

GCSE (9-1)
French (1FR1)
Exemplar 1
(36/50 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 1 – 36 out of 50

[Click here to watch the video](#)

Task	Marks	Overall mark
Read aloud	7 out of 8	10 out of 12
Follow-on questions	3 out of 4	
Role play	6 out of 10	6 out of 10
Picture description	4 out of 8	20 out of 28
Follow-on questions	4 out of 4	
Conversation	12 out of 16	
Total score		36 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 – HRA6

Read aloud

Thomas has contributed to a blog about travelling.

Read out the text below to your teacher.

Je suis français et je parle trois langues.

Avec ma famille, on aime voyager et découvrir des cultures différentes.

Quand nous allons en vacances à l'étranger, je pense qu'il est important de parler avec les gens.

Si nous mangeons dans un restaurant, nous choisissons toujours des plats traditionnels de la région.

Read aloud transcript

Teacher: The test will now begin, please read the text.

Student: *Je suis français et je parle trois langues.
Avec ma famille, on aime voyager et découvrir des cultures différentes.
Quand nous allons en vacances à l'étranger, je pense qu'il est important de parler avec les gens.
Si nous mangeons dans un restaurant, nous choisissons toujours des plats traditionnels de la région.*

Examiner commentary

Total marks: 7 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is consistently clear and comprehensible. There are some lapses in SSCs e.g. 'importante', 'du plats', 'le région', but these do not hinder understanding. The best-fit approach is the lower mark in the 7-8 mark band, as lapses do occur but have no impact on the message.

Short interaction based on text

Teacher card – HRA6

The candidate should read aloud the following text.

Je suis français et je parle trois langues.

Avec ma famille, on aime voyager et découvrir des cultures différentes.

Quand nous allons en vacances à l'étranger, je pense qu'il est important de parler avec les gens.

Si nous allons manger au restaurant, nous choisissons toujours des plats traditionnels de la région.

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 parler une autre langue ?*

Q2. *Quel est ton avis sur les vacances à l'étranger ?*

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: 3 out of 4 marks
Teacher: Est-ce que tu aimes parler une autre langue ?		The response is fully communicated. 2 marks
Student: <i>J'aime parler une autre langue.</i>		
Teacher: Thank you. Quel est ton avis sur les vacances à l'étranger ?		The response is partially communicated. There is an initial delay in comprehension due to the use of 'et l'étranger' and the feminine adjectival agreement 'reposante'. 1 mark
Student: <i>À l'étranger ? Je... pardon ? Répétez ?</i>		
Teacher: Oui. Quel est ton avis sur les vacances à l'étranger ?		
Student: <i>À mon avis, la vacance et l'étranger, c'est très reposante.</i>		

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 – HRP4

Candidate card STIMULUS HRP4
 Setting: Leisure centre

Scenario:

- You are at a leisure centre in France.
- The teacher will play the part of an employee at the leisure centre 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 what activity you want to do at the leisure centre.
- Say how long you want to book it for.
- Tell the employee what your plans are for this evening.
- Ask a question about opening times.
- Ask a question about payment.

You are at a leisure centre in France. I will play the part of an employee at the leisure centre and will speak first.

1	<i>Bonjour. Je peux vous aider ?</i> Allow the candidate to say what activity they want to do at the leisure centre. <i>Très bien.</i>
2	<i>Vous voulez réserver pour combien de temps ?</i> Allow the candidate to say for how long they want to book it. <i>Pas de problème.</i>
3	<i>Quelles activités allez-vous faire ce soir ?</i> Allow the candidate to tell you what they plan to do this evening. <i>Intéressant.</i>
4	<i>Vous avez une question ?</i> Allow the candidate to ask a question about opening times. <i>Give an appropriate brief response.</i>
5	<i>Vous avez une autre question ?</i> Allow the candidate to ask about payment. <i>Give an appropriate brief response.</i>

Transcript and examiner commentary

Transcript		Total marks: 6 out of 10 marks
		AO1: Response to spoken language
Teacher: Bonjour. Je peux vous aider ? Student: <i>Je veux jouer au foot.</i>		The response is fully communicated. 2 marks
Teacher: Très bien. Vous voulez réserver pour combien de temps ? Student: <i>Je voudrais jouer pour trois fois par semaine.</i>		No rewardable communication. The candidate communicates how many times they want to play, not how long they want to book it for. 0 marks
Teacher: Pas de problème. Quelles activités allez-vous faire ce soir ? Student: <i>Pour la soirée, je vais aller au restaurant avec ma famille.</i>		The response is fully communicated. 2 marks
Teacher: Intéressant. Vous avez une question ? Student: <i>Quelle est les heures d'ouverture ?</i>		The response is fully communicated. despite the use of the singular verb form 'est'. The word 'ouverture' is understood in context. 2 marks
Teacher: Alors le centre ouvre à huit heures et ferme à dix heures. Vous avez une autre question ? Student: <i>Comment tu dois payer ?</i> Teacher: Alors on peut payer par carte ou en espèces.		No rewardable communication. Although the infinitive verb 'payer' is used, the use of the incorrect subject pronoun 'tu' makes the message unclear. 0 marks

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 – HPT13 (Picture 1)

Candidate STIMULUS	Picture task HPT13	Thematic context: Studying and my future
<p>Picture 1</p>  <p>Source: Image n° AL1185368 / Pearson Asset Library</p>	<p>Picture 2</p>  <p>Source: Image n° AL1540418 / Pearson Asset Library</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 Studying and my future.</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: *Danz la photo, il y a six personnes, trois garçons et trois filles. Ils sont dans une classe et ilz portent une uniforme scolaire. Ils étudient et il semble qu'ils s'ennuyeu parce que ilz ne sourient pas. Ilz portent un une chemille blanche. Une file est une cheveux blonds et une autre fille est une cheveux marron. Le la garçon au cont...au centre réponde à questions.*

Teacher: Très bien, autre chose ?

Student: *Ils écrivent.*

Teacher: D'accord. Merci.

Examiner commentary

Total marks: 4 out of 8 marks	
AO2: Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge & accuracy: 2 out of 4 marks
<ul style="list-style-type: none"> The three bullet points have been 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 student provides general development about the people and some development about the activity. They describe the number of people (‘trois garçonne et trois filles’) with additional detail on what they are wearing (‘ilz portent une uniforme scolaire’, ‘ilz portent un une chemille blanche’) and their appearance. There is some development of the activity e.g. ‘Ils étudient ... le garçon au cont... au centre réponde à questions’ and ‘ils écrivent’. The student does not develop the description of the classroom and only mentions where they are ‘ils sont dans la classe.’ They could have talked about what can be seen on the walls for example. The response overall is quite brief because one of the bullet points is not developed and this is therefore self-limiting in terms of marks. For development, the response sits in mark band 2. The response is generally comprehensible though some errors with pronunciation and expression make some of the messages a little unclear e.g. ‘une chemille blanche’, ‘Une file est une cheveux blonds et une autre fille est une cheveux marron.’ 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. Two bullet points are developed with some relevant detail and the response is generally comprehensible. To score higher, the student would need to give a fuller description overall.</p>	<ul style="list-style-type: none"> The student uses some variety of vocabulary and grammatical structures. There are some examples of longer sentences using straightforward coordinating and subordinating conjunctions such as ‘et’ and ‘parce que’. The student uses appropriate adjectival word order e.g. ‘cheveux blonds’ and a variety of third person regular and irregular verbs e.g. ‘ilz portent; ils étudient; ils écrivent; ils sont’. For variety, the response sits in mark band 2. Use of language is generally accurate. The student demonstrates accurate use of third person regular and irregular verb forms e.g. ‘ilz portent; ils étudient; ils écrivent; ils sont’ and there is accurate use of the negative e.g. ‘ils ne sourient pas’. There are some minor errors, mainly to do with pronunciation which do not change the message, e.g. ‘ilz’ ‘danz’ e.g. ‘la garçon’ and occasional major errors e.g. ‘une fille est une cheveux blonds’. For accuracy, the response sits in mark band 2. <p>The best-fit approach results in this response being placed in mark band 2 for linguistic knowledge and accuracy, as there is some variety in structures and major errors are occasional.</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 – HPT13


Candidate STIMULUS Picture task HPT13 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.

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 penses de l'uniforme scolaire ?*

(b) *Qu'est-ce que tu as eu comme cours hier ?*

Questions for Picture 2

(a) *Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?*

(b) *Où es-tu allé(e) avec tes ami(e)s après les cours hier ?*

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: 4 out of 4 marks
Teacher:	Qu'est-ce que tu penses de l'uniforme scolaire ?	The response is fully communicated. 2 marks
Student:	<i>La l'uniforme scolaire c'est très joli.</i>	
Teacher:	Ouais ? D'accord. Qu'est-ce que tu as eu comme cours hier ?	The response is fully communicated. 2 marks
Student:	<i>Hier, j'ai eu le mathématiques et le français.</i>	

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 – HPT13

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCHOOL LIFE**, for example: *Qu'est-ce que tu penses de ton collège ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'une visite scolaire récente.*

(future tense) *Qu'est-ce que tu as l'intention de faire après le collège ?*

Conversation transcript

Teacher: Excellent. Merci. So we are going now to move on to the conversation.

Qu'est-ce que tu penses de ton collège ?

Student: *Mon collège, c'est trop génial parce que les profs sont très sympas et j'ai de bonnes notes.*

Teacher: Excellent. Très bien, très bien. Parle-moi d'une journée type au collège.

Student: *Au collège, mon journée commence à huit heures et j'ai deux heures de cours et après nous avons une pause. Après, j'ai douze autres leçons et déjeuner et finalement, j'ai douze leçons et je finis à huit, à trois heures et demie.*

Teacher: Très bien... finis à trois heures et demie, très bien, donc, quelle est ta matière préférée ?

Student: *Ma matière préférée, c'est le dessin parce que je suis très douée pour ça.*

Teacher: Super. Et quand tu étais plus jeune, tu aimais quelles matières ?

Student: *Quand j'étais, quand j'étais plus jeune, j'aimais l'anglais et les mathématiques parce que pour moi ce plus fla... plus facile de d'autres que de d'aut... que d'autres langues.*

Teacher: D'accord, merci. Et qu'est-ce que tu penses des échanges scolaires ?

Student: *Les échanges scolaires c'est très bonne parce que tu on peut apprendre beaucoup du culture et les langues.*

Teacher: Oui, oui. Et en parlant des échanges scolaires, où es-tu allée en échange scolaire avec ton collègue ?

Student: *Avec mon collègue, je suis allée au France, c'était chouette et j'adorais ça.*

Teacher: Ah super, tu es allée en France ? Qu'est-ce que tu as fait en France ?

Student: *En France, j'ai visité beaucoup de musées et monuments, par exemple le tour Eiffel, et j'ai aussi vu la Joconde.*

Teacher: Ah waouh, tu as aimé la Joconde ?

Student: *Beaucoup.*

Teacher: Super, super. Et donc quels sont tes plus grands accomplissements au collège ?

Student: *Au collège, j'ai gagné d'art, une... un concours d'art. C'était génial et je suis très fière pour ça.*

Teacher: Très bien. Félicitations.

Student: *Oui.*

Teacher: Qu'est-ce que et qu'est-ce que tu voudrais étudier comme matière l'année prochaine ?

Student: *L'année prochaine, je voudrais tier... étudier le sciences parce que je suis très curieux du monde. Aussi, je voudrais étudier une autre laingue, par exemple le français, parce que éga... égalier le opportunité professionnelle.*

Teacher: D'accord, d'accord. Ça va t'aider pour ta... tes opportunités professionnelles, c'est ça, très bien. Et donc qu'est-ce que tu aimerais faire plus tard dans la vie ?

Student: *Plus tard, je ... j'aime ... je voudrais travailler danz médeçon parce que j'aime aider les autres gens et c'est une bonne salaire.*

Teacher: Oui, tu aimerais être médecin ? Très bien.

Student: *Oui.*

Teacher: C'est bien. Excellent. Alors, qu'est-ce que tu as comme matières demain ?

Student: *Répétez ?*

Teacher: Oui, qu'est-ce que tu as comme matières demain à l'école ?

Student: *Oh demain, je vais étudier le mathématiques, le français et l'anglais.*

Teacher: D'accord, d'accord. Comment est ton prof d'anglais ?

Student: *Mon prof l'anglais, c'est très sévère. Je n'aime pas mon prof.*

Teacher: Non, tu n'aimes pas ton prof d'anglais ?

Student: *Non.*

Teacher: Tu préfères ton prof d'art ? Comment est ton prof d'art ?

Student: *Elle est très sympa. J'adore le mon prof.*

Teacher: Tu adores ton prof d'art. Et aussi tu aimes l'art, n'est-ce pas ?

Student: *Oui.*

Teacher: Oui, super. Et l'année dernière, c'était quoi ta matière préférée ?

Student: *L'année dernière, mon... ma matière préférée c'était le mathématiques parce que j'aime beaucoup le problème et j'adore mathématiques.*

Teacher: Tu adores les mathématiques aussi ? Super, merci. Alors c'est tout pour l'instant. Merci Charlotte.

Examiner commentary

Total marks: 12 out of 16 marks	
AO1: Response to spoken language: 9 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<ul style="list-style-type: none"> The student gives consistently relevant responses to questions. All questions are answered appropriately. The questions cover a range of topics within the thematic context such as school subjects, teachers, routines, achievements, school trips, future studies, work. For relevance, the response sits in the 10-12 mark band. Ideas are developed with frequently extended sequences of speech. The student uses exemplification e.g. 'par exemple le tour Eiffel'. Opinions are often justified by using one or more reasons e.g. 'Mon collègue, c'est trop génial parce que les profs sont très sympas et j'ai de bonnes notes'. Answers frequently contain additional detail, justification, reasoning or other elaboration. For development, the response sits in the 7-9 mark band. Overall, the response is comprehensible. There is some mispronunciation e.g. 'sympa', 'beaucoup', 'trop', 'finisse', some of which occasionally impacts understanding e.g. 'douze leçons'. There is one occasion where the message is unclear or difficult to understand immediately: 'parce que ça est égalier le opportunité professionnelle'. For comprehensibility, the response sits in the 7-9 mark band. 	<ul style="list-style-type: none"> The student uses some variety of vocabulary and grammatical structures. There are longer sentences using coordinating or subordinating conjunctions ('et', 'parce que'), prepositions ('pour moi'), adverbs ('après', 'plus tard', 'aussi', 'finalement', 'beaucoup') and quantifiers ('trop', 'très'). The student mainly uses the first person singular, however there is evidence of some variety in the use of pronouns e.g. 'nous avons', 'on peut', and 'elle est'. There is occasional use of complex language, such as infinitive clauses 'on peut apprendre', and 'j'aime aider', and the comparative 'plus facile... que'. Although there is some repetition, the student demonstrates their ability to vary the language sufficiently in order to express and justify opinions as well as narrate events: 'En France, j'ai visité beaucoup de musées et monuments, par exemple le tour Eiffel, et j'ai aussi vu la Joconde'. The performance sits in mark band 2 for variety. The student is consistently successful in their use of first person perfect tense ('je suis allée', 'j'ai visité', 'j'ai aussi vu', 'j'ai gagné'), first and third person imperfect ('c'était chouette', 'quand j'étais plus jeune', 'j'aimais') and first person future timeframes ('l'année prochaine', 'je voudrais étudier', 'demain je vais aller'). Present tense verbs are also generally successful e.g. 'les profs sont', 'mon jour commence', 'nous avons une pause', despite some inaccuracies such as 'je finisse', 'les échanges scolaires c'est' etc. For use of timeframes, the performance sits in mark band 4.

AO1: Response to spoken language: 9 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 highest mark in the 7-9 mark band for response to spoken language, as the consistent relevance of responses means that the performance is closer to the 10-12 mark band than the 4-6 band. The student would need to improve the clarity of the message and develop ideas as fully as possible in order to gain a higher mark. The student has demonstrated a good understanding of the questions asked and has been able to give frequent justification of opinions.</p>	<ul style="list-style-type: none"> The student is generally accurate in their use of language. There are some minor errors which do not hinder clarity, including gender / number / contractions e.g. 'le profs; mon journée; un pause; du culture', or inaccuracies in pronunciation e.g. 'simmpa; trope; beaucoupe; danz'. There are additional minor errors that may hinder clarity such as 'je voudrais travailler danz médeçon'. There is an incorrect verb form in 'je finisse'. As such the response sits in mark band 2 for accuracy. <p>The best-fit approach results in this response being placed just within the mark band 3 for linguistic knowledge and accuracy as there is evidence of some variety in structures, several attempts at complex language and tenses are consistently accurate. The student could add more complex grammatical structures (by including the simple future, for example) and could demonstrate more variety in the use of conjunctions and pronouns.</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.