used some vocabulary and grammar outside of the 2024 specification, and this is given equal but not extra credit. This is in accordance with the requirements of the Department for Education's subject content.

Marks awarded in the exemplars are based on a relatively small sample. Whilst they are a good indication of the marks likely to be awarded for different levels, exact marks may differ somewhat when based on standardisation of a whole live series.

The Sample assessment materials which these responses are based on can be found on the Pearson website [here](#).

If you have any enquiries regarding these materials or have any other questions, please contact our subject advisor team on [Teachinglanguages@pearson.com](mailto:Teachinglanguages@pearson.com).

# Marking points in the spotlight

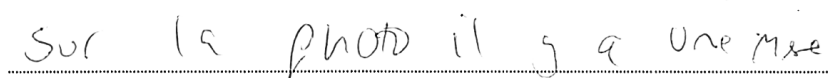
Following our review of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **‘Equal credit’ for use of language outside of the vocabulary and grammar lists**

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. Using language outside of the vocabulary and grammar lists can be awarded the same (but no extra) credit. For example, “*There is a basket*” (where ‘*basket*’ is not included in the vocabulary list) would receive the same credit as “*There is a man*”.

- **Handwriting**

To mark the task accurately, it is crucial for the examiners to be able to decipher each word and see clearly how it is spelled. Students should ensure their handwriting is of a reasonable size and that each letter is well-formed. In the example below, the examiner was not able to decipher the last word of the student’s response, so could not give it credit.



sur la photo il y a une me

- **Spelling errors**

Students should take care to use words they know how to spell, but may achieve marks despite inaccurate spelling (including accents and cases), providing that the meaning is clearly communicated in the context of the image. However, if inaccurate spelling results in ambiguity of meaning, full marks may not be achieved. Digits instead of number words will be accepted.

- **Crossed out work**

If a response is crossed out and replaced, it is the replacement that will be considered as the student’s answer, even if the crossed-out word is more accurate than it’s replacement. If a response is crossed out and not replaced, examiners will still consider it if it is creditable.

- **Repetition**

Repetition of the same phrase with varied nouns/verbs is rewardable (e.g. it is acceptable to write “*There is a...*” multiple times). This is because there is no requirement for varied grammar in Question 1 of the Foundation tier Writing paper. However, repetition of the same detail (e.g. “*There are two girls*” written multiple times) can only obtain credit once as a different detail is required for each sentence.

- **Use of first and/or third person, and timeframes**

It is generally expected that students respond in present timeframe, third person (e.g. “*The mother is eating breakfast*”). However, it is acceptable for students to imagine they are part of the image and/or to respond using varied timeframes and from varied perspectives. For example, “*My mother is eating breakfast*” or “*My mother ate breakfast*” would also be credit bearing, providing it is relevant to the image.

- **Relevant detail**

As part of our commitment to inclusivity, a broad approach about relevance will be taken when assessing responses in the context of the image. This allows for alternative interpretations of the image according to individual students’ experiences and views. For example, if there is an image of two children and a young mother, but the student interprets the mother as a teenage girl and says “*There are three children*”, this will be credited as a valid interpretation of the image. In accordance with Pearson’s inclusive marking principles, the benefit of the doubt is given when determining gender of individuals within an image.

- **Partially relevant detail**

Sentences which partially contain relevant information may obtain 1 mark. For example, if a student writes “*She is wearing a red jumper*” but the jumper is in fact yellow, 1 mark can be awarded for the correctly described ‘*She is wearing a ... jumper*’. The fact that the sentence also contains an incorrect detail (i.e. *red*) means that there is some ambiguity and the sentence can only obtain 1 mark. Similarly, a sentence which reads ‘*There are one two children*’ is ambiguous and would be awarded 1 mark due to the unclear communication about the number of children.

- **Irrelevant detail**

Information which does not accurately describe what is in the picture will not be considered relevant and cannot obtain marks. For example, if a student writes “*There is a dog*” but there is no dog present in the image, no marks can be awarded as it does not describe the picture. Similarly, if no noun is present (e.g. “*There are three*”) it is not clear what aspect of the image is being described and the sentence would obtain 0 marks.

- **Opinions**

In this question, opinions are not required. However, if a response contains an opinion which is rooted in the context of the image (i.e. is relevant to the image), it may obtain 2 marks. For example, if a response reads “*I like the countryside*” about a picture where there are people in the countryside, it is an opinion which is relevant to the picture, and this would obtain 2 marks. However, if the response reads “*I like the picture*”, nothing about the image is described and therefore this can not be credit bearing.

## Tips for success

- Write four separate sentences (not one long paragraph).
- Write one clear detail per sentence.
- Describe aspects which are shown in the picture.
- Take care over handwriting.
- Include a verb in each sentence.
- Use words which you know how to spell.

## Overview of exemplars

### Foundation tier Question 1: Picture task

Response	Overall AO2 mark (out of 8)
<b>A</b>	8
<b>B</b>	7
<b>C</b>	7
<b>D</b>	6
<b>E</b>	6
<b>F</b>	4
<b>G</b>	4
<b>H</b>	2

# Foundation tier Question 1: Picture task

## Mark scheme

For this question, students are expected to produce four short sentences describing the picture. The mark grid is applied once to each individual sentence. There is a maximum of 2 marks for each sentence. Students are awarded marks for clear communication and relevance in relation to the picture.

Mark	AO2: Response to stimulus
2	Relevant information clearly communicated in a sentence or clause.
1	Relevant information partially communicated in a sentence or clause.
0	No rewardable material.

### Guidance on application of mark grid for Question 1 Foundation tier

To exemplify application of the marking criteria, the grid below demonstrates a possible range of performances based on the mark grid.

<b>2 marks</b>	La mer est bleue.	Je vois la bleue mer.	Le pere est content.	Le père est contente.	Il y a cinq personnes ils sont camo la plage*
	Relevant information clearly communicated in a complete sentence or clause with a verb; may or may not contain minor errors which does not delay understanding of the sentence such as lack of or incorrect accents, minor spelling errors, incorrect word orders, missing punctuation.				
<b>1 mark</b>	Mer bleu.	Le mer sont bleu.	Le père content.	Le père être content.	Il as cinq personnes.
	Relevant information partially communicated, not a complete sentence or clause with a verb, or some ambiguity due to incorrect forms of verbs or other major errors.				
<b>0 marks</b>	Bleu.	Je vois un arbre.	Content.	Un pear content.	Ils sont camo
	No rewardable material, no relevant information clearly communicated, or not a complete sentence or clause.				

### Specific guidance for Question 1

\*Students can still gain 2 marks for a sentence where only one clause contains clear, relevant information, e.g. *"Il y a cinq personnes ils sont camo la plage."*

## Exemplar A



(Source: Pearson Asset Library AL1517457)

Describe the photo. Write four short sentences in French.

- (a) Sur la photo il y a une femme (2)
- (b) Sur la photo il y a une fille (2)
- (c) Sur la photo il y a un homme (2)
- (d) Sur la photo il y a une famille (5)

## Examiner commentary A

### Response to stimulus (AO2): 8 out of 8 marks

(a)	Relevant information has been clearly communicated in a sentence with a verb.	2 marks
(b)	Relevant information has been clearly communicated in a sentence with a verb. Even though there appears to be more than one girl in the image, the detail of 'a' girl being present is still true.	2 marks
(c)	Relevant information has been clearly communicated in a sentence with a verb.	2 marks
(d)	Relevant information has been clearly communicated in a sentence with a verb.	2 marks

## Exemplar B



(Source: Pearson Asset Library AL1517457)

Describe the photo. Write four short sentences in French.

- (a) Sur la photo il y a ma mère (2)
- (b) Il y a mon père (2)
- (c) Il y a mon frère (2)
- (d) Il y a ma sœur (2)

## Examiner commentary B

Response to stimulus (AO2): 7 out of 8 marks		
(a)	The student imagines they are part of the image to clearly communicate relevant information in a sentence with a verb. The lack of accent on 'mere' does not impact communication.	<b>2 marks</b>
(b)	Similarly to (a), relevant information has been clearly communicated in a sentence with a verb. The missing accent does not impact communication.	<b>2 marks</b>
(c)	Relevant information has been clearly communicated in a sentence with a verb. The lack of accent does not impact communication.	<b>2 marks</b>
(d)	The student has written 'souer' instead of soeur, which causes some ambiguity. Within the context of the image the word is recognisable, and therefore partial communication is achieved.	<b>1 mark</b>

## Exemplar C



(Source: Pearson Asset Library AL1517457)

Describe the photo. Write four short sentences in French.

- (a) Sur la photo je vois une famille. (2)
- (b) il y a un deux garçon et trois fille. (2)
- (c) ils sont à la plage. (2)
- (d) ils sont heureux. (2)

## Examiner commentary C

### Response to stimulus (AO2): 7 out of 8 marks

(a)	Relevant information has been clearly communicated in a sentence with a verb.	<b>2 marks</b>
(b)	There is some ambiguity due to the use of 'un deux', but the phrase 'et trois fille' does communicate relevant information if the benefit of the doubt is given about the gender of the children or the older female adult being counted. Partial communication is achieved.	<b>1 mark</b>
(c)	There are incorrect accents but this does not impact communication of the message that they are on the beach.	<b>2 marks</b>
(d)	Relevant information has been clearly communicated in a sentence with a verb.	<b>2 marks</b>

## Exemplar D



(Source: Pearson Asset Library AL1517457)

Describe the photo. Write four short sentences in French.

- (a) Sur la photo il y a une famille (2)
- (b) Il y a un panier (2)
- (c) Ils sont famille en heureux (2)
- (d) Ils portent des vêtements (2)  
Ils sont à la campagne

## Examiner commentary D

### Response to stimulus (AO2): 6 out of 8 marks

(a)	Relevant information has been clearly communicated in a sentence with a verb. The incorrect joining of 'il y a' into one word does not impact communication.	<b>2 marks</b>
(b)	Relevant information about an object in the picture is clearly communicated in a sentence with a verb.	<b>2 marks</b>
(c)	Relevant information about the family being happy is attempted (as the people do look happy in the picture) but ambiguity is introduced due to the grammatical structure of the sentence. Partial credit is given for the detail, 'Il sont ... heureux'.	<b>1 mark</b>
(d)	The student has written 'campagne' instead of campagne, which causes some ambiguity. Within the context of the image the word is recognisable, and therefore partial communication is achieved. The missing accent on the word 'a' does not impact communication.	<b>1 mark</b>

## Exemplar E



(Source: Pearson Asset Library AL1517457)

Describe the photo. Write four short sentences in French.

- (a) Sur la photo il ya une famille. (2)
- (b) Il ya un père et une mère. (2)
- (c) Il sont a la plagé. (2)
- (d) Il sont du<sup>trop</sup> soleil. (2)

## Examiner commentary E

Response to stimulus (AO2): 6 out of 8 marks		
(a)	Relevant information has been clearly communicated in a sentence with a verb.	<b>2 marks</b>
(b)	There are two relevant details about the image in this sentence, which are clearly communicated despite incorrect accents. Only one detail is required.	<b>2 marks</b>
(c)	There is an incorrect accent on the word 'plage' but this does not impede communication of a relevant aspect of the image.	<b>2 marks</b>
(d)	No relevant information is communicated since it is not clear what the student is trying to communicate.	<b>0 marks</b>

## Exemplar F



(Source: Pearson Asset Library AL1517457)

Describe the photo. Write four short sentences in French.

- (a) Sur la photo il y a une famille (2)
- (b) à la plage, il y a un panier (2)
- (c) et un garçon, deux filles, une mère (2)
- (d) et père (2)

## Examiner commentary F

### Response to stimulus (AO2): 4 out of 8 marks

(a)	The candidate has written in a paragraph, rather than four sentences. A first sentence with a verb can be discerned going as far as 'plage'. This is clear and relevant despite the minor error in the gender of 'un'.	<b>2 marks</b>
(b)	'Il y a un panier....et père' can be taken as the second sentence with a verb. It is relevant to the image and clearly communicated.	<b>2 marks</b>
(c)	There is no third sentence or clause with a verb and, therefore, no further credit can be given.	<b>0 marks</b>
(d)	There is no fourth sentence or clause with a verb and, therefore, no further credit can be given.	<b>0 marks</b>

## Exemplar G



(Source: Pearson Asset Library AL1517457)

Describe the photo. Write four short sentences in French.

- (a) il ya sur la photo la famille (2)
- (b) Il ya sur la photo la fille (2)
- (c) il ya sur la photo la (2)
- (d) il ya sur la photo (2)

## Examiner commentary G

Response to stimulus (AO2): 4 out of 8 marks		
(a)	Despite errors in 'la famille' and word order, relevant information has been clearly communicated in a sentence with a verb.	<b>2 marks</b>
(b)	There is more than one girl in the picture but the sentence describing 'la fille' is still relevant. The use of 'la' instead of 'une' isn't an error which impacts understanding of the message.	<b>2 marks</b>
(c)	No relevant information is communicated about the image.	<b>0 marks</b>
(d)	No relevant information is communicated about the image.	<b>0 marks</b>

## Exemplar H



(Source: Pearson Asset Library AL1517457)

Describe the photo. Write four short sentences in French.

- (a) *Sur la photo, ils vont à la famille* (2)
- (b) *Il y a des plaies d'air* (2)
- (c) *Il y a un camping* (2)
- (d) *Il y a amusant* (2)

## Examiner commentary H

Response to stimulus (AO2): 2 out of 8 marks		
(a)	Despite the missing 'une' and unclear handwriting, relevant information has been communicated in a sentence with a verb.	<b>2 marks</b>
(b)	Due to the extent of the spelling error in 'plaine air' and the incorrect rendering of the intended 'il y a', no relevant information is communicated.	<b>0 marks</b>
(c)	There is no verb in this sentence due to the incorrect rendering of 'il y a'. The word 'camping' on its own does not give sufficient information to be a relevant description of the image.	<b>0 marks</b>
(d)	The sentence doesn't make grammatical sense, and the single word 'amusant' in this sentence does not give sufficient information to be a relevant description of the image.	<b>0 marks</b>