

## Delegate Booklet

Course Title: Pearson Edexcel International GCSE

MFL: Welcome to Pearson

4FR1-24IO2

## About this event

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Course Title: Pearson Edexcel International GCSE MFL: Welcome to Pearson

Course Code: 4FR1-24IO2

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## Aims and Objectives of the event

- identify how the qualification is devised and fundamental documentation
- review the content of the qualification
- explore how to plan the course and/or lessons
- understand the Assessment Objectives for the qualification
- understand the question types for the qualification
- understand the mark schemes for the qualification
- practice using the mark schemes using exemplar student work
- learn about the support provided by Pearson around assessment and exemplars.
- understand the assessment of the qualification and how to prepare students
- identify the support available from Pearson



# Pearson

## Paper 1 - Listening

Question 4 – 2023 Paper – Spanish

### Hacer deporte

4 ¿Son las opiniones **positivas**, **negativas** o **positivas y negativas**?

Pon una equis ☒ por cada persona.

	Opinión positiva	Opinión negativa	Opinión positiva y negativa
<b>Ejemplo: Carla</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(a) Rfo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Maya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Omar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Alba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Damián	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Selina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 6 marks)



# Pearson

Question 6 – 2023 Paper – German

## Ein deutscher Feiertag

### 6 Was hört man im Interview?

Trag den richtigen Buchstaben ein.

- |                        |                   |                  |                   |
|------------------------|-------------------|------------------|-------------------|
| <b>A</b> Probleme      | <b>B</b> Haus     | <b>C</b> schade  | <b>D</b> weniger  |
| <b>E</b> Schulfreunden | <b>F</b> Nachteil | <b>G</b> freien  | <b>H</b> Garten   |
| <b>I</b> mehr          | <b>J</b> Zukunft  | <b>K</b> Vorteil | <b>L</b> Nachbarn |
| <b>M</b> toll          |                   |                  |                   |

<b>Beispiel:</b> Am 3. Oktober haben Schüler einen ... Tag.	<b>G</b>
(a) Prominente sprechen oft über die ... des Landes.	
(b) Es gibt heute ... große Events.	
(c) Ruwen feierte früher mit seinen ... .	
(d) Meistens war das Mittagessen im ... .	
(e) Ruwen findet es ... , dass das Fest nicht mehr stattfindet.	
(f) Für Ruwen sind die vielen Kulturen in der Schule ein ... .	

(Total for Question 6 = 6 marks)



# Pearson

Question 7 – 2023 paper - French

## Aider à la maison

- 7 Écoute la conversation et note les détails **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

	Aspects positifs	Aspects négatifs
<b>Exemple :</b> Aider à la maison	développer des compétences importantes	devoir faire des choses qui ne sont pas utiles
Opinion des jeunes sur aider à la maison	(a) ..... ..... (b) ..... .....	(c) ..... .....
La discussion sur aider à la maison	(d) ..... ..... (e) ..... .....	(f) ..... .....

(Total for Question 7 = 6 marks)



# Pearson

## Example from 2023 examiner report – French – Question 7

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This question, although targeted at the most able candidates, yielded success to many and a good number of candidates gained at least one or two marks. The format of this question is now well known to many teachers and candidates, and for those who heed the example, there is not the danger of repeating the same information in their own answers. The topic of children, helping at home with household tasks seemed to be quite familiar, and therefore (a) and (b) reflected a reasonable level of success. It was sufficient for candidates to add a verb to the adjectives *indépendants* or *enthousiastes*: *ils sont enthousiastes*. Another route to the mark was to say that children like to do age-appropriate tasks. (c) was less successful, and it was quite widely suggested that children dislike their parents, rather than dislike the tasks which parents set, but do not define well, or which are not suitable for their age. In (d), quite a number of candidates were able to convey the notion that an improvement in family life means that children are more willing to help at home, or that discussion means that children help more willingly at home. (f) was a challenging part and the notion of *quelquefois* was critical when saying that discussion was useless. It is not to say from the passage no discussion is useful, but at times, parents simply need to impose their wishes. It was not the case in the passage that the discussion was always useless, nor that parents are too strict, which may well have been from perceived personal experience. The negative notion, which earned the mark, is that parents being too flexible could lead to children refusing to do what is asked often. This refusal to do household chores alone, gained 1 mark.



# Pearson

## Paper 2 - Reading

Question 3 from 2023 – Spanish

### Las celebraciones

- 3 Pon una equis ☒ en las **8** casillas apropiadas. ¡Ojo! Es posible que unas afirmaciones o personas tengan **más de una** equis o **ninguna**.

#### ¿Cómo piensas celebrar tu cumpleaños?



**Álvaro**

Es mi sueño poder celebrar mi cumpleaños en una casa en la costa con mis amigos. Quiero olvidar el horario y el estrés del colegio. Vamos a nadar, cenar en la playa, ver películas toda la noche y levantarnos muy tarde.



**Arfanul**

Me gustaría tener una fiesta con mis amigos y familia donde los invitados tengan que disfrazarse. Habrá juegos, globos, y una merienda en el jardín con una gran tarta de cumpleaños. Al final quiero unos fuegos artificiales. Nadie puede aburrirse.



**Isra**

Esto es realmente único: voy a hacer un viaje por carretera con mis dos hermanos. Podemos cruzar la montaña, seguir un río, aparcar en lugares con vistas maravillosas y escuchar música al aire libre. No costará mucho. ¡Será emocionante!



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## Question 3 from 2023 – Spanish cntd.

	Álvaro	Arfanul	Isra
<b>Ejemplo:</b> Voy a alquilar una casa.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>A</b> Voy a celebrar con mi familia.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>B</b> Quiero muchos regalos.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>C</b> Me gustaría relajarme.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>D</b> Voy a pasar tiempo en el coche.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>E</b> Voy a comer al aire libre.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>F</b> Pienso pasar tiempo cerca del mar.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>G</b> Quiero una celebración barata.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**(Total for Question 3 = 8 marks)**

## Question 3 from 2023 – Spanish – Mark Scheme

Question Number	Answer	Mark
<b>3A</b>	Isra, Arfanul	<b>(2)</b>
<b>3B</b>	none	
<b>3C</b>	Álvaro	<b>(1)</b>
<b>3D</b>	Isra	<b>(1)</b>
<b>3E</b>	Álvaro, Arfanul	<b>(2)</b>
<b>3F</b>	Álvaro	<b>(1)</b>
<b>3G</b>	Isra	<b>(1)</b>





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## Question 3 from 2023 – Spanish – Examiner Commentary

This question is based on statements by three people about how they want to celebrate their birthday. Candidates have to indicate which of the three have made each of the seven statements. The instructions inform the candidates that some statements may refer to more than one person or to none of them. Candidates have to place eight crosses in the appropriate boxes. Most candidates followed this instruction, although there were some who gave more than or fewer than eight. For each cross above eight that is offered, 1 mark is deducted from the total score. It was a real wasted chance to score for those candidates who only placed six or seven crosses. The average score was 6.



# Pearson

## Question 4 – 2023 paper - German

### ***Die Quints – Christine Brückner***

#### **4** Lies den Text.

##### **Maximiliane und Viktoria**

Maximiliane spricht mit ihrer Tochter Viktoria. Es ist später Nachmittag und sie sind in dem Hotel, das seit Jahren der Familie gehört. Hier haben sie viel Zeit, um zu reden. Zuerst sind beide Frauen still. Maximiliane trägt ein blaues Kleid und sieht gut aus. Aber sie ist müde, denn sie ist seit sechs Uhr morgens auf den Beinen.

„Woran denkst du?“ fragt Viktoria. Maximiliane antwortet: „Ach, meine Liebe. Ich bin jeden Morgen hier, um die Gäste zu bedienen. Jeden Morgen frage ich sie, ob sie gut geschlafen haben und was sie geträumt haben. Dann gieße ich ihnen noch eine Tasse Kaffee ein.“

„Fühlst du dich wohl hier?“ fragt Viktoria nach einer Pause. „Ich weiß nicht. Manchmal bin ich unzufrieden, aber ich muss immer lächeln. Es kommen so viele Gäste zu uns. Sie wollen reiten, gut essen und wandern gehen. Bei uns ist es immer ruhig.“ Viktoria bittet ihre Mutter, mit ihr Ferien zu machen und ans Meer zu fahren.



# Pearson

## Question 4 – 2023 paper – German cntd.

Mach Notizen und füll die Lücken **auf Deutsch** aus.

**Beispiel:** Maximiliane – wer: ..... **Mutter** .....

(a) Tageszeit: ..... (1)

(b) Gespräch – wo: ..... (1)

(c) Maximiliane – Aussehen: ..... und ..... (2)

(d) Maximiliane – Aktivitäten – morgens: ..... und ..... (2)

(e) Maximiliane – Laune: ..... (1)

(f) Gäste Aktivitäten: ..... und ..... (2)

(g) Viktorias Idee: ..... (1)

**(Total for Question 4 = 10 marks)**



# Pearson

## Question 4 – 2023 paper – German – Mark Scheme

Question Number	Answer	Accept	Reject	Mark
<b>4(a)</b>	Nachmittag			<b>(1)</b>
<b>4(b)</b>	Hotel			<b>(1)</b>
<b>4(c)</b>	Any <b>two</b> of the following: <ul style="list-style-type: none"><li>- (blaues) Kleid</li><li>- gut</li><li>- müde</li></ul>			<b>(2)</b>
<b>4(d)</b>	Any <b>two</b> of the following: <ul style="list-style-type: none"><li>- Gäste bedienen</li><li>- Kaffee eingießen</li><li>- nach dem Schlaf/den Träumen der Gäste fragen</li><li>- mit den Gästen sprechen</li></ul>			<b>(2)</b>
<b>4(e)</b>	Any <b>one</b> of the following: <ul style="list-style-type: none"><li>- unsicher</li><li>- unzufrieden</li></ul>			<b>(1)</b>
<b>4(f)</b>	Any <b>two</b> of the following: <ul style="list-style-type: none"><li>- reiten</li><li>- gut essen</li><li>- wandern (gehen)</li></ul>			<b>(2)</b>
<b>4(g)</b>	Any <b>one</b> of the following: <ul style="list-style-type: none"><li>- Ferien machen</li><li>- ans Meer fahren</li></ul>			<b>(1)</b>



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## Question 4 – 2023 paper – German – Examiner Report

Question 4 is the literary text in the Reading comprehension section. This series, the novel **Die Quindts** by **Christiane Brueckner** had been chosen. The text consists of three paragraphs with seven questions, three of which are worthy of 2 marks and therefore need answering with two discrete elements.

Most candidates were able to access the text and answer the questions with a varying degree of success. There are altogether 10 discrete marks available and a good number of candidates managed to score the maximum mark.

**Q04(a)** required candidates to give the time of day which was generally successfully handled. A few candidates wrongly gave the answer 'Hotel' here which is correct for Q04(b).

Most candidates identified 'Hotel' as the answer for **Q04(b)** correctly.

There were two marks available for **Q04(c)**. Candidates had three correct options available and most scored well here. However, if the candidates wrote 'sieht gut' this was not credited with a mark as it conveys a different meaning than 'sieht gut aus'.

**Q04(d)** proved trickier than the previous questions. A number of candidates did not convey correctly the actions of Maximilane and simply wrote 'trinkt Kaffee'. This did not gain a mark.

The same answer was also often used in **Q04(e)** where Maximilane's mood had to be assessed. Drinking coffee is not a mood though.

**Q04(f)** was very well handled by candidates and most gained two marks here. There were three options available and weaker candidates were also able to answer correctly.

In **Q04(g)** the idea of going on holiday or going to the seaside was tested and most candidates did not have a problem giving a correct answer.



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## Question 5 – 2023 paper – French

- 5 Réponds aux questions suivantes **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

### La pression scolaire



En Suisse, s'habiller avec des vêtements à la mode n'est pas important pour les lycéens. Ce qu'ils veulent, c'est réussir au lycée. Pour eux, le lycée est une source de stress car ils ne sont pas acceptés à l'université s'ils ont de mauvaises notes aux examens.

Quelques parents ne permettent à leurs enfants ni de jouer après les cours ni de sortir pendant la semaine. Ces parents sont stricts car ils savent que la vie d'aujourd'hui n'est pas aussi facile qu'autrefois. Aujourd'hui, se loger coûte plus cher et trouver un travail est difficile.

En général, les lycéens ne parlent pas de leurs projets avec leurs parents. Ils préfèrent en discuter avec des conseillers d'orientation. Pour les aider, les lycées ont mis des activités de relaxation au lieu des cours le vendredi matin. Pour ces raisons, le vendredi c'est le jour préféré des lycéens. L'année prochaine, il y aura des formations pour les jeunes qui ont besoin d'aide avec leur organisation.



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(a) Quelle est la priorité pour les lycéens en Suisse ?

(1)

(b) Que font les universités si les lycéens ont de mauvaises notes ?

(1)

(c) Qu'est-ce que certains enfants ne peuvent pas faire pendant la semaine ?  
Donne **deux** détails.

(2)

(d) Comment étaient les conditions de vie autrefois ?  
Donne **deux** détails.

(2)

(e) À qui beaucoup de lycéens aiment-ils parler de leurs projets ?

(1)

(f) Pourquoi les lycéens aiment-ils le vendredi matin ?  
Donne **deux** détails.

(2)

(g) Comment les formations seront-elles utiles ?

(1)

(Total for Question 5 = 10 marks)





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## Question 5 – 2023 paper – French – Mark Scheme

Question Number	Answer	Accept	Reject	Mark
<b>5(a)</b>	réussir (au lycée)		s'habiller avec des vêtements à la mode	<b>(1)</b>
<b>5(b)</b>	(elles) ne les acceptent pas	ils ne les acceptent pas  ils/les lycéens ne sont pas acceptés à l'université	lift : ils ne sont pas acceptés	<b>(1)</b>
<b>5(c)</b>	jouer (après les cours)  AND  sortir	ni jouer (après les cours) ni sortir  lift: ni de jouer après les cours et ni de sortir (one mark)	Lift : Quelques parents ne permettent à leurs enfants ni de jouer après les cours et ni de sortir pendant la semaine.	<b>(2)</b>
<b>5(d)</b>	se loger coûtait moins cher  AND  trouver un travail était facile	trouver un travail était plus facile  et trouver un travail n'était pas difficile  se loger moins cher  trouver un travail moins difficile  aujourd'hui se loger coûte plus cher qu'autrefois	Lift : Aujourd'hui, se loger coûte plus cher et trouver un travail est difficile.	<b>(2)</b>





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		trouver un travail est plus difficile qu'autrefois		
		time marker or tense must be in the past		
<b>5(e)</b>	(à des) conseillers d'orientation		(à leurs) parents	<b>(1)</b>
<b>5(f)</b>	(ils ont) des activités de relaxation  AND  (ils n'ont) pas de cours	Lift : les lycées ont mis des activités de relaxation au lieu des cours le vendredi matin.	cours (ambiguous)	<b>(2)</b>
<b>5(g)</b>	(elles) amélioreront l'organisation des lycéens	(elles) aideront les lycéens  meilleure organisation des jeunes/élèves	lift : il y aura des formations pour les jeunes qui ont besoin d'aide avec leur organisation.	<b>(1)</b>



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## Question 5 – 2023 paper – French – Examiner Report

In this question, focused on school, candidates faced varying degrees of success. While many performed well in parts (c), (e) and (f), difficulties were apparent, especially where nuanced understanding was required beyond simple lifting of text. Specific examples include confusion in the usage of tense, wrong angles in framing responses, and incorrect inferences. Problems were notably found in Q05(b) where the angle of the response was often incorrect, and Q05(g) where the future tense was neglected or untargeted lifts were used. Moreover, a misunderstanding of the word 'autrefois' led to mistakes in part (d). The challenges encountered in this question seemed to stem largely from mishandling specific terms and phrases, failing to manipulate the text accurately, or misunderstanding the questions themselves.

In summary, while candidates generally did well when the questions were less complex, attention to detail and a deeper comprehension of the language nuances were identified as areas needing improvement. Success depended on reading the questions carefully and providing precise and targeted answers, rather than relying on untargeted copying from the text.



# Pearson

## Paper 2 - Writing

Question 6 – 2023 – French

### SECTION B

#### La famille

6

personnes

dispute

hier

activités

Écris une réponse de 60 à 75 mots **en français** au sujet de ta famille.  
Tu **dois** employer tous les mots ci-dessus.

(10)

Question 6 – 2023 – French Mark scheme

### Question 6

Mark	Communication and content (AO3)
0	No rewardable material.
1	<ul style="list-style-type: none"><li>Isolated examples of relevant information.</li><li>Only isolated words and phrases are communicated, as appropriate to the task.</li><li>Only isolated items are comprehensible.</li></ul>
2	<ul style="list-style-type: none"><li>The response contains little relevant information, with limited use of detail. There may be repetition.</li><li>Expresses simple ideas and opinions, as appropriate to the task.</li><li>Just about comprehensible overall but with sentences that are mostly unconnected.</li></ul>
3	<ul style="list-style-type: none"><li>The response contains some relevant information, with occasional use of detail.</li><li>Begins to show ability to express ideas and opinions and to describe or inform, as appropriate to the task.</li><li>Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.</li></ul>
4	<ul style="list-style-type: none"><li>Some detail and mostly relevant response to the task.</li><li>Shows some evidence of ability to express ideas and opinions and to describe or inform, as appropriate to the task.</li><li>Coherent with logical flow and sequence of ideas, though there may be some lapses.</li></ul>
5	<ul style="list-style-type: none"><li>Detailed and fully relevant response to the task.</li><li>Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.</li><li>Coherent with logical flow and sequence of ideas.</li></ul>



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Mark	Linguistic knowledge and accuracy (AO3)
0	No rewardable language.
1	<ul style="list-style-type: none"><li>• Isolated examples of target language vocabulary and structures.</li><li>• Uses very basic language to write words and phrases.</li><li>• Isolated examples of accurate language.</li></ul>
2	<ul style="list-style-type: none"><li>• Uses very familiar and predictable vocabulary and structures, often repetitive.</li><li>• Uses simple, familiar and predictable language to write short sentences or phrases.</li><li>• Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.</li></ul>
3	<ul style="list-style-type: none"><li>• Uses familiar and predictable vocabulary and structures.</li><li>• Some evidence of manipulation of language to produce sentences but this is not sustained.</li><li>• Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.</li></ul>
4	<ul style="list-style-type: none"><li>• Tends towards use of familiar and predictable vocabulary and structures.</li><li>• Some evidence of manipulation of language to produce sentences.</li><li>• Mostly accurate with some minor errors, e.g. spellings, genders and agreements. Occasional major errors, e.g. with verbs and tenses.</li></ul>
5	<ul style="list-style-type: none"><li>• Uses a range of vocabulary and grammatical structures.</li><li>• Language manipulated to produce fluent sentences.</li><li>• Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.</li></ul>



# Pearson

## Question 6 – 2023 – French exemplar

Ma famille consiste de cinq personnes, y compris moi. J'ai un frère, qui était tellement agaçant hier, et une sœur, ~~que~~ et je ne dispute jamais avec elle, malgré moi ~~et~~ et mon frère souvent se fâchent. J'aime faire ~~beaucoup~~ beaucoup des activités avec ma sœur, ~~comme~~ comme faire du ~~magasin~~ lèche-vitrine, par exemple. Mes parents sont tous les deux ~~doux~~ doux de taille moyenne, mais, aussi étonnant que cela puisse paraître, ma sœur et moi sommes vraiment ~~courts~~ petite.

## Question 6 – 2023 – French exemplar - Commentary

The candidate was awarded 10/10 (5 marks for Communication and content, 5 marks for Linguistic knowledge and accuracy). The writing is clear and coherent. All four stimulus words are included appropriately. There is detail and the ideas and opinions are clear. There is a good range of vocabulary and structures. The writing is accurate with minor errors. The language is fluent and reads well.

The candidate has underlined the four stimulus words. This is good practice as it helps to ensure that none are left out.

### Examiner's note

This task is aimed at Grades 1-4. Candidates are not expected to produce an extended piece of writing using complex language. The four stimulus words must be used verbatim. The skill with this question is to be able to manipulate sentences so that the words fit in appropriately. The stimulus words themselves should not be changed in any way.



# Pearson

## Question 7 – 2023 - French

7 Choisis **une** des questions suivantes, (a) ou (b) ou (c). Écris entre 130 et 150 mots **en français**.

(a) Écris un email à un(e) ami(e) sur ton anniversaire.

Tu **dois** mentionner les points suivants :

- L'importance de célébrer ton anniversaire.
- Comment tu as préparé ta dernière fête d'anniversaire.
- Si tu préfères recevoir de l'argent ou des cadeaux.
- Ce que tu feras pour ton prochain anniversaire.

(20)

OU



(b) Écris un article sur les médias.

Tu **dois** mentionner les points suivants :

- Ce que tu aimes écouter à la radio.
- Les avantages ou les inconvénients d'avoir une télé dans sa chambre.
- Ce que tu as regardé à la télé récemment.
- Comment on utilisera les médias dans le futur.

(20)

OU

(c) Écris un blog sur les traditions.

Tu **dois** mentionner les points suivants :

- Ce que tu fais pendant ta célébration traditionnelle préférée.
- Décris un plat traditionnel que tu as mangé pendant une fête.
- Si les traditions sont toujours importantes de nos jours.
- Comment on pourrait garder les traditions à l'avenir.

(20)



- 7** The candidate should have referred to the following bullet points:
- (a)**
- L'importance de célébrer ton anniversaire.
  - Comment tu as préparé ta dernière fête d'anniversaire.
  - Si tu préfères recevoir de l'argent ou des cadeaux.
  - Ce que tu feras pour ton prochain anniversaire.
- (b)** The candidate should have referred to the following bullet points:
- Ce que tu aimes écouter à la radio.
  - Les avantages ou les inconvénients d'avoir une télé dans sa chambre.
  - Ce que tu as regardé à la télé récemment.
  - Comment on utilisera les médias dans le futur.
- (c)** The candidate should have referred to the following bullet points:
- Ce que tu fais pendant ta célébration traditionnelle préférée.
  - Décrit un plat traditionnel que tu as mangé pendant une fête.
  - Si les traditions sont toujours importantes de nos jours.
  - Comment on pourrait garder les traditions à l'avenir.





# Pearson

Mark	Communication and content (A03)
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li><li>The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li></ul>
3–4	<ul style="list-style-type: none"><li>The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence.</li><li>The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.</li></ul>
5–6	<ul style="list-style-type: none"><li>The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence.</li><li>The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.</li></ul>
7–8	<ul style="list-style-type: none"><li>The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence.</li><li>The response is mostly coherent and, while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.</li></ul>
9–10	<ul style="list-style-type: none"><li>The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker.</li><li>The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.</li></ul>

Mark	Linguistic knowledge and accuracy (A03)
0	No rewardable language.
1–2	<ul style="list-style-type: none"><li>Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.</li><li>Very little evidence of correct spelling, verb formation, gender and agreement.</li></ul>
3–4	<ul style="list-style-type: none"><li>Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition.</li><li>Occasional evidence of correct spelling, verb formation, gender and agreement.</li></ul>
5–6	<ul style="list-style-type: none"><li>Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition.</li><li>Some evidence of correct spelling, verb formation, gender and agreement.</li></ul>
7–8	<ul style="list-style-type: none"><li>Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition.</li><li>Significant evidence of correct spelling, verb formation, gender and agreement.</li></ul>
9–10	<ul style="list-style-type: none"><li>Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition.</li><li>Very strong evidence of correct spelling, verb formation, gender and agreement.</li></ul>





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Question 7 – 2023 – French – Exemplar

Moi, j'aime vraiment écouter à la radio, grâce à la grande variété de musique. Je suis à l'école chaque jour et j'écoute <sup>souvent</sup> à la radio - heureusement c'est toujours différent! J'adore la musique <sup>moderne</sup> ~~moderne~~, <sup>car</sup> ~~dans~~ après avoir écouté cela à la radio, je suis de bonne humeur!

D'après moi, il y a des pour et contre d'avoir une télé dans sa chambre. D'un côté je pense que ça aide d'être moins stressé et à cause de cela on a moins risques des maladies cardiaques. Mais en revanche on peut devenir accro et si on se n'a pas <sup>d'une</sup> de mode de vie saine, ça peut causer des problèmes dans la vie à l'avenir.

Je pense que les films d'honneur sont le pire! C'est-à-dire je les trouve trop effrayants. Si j'avais le choix, je ne regarderais jamais cette mode de film. Hier soir j'ai regardé un nouveau film d'action et c'était formidable! Heureusement il n'y avait pas beaucoup de violence et j'aimais beaucoup les redites.

Selon moi, j'imagine que les médias auront une grande rôle dans la vie à l'avenir. Bien qu'il soit utile,



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je suppose que les médias seront dangereuses, puisque  
ils encourageront une mode de vie sédentaire. Franchement,  
j'ai peur de la future. En revanche je sais qu'on  
pourra utiliser les médias pour faire beaucoup de choses,  
telles que  
comme regarder un film sur une tablette ou peut-être  
regarder les infos sur votre portable. Toutes sera  
plus vite, plus efficace et plus important dans la vie.



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Question 7 – 2023 – French – Commentary



**ResultsPlus**  
Examiner Comments

This response scores 20/20:

- 10 for Communication and Content
- 10 for Linguistic Knowledge and Accuracy

The candidate provides in-depth information pertinent to the question and subject, including extended sequences of writing. Linguistically, the candidate has skilfully employed a range of grammatical structures, incorporating some complex constructions and has successfully referred to past, present, and future time frames.



## Les cours à distance

- 8** Modifie les mots **(a)-(j)**. Ils doivent respecter le sens de la phrase. Attention ! Il n'est pas toujours nécessaire de changer les mots.

Actuellement, les élèves de mon village ne **(a)** [aller] pas à l'école. L'année dernière, ils **(b)** [commencer] à étudier en ligne car les écoles régionales étaient **(c)** [fermé]. J'aime suivre mes cours à distance parce que je ne **(d)** [se réveiller] pas tôt et j'ai le temps de regarder des dessins animés. Avant, d'habitude, mes camarades de classe et moi **(e)** [prendre] l'autobus à sept heures du matin et ensuite nous **(f)** [marcher] de l'arrêt d'autobus jusqu'à l'école. Le trajet était **(g)** [ennuyeux] et la route était **(h)** [long]. La semaine prochaine, je **(i)** [retourner] à l'école. Ce **(j)** [être] génial de voir mes amis et mes professeurs !

## Question 8 – 2023 – French – Mark Scheme

Question Number	Answer	Mark
<b>8 (a)</b>	vont	<b>(1)</b>
<b>8 (b)</b>	ont commencé	<b>(1)</b>
<b>8 (c)</b>	fermées	<b>(1)</b>
<b>8 (d)</b>	me réveille. Accept: me rèveille; me reveille	<b>(1)</b>
<b>8 (e)</b>	prenions	<b>(1)</b>
<b>8 (f)</b>	marchions	<b>(1)</b>
<b>8 (g)</b>	ennuyeux	<b>(1)</b>
<b>8 (h)</b>	longue	<b>(1)</b>
<b>8 (i)</b>	retournerai	<b>(1)</b>
<b>8 (j)</b>	sera	<b>(1)</b>



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## Question 8 – 2023 – French – Exemplar

- |                  |     |
|------------------|-----|
| (a) vont         | (1) |
| (b) ont commencé | (1) |
| (c) fermés       | (1) |
| (d) me réveille  | (1) |
| (e) prendions    | (1) |
| (f) marchions    | (1) |
| (g) ennuyeux     | (1) |
| (h) longue       | (1) |
| (i) retournerai  | (1) |
| (j) sera         | (1) |

**(Total for Question 8 = 10 marks)**

## Question 8 – 2023 – French – Commentary

The candidate was awarded 8/10. Only the answers to (c) and (e) are incorrect. Apart from these two answers, the candidate has successfully identified the tenses, verb endings and agreements required, including spotting that (g) did not need to change.

### Examiner's note

In French and Spanish, where the future is tested in Question 8, the following applies:

If the infinitive is given in the brackets, the simple future is required, e.g. je (i) [retourner] - retournerai.

If the near future is targeted, the auxiliary will be given in the brackets, e.g. je [aller] retourner. In this case, the correct answer would be je vais retourner.





## Task A Assessment Grid

### 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 and continuous prompting needed</li><li>• Limited success in adapting language to describe, narrate, inform in response to questions and 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 but 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 (AO4)
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 response to questions; regular instances of error that 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 and any errors do not hinder the clarity of the communication</li></ul>



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## Task B & C Assessment Grid

### 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 that 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>



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Mark	Interaction and spontaneity (AO4)
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>Basic exchange in which answers rely on rehearsed language that 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 and pace is mostly slow and hesitant</li></ul>
3–4	<ul style="list-style-type: none"><li>Able to respond spontaneously to some questions with 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>
5–6	<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>
7–8	<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 (AO4)
0	No rewardable language.
1–2	<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 and occasional success when referring to past, present and future events, much ambiguity</li><li>Occasional coherent phrases and short sentences; regular instance of errors that sometimes prevent meaning being conveyed</li></ul>
3–4	<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 and 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>
5–6	<ul style="list-style-type: none"><li>Manipulates grammatical structures with occasional variation, complex structures used, but repetitive</li><li>Generally accurate grammatical structures and 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>
7–8	<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>





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## PERSONAL LEARNING

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Things to do:

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Things to avoid

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Your ideas: