

GCSE (9-1)

French (1FR1)

Exemplar 2

(31/50 marks)

Paper 1, Speaking
Higher tier

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Introduction

The purpose of this exemplification pack is to provide teachers and students with a video of a whole French speaking exam with marked responses to the new GCSE French Paper 1, Speaking, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a video recording a student's responses to the three components of Paper 1, Speaking: Read aloud, Role play, Picture task and conversation.

The speaking exemplars for French, German and Spanish were filmed with real students. Please note that due to the timing of publishing these exemplars, students who were filmed 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

Following our review of 176 samples of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **‘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 **French video exemplar 1**, the student uses the expression ‘parce que je suis très douée’ to justify an opinion in the conversation. The word ‘doué(e)’ is not on the vocabulary list, but it is credited in the same way as would any sentence that contained vocabulary list words only, e.g. if the student had said, ‘parce que je suis très forte’.

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 oune la restaurant Inedien ?’). If a word from the vocabulary list had been said unclearly, it would have been treated in the same way.

- **‘Addressed’ in the Picture task description**

The mark scheme guidance states that, ‘a bullet point in a task is considered addressed if there is evidence of a response to it.’ ‘Evidence’ of a response in the Picture task description can be one detail such as ‘there are six people in the picture’ (for people), ‘they are in a classroom’ (for location), ‘they are studying’ (for activity). However, students who only mention one detail for a bullet point are likely to lose marks for development. See the section on ‘Short responses’ below.

It is also important to note that the response 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.

- **Short responses in the Picture task description**

In general, students produced very short responses for the Picture task description which limited them from accessing all of the available marks. It is important for teachers and students to understand that the new Picture task description is different from the one in 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.

If students produce short descriptions, they are likely to be self-limiting in terms of marks. It is possible that they will not address all of the bullet points or show a high level of development or variety. For example, in **French video exemplar 2**, although the student does address all three bullet points, the brevity of the response means that the student is not able to demonstrate their ability to develop ideas or use a variety of language.

For examples of the detail needed to gain full marks in the Picture task description, please refer to **Spanish video exemplar 1** and the **German video exemplar**.

Notes on conduct of speaking test

Please note that students' cards were not always collected at the correct time in these videos, as teachers are still becoming familiar with the requirements of the test.

As outlined in the 'General instructions to the teacher' in the SAMs, teachers must prompt students to hand their stimulus cards on three occasions during the test.

1. Read aloud card after reading the passage out loud and before the teacher asks the follow-on questions.
2. Role play card at the end of the role play task.
3. Picture task card and notes at the end of test.

Exemplar 2 – 31 out of 50

[Click here to watch the video](#)

Task	Marks	Overall mark
Read aloud	6 out of 8	10 out of 12
Follow-on questions	4 out of 4	
Role play	8 out of 10	8 out of 10
Picture description	3 out of 8	13 out of 28
Follow-on questions	2 out of 4	
Conversation	8 out of 16	
Total score		31 out of 50

Task 1 – Read aloud (12 marks)

Part 1 – Read aloud (8 marks)

There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs).

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

Part 2 – Short interaction based on text (4 marks)

There is one mark grid to be applied to this task. 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.

Student card – HRA2

Read aloud

Léa has contributed to a blog about healthy living.

Read out the text below to your teacher.

J'essaie d'être en bonne santé.

Je mange beaucoup de fruits et de légumes et je bois de l'eau.

J'évite de manger des frites et de la viande rouge car je pense que c'est malsain.

Demain, mes amis vont manger dans un restaurant mais moi je vais aller à la piscine.

Read aloud transcript

Teacher: The test will now begin. Please read the text.

Student: *J'essaie d'être en bonne santé.*

Je mange beaucoupe de fris et de légoumes et je bois de l'eau.

J'évite de manger des frites et de la viandu rouge car je pense que c'est massain.

Demain, mes amis vont manger dans un restaurant mais moi je vais aller à la piscine.

Examiner commentary

Total marks: 6 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is clear and comprehensible. The slip in the pronunciation of the final letter 'p' of 'beaucoup' has no impact on the message. The pronunciation of 'fruits' (fris) and 'malsain' (massain) are unclear but comprehensible in the context.

The best-fit approach results in this response being placed at the top of the 5-6 mark band for knowledge and accurate application of vocabulary, because overall the pronunciation is closer to being consistently rather than generally clear.

Short interaction based on text

Teacher card – HRA2

The candidate should read aloud the following text.

J'essaie d'être en bonne santé.

Je mange beaucoup de fruits et de légumes et je bois de l'eau.

J'évite de manger des frites et de la viande rouge car je pense que c'est malsain.

Demain, mes amis vont manger dans un restaurant mais moi je vais aller à la piscine.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. *Est-ce que tu aimes aller à la piscine ?*

Q2. *Quel est ton avis sur la viande ?*

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.

Transcript and examiner commentary

Transcript		Total marks: 4 out of 4 marks
Teacher: Est-ce que tu aimes aller à la piscine ?	Student: <i>Oui car c'est amusant.</i>	The response is fully communicated. 2 marks
Teacher: Quel est ton avis sur la viande ?		
Student: <i>Je pense que c'est délicieux.</i>		The response is fully communicated. The minor mispronunciation does not introduce any ambiguity. 2 marks

Task 2 – Role play (10 marks)

There is one mark grid to be applied to this task. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

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.

Student and teacher cards – HRP5

Candidate card STIMULUS HRP5
Setting: Tourist information office

Scenario:

- You are at a tourist information office in France.
- The teacher will play the part of an employee at the tourist information office and will speak first.
- Your teacher will ask questions in **French** and you must answer in **French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

- Say why you are at the tourist information office.
- Say where you are staying.
- Say what you will do tomorrow.
- Ask a question about the town.
- Ask for a recommendation for a restaurant.

Begin the role play with the following introduction:

You are at a tourist information office in France. I will play the part of an employee at the tourist information office and will speak first.

1	<i>Bonjour. Je peux vous aider ?</i> Allow the candidate to say why they are at the tourist information office. <i>Ah, oui !</i>
2	<i>Vous restez où en ville ?</i> Allow the candidate to say where they are staying. <i>Très bien.</i>
3	<i>Qu'est-ce que vous allez faire demain ?</i> Allow the candidate to say what they will do tomorrow. <i>Intéressant.</i>
4	<i>Vous avez une question ?</i> Allow the candidate to ask a question about the town. <i>Give an appropriate brief response.</i>
5	<i>Vous avez une autre question ?</i> Allow the candidate to ask about a recommendation for a restaurant. <i>Give an appropriate brief response.</i>

Transcript and examiner commentary

Transcript		Total marks: 8 out of 10 marks
		AO1: Response to spoken language
Teacher: Bonjour. Je peux vous aider ? Student: <i>Bonjour, j'aimerais visiter le musée et les monumentz célèbrés.</i>		The response is partially communicated. The mispronunciation of 'monumentz célèbrés' introduces some ambiguity. 1 mark
Teacher: Ah oui, d'accord ! Vous restez ¹ en ville ? Student: <i>Je loge dans un hôtel près de la tour Eiffel.</i>		The response is fully communicated. 2 marks
Teacher: Très bien. Qu'est-ce que vous allez faire demain ? Student: <i>Demain, je vais aller au parc.</i>		The response is fully communicated. 2 marks
Teacher: Intéressant. Vous avez une question ? Student: <i>Où est le parc ?</i>		The response is fully communicated. 2 marks
Teacher: Le parc est là-bas, au coin de la rue. Vous avez une autre question ? Student: <i>Oui. Où est oune la restaurant Inedien ?</i> Teacher: Le restaurant indien est au bord de la Seine. Pas très loin. Merci.		Pronunciation of 'Inedien' and the structure of the question 'Où est oune la restaurant Inedien' is not initially clear. The response is only partially communicated and would perhaps need to be repeated in a real-life situation. 1 mark

¹ The teacher misses out the word 'où' from the teacher prompt but this does not affect the student response.

Task 3 – Picture task (28 marks)

Part 1 – Picture description (8 marks)



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

- Response to stimulus
- 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. <p>Response is easily comprehensible; it is rare that the message is not immediately clear.</p>	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. <p>Response is comprehensible in some parts; the message may occasionally break down.</p>	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.

Student card – HPT2 (Picture 1)

Candidate STIMULUS	Picture task HPT2	Thematic context: My personal world
<p>Picture 1</p>  <p><small>Source: Image no AL1000726 / Pearson Asset Library</small></p>	<p>Picture 2</p>  <p><small>Source: SolStock/Getty Images</small></p>	
<p>Describe ONE of these pictures. You will tell your teacher which one you have chosen to describe.</p> <p>Your description must cover:</p> <ul style="list-style-type: none"> • people • location • activity. <p>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.</p> <p>You will then move on to a conversation on the broader thematic context of My personal world.</p> <p>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.</p>		

Picture description transcript

Teacher:	Describe the picture.
Student:	<i>Il y a trois personnes, deux garçons et une fille. Une garçon porte des lunettes et la fille les cheveux blondes. Ils sont assis au café, il y a des arbres, et il fait chaud. Ils boivent et bavardent. Et ils sont heureux.</i>
Teacher:	Ok. Très bien. Autre chose ?
Student:	<i>La fille porte une veste, je pense c'est fantastique.</i>
Teacher:	Ah oui, ok, super.

Examiner commentary

Total marks: 3 out of 8 marks	
AO2: Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge & accuracy: 1 out of 4 marks
<ul style="list-style-type: none"> The three bullet points are addressed as there is relevant mention of people, location and activity. The description of activity and location is brief but this is focused on under 'development.' The candidate does provide development of the people on the photo, what they look like and what they are wearing, e.g. 'Oune garçon porte des lunettes et la file les cheveux blondes', and 'La file porte oune veste'. However, the activity and the location are only briefly described in 'Ils sont assis au café', 'il y a des abr', 'il fait chaude' and 'Ils boit et bavardent'. The student could have said more about the picture, even if it was to mention colours and objects like the chair, or by adding details about the position of the trees, e.g. 'derrière les jeunes gens il y a...'. A personal opinion of the jacket is not a relevant aspect of the photo. For development the response sits in mark band 1. The responses are generally comprehensible although pronunciation is occasionally difficult to understand e.g. 'hourousse' (heureux), and 'abr' (arbres). This renders parts of the message unclear. For comprehensibility, the response sits in mark band 2. <p>The best-fit approach results in this response being placed in mark band 2 for response to stimulus as there is development of one bullet point and the response is generally comprehensible. To improve, the student would need to describe the picture in more detail.</p>	<ul style="list-style-type: none"> There is occasional variety of vocabulary and grammatical structures e.g. 'ils sont assis', however, sentences are short and the vocabulary and structures are straightforward and restricted to simple sentences such as 'il fait chaude', 'Ils boit et bavardent'. Although no complex structures or ambitious vocabulary are used, the language is adequate to describe the picture at a basic level. The brevity of the response does not allow the student to demonstrate variety of language and is therefore self-limiting. For variety the response sits in mark band 1. There is some accurate language although there are minor errors such as 'il fait chaude' and some major errors in the construction of the verb e.g. 'ils boit'; the verb is omitted in 'la file les cheveux blonds'. For accuracy, the response sits in mark band 1. <p>The best-fit approach results in this response being placed in mark band 1 for linguistic knowledge and accuracy. Although there is some accurate language, there is little variety in the structures or the vocabulary, and the brevity of the response does not allow the student to demonstrate a wide knowledge of language.</p>

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.

Teacher card – HPT2

Candidate STIMULUS Picture task HPT2 Thematic context: My personal world

Picture 1 Picture 2

Source: Image no AL1000726 / Pearson Asset Library Source: Shutterstock/Getty Images

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.

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) *Où est-ce que tu aimes aller avec tes ami(e)s ?*
(b) *Qu'est-ce que tu as fait sur ton portable hier ?*

Questions for Picture 2

- (a) *Qu'est-ce que tu aimes faire dehors ?*
(b) *Où es-tu allé(e) en voiture récemment ?*

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.

Transcript and examiner commentary

Transcript	Total marks: 2 out of 4 marks
<p>Teacher: Où est-ce que tu aimes aller avec tes ami(e)s ?</p> <p>Student: <i>J'espère aller au parc avec mes amis. C'était, no yeah, ce sera amusant.</i></p>	<p>The response does not answer the question asked. The use of 'J'espère' is inappropriate in response to the question asking where the candidate likes to go with their friends. The use of the future tense, though accurately formed, in the second half of the response further indicates that the candidate has not fully understood the question.</p> <p>0 marks</p>
<p>Teacher: Merci. Qu'est-ce que tu as fait sur ton portable hier ?</p> <p>Student: <i>Hier, j'ai fait mes devoirs.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>

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

Teacher card – HPT2

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example: *Décris ton ou ta meilleur(e) ami(e)*.
- 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 de ce que tu as fait la dernière fois que tu es sorti(e) avec ta famille / tes ami(e)s.*

(future tense) *Comment voudrais-tu contribuer à la société à l'avenir ?*

Conversation transcript

Teacher: Un bon ami, c'est quoi pour toi ?²

Student: *Pour moi, un bon ami est compréhensif et sportif avec moi.*

Teacher: Très bien. Qui est ton modèle ?

Student: *Mon modèle est ma mère car elle m'aide beaucoup des mes études.*

Teacher: D'accord, d'accord, elle t'aide dans tes études... Très bien. C'est quoi ta matière préférée ?

Student: *Mes matière préférée le commerce car c'est intéressant.*

² The teacher has elected to ask her own question rather than use the suggested question, which is appropriate.

Teacher: Très bien. Dis-moi, Maya, qu'est-ce que tu as fait récemment avec tes amis ?

Student: *Récemment, je suis allée au cinéma avec mes amis, c'était magnifique.*

Teacher: Très bien. Qu'est-ce que tu as vu au cinéma ?

Student: *J'ai regardé la Barbie, c'était magnifique.*

Teacher: Dis-moi, le week-end prochain, qu'est-ce que tu vas faire avec ta famille ?

Student: *Le week-end prochain, je vais aller un commerce, non wait, pardon ?*

Teacher: Qu'est-ce que tu vas faire avec ta famille le week-end prochain ?

Student: *Le week-end prochain, je vais aller au parc avec ma famille. Ce sera drôle car nous sommes joué non, j'ai joué au foot avec mon frère.*

Teacher: D'accord. C'est quoi ta fête préférée ?

Student: *Je préféré au foot.*

Teacher: Ta fête préférée ?

Student: *Je préféré Noël.*

Teacher: Et qu'est-ce que tu as fait pour Noël l'année dernière ?

Student: *L'année dernière, je suis allée chez ma tante. C'était amusant car j'ai chanté et dansé avec ma famille.*

Teacher: Super, super. Et qu'est-ce que tu as mangé ?

Student: *J'ai mangé du poulet.*

Teacher: Tu aimes le poulet ?

Student: *Oui, c'était délicieux.*

Teacher: Super, très bien. Dis-moi, Maya, tu aimes les sports ? Qu'est-ce tu fais comme sport ?

Student: *J'aime au foot car je suis sportive et au foot, c'est amusant.*

Teacher: Le foot est amusant, très bien ! Tu aimes le foot alors quelle est ton équipe de foot préférée ?

Student: *Pardon ?*

Teacher: Tu aimes le foot, oui ? Quelle est ton équipe préférée, comme Manchester ou Arsenal ? Quelle est ton équipe préférée ?

Student: *Liverpool !*

Teacher: Liverpool oh ! Ok super, super. Dis-moi, tu joues au foot avec qui ?

Student: *Avec mon frère.*

Teacher: D'accord, très bien, très bien. Qu'est-ce que tu vas faire la semaine prochaine avec tes amis ?

Student: *Le week-end prochain ?*

Teacher: Oui, la semaine prochaine.

Student: *La semaine prochain, avec mes amis, je vais aller oune magasins, ce sera heurousse.*

Teacher: Ce sera bien ? Ok super, super. Et dis-moi, qu'est-ce que tu as fait l'été dernier ?

Student: *L'été dernier, je vais aller en voyager avec mes famille.*

Teacher: D'accord. Tu es allée où avec ta famille l'été dernier ?

Student: *Ce sera au intéressant.*

Teacher: Ce sera intéressant, OK super, super. Très bien merci.

Examiner commentary

Total marks: 8 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 1 out of 4 marks
<ul style="list-style-type: none"> Responses are frequently relevant to the questions, particularly in the first part of the conversation. The questions cover a range of aspects including school, role models, activities with friends and family, food, sport, and holidays. However, there are instances where the response does not match the question. e.g. 'Je préféré au foot' in response to the question 'C'est quoi ta fête préférée ?' For relevance of response, the response sits within the 7-9 mark band. Ideas are developed by mainly giving simple opinions and justifications or additional pieces of information, e.g. '... car c'est intéressant'. There are some extended sequences such as 'L'année dernière, je suis allée chez ma tante. C'était amusant car j'ai chanté et dansé avec ma famille'. Overall, the response sits within the 4-6 mark band for development. 	<ul style="list-style-type: none"> There is occasional variety of vocabulary and straightforward grammatical structures. There is evidence of correct object pronouns in front of verbs e.g. 'elle m'aide beaucoup' and the ability to link sentences with conjunctions like 'car'. The vocabulary used is quite straightforward and some of it is repeated e.g. 'c'est intéressant', 'c'était magnifique', but the student is able to vary language just enough to use it for different purposes such as expressing and justifying opinions. The student sits in mark band 1 for variety. There are some successful timeframes, including past and future timeframes such as, 'J'ai mangé au du poulet', 'c'était amusant', 'ce sera drôle'. However, there are occasions where tenses are not formed correctly, e.g. 'Je préféré Noël' (rather than préfère), where the incorrect tense is used e.g. 'Oui, c'était délicieux' in answer to the question 'Tu aimes le poulet ?' and where two timeframes conflict with each other and cause confusion e.g. 'L'été dernier, je vais aller en voyage avec mes famille'. The response sits in mark band 1 for use of timeframes.

AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 1 out of 4 marks
<ul style="list-style-type: none"> Overall, responses are comprehensible and only the occasional message is unclear/difficult to understand immediately. This is despite some mispronunciation, e.g. 'La semaine prochain, avec mes amis, je vais aller oune magasins, ce sera heurousse', and some linguistic errors which are accounted for in AO3. For comprehensibility, the response sits within the 7-9 mark band. <p>The best-fit approach results in this response being given the lowest mark in the 7-9 mark band for response to spoken language. This is because the overall performance is closer to the 4-6 mark band than the 10-12 mark band. The relevance of response sits well within the 7-9 mark band (frequently relevant), but the student would need to produce more extended sequences with some more comprehensible answers to gain a higher mark. Overall, the student did a good job in keeping the conversation flowing, and asking for clarification where questions were not immediately clear.</p>	<ul style="list-style-type: none"> There is some accurate language in certain parts of the conversation, sometimes whole sentences, e.g. 'Récemment, je suis allée au cinéma avec mes amis, c'était magnifique,' and other times sentences contain minor errors that don't interfere with what the student is trying to express, e.g. 'Mes matière préférée le commerce.' However, the build-up of minor errors makes the language unclear at times. For example, there are inaccuracies with the prepositions 'de' and 'à', e.g. 'des mes études', and 'J'ai mangé au du poulet'. Use of timeframes have already been commented on. The response sits in mark band 1 for accuracy. <p>The best-fit approach results in this response being placed in mark band 1 for linguistic knowledge and accuracy. To score more highly the student would need to use some more complex grammatical structures and a wider range of vocabulary rather than repeating the same adjectives. The student would need to take more care with using the correct timeframes and make sure they are using verbs in all sentences. Despite this, the student did well in being able to manipulate language sufficiently to make themselves understood most of the time.</p>

Appendix – Mark scheme additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do 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 (AO1)/(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: Picture task with conversation only)

A minor error may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A major error prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Adjective agreement	La mer est vert. Mon frère est intelligente.	Verb agreement	L'année dernière, ma tante acheté une voiture.
Gender	Dans le ville il y a un piscine.	Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Contractions	Ma maison est près de le parc.	Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Word order (incorrect)	Je n'ai mangé pas à midi.	Constructions	Je n'entends pas avec ma sœur. En France il y a chaud en été.
Mother-tongue interference	Mon père est un professeur.	Mother-tongue interference	C'est mon anniversaire, je suis 16 ans.
		Tenses (inappropriate)	Je vais parti en vacances.

Major errors – prevents meaning being conveyed	
Verb agreement	Nous allez au cinéma ce soir.
Tenses (incorrect)	Demain il est allé au collège en bus.
Incorrect verb formation	J'alle au marché. Je recève des cadeaux.
Vocabulary	Ma mère est courante. J'aime la nation et le tennis.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and possessive adjectives	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office. Il y a un museum en ville.

Glossary of terms

AO2 grid (Picture description task only)

Addressed (Bullet points): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all three task bullet points in the picture task 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. Students may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids (Picture task and conversation)

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used that is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.