

GCSE French Exemplars

Picture 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 picture description and follow on questions 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.

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 short and although there are a few extra points describing the people, it lacks any description of the location or activity. 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 - Higher 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	2 marks	6 marks

Picture task (Higher)

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"> • All three bullet points addressed. • Consistent, detailed development of ideas to describe different, relevant aspects of the picture. • Response is easily comprehensible; it is rare that the message is not immediately clear 	4	<ul style="list-style-type: none"> • Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> • All three bullet points addressed. • Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> • A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear 	2	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down 	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
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 (Higher)


HPT3 – Picture 2

Candidate STIMULUS Picture task HPT3 Thematic context: My personal world

Picture 1 Picture 2



Source: SolStock/Getty Images



Source: Image no AL1286811 / 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 **My personal world**.


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 HPT3 Thematic context: My personal world

Picture 1 Picture 2



Source: SolStock/Getty Images



Source: Image no AL1286811 / 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

(a) *Qu'est-ce que tu aimes faire dehors ?*

(b) *Où es-tu allé(e) en voiture récemment ?*

Questions for Picture 2

(a) *Qu'est-ce que tu aimes faire à la maison ?*

(b) *Qu'est-ce que tu as mangé hier soir ?*

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 A – Picture description transcript

Teacher: Describe the picture.

Student: *Dans la photo, je vois cinq personnes. Il y a une fille, un garçon, un homme et une femme. A gauche, la femme porte une chemise bleue et elle a les cheveux blonds et longs. Au premier plan, à droite, l'homme porte une tasse et il regarde le garçon qui est probablement son fille. Je pense que c'est une famille. Ils sont en train de manger le dîner. Je dirais que ils mangeant ...ils mangent du poulet et de la salade. Il me semble qu'ils sont l'air très heureux parce qu'ils sourire. Je crois que la famille se trouve dans la cuisine. Dans la cuisine, il y a une grande ... grande table et une télé.*

Teacher: Autre chose ?

Student: *Non.*

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>The three bullet points have been addressed, as there is relevant description about people, activity and location.</p> <p>There is consistent, relevant and detailed development of ideas, including elaboration about the number of people ('Il y a une fille, un garçon, un homme et une femme') and further detailed physical description of two of the people ('la femme porte une chemise bleue et elle a les cheveux blonds et longs. Au premier plan, à droite, l'homme porte une tasse'). The student goes on to give extra details about the activities of the people in the photocard ('Ils sont en train de manger le dîner', 'ils mangent du poulet et de la salade'). There is some additional detail about the location ('Dans la cuisine, il y a une grande ... grande table et une télé') and the student also provides justification ('parce qu'ils sourient'). The response sits in band 4 for development of ideas.</p> <p>The response is easily comprehensible. It is rare that the message is not immediately clear. The response therefore sits in band 4 for comprehensibility.</p> <p>The best fit approach results in this response being placed in the mark band 4 for AO2, response to stimulus.</p>	<p>There is a wide range of relevant vocabulary and grammatical structures, including a variety of verb forms; regular and irregular present tense first and third person singular and third person plural ('je pense', 'je vois', 'la femme porte', 'elle a', 'ils mangent', 'ils sont'), reflexive verbs ('se trouve') and position phrases ('à gauche', 'au premier plan', 'à droite'). There is additional variety provided by more complex structures ('je dirais que', 'il me semble que') and a relative clause ('qui est probablement son fille'). The response sits in band 4 for variety.</p> <p>There is consistently accurate use of language. Any errors are minor and do not hinder clarity, e.g. 'son fille' instead of 'sa fille.' The use of infinitive in 'parce qu'ils sourient' is a more serious error but because this is possibly due to pronunciation rather than linguistic inaccuracy, the student is given the benefit of the doubt. For accuracy therefore, the response sits in mark band 4</p> <p>The best fit approach results in this response receiving a mark of 4 for linguistic knowledge and accuracy.</p>

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


Transcript	Total marks: 4 out of 4
<p>Teacher: Qu'est-ce que tu aimes faire à la maison ?</p> <p>Student: <i>A la maison, j'adore lire, surtout les romances d'amour.</i></p>	<p>The response is fully communicated.</p> <p>Although there is an error in the use of 'les romances' instead of 'les romans', we understand that the student loves to read at home, which fully communicates a relevant response to the question.</p> <p>2 marks</p>
<p>Teacher: Qu'est-ce que tu as mangé hier soir ?</p> <p>Student: <i>Hier soir, j'ai mangé une pizza avec ma famille. C'était vraiment délicieux.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>

Exemplar B – Picture task (Higher)


HPT7 – Picture 2

Candidate STIMULUS **Picture task HPT7** **Thematic context: My neighbourhood**

Picture 1 **Picture 2**



Source: Image n° AL28836 / Pearson Asset Library



Source: Image n° AL1375994 / 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 **My neighbourhood**.

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.


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Instructions to teacher **Picture task HPT7** **Thematic context: My neighbourhood**

Picture 1 **Picture 2**



Source: Image n° AL28836 / Pearson Asset Library



Source: Image n° AL1375994 / 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

(a) *Qu'est-ce qu'il y a d'intéressant dans ton quartier ?*

(b) *Qu'est-ce que tu as fait avec tes ami(e)s le week-end dernier ?*

Questions for Picture 2

(a) *Quelle(s) sorte(s) de magasins est-ce qu'il y a dans ton quartier ?*

(b) *Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) dans ta ville / ton quartier ?*

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: Please describe the picture.

Student: *Sur la photo, il y a un homme et un garçon dans le sport magasin à le centre commercial. Je pense c'est le père et la fille. Le père à droiteIl porte une bleue chemise. Aussi, il a les blonde cheveux et courtz. Le fille porte un T shirtblanque. Eté donné que il souriant, je crois que il est...sont....heureuse.*

Teacher: Et que font-ils ?

Student: *Ils sont acheter les vêtements... les sports vêtements. J'adore le shopping parce que c'est intéressant.*

Teacher: Autre chose ?

Student: *Non*

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 addressed in that the student does mention people, the location and the activity which is invited by the teacher using the permitted prompt. The description of activity and location is brief, but this is focused on under development.</p> <p>The student does provide development of the people in the photo, what they look like and what they are wearing, ('il y a un homme et un garçon', 'Le père à droiteIl porte une bleue chemise', '...il a les blonde cheveux et courtz'). They also mention that they are smiling and happy from 'été donné...' to 'heureuse'. However, the activity and the location are given but not described in 'Ils sont acheter les vêtements... les sports vêtements' and 'dans le sport magasin à le centre commercial'. The student could have said more about the activities (talking, smiling, discussing) and there are several other things they could have said about the shop (what is in the background, suggest the item they are buying, whether the shop is modern or not). An opinion about shopping is not relevant as it is just the student's opinion and not a description of the picture ('J'adore le shopping parce que c'est intéressant'). For development, the response sits in mark band 1.</p>	<p>There is some variety of vocabulary and grammatical structures. The vocabulary is appropriate to the task: 'un homme', 'un garçon', 'centre commercial'. The student uses different ways of expressions views e.g. 'je pense', 'je crois' and prepositions, e.g. 'à droite', 'dans', to describe where people are. There is an attempt at using a more complex structure ('Eté donné que il souriant') which is not successful. The student uses a variety of verb forms; regular and irregular present tense first and third person singular and third person plural verbs to describe what is in the picture (il y a', 'il porte', 'il a', 'il est', 'ils sont'). The response sits in band 2 for variety.</p> <p>There is some accurate use of language. There are many minor errors: incorrect word order ('une bleue chemise'), incorrect adjectival endings, e.g. 'heureuse', 'blaque', and occasional major errors, e.g. 'ils sont acheter'. For accuracy, the response sits in band 2.</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 vocabulary and structures and improve the accuracy of the language.</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 response is generally comprehensible though the message is sometimes unclear due to incorrect wording or pronunciation, e.g. 'courtz' (courts), 'fille' (fils), 'Été donné que il souriant' and also 'Ils sont acheter les vêtements'. For comprehensibility, the response sits in mark band 2.</p> <p>The best-fit approach results in this response being placed in the mark band 2 for AO2 response to stimulus as even though the response is comprehensible, there is a lack of development to describe the different aspects of the picture. The student would need to describe the photo more fully to gain higher marks for their response to the stimulus.</p>	

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

Transcript	Total marks: 2 out of 4
<p>Teacher: Quelle(s) sorte(s) de magasins est-ce qu'il y a dans ton quartier ?</p> <p>Student: <i>Oui il y a le plus magasins dans ma quartier... mon quartier. J'adore le magasin, je pense que il est très amusant.</i></p>	<p>No rewardable communication.</p> <p>The student has not answered the question.</p> <p>0 marks</p>
<p>Teacher: Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) dans ta ville ou ton quartier ?</p> <p>Student: <i>Le week-end dernier je suis allé à le centre commercial où j'ai acheté beaucoup de vêtements avec mon copain.</i></p>	<p>The response is fully communicated.</p> <p>Despite the use of 'à le' instead of 'au' and the mispronunciation of 'mon', the message is fully communicated in response to the question.</p> <p>2 marks</p>