

# GCSE French Exemplars

Conversation Task  
Foundation Tier

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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 GCSE French Paper 1, Speaking, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for the follow-on conversation at Foundation tier. The recordings can be accessed from the website.

The speaking exemplars for French, German and Spanish were conducted with real students. Please note that due to the timing of publishing these exemplars, students who were recorded had not been taught under the 2024 specification. As such, students 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 (see more explanation of this below).

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 this response is 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 point in the spotlight

### ‘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. If they **correctly** use language outside of the vocabulary and grammar lists, they receive the same (but no extra) credit. For example, in the separately published **Read aloud and Role play exemplars, in higher Exemplar E**, the student uses the phrase ‘J’ai cassé mon bras’ in response to Role play bullet point 1. The verb ‘casser’ is not on the vocabulary list, but it is credited in the same way as would any word that was on the vocabulary list, e.g. if the student had said, ‘J’ai mal au bras’.

All **incorrect** language will be treated in the same way, regardless of whether or not it is included in the vocabulary and grammar lists. For example, in the separately published **French video exemplar 2**, the response to Role play bullet point 5 is not rewarded full marks; this is partly because of the mispronunciation of a non-vocabulary-list word, ‘Indien,’ which makes the meaning unclear (the student says ‘Où est ounne la restaurant Inedien ?’). If a word from the vocabulary list had been said unclearly, it would have been treated in the same way.

# Overview of exemplars

## Conversation task - Foundation tier (16 marks)

Conversation	AO1 marks (out of 12)	AO3 marks (out of 4)	Overall mark (out of 16)
Exemplar A	11 marks	3 marks	14 marks
Exemplar B	6 marks	2 marks	8 marks

# Conversation task (Foundation)

## Mark scheme (16 marks)

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:

- AO1: Response to spoken language
- AO3: Linguistic knowledge and accuracy.

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

## Exemplar A – Conversation task (Foundation)

### Teacher card – FPT13

#### 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 aimes dans ton collège ?*
- 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) *Qu'est-ce que tu as fait hier au collège ?*

(future tense) *Quel type de travail est-ce que tu voudrais faire à l'avenir ?*

## Exemplar A - Conversation transcript

**Teacher:** Qu'est-ce que tu aimes dans ton collège ?

**Student:** *J'aime l'anglais et la géographie. Aussi, j'aime mes amis et les profs.*

**Teacher:** Pourquoi est-ce que tu aimes la géographie ?

**Student:** *Parce que c'est intéressant et amusant.*

**Teacher:** OK. Est-ce qu'il y a des matières que tu n'aimes pas ?

**Student:** *Je déteste les maths parce que c'est ennuyeux.*

**Teacher:** Qu'est-ce que tu vas étudier l'année prochaine après le GCSE ?

**Student:** *Je voudrais étudier la géographie, l'histoire et l'anglais.*

**Teacher:** Et quel métier est-ce que tu voudrais faire plus tard ?

**Student:** *Répétez s'il vous plaît ?*

**Teacher:** Quel métier est-ce que tu voudrais faire dans le futur ?

**Student:** *J'ai voudrais être professeur parce que j'aime les enfants.*

**Teacher:** Et tu voudrais être professeur dans un collège, dans une école primaire ?

**Student:** *Les écoles primaires.*

**Teacher:** Les écoles primaires, tu préfères les petits enfants, oui ?

**Student:** *Oui.*

**Teacher:** D'accord. Qu'est-ce que tu penses de l'uniforme dans ton collège ?

**Student:** *Je n'aime pas ça parce que c'est pas confortable et il faut porter jupe ...pardon.*



**Teacher:** Une jupe, oui ? Tu n'aimes pas les jupes ?

**Student:** *Oui c'est moche.*

**Teacher:** D'accord. De quelle couleur est la jupe dans ton collège ?

**Student:** *Les jupes est blanc.*

**Teacher:** Ah d'accord, ok, très bien et tu n'aimes pas cette couleur, non ?

**Student:** *non.*

**Teacher:** Qu'est-ce que tu as fait pendant la pause déjeuner hier ?

**Student:** *J'ai mangé à la cantine. J'ai mangé un sandwich avec mes amis. C'était très délicieux. Aussi, j'ai joué au hockey.*

**Teacher:** Ah d'accord, intéressant ! Tu es sportive ?

**Student:** *Oui j'adore le sport. Je joué au tennis deux fois par semaine.*

**Teacher:** Ah intéressant! *Qu'est-ce que tu portes pour jouer au tennis ?*

**Student:** *Je porté des shorts et une T-shirt rose.*

**Teacher:** C'est joli! Merci

## Exemplar A – Examiner commentary

Total marks: 14 out of 16 marks	
AO1: Response to spoken language: 11 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>The student gives some <b>relevant</b> responses to questions, although some of the closed questions led the student to answer ‘oui’ or ‘non,’ therefore not providing more solid, relevant information. The questions mainly focus on the chosen Thematic context of ‘Studying and my future’ with a natural cross-over into the subject of sports which flows naturally from the subject of lunchtime activities as the conversation develops. For relevance, the response sits within the 10-12 mark band.</p> <p>The student <b>develops</b> some ideas by giving interesting details and opinions, for example, when describing what they did at lunch time yesterday (‘J’ai mangé à la cantine. J’ai mangé un sandwich avec mes amis. C’était très délicieux. Aussi, j’ai joué au hockey’). There are answers with extra information, e.g. ‘Oui j’adore le sport. Je joué au tennis deux fois par semaine’. Some questions are answered with no extra detail, (‘Oui c’est moche’, ‘Les écoles primaires’) and some questions are answered with just a ‘oui’ or a ‘non.’ Overall, some ideas have extra detail, so the response sits somewhere in the 10-12 mark band for development.</p>	<p>The conversation displays occasional <b>variety</b> of vocabulary and straightforward grammatical structures. The student uses a few conjunctions (‘et’, ‘aussi’, ‘parce que’, ‘avec’) and demonstrates their ability to vary the language sufficiently to express and justify opinions (‘moche’, ‘confortable’, ‘intéressant’, ‘amusant’, ‘ennuyeux’). They mainly use the 1<sup>st</sup> person singular pronoun with a few variations (‘c’est’, ‘c’était’, ‘s’il vous plaît’). The student uses an infinitive clause construction when asked about the school uniform (‘il faut porter’). There is some attempt at different verbs but with some inaccuracies at times that are considered under accuracy. The response sits in mark band 3 for variety.</p> <p>There is some successful use of <b>timeframes</b>, including past and present such as, ‘j’aime’, ‘il faut porter’, ‘J’ai mangé à la cantine’, ‘C’était très délicieux’, ‘j’ai joué au hockey’. There are instances where the tenses are not formed correctly e.g., ‘Je porté des shorts’ in response to ‘Qu’est-ce que tu portes pour jouer au tennis?’, and errors with the perfect tense such as ‘je joué’ and ‘je porté’. There is one correct conditional tense in the conversation. The response is placed in mark band 3 for use of timeframes.</p>

Total marks: 14 out of 16 marks	
AO1: Response to spoken language: 11 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>The response is generally <b>comprehensible</b>. There are some mispronunciations e.g. 'trope', 'sporté' and there is the occasional message that is not immediately clear due to tenses errors which are accounted for in AO3. The response sits within the 10-12 mark band for comprehensibility.</p> <p>The best-fit approach results in this response being placed in the middle of the mark band 10-12 for AO1, response to spoken language with a mark of 11. This is because the performance is described by these three strands in the band and there are no elements of the band below. The student has demonstrated a good understanding of the questions asked and has been able to give frequent justification of opinions. To have gained the top mark, the student would have needed to develop their answers just a little more and take a little more care with pronunciation.</p>	<p>There is generally <b>accurate</b> use of language in the conversation, with some major errors (incorrect use of tenses) which have already been commented on, and some minor errors which do not affect the meaning of the response ('des shorts et une T shirt rose', 'Les jupes est blanc', 'c'est pas confortable'). The response sits in mark band 4 for accuracy.</p> <p>The best-fit approach results in this response being placed in mark band 3 for AO3 linguistic knowledge and accuracy. To score more highly the student would need to use a range of pronouns and take more care with using timeframes. Otherwise, the student sounded confident and at ease manipulating the language.</p>

## Exemplar B – Conversation task (Foundation)

### Teacher card – FPT1

#### Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **REGULAR ACTIVITIES**, for example: *que fais-tu normalement après l'école ?*
- 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) *Qu'est-ce que tu as fait pour ton anniversaire l'année dernière ?*

(future tense) *Qu'est-ce que tu vas faire avec ta famille / tes ami(e)s le week-end prochain ?*

## Exemplar B - Conversation transcript

**Teacher :** Que fais-tu normalement après l'école ?

**Student:** *Je regardé la télé.*

**Teacher :** Qu'est-ce que tu aimes regarder à la télé ?

**Student:** *Répétez ?*

**Teacher :** Qu'est-ce que tu aimes regarder à la télé ?

**Student:** *Les films.*

**Teacher :** Quels films est-ce que tu aimes regarder ?

**Student:** *J'adore Harry Potter.*

**Teacher :** Qu'est-ce que tu as fait le weekend dernier avec ta famille ?

**Student:** *J'ai allé au cinéma.*

**Teacher :** Autre chose ?

**Student:** *Un shopping avec ma famil.*

**Teacher :** Tu es sportive ?

**Student:** *Oui je joue le hockey et le tennis.*

**Teacher :** Tu joues depuis longtemps ?

**Student:** *Répétez ?*

**Teacher :** Tu joues depuis longtemps ?

**Student:** *I don't know.*

**Teacher :** Et tu joues où ?

**Student:** *Avec mes amis.*

**Teacher :** Ah non. Tu joues où ? Au parc ou au collège ?

**Student:** *Au parc.*

**Teacher :** D'accord. Et tu aimes la musique ?

**Student:** *Oui j'aime pop.*

**Teacher :** Et qui est ton chanteur préféré ?

**Student:** *Ton chanteur préféré est The weekend.*

**Teacher :** Et qu'est-ce que tu vas faire le weekend prochain ?

**Student:** *Répétez ?*

**Teacher :** Qu'est-ce que tu vas faire le weekend prochain ?

**Student:** *J'aller au cinéma.*

**Teacher :** Ok, et tu aimes lire ?

**Student:** *Non, c'est ennuyeux.*

**Teacher :** Qu'est-ce que tu fais sur ton portable ?

**Student:** *Je regarde TikTok vidéos.*

**Teacher :** Et qu'est-ce que tu aimes faire avec tes amis le weekend ?

**Student:** *Répétez ?*

**Teacher :** Qu'est-ce que tu aimes faire avec tes amis le weekend ?

**Student:** *Le tennis.*

## Exemplar B – Examiner commentary

Total marks: 8 out of 16 marks	
AO1: Response to spoken language: 6 out of 12 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>Although not much information is offered, the student gives some <b>relevant</b> answers across different aspects (television, sports, music, and mobile phones) within the chosen Thematic context of 'My personal world'. Despite one question being answered inaccurately because the student didn't understand the teacher's question (Question: 'Et tu joues où ?', Answer: 'Avec mes amis'), the response sits within the 10-12 mark band for relevance.</p> <p>There is little to no <b>development</b> of ideas, and all of the responses are very brief ('Non, c'est ennuyeux', 'J'adore Harry Potter', 'Je regardé la télé'). Overall, the response sits within the 1-3 mark band for development.</p> <p>Overall, the response is <b>comprehensible</b>. There are some messages that are not immediately clear ('Un shopping avec ma famil', 'Ton chanteur préféré est', 'J'aller au cinéma') and in one case the message breaks down because of the use of English 'I don't know'. The response sits within the 7-9 mark band for comprehensibility.</p>	<p>There is limited <b>variety</b> of vocabulary ('c'est ennuyeux', 'les films') and straightforward grammatical structures ('J'adore Harry Potter', 'Je regarde TikTok vidéos'). The student uses the 1<sup>st</sup> person singular pronoun throughout the conversation with a range of verbs in the present tense ('J'adore', 'je regarde', 'j'aime', 'je joue'). The response sits in the mark band 2 for variety.</p> <p>There is minimal success with different <b>timeframes</b>. The present tense ('je regarde', 'j'adore', 'je joue', 'j'aime') is used accurately but the student is unable to form the past and future tenses successfully ('Je regardé la télé', 'J'aller au cinéma'). The response falls within band 1 for use of timeframes.</p> <p>There is limited <b>accuracy</b> with language used in the response. There are many major errors e.g. 'Ton chanteur préféré est' and incorrect use of tenses which have already been commented on. There are also some minor errors ('Un shopping avec ma famil', 'je joue le hockey et le tennis', 'Oui j'aime pop'). The response sits in mark band 2 for accuracy.</p>

Total marks: 8 out of 16 marks	
AO1: Response to spoken language: 6 out of 12 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>The best-fit approach results in this response being awarded the top mark in the 4-6 mark band for AO1, response to spoken language with a mark of 6 because, although the responses are relevant and comprehensible, there is little to no development of ideas. To gain a higher mark, the student would need to extend their answers. The student is able to answer most questions despite some reliance on repetition / rephrasing from the teacher.</p>	<p>The best-fit approach results in this response being placed in mark band 2 for AO3 linguistic knowledge and accuracy. This is because the variety of vocabulary and grammatical structures is limited. The student would need to increase the range of vocabulary and structures and ensure that they are able to successfully answer questions in past and future timeframes. However, the student did well in being able to make themselves understood most of the time.</p>