

# GCSE French Exemplars

Conversation Task  
Higher 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 Higher 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 **Read aloud and Role play 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 **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 oun 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 - Higher tier (16 marks)

Conversation	AO1 marks (out of 12)	AO3 marks (out of 4)	Overall mark (out of 16)
Exemplar A	12 marks	4 marks	16 marks
Exemplar B	7 marks	3 marks	10 marks

# Conversation task (Higher)

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

# Exemplar A – Conversation task (Higher)

## Teacher card – HPT12

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

You must begin the follow-on conversation by asking the candidate to talk about **SOCIAL MEDIA**, for example: *Quels sont les avantages et les inconvénients des réseaux sociaux selon toi ?*

- 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'un film que tu as regardé récemment.*

(future tense) *Quel(le) artiste voudrais-tu voir en concert à l'avenir ?*

## Exemplar A - Conversation transcript

**Teacher:** Quels sont les avantages et les inconvénients des réseaux sociaux selon toi ?

**Student:** *Je pense que bien que les réseaux sociaux soient un bon moyen de se connecter et rester en contact avec les amis et la famille et aussi c'est un bon moyen de rechercher informations, ça peut être dangereux car des jeunes peuvent parler avec inconnu et ça peut être dangereux pour il.*

**Teacher:** A ton avis est-ce qu'il faut permettre les portables au collège ou c'est mieux de ne pas permettre les portables ?

**Student:** *Je dirais que ça peut être utile pour rechercher l'information mais aussi les mobiles peuvent distraire les étudiants et je pense que ça c'est pas bien pour le leçon.*

**Teacher:** Quant au collège est-ce que tu as des matières préférées ?

**Student:** *Oui j'adore les langues, je pense que.... je trouve.... je les trouve plus faciles que mes autres matières et..comme maths par exemple, je déteste le maths je trouve ça très difficile et mon prof beaucoup.*

**Teacher:** Est-ce que tu as une idée de ce que tu vas faire après le collège ?

**Student:** *Oui après avoir terminé le lycée je voudrais aller à la... à l'université je voudrais étudier français espagnol peut-être et mais après ça j'ai aucune idée.*

**Teacher:** Il n'y a pas une carrière que tu veux faire après ?

**Student:** *Non je ne sais pas. Je ne voudrais pas être enfermée dans un bureau, ça serait mon cauchemar mais à part de ça je ne sais pas.*

**Teacher:** Et pour l'avenir est ce que tu as d'autres projets par exemple voyager ?

**Student:** *Oui j'aimerais beaucoup voyager, j'adore découvrir les autres pays et des cultures, j'ai beaucoup... j'aimerais beaucoup aller à Paris par exemple car j'aime français et j'aimerais beaucoup voir le Louvres et monter le tour Eiffel.*



**Teacher:** Est-ce que tu as déjà eu l'occasion de faire des voyages scolaires ?

**Student:** *Au passé ?*

**Teacher:** Oui.

**Student:** *Oui il y a deux ans je suis allée à Snowdonia pour étudier le... la géographie c'était très amusant, j'ai eu... j'ai aimé passer du temps avec mes amis, mais je n'aime pas la géographie alors c'était un...un peu difficile.*

**Teacher:** Qu'est-ce que tu aimes faire pour te détendre en général ?

**Student:** *En général, j'aime lire j'aime beaucoup lire, j'aime...j'aime regarder les films aussi je pense que les films peuvent... peut être un bon moyen de oublier la vie quotidienne et s'échapper je pense.*

**Teacher:** Est-ce que tu as des projets pour le weekend prochain ?

**Student:** *Oui le weekend prochain je vais visiter ma soeur à Londres, on...on cuisinerait un gâteau car c'est son anniversaire.*

**Teacher:** Oui super ! Tu préfères quels genres de gâteaux ?

**Student:** *J'aime les gâteaux au chocolat.*

**Teacher:** Super ! Ta soeur aussi ?

**Student:** *Oui je pense que...qu'elle aime les gâteaux au chocolat.*

**Teacher:** Dernière question. Est-ce que tu peux me décrire une activité que tu as faite avec ta sœur ?

**Student:** *Oui car je ne le vois beaucoup j'aime passer du temps avec elle. Il y a un mois je suis allée au théâtre avec elle et on est...on a regardé Romeo et Juliette mais je n'aime pas beaucoup Shakespeare.*

**Teacher:** Ah bon.

**Student:** *C'est difficile à comprendre.*

**Teacher:** Oui c'est parfois le cas. OK, merci bien.

## Exemplar A – Examiner commentary

Total marks: 16 out of 16 marks	
AO1: Response to spoken language: 12 out of 12 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
<p>Responses are consistently <b>relevant</b> to the questions throughout the conversation. The questions cover a range of aspects including social media, school, future plans, school trips and free time. For relevance, the response sits within the 10-12 band mark.</p> <p>The student <b>develops</b> their ideas throughout the conversation with consistently extended sequence of speech e.g. 'Je pense que bien que...pour il'. Ideas are developed using longer sentences with complex opinions and justifications e.g. 'Oui j'aimerais beaucoup voyager ... to ... le Tour Eiffel'. There are several occasions where the student adds extra details, reasons and examples to extend their responses e.g. '...par exemple ... j'aime français et j'aimerais beaucoup voir le Louvres' and '...car c'est son anniversaire'. For development the response sits within the 10-12 band mark.</p> <p>The response is easily <b>comprehensible</b>, and it is rare that the message is not immediately clear. For comprehensibility the response sits within the 10-12 band mark.</p>	<p>The student uses a wide <b>range</b> of vocabulary and grammatical structures and there is frequent use of complex language e.g. 'Oui après avoir terminé le lycée je voudrais aller...'. There are several longer sentences with coordinating conjunctions e.g. 'un bon moyen de se connecter et...' and subordinating conjunctions '...car j'aime français'. There are also several instances where the student has used multiple conjugated verbs in a sentence e.g. 'ça peut être dangereux car des jeunes peuvent parler'. The student uses a variety of complex opinion phrases ('Je pense que', 'Je dirais que', 'J'aimerais beaucoup'). The vocabulary is varied and complex ('aucune idée', 'oublier la vie quotidienne et s'échapper', 'mon cauchemar'). For variety of vocabulary and grammatical structures the response sits in mark band 4.</p> <p>There is consistently successful use of past, present and future <b>timeframes</b> in response to the questions ('je suis allé', 'j'ai aimé', 'je vais visiter'). The student is able to use multiple time frames in one response e.g. '...il y a deux ans je suis allée...'mais je n'aime pas...'. The student is also able to use the negative in different time frames e.g. 'Je ne voudrais pas être' as well as for a variety of pronouns ('on a regardé'). For use of timeframes the response sits in mark band 4.</p>

Total marks: 16 out of 16 marks	
AO1: Response to spoken language: 12 out of 12 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
<p>The best-fit approach results in this response being placed at the top of mark band 10-12 for AO1, response to spoken language with a mark of 12. This is because the student produces consistently relevant responses to the questions. Ideas are developed through consistently extended sequences of speech and responses are easily comprehensible; it is rare that the message is not immediately clear.</p>	<p>There is consistently <b>accurate</b> use of language, and any error are minor e.g. 'ça peut être dangereux pour il'. For accuracy the response sits in mark band 4.</p> <p>The best-fit approach results in this response being placed in the mark band 4 for AO3 linguistic knowledge and accuracy as the student uses a wide range of vocabulary and grammatical structures. There is consistently successful use of past, present and future timeframes and consistently accurate use of language, any errors are minor.</p>

## Exemplar B – Conversation task (Higher)

### Teacher card – HPT7

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

- You must begin the follow-on conversation by asking the candidate to talk about **OUTDOOR ACTIVITIES**, for example: *Qu'est-ce qu'il y a à faire dehors dans ton quartier ?*
- 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 récemment pour protéger l'environnement ?*

(future tense) *Qu'est-ce que tu voudrais voir dans ton centre commercial idéal ?*

## Exemplar B - Conversation transcript

**Teacher:** Qu'est-ce qu'on peut faire dehors dans ta ville ? Qu'est-ce qu'on peut faire par exemple au parc ? Qu'est-ce que qu'on peut y faire ?

**Student:** *Danz ma ville il y a un bibliothèque et paz mal de magasins et il y a un grande centre commercial et un centre de loisirs.*

**Teacher:** D'accord, alors, est-ce que tu aimes visiter ta ville ?

**Student:** *Oui j'ai visité le parc souvent avec mes amis*

**Teacher:** Et qu'est-ce que tu fais au parc normalement ?

**Student:** *Normalement je joue au foot avec mes amis car je le trouve très amusant.*

**Teacher:** Est-ce que tu as des projets pour le weekend prochain dans ta ville ?

**Student:** *Le weekend prochain J'irai le cinéma avec ma famil et nouz regarderions un nouveau film.*

**Teacher:** Et après avoir vu le film ?

**Student:** *Après avoir regardé le film, j'irai le restaurant.*

**Teacher:** Si tu avais le choix quel restaurant choisirais-tu ?

**Student:** *Répétez.*

**Teacher:** Si tu avais le choix quel restaurant choisirais-tu ?

**Student:** *Si j'avais le choix j'irais à Nandos car j'adore le nourriture surtout le poulet je pense que c'est très délicieux.*

**Teacher:** Et tu as dit qu'il y a un centre commercial dans ta ville, c'est comment ?

**Student:** *Oui il y a un grand centre commercial dans le centre-ville. Oui.*

**Teacher:** Est-ce que tu voudrais changer le centre commercial ?

**Student:** *Pour moi je voudrais avoir un restaurant car il n'y a pas un restaurant dans le centre commercial.*

**Teacher:** Bon d'accord et penses-tu qu'il y a des problèmes dans ta ville ?

**Student:** *Oui pour moi la pollution est un problem... une probleme, je pense que c'est très mauvais pour le vie, le vie ce n'est pas propre, en fait c'est très sale.*

**Teacher:** Alors, qu'est-ce qu'on pourrait faire pour nettoyer la ville ? Pour que ce soit propre, qu'est-ce qu'on peut faire pour nettoyer la ville ?

**Student:** *Je pense que les gens ils ont besoin de ai... m'aider propre... nettoyer le ville donc cet plus meilleur pour le environnemente.*

**Teacher:** Tu as fait quelque chose récemment pour protéger l'environnement ?

**Student:** *Récemment j'ai planté des erbres danz le parc.*

**Teacher:** C'est bien. C'était avec qui ?

**Student:** *C'était avec mon copain et nouz les trouve très amusant, ce sera formidable pour la ville.*

**Teacher:** Très bien, et tu as d'autres projets dans l'avenir pour protéger ta ville ou améliorer ta ville ?

**Student:** *Oui, danz le futur je voudrais améliorer la pollution danz la ville donc je voudrais planter des herbs.*

**Teacher:** Très bien merci.

## Exemplar B – Examiner commentary

Total marks: 10 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>The student gives frequent <b>relevant</b> responses to questions in relation to a range of aspects including activities in town, weekend plans and the environment. There are instances where the response does not match the question, e.g. ‘Dans ma ville il y a un bibliothèque...et un centre de loisirs’ in response to the question ‘Qu’est-ce qu’on peut faire par exemple au parc ?’ For relevance, the response sits within the mark band 7-9.</p> <p>The student <b>develops</b> ideas by mostly giving brief opinions and justifications or additional pieces of information, e.g. ‘...je pense que c’est très délicieux’. There is the occasional extended sequence from ‘Oui pour moi la pollution est ...to ...sale’. Overall, the response sits within the 4-6 mark band for development.</p> <p>Overall, the response is <b>comprehensible</b> with the occasional messages not being immediately clear, e.g. when talking about the environment ‘ils ont besoin de ai... m’aider propre... nettoyer le ville’ and ‘C’était avec mon copain et nouz les trouve très amusant’. For comprehensibility, the response sits within the 7-9 mark band.</p>	<p>There is a <b>variety</b> of vocabulary and grammatical structures and some use of complex language. The student uses direct object pronouns e.g. ‘Je le trouve très amusant’. Effective use of the perfect infinitive ‘après avoir regardé le film, j’irai le restaurant’ is also evident in the conversation. For variety of vocabulary and structures, the response sits in mark band 3.</p> <p>There are frequent successful uses of <b>timeframes</b>, e.g. ‘je pense que’ for present timeframe, ‘j’ai planté’ for past timeframe and ‘je voudrais avoir’ and ‘j’irai’ for future timeframe. However, there are instances where the tenses are not correctly formed (‘J’ai visité le parc souvent’ in response to ‘Est-ce que tu aimes visiter ta ville ?’/ ‘C’était avec...ce sera...’ in response to ‘C’était avec qui ?’). For use of timeframes, the response sits in mark band 3.</p> <p>There is generally <b>accurate</b> use of language. There are some minor errors, e.g. ‘J’irai le restaurant’. There are also occasional major errors such as the use of timeframes which has already been commented on. For accuracy, the response sits in mark band 2.</p>

Total marks: 10 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>The best-fit approach results in this response being given the lowest mark in the 7-9 mark band for AO1, response to spoken language with a mark of 7. This is because the overall performance is better described in the 7-9 band rather than the 4-6 band. Overall, the student keeps the conversation going with some extended sequences of speech, but they would need to produce more extended sequences of speech with more relevant responses to gain a higher mark.</p>	<p>The best-fit approach results in this response being placed in the mark band 3 for AO3, Linguistic knowledge and accuracy. To score more highly the student would need to use a wider range of vocabulary and structures. They would also need to ensure that they are using accurate timeframes more consistently. Overall, the student did well in being able to manipulate language sufficiently and make themselves understood most of the time.</p>