



Pearson  
Edexcel

# GCSE French Exemplars

Picture Task  
Foundation Tier

# Contents

<b>Introduction.....</b>	<b>3</b>
<b>Marking point in the spotlight .....</b>	<b>4</b>
<b>Overview of exemplars.....</b>	<b>6</b>
<b>Picture task (Foundation).....</b>	<b>7</b>
Mark scheme for Part 1 – Picture description task (8 marks) .....	7
Mark scheme for Part 2 – Compulsory questions relating to the picture (4 marks) .....	8
Exemplar A – Picture task (Foundation).....	9
FPT13 – Picture 2.....	9
Exemplar A – Picture description transcript.....	10
Exemplar A – Examiner commentary (Picture Description) .....	11
Exemplar A - Questions relating to picture (transcript and commentary).....	13
Exemplar B – Picture task (Foundation).....	14
FPT12 – Picture 1 .....	14
Exemplar B – Picture description transcript.....	15
Exemplar B – Examiner commentary (Picture Description) .....	16
Exemplar B - Questions relating to picture (transcript and commentary).....	18

# 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 picture description and follow on questions 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 points 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 oune la restaurant Inedien ?’). If a word from the vocabulary list had been said unclearly, it would have been treated in the same way.

## Importance of fully describing the picture

To succeed in this task, it is very important that students describe the picture as fully as possible. It is important for teachers and students to understand that the new Picture task description is different from that of the 2016 qualification, which makes up only one of the five questions on the card. In the new qualification, the Picture task description is more substantial as it is a task which carries 8 marks. Teachers should take advantage of using the given prompts to encourage students to say more if necessary.

In general, students who took part in the trial produced very short responses for the Picture task description. Any development was usually in relation to the people whereas for activity or location, there was often under-development/limited development, which impacted the overall response and limited them significantly from accessing all of the available marks. Although it is not required that there is an equal amount of development across all 3 bullets, it does have to be sufficient to provide evidence of having met all of the criteria in the mark scheme. At Foundation tier, although it is possible to get into the top band for AO2 if two of the three bullet points are addressed, this is dependent on how well the other assessment criteria have been met (development and comprehensibility) and a lower band may be more appropriate when considered altogether. At Higher tier, a student who addresses all three bullet points will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility.

The requirement of the task is for students to describe the picture. It is expected that students provide enough information for it to be considered a description, rather than a brief mention of what they can see. If students only give one detail as evidence for each bullet point, e.g. ‘there are six people in the picture’ (people), ‘they are in a classroom’ (location), ‘they are studying’ (activity), such a brief response will be self-limiting. They will be unable to show a high level of development (AO2) or variety (AO3) and there could even be insufficient evidence to make a valid judgement of comprehensibility (AO2) and

accuracy (AO3). For example, in **Exemplar A** in this booklet, the student gives several pieces of information about each aspect and gains full marks. In **Exemplar B** in this booklet, the response is very short and although there are a few extra points describing the people, detail about the activity is quite short and there is no extra detail about the house. For this response the student only gains half the marks, mainly because of the lack of development and variety of language.

### **Relevance and comprehensibility**

The description must be both relevant and comprehensible for it to be considered as evidence and therefore considered to be addressed. For example, if describing a picture of a classroom the student said, 'I don't like the picture, I hate school,' this would not be a relevant description of the location, and the bullet point would not be considered as addressed. This would also be the case if the language used was incomprehensible.

# Overview of exemplars

## Picture task - Foundation tier (12 marks)

Picture task	Picture Description AO2 marks (out of 4)	Picture Description AO3 marks (out of 4)	Picture Questions AO1 marks (out of 4)	Overall mark (out of 12)
Exemplar A	4 marks	4 marks	4 marks	12 marks
Exemplar B	2 marks	2 marks	3 marks	7 marks

# Picture task (Foundation)

## Mark scheme for Part 1 – Picture description task (8 marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

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

This question contains three bullet points that form part of the task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Ideas are generally developed, to describe different, relevant aspects of the picture.</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.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Some development of ideas to describe different, relevant aspects of the picture.</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 grammatical structures.</li> <li>• Some accurate language; errors occur, some of them major.</li> </ul>
2	<ul style="list-style-type: none"> <li>• One or more bullet point(s) addressed.</li> <li>• Occasional, brief development of ideas to describe different, relevant aspects of the picture.</li> <li>• Some 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 grammatical structures.</li> <li>• Limited accuracy in the language; frequent errors both major and minor.</li> </ul>
1	<ul style="list-style-type: none"> <li>• One or more bullet point(s) addressed.</li> <li>• Little or no development of ideas to describe different, relevant aspects of the picture.</li> <li>• Limited parts of the response are comprehensible; the message often breaks down.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation.</li> <li>• Minimal accuracy in the language; errors throughout, most of them major.</li> </ul>
0	No rewardable material.	0	No rewardable material.

## Mark scheme for Part 2 – Compulsory questions relating to the picture (4 marks)

Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Students can only gain a maximum of one mark for a one-word answer.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication



# Exemplar A – Picture task (Foundation)

## FPT13 – Picture 2

Candidate STIMULUS

Picture task FPT13

Thematic context: Studying and my future

Picture 1



Source: Image n° AL1185368 / Pearson Asset Library

Picture 2



Source: Image n° AL1540418 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Instructions to teacher

Picture task FPT13

Thematic context: Studying and my future

Picture 1



Source: Image n° AL1185368 / Pearson Asset Library

Picture 2



Source: Image n° AL1540418 / Pearson Asset Library

### Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- (Et) les personnes ?
- (Et) c'est où ?
- (Et) que font-ils ?
- Autre chose ?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

### Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

#### Questions for Picture 1

- Quelle est ta matière préférée ?
- Qu'est-ce que tu penses de l'uniforme scolaire ?

#### Questions for Picture 2

- Quelle(s) sorte(s) de livres aimes-tu ?
- Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

## Exemplar A – Picture description transcript

**Teacher :** Please describe the picture.

**Student:** *Dans la photo, il y a quatre personnes. Deux garçons et deux filles. Une fille à droite a les cheveux longs et frisés. Elle porte les pantalons roses et un sac bleu. C'est dans la bibliothèque. Il y a beaucoup de livres et il y a une plante. Je vois un bureau et une chaise. Les personnes sourient. Je pense qu'ils travaillent dans un groupe pour l'anglaise. Le garçon en gauche parle.*

## Exemplar A – Examiner commentary (Picture Description)

Total marks: 8 out of 8 marks	
AO2 Response to stimulus: 4 out of 4 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
<p>All 3 bullet points are <b>addressed</b>. The student gives clear information about people, location and activity.</p> <p>The student <b>develops</b> answers relating to all 3 bullet points, with additional detail about the number of people ('deux garçons et deux filles') and a physical description with information about clothing for one of the people in the photo ('une fille à droite a les cheveux longs et frisés. Elle porte les pantalons roses et un sac bleu'). There is additional information about the location with the student providing description of several things that can be seen ('il y a beaucoup de livres et il y a une plante. Je vois un bureau et une chaise'). There is also additional detail about what the people in the photo are doing ('le garçon en gauche parle', 'les personnes souriant') and a suggestion of what they may be doing ('je pense que ils travaillent dans un groupe pour l'anglais'). For development, the response sits in band 4.</p> <p>The response is generally <b>comprehensible</b>. There are some lapses in pronunciation ('bureau' / 'beaucoup'), which cause a delay in communication. Despite this, the information given is understandable. The response falls in band 4 for comprehensibility.</p>	<p>The phrase 'il y a' is repeated, however the response is detailed and uses some <b>variety</b> of vocabulary and grammatical structures throughout, including examples of appropriate use of adjectival position, ('un sac bleu', 'les cheveux longs et frisés'), adverbs of location ('en gauche', 'à droite') with 1<sup>st</sup> person singular verb forms ('je pense', 'je vois') and several 3<sup>rd</sup> person singular verbs ('une fille...a les cheveux', 'elle porte', 'c'est'). There are attempts at third person plural verbs ('les personnes souriant', 'ils travaillant') but these are not successful (see commentary below for accuracy). The response sits in band 4 for variety and structures.</p> <p>There is some <b>accurate</b> language with some sentences error free, e.g. 'Dans la photo, il y a quatre personnes'. There are some minor errors ('en gauche', 'un plante') but some of the verb forms ('souriant', 'travaillant', 'parlé') cause a delay in communication and are more serious. These errors place the response within band 3 for accuracy.</p>

<b>Total marks: 8 out of 8 marks</b>	
<b>AO2 Response to stimulus: 4 out of 4 marks</b>	<b>AO3: Linguistic knowledge and accuracy: 4 out of 4 marks</b>
The best fit approach results in this response being placed in the mark band 4 for AO2, response to stimulus as the response is descriptive, relevant, and clear.	The best fit approach results in this response being placed in mark band 4 for AO3, linguistic knowledge and accuracy. Although there are lapses in pronunciation and some errors with verb forms, the response is generally accurate and demonstrates a variety of vocabulary and structures.

## Exemplar A - Questions relating to picture (transcript and commentary)

Transcript	Total marks: 4 out of 4
<p><b>Teacher:</b> Quelle(s) sorte(s) de livres aimes-tu ?</p> <p><b>Student:</b> <i>J'aime les livres les science-fiction.</i></p>	<p>The response is fully communicated despite the incorrect use of 'les' instead of 'de'.</p> <p>2 marks</p>
<p><b>Teacher:</b> Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?</p> <p><b>Student:</b> <i>Je mange à la cantine.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>

# Exemplar B – Picture task (Foundation)

## FPT12 – Picture 1

Candidate STIMULUS

Picture task FPT12

Thematic context: Media and technology

Picture 1



Source AL1529173 / Pearson Asset Library

Picture 2



Source: sturti / gettyimages

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE in French – Sample Assessment Materials (SAMs)

122

Instructions to teacher

Picture task FPT12

Thematic context: Media and technology

Picture 1



Source AL1529173 / Pearson Asset Library

Picture 2



Source: sturti / gettyimages

### Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- (Et) les personnes ?
- (Et) c'est où ?
- (Et) que font-ils ?
- Autre chose ?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

### Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

#### Questions for Picture 1

- Quelle(s) sorte(s) de film aimes-tu ?
- Qu'est-ce que tu aimes faire avec tes ami(e)s ?

#### Questions for Picture 2

- Quel est ton jeu vidéo préféré ?
- Qu'est-ce que tu aimes faire sur Internet ?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.



## Exemplar B – Picture description transcript

**Teacher:** Would you describe the picture then please.

**Student:** *Sur la photo il y a 5 person ils sont dans une maison, elle femme à gauche elle porte une pantalon noir et des baskets blanches. Je crois que la... elle est content. Ils mangent et je pense que ils regardent une film comédie.*

## Exemplar B – Examiner commentary (Picture Description)

Total marks: 4 out of 8 marks	
AO2 Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>All three bullet points are <b>addressed</b> as there is relevant mention of people, activity and location, although the only detail about location is that they are in a house and the description overall is brief, but this is focused on under 'development.'</p> <p>The student occasionally <b>develops</b> the response, mainly in relation to the description of the people. For example, they include details of one person's clothing and how they appear to be feeling, ('elle porte une pantalon noir ... to ... elle est content'). However, there are five people in the picture and the student could have said more. In describing the group's activity, the student gives some extra detail about the film they may be watching, ('... je pense que ils regardent une film comédie'). However, there is no development about the location. There is no other detail after stating they are in a house. The student could have talked about the room they were in, and other things they could see in the background. For development, the response falls in mark band 2.</p> <p>The response is generally <b>comprehensible</b> despite some messages being unclear e.g. 'elle femme à gauche,' and therefore falls within mark band 4 for comprehensibility.</p>	<p>The response shows limited <b>variety</b> of vocabulary and grammatical structures, largely because the brevity of the response does not enable the student to show a wide range. The student uses some different verbs in the present tense to describe the picture (ils sont, elle porte, ils mangent ...) and two different ways to express an opinion: 'je pense que ils regardent un film', 'je crois que elle...'. The response falls in mark band 2 for variety of vocabulary and grammatical structures.</p> <p>There is some <b>accurate</b> language in the response, e.g. 'Ils mangent' et 'je pense que ils regardent'. There is also an example of the student being able to use adjectives correctly ('des baskets blanches'). Errors do occur but most of them are minor and do not detract from the message being conveyed, e.g. 'Je crois que la elle est content' and 'elle femme à gauche', 'une pantalon'. For accuracy, the response sits in band 3 as they are closer to 'some' accurate language than 'limited' accuracy, but the brevity of the response does not validate awarding a higher level for accuracy.</p>



Total marks: 4 out of 8 marks	
AO2 Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>The best-fit approach results in this response being placed in the mark band 2 for AO2, response to stimulus. Although what the student said was generally comprehensible the student would need to describe the picture in more detail to validate a higher score.</p>	<p>The best-fit approach results in this response being placed in the mark band 2 for AO3, linguistic knowledge and accuracy. To score higher, the student would need to include a wider variety of language and give a fuller response; the brevity of the response prevented them from demonstrating more soundly their level of accuracy and their knowledge and understanding of language.</p>

## Exemplar B - Questions relating to picture (transcript and commentary)

Transcript	Total marks: 3 out of 4
<p><b>Teacher:</b> Quelle(s) sorte(s) de film aimes-tu ?</p> <p><b>Student:</b> <i>J'aime film une comédie.</i></p>	<p>The response is fully communicated.</p> <p>We understand that the student likes comedies despite the errors.</p> <p>2 marks</p>
<p><b>Teacher:</b> Et qu'est-ce que tu aimes faire avec tes ami(e)s ?</p> <p><b>Student:</b> <i>On a on va une en ville.</i></p>	<p>The response is partially communicated.</p> <p>The expression is halting and the pronunciation somewhat unclear, therefore making the message unclear. The inclusion of 'une' further confuses the clarity and makes the message ambiguous without listening to it again.</p> <p>1 mark</p>