

# INTERNATIONAL GCSE

## French (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES

PAPER 3

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Pearson Edexcel International GCSE in French (4FR1)

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# Introduction

## 1.1 About this booklet

This booklet has been produced to support teachers delivering the Pearson Edexcel International GCSE in French specification. The Paper 3 exemplar materials will enable teachers to guide their students in the application of knowledge and skills required to successfully complete this course. The booklet looks at Tasks A, B and C from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

## 1.2 How to use this booklet

Each example covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and where relevant, guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use this content to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

## 1.3 Further support

A range of materials are available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with the Examiner's Report and other assessment and support materials available on [the Pearson Qualifications website](#).

# Candidate 1

## Task A: Picture-based discussion: A (Home and abroad)

The candidate used the following image for this task:



### Examiner's comments:

**This response was given 8+4 = 12 marks.**

#### Communication and content - 8 marks

The task is conducted correctly, with the teacher examiner asking five questions, one each of the type required (see page 22 of the specification). Task A lasts very slightly under the 2-3 minutes recommended, but this is not an issue; the candidate answers all five questions comprehensively and the teacher does not need to prompt her to develop her responses. Had she wanted to prompt the candidate, the teacher should use only the allowed prompts (see page 22 of the specification).

The candidate has chosen a suitable picture for discussion:

- it relates to one of the International GCSE topics (see page 11 of the specification; note that sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper and so should not be chosen as a subject for the picture)
- it contains people, objects and interactions (see page 21 of the specification).

The candidate gives full and detailed answers to all five questions in Task A. Particularly impressive, and indicative of a candidate aiming at the higher grades, is the way the candidate uses the photo as a basis for a great deal of speculation (e.g. 'À mon avis c'est l'été, car ...', 'parce que les grands-parents habitent sur cette île ...'). Teachers should encourage candidates to do this. A requirement of the top band for Communication and content is that the candidate 'expresses opinions with ease and gives fully developed justification' - speculation about the picture and its context is one way that candidates can demonstrate this skill, particularly in response to the first three questions. There is no doubt that this candidate expresses opinions with ease, and she gives fully developed justifications for her opinions.

She uses a wide range of topic-specific lexis, including vocabulary that might not be expected at this level (e.g. 'des palmiers'), and constructions which are more sophisticated than the average International GCSE candidate might be expected to employ (e.g. 'pour se protéger les yeux'). The candidate is able to adapt language effectively in order to describe, narrate and inform. She adds detail to the content of her answers and her delivery is fluent. Her pronunciation is consistently accurate and intelligible.

*Communication and content Task A* **8** (8)

#### **Linguistic knowledge and accuracy - 4 marks**

The candidate is able to use present and future timeframes accurately (it is a requirement that candidates use at least two timeframes in Task A in order to access a mark of 2 or above for Linguistic knowledge and accuracy). There are errors, including errors that a candidate at this level might not be expected to make (e.g. 'un jupe') but at no point is communication lost. Though her language is not without error, mistakes are usually minor and any inaccuracies do not hinder the clarity of the communication. She uses grammatical structures with a consistently high level of accuracy.

*Linguistic knowledge and accuracy Task A* **4** (4)

### **Task B: Conversation on a topic: E (Social activities, fitness and health)**

### **Task C: Conversation on a topic: D (The world around us)**

#### **Examiner's comments:**

**This response was given 12+8+8 = 28 marks.**

Tasks B and C are conducted correctly, covering two more of the five prescribed topics. Each of the two conversations lasts the recommended time (between 3 and 3.5 minutes). The teacher develops a natural conversation, picking up on what the candidate says when asking the next question. For example, when the candidate volunteers that she tries to eat fruit and vegetables, the teacher asks: 'Pourquoi tu manges équilibré?'. Similarly, when the candidate mentions that she played the piano, the teacher picks up on this and asks: 'La musique est importante pour toi, aussi?'. Such exchanges allow candidates to demonstrate that they can respond spontaneously to questions, an aspect of this exam that is taken into account when awarding the mark for Interaction and spontaneity.

#### **Communication and content - 12 marks**

The candidate is able to respond fully to all of the teacher's questions, offering details and extended sequences of speech. She volunteers information, for example in response to the first question ('Tu es sportive?') the candidate mentions not only her opinion of sport but also the new sports centre at school and what sports she does at school and outside school. She uses a wide range of vocabulary, including some less common words (e.g. 'pluvieux', 'livré') and demonstrates knowledge of the vocabulary needed to talk about the topics under discussion (for example, topic-specific vocabulary relating to technology and the environment). Her pronunciation and intonation are consistently accurate and intelligible.

*Communication and content Tasks B and C* **12** (12)

**Interaction and spontaneity - 8 marks**

The candidate is able to respond spontaneously and with ease to all the questions - the impression of this exchange is of a natural interaction (within the context of an examination) between the teacher and candidate. She develops her responses independently and sustains communication throughout the exchange, volunteering ideas and pushing her ideas forward.

*Interaction and spontaneity Tasks B and C*    **8 (8)**

**Linguistic knowledge and accuracy - 8 marks**

The candidate uses all three timeframes (past, present and future) in both conversations, and does so with a high level of accuracy, communicating the different tenses appropriately and without ambiguity. She is able to use reflexive verbs in the perfect tense and, also in the perfect tense, distinguishes between the verbs that take 'avoir' and those that take 'être'. In Task A, her language is not without error, and there are some errors that a candidate at this level might not be expected to make ('jouer de hockey', 'j'ai couri', 'cette matin'), but at no time is communication impeded. The candidate uses a wide range of different structures, including those which stronger candidates might be expected to use at this level ('il faut' + infinitive, comparatives, correct use of verbs in the infinitive). She is able to use different structures appropriately and the impression is one of a candidate who is at ease with the language and able to express herself clearly in response to all the questions asked.

*Linguistic knowledge and accuracy Tasks B and C*    **8 (8)**

Total:	Task A	8+4 = 12	
	Task B	12+8+8 = 28	40/40

## Candidate 2

### Task A: Picture-based discussion: A (Home and abroad)

The candidate used the following image for this task:



#### Examiner's comments:

**This response was given 8+4 = 12 marks.**

##### Communication and content - 8 marks

The task is conducted correctly, with the teacher examiner asking five questions of the type required, and the task lasts 2 minutes 50 secs which is within the 2-3 minutes recommended. The teacher does not use any prompts to encourage the candidate to expand his answers; she does not need to in this case, but where prompts are used, please see the comment about the allowed prompts on page 22 of the specification.

The candidate has chosen a suitable picture for discussion (NB: this picture has been made anonymous for publication).

The candidate gives full and detailed answers to all five questions in Task A. As this is a personal photo and the candidate is talking about real events, there is arguably less opportunity here for speculation in response to the first three questions as there might be with another picture, but the candidate gives plenty of opinions and reasons for these opinions in the course of Task A so is not disadvantaged (all the marks for Task A are awarded globally, i.e. taking the whole of Task A into account).

The candidate uses a wide range of topic-specific lexis, including vocabulary that might not be expected at this level (e.g. 'un drapeau', 'une zone de sécurité'). The candidate is able to adapt language effectively in order to describe, narrate and inform, for example when he is

recounting how he went swimming in the lake. He adds a great deal of detail to his answers (describing his mother's reaction to him going swimming, or the reason why his father is wearing a t-shirt) and his delivery is natural and fluent. There are occasional issues with pronunciation (e.g. 'la bouteille') but at no point is communication lost and overall the pronunciation is judged to be 'consistently accurate and intelligible'.

*Communication and content Task A* **8** (8)

#### **Linguistic knowledge and accuracy - 4 marks**

The candidate is able to use timeframes accurately and appropriately throughout Task A. There are errors, including errors that a candidate at this level might not be expected to make (e.g. 'derrière de moi', 'dans la table') but though the language is not without error, mistakes are usually minor and any inaccuracies do not hinder the clarity of the communication. The candidate uses a range of grammatical structures with a consistently good level of accuracy.

*Linguistic knowledge and accuracy Task A* **4** (4)

### **Task B: Conversation on a topic: D (The world around us)**

### **Task C: Conversation on a topic: E (Social activities, fitness and health)**

#### **Examiner's comments:**

**This response was given 12+8+8 = 28 marks.**

Tasks B and C are conducted correctly, covering two more of the five prescribed topics. Each of the two conversations lasts the recommended time (between 3 and 3.5 minutes). The teacher usually develops a natural conversation, often picking up on what the candidate says when asking the next question. Such exchanges allow candidates to demonstrate that they can respond spontaneously to questions, an aspect of this exam that is taken into account when awarding the mark for Interaction and spontaneity.

#### **Communication and content - 8 marks**

The candidate is able to respond fully to all of the teacher's questions, offering details and extended sequences of speech. He volunteers information and is able to use appropriate vocabulary to discuss all of the topics in the conversation, including some examples of less common vocabulary (e.g. 'les gaz d'échappement', 'tousser'). He offers an excellent level of detail to develop his answers, particularly when recounting events, such as the meal with his family (describing not only what he ate but also what his mother chose, and why). Such level of detail and extended pieces of speech give the impression of a candidate who (in the context of an exam at IGCSE level) is able to express himself with ease and is never at a loss for something to say. His pronunciation and intonation are not perfect; there are issues, for example with 'j'éteins' and 'intéresse' instead of 'intéressé', but these are few and far between. Taking Tasks B and C as a whole, this candidate's pronunciation and intonation are judged to be 'consistently accurate and intelligible'.

*Communication and content Tasks B and C* **12** (12)

**Interaction and spontaneity - 8 marks**

The candidate is able to respond spontaneously and with ease to all the questions - the impression of this exchange is of a natural interaction (within the context of an examination) between the teacher and candidate. One of the requirements for the top band of the mark for Interaction and spontaneity is that candidates are able to 'sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow'. This is a natural feature of speech; candidates should be aware that it is quite normal to correct oneself when speaking and/or to backtrack and that this will not adversely affect the mark awarded. This candidate is adept at doing this and corrects himself on more than one occasion (e.g. correcting 'council' to 'municipalité, and 'ma père' to 'mon père') thus maintaining the flow of the conversation. The ability to use such 'repair strategies' are an essential skill in learning to speak a language and are rewarded in this examination.

The candidate is prepared to develop the conversation, pushing it forward and not always just waiting for the next question. In the course of Tasks B and C, the candidate speaks a great deal more than the teacher, and certainly any prompting by the teacher is the result of a natural interaction; the candidate in no way relies on it.

*Interaction and spontaneity Tasks B and C*    **8 (8)**

**Linguistic knowledge and accuracy - 8 marks**

The candidate uses all three timeframes (past, present and future) in both conversations, and does so with a high level of accuracy, communicating the different tenses appropriately and without ambiguity. He is able to use accurately features of the language which are indicative of a strong candidate at this level; his use of direct, indirect and disjunctive pronouns (e.g. 'je les recyclerai', 'mes parents m'ont donné', 'avec lui') is particularly impressive. He has a very good knowledge of a range of more complex (at this level) turns of phrase, using e.g. the correct preposition after commencer ('j'ai commencé à ...') and phrases such as 'il y a quelques années'. He consistently uses comparatives and negatives correctly.

There are errors in his speech, and on occasion he makes errors that a strong candidate at this level might not be expected to make, but given the amount he says, these are rare occurrences and the overall clarity of communication is not hindered.

*Linguistic knowledge and accuracy Tasks B and C*    **8 (8)**

Total:	Task A	8+4 = 12	
	Task B	12+8+8 = 28	40/40

## Candidate 3

### Task A: Picture-based discussion: E (Social activities, fitness and health)

The candidate used the following image for this task:



#### Examiner's comments:

**This response was given 7+3 = 10 marks.**

The task is conducted correctly, with the teacher examiner asking five questions, one each of the type required by the specification (please see page 22 of the specification). Task A lasts very slightly over the 2-3 minutes recommended, but so little that this is not an issue. The candidate has chosen a suitable picture for the discussion (i.e. one that includes people, objects and interaction).

#### Communication and content - 8 marks

The candidate is able to answer all five questions in Task A. She expresses many opinions and is able to develop her responses, for example volunteering the type of food she likes to eat at Christmas, or the detail of the little flowers on the wedding cake. She offers a good amount of detail, for example, using adjectives to qualify many of the nouns, and sentences with more than one clause ('qui s'appelle ...') to add extra facts. The answer to question 3 is a little ambiguous (the teacher asks a question inviting an answer using a future timeframe, and the candidate replies using the past), though in context it is possible to understand why the candidate has answered as she did; she has interpreted the question as an invitation to describe what happened after the wedding ceremony.

The candidate's pronunciation and intonation are generally intelligible; on a rare occasion comprehension can be slightly delayed (for example, the mispronunciation of 'femme' in

the first answer). She correctly uses structures that might be expected of candidates at this level ('il faut' + infinitive, 'ils ont l'air' content). Because of the length of her answers and the variety of ways in which she extends them, this candidate is given a mark in the top band for Communication and content but, as some elements of the performance might be considered for the band below, a mark of 7 is given.

*Communication and content Task A* **7** (8)

#### **Linguistic knowledge and accuracy - 4 marks**

The candidate is able to use present and past timeframes, and these are generally successful. There is occasionally some ambiguity due to the language used, though her references to events are generally successful. There is quite a high level of more simple errors but only occasionally is communication hindered.

*Linguistic knowledge and accuracy Task A* **3** (4)

### **Task B: Conversation on a topic: B (Education and employment)**

### **Task C: Conversation on a topic: A (Home and abroad)**

#### **Examiner's comments:**

**This response was given 7+6+5 = 18 marks.**

Tasks B and C are conducted correctly, covering two more of the five prescribed topics. Though the conversations together last the recommended time (between 6 and 7 minutes in total over the two conversations), Task C is very slightly shorter than the recommended 3 minutes minimum. Teachers should note that each of the conversations (B and C) should last between 3 and 3.5 minutes; an overlong Conversation C does not compensate for a short Conversation B, and vice versa. Timing for each conversation begins as the teacher begins asking the first question for that topic.

The teacher develops a natural conversation, picking up on what the candidate says when asking the next question: for example, when the candidate talks a little about where she lives, the teacher prompts her to volunteer more information by asking 'Est-ce qu'il y a des monuments?'. He prompts her to talk about the advantages of living in a rural area in addition to the disadvantages, and to give more detail about the school rules that she thinks are good ('Comme quoi, par exemple?') Such exchanges allow candidates to demonstrate that they can respond spontaneously to questions, an aspect of this exam that is taken into account when awarding the mark for Interaction and spontaneity.

#### **Communication and content - 8 marks**

The candidate is able to respond to nearly all of the teacher's questions though she struggles to understand 'voyages scolaires'. She is able to volunteer information and her sequences of speech are often extended, using a variety of topic-specific vocabulary, though there are not many examples of uncommon language (i.e. language that a candidate at International GCSE level might not be expected to know). She often offers details and there are many examples of extended sequences of speech. Her pronunciation and intonation are mostly intelligible. There is evidence of interference from English in the pronunciation of words such as 'dîner', 'journée' and 'trop' which can lead to a slight delay in

communication. This performance is awarded a mark in the 7-9 band and, because the examiner considered some elements to be in the band below, a mark of 7 is awarded.  
*Communication and content Tasks B and C* **7** (12)

### **Interaction and spontaneity - 8 marks**

The candidate is mostly able to initiate and develop the conversation independently, though she tends to wait for the next question on occasion, rather than pushing the conversation forward herself. She is able to sustain communication with only occasional hesitation. She benefits from the teacher's prompting to add more detail and extra information to her answers. This performance is awarded a mark in the 5-6 band and as there are more elements of the band above than of the band below, a mark of 6 is given.

*Interaction and spontaneity Tasks B and C* **6** (8)

### **Linguistic knowledge and accuracy - 8 marks**

The candidate uses all three timeframes (past, present and future) in both conversations, though there is some confusion and the different timeframes are not always used accurately. On occasion, she uses the infinitive rather than a conjugated verb and there are errors in the use of the past participle. There is also quite a high incidence of basic error, errors that a candidate at this level might not be expected to make. However, there are also examples of more complex structures used accurately (e.g. 'si' + imperfect + conditional). On occasion, there is a slight delay to communication (e.g. 'c'est très bruit'). This performance is given a mark in the 5-6 band and as there are some elements that would lead the examiner to consider the band below, a mark of 5 is given.

*Linguistic knowledge and accuracy Tasks B and C* **5** (8)

Total:	Task A	7+3 = 10	
	Task B	7+6+5 = 18	28/40

## Candidate 4

### Task A: Picture-based discussion: B (Education and employment)

The candidate used the following image for this task:



#### Examiner's comments:

**This response was given 7+3 = 10 marks.**

The task is conducted correctly, with the teacher examiner asking five questions, one each of the type required (please see page 22 of the specification). The time of the task is between the 2 and 3 minutes allowed. The candidate has chosen an appropriate picture for the discussion.

#### Communication and content - 8 marks

The candidate is able to answer all five questions in Task A. She is able to develop her responses; she offers reasons for the opinions she gives ('parce que ...') and she tries to add detail: for example, she offers detail about how long she thinks the children played for during the recreation, and about the uniform the students in the photo are wearing. She is usually able to adapt the language she knows to communicate her answers and is able to relate events. She is also able to use language to speculate; hypothesising, for example, about what her ideal school day would be and communicating what she would like to do in the future. She can usually express her opinions with ease.

The candidate's pronunciation and intonation are generally intelligible but on more than a couple of occasions, immediate comprehension is delayed (e.g. 'à pien' for 'à peine', the pronunciation of 'architecte' and 'salary' for 'salaire'). Because of the length of her answers and the variety of ways in which she extends them, this candidate is given a mark in the top band for Communication and content but, as some elements of the performance might be considered for the band below, a mark of 7 is given.

*Communication and content Task A 7 (8)*

**Linguistic knowledge and accuracy - 4 marks**

The candidate is able to use present and past timeframes, and these are generally successful. There is occasionally some ambiguity due to the language used, though her references to events are generally successful and she makes successful use of structures such as the comparative. There is quite a high level of more simple errors (e.g. 'une jupe gris' for 'une jupe grise'), but only occasionally is communication hindered.

*Linguistic knowledge and accuracy Task A* **3** (4)

**Task B: Conversation on a topic: E (Social activities, fitness and health)****Task C: Conversation on a topic: C (Personal life and relationships)****Examiner's comments:**

**This response was given 8+4+5 = 17 marks.**

Tasks B and C are conducted correctly, covering two more of the five prescribed topics. Each conversation lasts between 3 and 3.5 minutes, as required. On occasion, the teacher develops a natural conversation, picking up on what the candidate says and prompting her to add extra information, but at times it seems that rather than develop the conversation naturally, the teacher asks stand-alone questions which are not linked to the previous ones. This can, of course, be done to move the conversation to a new area but where this is done routinely, it may prevent the candidate from demonstrating the ability to react spontaneously.

**Communication and content - 8 marks**

The candidate is able to respond to nearly all of the teacher's questions, though she does not directly pick up on the teacher's invitation to describe her bedroom and struggles to understand the question about 'Noël' at first. Quite rightly, the teacher here rephrases her question, which allows the candidate to access this topic of conversation. The candidate does not always answer the question being asked. For example, when the teacher asks 'Qu'est-ce que tu as fait récemment avec tes amis?' the candidate replies '... avec ma famille ...'; it is important that, in preparation for this exam, candidates are taught to listen carefully to the teacher's questions and to answer the question that is being asked, not the question they think is being asked.

The candidate is usually able to use extended sequences of speech, adding detail, opinions and reasons ('je pense que c'était très intéressant', 'parce que c'est très relaxant'). On occasion, she offers only a short answer to a question. She uses some variety of vocabulary and there is evidence of some uncommon language ('un sapin de Noël', 'vêtements à la mode'). The candidate's pronunciation and intonation are intelligible.

This performance is in the middle of the 7-9 band for Communication and content, marks in the bands below and above are not considered, and so a mark of 8 is given.

*Communication and content Tasks B and C* **8** (12)

**Interaction and spontaneity - 8 marks**

Rather than push the conversation forward herself, though she does usually extend her answers, this candidate generally tends to 'sit back' and wait for the next question. On

occasion (for example when talking about pocket money), the candidate needs the teacher to help her out, and she relies on the teacher's prompting. She is able to ask for a question to be repeated when she needs this. In preparation for this exam candidates should definitely be taught to ask for repetition, which is a normal feature of a conversation and will not adversely affect the mark if it is used appropriately. It is better for a candidate to ask for a question to be repeated, allowing the teacher to rephrase the question if this is needed, than to just stay silent.

This performance is awarded a mark in the 3-4 band, and as there are some elements of the band above in this performance, particularly in terms of the candidate's efforts to sustain the conversation, a mark of 4 is given.

*Interaction and spontaneity Tasks B and C* **4** (8)

### **Linguistic knowledge and accuracy - 8 marks**

The candidate uses all three timeframes (past, present and future) in both conversations though there is some confusion and the different timeframes are not always used accurately. She is not always secure in verb forms ('nous sommes acheté', use of the infinitive rather than a conjugated verb) but generally conveys the timeframe she wishes to, despite inaccuracies.

The candidate attempts to use some structures which are more complex at this level (e.g. 'depuis' + present tense, 'le dernier livre que j'ai lu'), and does so successfully. She attempts 'si' + imperfect + conditional and though this is not entirely successful, she deserves credit for the attempt. She is more secure in the use of common International GCSE level constructions such as the negative and 'j'aime' + infinitive verb.

This performance falls within the 5-6 band and as there are some elements that would lead the examiner to consider the band below, the mark given is 5.

*Linguistic knowledge and accuracy Tasks B and C* **5** (8)

Total:	Task A	7+3 = 10	
	Task B	8+4+5 = 17	27/40

## Candidate 5

### Task A: Picture-based discussion: B (Education and employment)

The candidate used the following image for this task:



#### Examiner's comments:

**This response was given 4+2 = 6 marks.**

#### Communication and content - 8 marks

In theory, the task is conducted correctly, with the teacher examiner asking five questions of the type required. However, the teacher does not register that the candidate has suggested (in response to question 3) that the picture is one of students during the recreation and implies in the next question that this is a photo of a 'cours à l'extérieur'. That said, this does not confuse the candidate, who offers an answer to the question, but teachers must be sure to listen carefully to what candidates say. This task lasts 3 minutes and 12 secs, slightly over the 2-3 minutes recommended, but the candidate gives answers to all five questions within 3 minutes.

The candidate has chosen a suitable picture for discussion, i.e. one containing people, objects and interactions.

The candidate is able to give answers to all five questions in Task A. Not surprisingly, his answer to question 1 is the most detailed; it is to be expected that candidates will prepare their answers to question 1 in advance of the exam as they know that the first question will always be to describe a picture they have chosen. They must prepare independently though; teachers are not allowed to help candidates with preparation for Task A and must not practise Task A using the same picture as the one the candidate will use in the exam (though practice using a picture on the same topic is allowed – please see the specification, page 21).

There is hesitation in the candidate's speech, but he is able to develop all five answers to some extent, with varying degrees of success. In response to question 3, for example, he does not convincingly communicate the idea of what will happen after the photo is taken, and on other occasions, issues with language lead to some breakdown in communication (e.g. the use of 'joyeusement' instead of 'joyeux'). The candidate must, however, be given credit for the language he is able to use to 'describe, narrate and inform'. He uses both 'à mon avis' and 'je pense que' when he offers opinions and, in describing the picture, uses phrases such as 'on trouve', 'c'est vraiment bien', 'on peut voir' - all examples of an attempt to vary the range of language used. He expresses opinions, with justifications (e.g. 'J'aime l'uniforme des étudiants, c'est élégant').

This performance falls within the 3-4 band and as elements of the 5-6 band are evident, the mark of 4 is awarded.

*Communication and content Task A* **4** (8)

#### **Linguistic knowledge and accuracy - 4 marks**

It is a principle of marking this exam that candidates must successfully use more than one timeframe in order to be awarded a mark of 2 or more (out of 4) for Linguistic knowledge and accuracy. Though the candidate does not convincingly communicate an idea in the future in response to question 3 (the question aimed at eliciting a future timeframe), he uses timeframes other than the present in response to other questions ('je voudrais aller', 'je voudrais étudier') and must be given credit for this.

There is some ambiguity in the use of timeframes, as previously mentioned. Elements of the candidate's responses are totally coherent but errors of language sometimes hinder clarity of communication and prevent meaning being conveyed.

*Linguistic knowledge and accuracy Task A* **2** (4)

### **Task B: Conversation on a topic: E (Social activities, fitness and health)** **Task C: Conversation on a topic: A (Home and abroad)**

#### **Examiner's comments:**

**This response was given 6+4+3 = 13 marks.**

Tasks B and C are conducted correctly, covering two more of the five prescribed topics. Each of the two conversations lasts the recommended time (between 3 and 3.5 minutes). The teacher usually develops a natural conversation, often picking up on what the candidate says when asking the next question: for example, asking 'C'était comment ?' to elicit more information about the basketball competition in which the candidate took part. Such exchanges allow candidates to demonstrate that they can respond spontaneously to questions, an aspect of this exam that is taken into account when awarding the mark for Interaction and spontaneity.

#### **Communication and content - 8 marks**

The candidate is able to communicate information relevant to the topics and questions. His responses vary from extended sequences of speech to very short answers, but he tries hard

to offer a good deal of content in his replies. For example, when talking about what he does in his free time, he volunteers several pieces of information, and does the same when describing his visit to Malaysia and the film that he watched.

The candidate's language is sufficient to offer at least a partial answer to all the questions and he gives straightforward ideas, thoughts and opinions. He often gives justifications, though on occasion a lack of language prevents him finishing his sentences. He makes good use of a variety of vocabulary, and particularly good is the attempt to vary the language he uses, for example: using both 'parce que' and 'car' when he gives reasons for his opinions, and phrases such as 'de temps en temps' to add detail. He demonstrates knowledge of vocabulary relevant to the topics being discussed, e.g. when discussing life in a city he uses 'les transports en commun', 'beaucoup de voitures' and 'bruyant'. For the most part the candidate's pronunciation and intonation are intelligible but inaccuracies occasionally affect the clarity of communication.

This performance falls within the 4-6 band for Communication and content and as the examiner would consider the band above, a mark of 6 is given.

*Communication and content Tasks B and C* **6** (12)

### **Interaction and spontaneity - 8 marks**

This candidate is able to respond to some questions and there are some examples of a natural interaction, though these are at times rather formal. He benefits from the teacher's regular prompting and is quick to attempt answers to all her questions. There is evidence that he is able to develop his answers independently; for example, when he says that he travelled with his family to Malaysia, he volunteers, unprompted, who the members of his family are.

There is hesitation in the candidate's speech; often this seems to be the result of not knowing the vocabulary and/or structures he needs but this candidate is always willing to speak. He corrects himself (e.g. correcting his pronunciation of 'example'/'exemple') and makes an effort to maintain the flow of conversation.

This performance falls within the 3-4 band for Interaction and spontaneity and as there are elements of the band above evident in the response, particularly in regard to the extent to which the candidate works to maintain the flow of conversation, a mark of 4 is given.

*Interaction and spontaneity Tasks B and C* **4** (8)

### **Linguistic knowledge and accuracy - 8 marks**

The candidate uses all three timeframes (past, present and future), and does so with some success, though on occasion his references to the different timeframes are ambiguous. He is secure in his use of common examples of different timeframes ('je suis allé', 'je voudrais' + infinitive) but cannot always sustain the use of the correct timeframe (for example, when describing his visit to the cinema).

The majority of what the candidate says uses straightforward (for this level) grammatical structures, though he must be given credit for the occasional examples he gives of more complex language ('pour' + infinitive, 'j'aime' / 'je voudrais' + infinitive); it is to his credit that he is able to use these confidently. There are sequences of coherent speech although there

are instances of errors that hinder the clarity of communication and prevent meaning being conveyed.

*Linguistic knowledge and accuracy Tasks B and C*    **3** (8)

Total:	Task A	$4+2 = 6$	
	Task B	$6+4+3 = 13$	19/40

## Mark scheme for tasks A, B and C

### Task A (picture-based discussion)

Mark	Communication and content (AO4)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>• Responds briefly to questions, some responses may consist of single-word answers, much hesitation, continuous prompting needed.</li> <li>• Limited success in adapting language to describe, narrate, inform in response to questions; sometimes unable to respond.</li> <li>• Straightforward opinions may be expressed but generally without justification.</li> <li>• Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Responds to questions with some development, some hesitation and some prompting necessary.</li> <li>• Some effective adaptation of language to describe, narrate and inform in response to the questions.</li> <li>• Expresses opinions with occasional, brief justification.</li> <li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Responds to questions with frequently-developed responses, only occasional hesitation, and only occasional prompting necessary.</li> <li>• Frequently effective adaptation of language to describe, narrate and inform in response to questions.</li> <li>• Expresses opinions effectively and gives justification with some development.</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Responds to questions with consistently fluent and developed responses</li> <li>• Consistently effective adaptation of language to describe, narrate and inform in response to questions.</li> <li>• Expresses opinions with ease and gives fully-developed justification.</li> <li>• Pronunciation and intonation are consistently accurate and intelligible.</li> </ul>

Mark	Linguistic knowledge and accuracy (A04)
0	No rewardable language.
1	<ul style="list-style-type: none"> <li>Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events.</li> <li>Occasional coherent phrases and short sentences in responses to questions; regular instance of errors, which sometimes prevent meaning being conveyed.</li> </ul>
2	<ul style="list-style-type: none"> <li>Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity.</li> <li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
3	<ul style="list-style-type: none"> <li>Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity.</li> <li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li> </ul>
4	<ul style="list-style-type: none"> <li>Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions.</li> <li>Responses are fully coherent, any errors do not hinder the clarity of the communication.</li> </ul>

## Tasks B and C (conversations)

Mark	Communication and content (AO4)
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>Communicates brief information relevant to the topics and questions.</li> <li>Uses language to express straightforward ideas and opinions but generally without justification.</li> <li>Repetitive use of familiar vocabulary and expression; communication is disjointed and sometimes breaks down because of restricted range of vocabulary.</li> <li>Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li> <li>Uses language to produce straightforward ideas, thoughts and opinions, with occasional justification.</li> <li>Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li> <li>Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Communicates information relevant to the topics and questions, usually with extended sequences of speech.</li> <li>Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions.</li> <li>Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li> <li>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.</li> <li>Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.</li> <li>Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.</li> <li>Pronunciation and intonation are consistently accurate and intelligible.</li> </ul>

Mark	Interaction and spontaneity (AO4)
0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>• Basic exchange in which answers rely on rehearsed language, which is occasionally irrelevant to the question.</li> <li>• Short responses, some incomplete, any development depends on examiner prompting.</li> <li>• Limited ability to sustain communication, pace is mostly slow and hesitant.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Able to respond spontaneously to some questions, some examples of natural interaction although often stilted.</li> <li>• Sometimes able to initiate and develop responses independently but regular prompting needed.</li> <li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Responds spontaneously to most questions, interacting naturally for parts of the conversation.</li> <li>• Mostly able to initiate and develop the conversation independently, occasional prompting needed.</li> <li>• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Responds spontaneously and with ease to questions, resulting in natural interaction.</li> <li>• Consistently able to initiate and develop the conversation independently.</li> <li>• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.</li> </ul>

Mark	Linguistic knowledge and accuracy (A04)
0	No rewardable language.
1	<ul style="list-style-type: none"> <li>• Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation.</li> <li>• Occasionally accurate use of structures, occasional success when referring to past, present and future events, much ambiguity.</li> <li>• Occasional coherent phrases and short sentences; regular instance of errors, which sometimes prevent meaning being conveyed.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures.</li> <li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li> <li>• Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li> <li>• Generally accurate grammatical structures, generally successful references to past, present and future events.</li> <li>• Generally coherent speech although errors occur that occasionally hinder clarity of communication.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Manipulates a wide variety of grammatical structures, frequent use of complex structures.</li> <li>• Consistently accurate grammatical structures, consistently successful references to past, present and future events.</li> <li>• Fully coherent speech; any errors do not hinder the clarity of the communication.</li> </ul>

## Randomisation grid

Based on the topic chosen for the picture-based discussion (Task A), the teacher examiner will use the randomisation grid to select the discussion topics for the first and second conversations (Tasks B and C).

If conducting more than five tests in a day, return to the beginning of the sequence after the fifth candidate. If conducting tests on more than one day, start each new day at the beginning of the sequence.

Candidate order	Task A	Task B	Task C
	*Candidate selected	Pearson Edexcel allocated	Pearson Edexcel allocated
	Picture-based discussion	Conversation 1	Conversation 2
<b>Candidate 1</b>	Topic A →	Topic B →	Topic C
	→ Topic B	Topic C	Topic D
	Topic C	Topic D	Topic E
	Topic D	Topic E	Topic A
	Topic E	Topic A	Topic B
<b>Candidate 2</b>	Topic A	Topic C	Topic D
	Topic B	Topic D	Topic E
	Topic C	Topic E	Topic A
	Topic D	Topic A	Topic B
	Topic E	Topic B	Topic C
<b>Candidate 3</b>	Topic A	Topic D	Topic E
	Topic B	Topic E	Topic A
	Topic C	Topic A	Topic B
	Topic D	Topic B	Topic C
	Topic E	Topic C	Topic D
<b>Candidate 4</b>	Topic A	Topic C	Topic B
	Topic B	Topic D	Topic C
	Topic C	Topic E	Topic D
	Topic D	Topic A	Topic E
	Topic E	Topic B	Topic A
<b>Candidate 5</b>	Topic A	Topic B	Topic E
	Topic B	Topic C	Topic A
	Topic C	Topic D	Topic B
	Topic D	Topic E	Topic C
	Topic E	Topic A	Topic D

\*Sequencing is driven by the topic that the candidate has selected (see 'Candidate selected' column). Arrows show the order that tasks must take place.

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