

**GCSE (9-1)
French (1FR1)**

**Translation
Exemplars**

Paper 4, Writing



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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 the translation tasks.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for both Foundation and Higher tier translation tasks.

The example responses 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.

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:

- **Holistic mark scheme**

The holistic mark scheme used in translation tasks focuses on rewarding students for the overall quality of translation rather than awarding points for specific elements. It allows examiners to assess how well the message is transferred overall and encourages a more realistic assessment of language ability. This mirrors real-world language use, where successful communication is more important than exact word-for-word precision. In terms of applying a holistic mark scheme to translation responses, consideration should first be paid to the extent to which the meaning of the passage is transferred (AO2: response to stimulus), with a subsequent focus on the accuracy of writing (AO3: Linguistic knowledge and accuracy).

- **Alternative translations and use of words outside of the specification**

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, or alternative words of the same meaning, will also be credited if it is a valid translation. For example, “chez moi” and “à la maison” have the same intended meaning and both can be acceptable translations of “at home” in context.

- **Handwriting**

In order 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.

- **Spelling errors**

In the translation tasks, students may achieve marks for Response to stimulus (AO2) despite inaccurate spelling (including accents and cases), providing that the meaning is appropriately transferred. Spelling errors are accounted for under Linguistic knowledge and accuracy (AO3) of the translation mark schemes. 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 its replacement. If a response is crossed out and not replaced, examiners will still consider it if it is creditable.

Overview of exemplars

Foundation tier Question 4: Translation

Exemplar	AO2 mark (out of 6)	AO3 mark (out of 4)	Overall mark (out of 10)
A	5	3	8
B	4	3	7
C	3	3	6
D	1	1	2

Higher tier Question 3: Translation

Exemplar	AO2 mark (out of 6)	AO3 mark (out of 4)	Overall mark (out of 10)
E	4	3	7
F	4	2	6
G	2	2	4
H	1	1	2

Foundation tier Question 4: Translation

Mark scheme

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.	4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.	2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.	1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
		0	No rewardable material.

Exemplar A

Translate the following five sentences into French.

(10)

(a) I love school.

J'adore l'école.

(b) My favourite subject is History.

Ma matière préférée ~~l'histoire~~ l'histoire.

(c) The teacher is interesting and I learn a lot.

Le prof est intéressant et j'add j'apprends un ^{beaucoup} ~~peu~~ ~~peu~~.

(d) Last year I studied at home every evening.

L'annex dernier j'ai étudié à la maison je tous ^{suis} ~~sois~~.

(e) If I work well, I can find a good job.

Si je travaille bien, je peux trouver un bon travail.

Examiner commentary A

Total marks: 8 out of 10 marks	
Response to stimulus (AO2): 5 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of the original language is appropriately transferred with only sentence (d) being an example of a message being a little unclear due to the use of 'je tous suis' for 'tous les soirs'.	Vocabulary and grammatical structures are sometimes accurate; the verb 'est' is missing in sentence (b), and accuracy of common vocabulary is inconsistent, for example 'un beacoup'.

Exemplar B

Translate the following five sentences into French.

(10)

(a) I love school.

J'adore ~~l'école~~ l'école

(b) My favourite subject is History.

Ma ~~matière~~ matière préférée est
l'hist

(c) The teacher is interesting and I learn a lot.

Le prof est intessant et j'apprends

(d) Last year I studied at home every evening.

L'anne dernire j'ai étudié à la maison ~~travail~~ beaucoup

(e) If I work well, I can find a good job.

Je peux trouver bon travail

Examiner commentary B

Total marks: 7 out of 10 marks	
Response to stimulus (AO2): 4 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of some parts of the message is appropriately transferred but some parts of the message are incomplete. In addition to the incomplete word 'l'hist' in sentence (b), sentence (d), and (e) also contain untranslated parts (e.g. 'every evening' and 'If I work well' are omitted from the response).	Vocabulary and grammatical structures are sometimes accurate. Spelling errors in particular such as 'l'anne dernire', 'intessant', 'travail' and 'beaucoup', impact the accuracy of the translation. Untranslated parts of the response are accounted for under the Response to stimulus (AO2) mark.

Exemplar C

Translate the following five sentences into French.

(10)

(a) I love school.

~~J'adore~~ à l'école

(b) My favourite subject is History.

Mon ~~preference~~ sujet ~~preference~~ est Histoire

(c) The teacher is interesting and I learn a lot.

l'Professeur est intéressant et j'apprends beaucoup

(d) Last year I studied at home every evening.

l'année dernier, j'ai étudié à la maison

(e) If I work well, I can find a good job.

Examiner commentary C

Total marks: 6 out of 10 marks	
Response to stimulus (AO2): 3 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of some parts of the original language is appropriately transferred. However, sentence (d) is incomplete and sentence (e) is not attempted. Wrong lexis in (b) where 'sujet' is used for 'matière' creates ambiguity.	Grammatical structures and vocabulary are sometimes accurate; there is an attempt at the perfect tense in (d) and the verbs in the present tense are correct. There is inconsistent use of 'l' as an article, and a few minor spelling errors such as 'Profseur', 'beaucoup', and 'preference'. The word for History is misspelt, and lack of accents throughout impact the overall accuracy of the translation.

Exemplar D

Translate the following five sentences into French.

(10)

(a) I love school.

J'adore collège

(b) My favourite subject is History.

mon favorite est history

(c) The teacher is interesting and I learn a lot.

La Professor est intereste et je beaucoup

(d) Last year I studied at home every evening.

la dernier

(e) If I work well, I can find a good job.

travail

Examiner commentary D

Total marks: 2 out of 10 marks	
Response to stimulus (AO2): 1 out of 6 marks	Linguistic knowledge and accuracy (AO3): 1 out of 4 marks
The meaning of limited parts of the original language is appropriately transferred, since only individual words are clear. We can just about understand that there is an interesting teacher and that something is loved, but the messages are frequently unclear or incomplete. It is evident that the student does not know how to translate some words and so uses English instead e.g. 'favorite', 'History', and 'professor'.	Minimal instances of accurate vocabulary and grammatical structures are displayed. Only basic words such as 'adore', 'est' and 'beaucoup' are used accurately. Due to the level of missing translation and the frequency of errors in the response shown, it is not appropriate to award a mark any higher than 1 for Linguistic knowledge and accuracy (AO3).

Higher tier Question 3: Translation

Mark scheme

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.	4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.	3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
0	No rewardable material.	1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
		0	No rewardable material.

Exemplar E

3 Translate the paragraph into French.

I like singing French songs at home. My favourite artist comes from Paris. I always listen to her in the evening. Last month my friends and I went to a concert in town. I want to continue to play an instrument in future because music is very important to me.

(10)

J'aime chanter français chansons à la maison. Ma artiste préférée vient au Paris. Je ~~continue~~ ~~à~~ ~~écouter~~ l'écoute toujours le soir. L'année mois mes amis et mois sommes allés au concert en ville. Je veux jouer un instrument en futur car musique c'est très importante pour moi.

Examiner commentary E

Total marks: 7 out of 10 marks	
Response to stimulus (AO2): 4 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of most parts of the original language is appropriately transferred. There are a couple of examples of unclear messages such as the phrase 'l'année mois' and 'vient au Paris', which is closer to meaning the artist comes <u>to</u> Paris rather than <u>from</u> Paris. There is also a verb left blank in the last sentence ('continuer') which strays from the meaning of continuing to play rather than just playing.	Vocabulary and grammatical structures are generally accurate. Minor errors such as 'français chansons', 'ma artiste' as well as missing accents are present but do not detract from the meaning. Major errors are rare but include the example 'mes amis et mois' since the use of 'mois' confuses the true meaning of the sentence, particularly as this word is also used incorrectly in the previous phrase. Overall, the verbs are secure, and the majority of agreements are correct.

Exemplar F

3 Translate the paragraph into French.

I like singing French songs at home. My favourite artist comes from Paris. I always listen to her in the evening. Last month my friends and I went to a concert in town. I want to continue to play an instrument in future because music is very important to me.

(10)

J'aime chanter chanson français à la maison. ma artist préférée vient un paris. Je l'écoute dans une soir. Le moins denier mes amis et moi allé au concert dans en ville. Je voudrais continué jouer un instrument dans un futur car musique est tres important pour moi.

Examiner commentary F

Total marks: 6 out of 10 marks	
Response to stimulus (AO2): 4 out of 6 marks	Linguistic knowledge and accuracy (AO3): 2 out of 4 marks
The meaning of the original language is mostly transferred appropriately. In spite of obvious errors which are accounted for under the mark for AO3, the overall meaning is mostly clear. There are occasional departures from the original text in meaning e.g. 'dans une soir' does not express the meaning of the original text as a regular activity, and 'chanson français' makes it sound like the student listens to a single French song rather than a number of songs.	Vocabulary and grammatical structures are sometimes accurate but there are some errors that hinder clarity e.g. grammatical as in 'vient un Paris', 'dans en ville' etc., and some incorrect usage of the indefinite article such as in the phrase 'dans un futur'. Additionally, agreements and verb formation are not always secure e.g. 'continué jouer', and inaccurate spelling sometimes hinders understanding e.g. 'le moins denier'. These count as a major errors.

Exemplar G

3 Translate the paragraph into French.

I like singing French songs at home. My favourite artist comes from Paris. I always listen to her in the evening. Last month my friends and I went to a concert in town. I want to continue to play an instrument in future because music is very important to me.

(10)

J'aime _____ chanter des chansons _____
 Ma préférée _____ viens de paris
 J'écoute toujours _____ dans le soir
 le dernier mois mes amis et moi sommes allé au
~~un~~ concert ~~à~~ dans ville.
 Je veux continue jouer un instrument à guitar car musique
 est très important par moi.

Examiner commentary G

Total marks: 4 out of 10 marks	
Response to stimulus (AO2): 2 out of 6 marks	Linguistic knowledge and accuracy (AO3): 2 out of 4 marks
The meaning of some parts of the original language is transferred, especially in the last two sentences. However, the first three sentences are incomplete, and the meaning of the message is therefore not fully transferred.	Vocabulary and grammatical structures are sometimes accurate. However, there are both major errors such as 'et mois', 'je veux continue', and minor errors such as 'dans ville', 'dans le soir', and 'a futur'. There are also instances of articles missing such as the 'la' before 'musique'.

Exemplar H

3 Translate the paragraph into French.

I like singing French songs at home. My favourite artist comes from Paris. I always listen to her in the evening. Last month my friends and I went to a concert in town. I want to continue to play an instrument in future because music is very important to me.

(10)

J'aime chantons Français à la maison. Mon artiste préféré ~~est~~ vient Paris. Je l'écoute toujours dans le soirs. Un dernier mes amis et je want to a concert en ville. Je voudrais to continue to play an instrument en futur parce que musique est très important to me.

Examiner commentary H

Total marks: 2 out of 10 marks	
Response to stimulus (AO2): 1 out of 6 marks	Linguistic knowledge and accuracy (AO3): 1 out of 4 marks
The meaning of some parts of the original message are appropriately transferred but usually just individual words or phrases such as 'Je l'écoute toujours ...', and 'la musique est très important'. Many words have been written in English (e.g. 'went to a', 'to play an instrument') or left blank, which results in the message breaking down.	Vocabulary and grammatical structures are limited in accuracy and the level of accuracy decreases as the demand of sentences increases, showing limited knowledge and insecure tenses. There are errors in every sentence, both major and minor e.g. 'vient Paris', 'Un dernier...' etc. Due to the frequency of the errors in the response, the student limits their mark for Linguistic knowledge and accuracy (AO3) to a mark of 1.

Appendix – Mark scheme additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

A major error - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

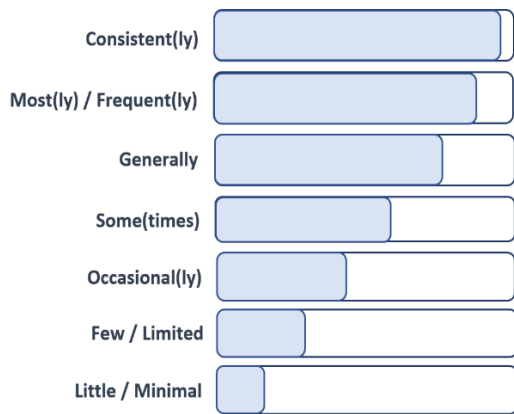
Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	La mer est vert. Mon frère est intelligente.
Spelling (slight)	J'aime le frommage.
Gender	Dans le ville il y a un piscine.
Accents	Mon anniversaire est le deux fevrier.
Contractions	Ma maison est près de le parc.
Word order (incorrect)	Je n'ai mangé pas à midi.
Mother-tongue interference	Mon père est un professeur. C'est mon anniversaire, je suis 16 ans.
Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Constructions	En France il y a chaud en été.
Missing/incorrect accents	Mon anniversaire est le deux fevrier/février

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Est-ce que nous allez au cinéma ce soir? J'alle au marché. Je recève des cadeaux
Spelling (misleading)	J'aime la nation et le tennis.
Tenses (incorrect)	Demain il est allé au collège en bus.
Vocabulary	Ma mère est courante.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and reflexive pronoun	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office.

NB: These are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Differentiation terms within the mark scheme

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “*frequent development...*” equates to higher marks “*frequent errors...*” would conversely equate to lower marks.