

GCSE



WJEC GCSE in FRENCH

APPROVED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS

Teaching from 2016

This Qualifications Wales regulated qualification is not available to centres in England.





For teaching from 2016
For awards from 2018

GCSE FRENCH

SAMPLE ASSESSMENT
MATERIALS

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Candidate Name	Centre Number				Candidate Number			
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GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 1

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 1

IDENTITY AND CULTURE

(15 marks)

Technology and social media

Setting: You are skyping your French friend and you start talking about how you use technology. Your teacher will play the part of your French friend.

Your teacher will speak first.

- Say what sort of technology you like.
- Say what your favourite website is.
- Answer the question.
- Say what technology you used yesterday.
- Ask your friend if he / she has a mobile phone.

PHOTO CARD DISCUSSION

FOUNDATION Set 1

WALES AND THE WORLD

(15 marks)

The Wider World



Answer the questions.

- **Décris cette photo.**
- **Quel type de vacances aimes-tu? Pourquoi?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 1

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Career plans

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Self and relationships
or
- Health and fitness



GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 2

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 2

WALES AND THE WORLD

(15 marks)

Travel and transport

Setting: Whilst on holiday in France, you go to the train station to buy a ticket.

Your teacher will speak first.

- Say that you want to go to Lyon.
- Say how many tickets you want.
- Answer the question
- Ask how much it costs.
- Say you travelled by bus.

PHOTO CARD DISCUSSION

FOUNDATION Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Answer the questions.

- **Décris cette photo.**
- **Quelles sont tes qualités personnelles? Donne des détails.**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 2

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations
or
- Entertainment and leisure

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Environment



GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 3

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

FOUNDATION Set 3

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You have a French student staying with you and you talk about your future plans with your French friend. Your teacher will play the role of the French student.

Your teacher will speak first.

- Say what job you want to do.
- Say why you want to do this job.
- Answer the question.
- Say what you did at school yesterday.
- Ask your friend if he/ she has a job.

PHOTO CARD DISCUSSION

FOUNDATION Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Answer the questions.

- **Décris cette photo.**
- **Tu aimes le fast-food? Pourquoi (pas)?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 3

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Holidays and tourism
- **or**
- Social issues

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
- **or**
- Employment



GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 4

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

FOUNDATION Set 4

IDENTITY AND CULTURE

(15 marks)

Health and fitness

Setting: Your French friend has come to visit and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your French friend.

Your teacher will speak first.

- Say what sport you like.
- Answer the question.
- Say what you eat to stay healthy.
- Say what you did yesterday to be healthy.
- Ask your friend what sport he / she prefers.

PHOTO CARD DISCUSSION

FOUNDATION Set 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Answer the questions.

- **Décris cette photo.**
- **Aimes-tu étudier avec tes amis ? Pourquoi (pas)?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 4

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Travel and transport
- **or**
- Environment

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Technology and social media
- **or**
- Food and drink



GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 5

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 5

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your French exchange friend has come to visit and asks you about holidays you have enjoyed. Your teacher will play the part of your French friend.

Your teacher will speak first.

- Say what type of holidays you prefer.
- Say who you go on holiday with.
- Answer the question.
- Say where you went on holiday last year.
- Ask your friend where he / she is going on holiday.

PHOTO CARD DISCUSSION

FOUNDATION Set 5

IDENTITY AND CULTURE

(15 marks)

Customs and Traditions



Answer the questions.

- **Décris cette photo.**
- **Aimes-tu les fêtes? Pourquoi (pas)?**

Your teacher will now ask you two further questions.

CONVERSATION
FOUNDATION Set 5

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
- or**
- Skills and personal qualities

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
- or**
- Travel and transport



GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 6

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 6

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Skills and personal qualities

Setting: Your French friend has telephoned you and you talk about your work skills. Your teacher will play the part of your French friend.

The teacher will speak first.

- Say what sort of person you are (personal qualities).
- Say what languages you speak.
- Answer the question.
- Say what you studied yesterday at school.
- Ask your friend what he / she likes studying.

PHOTO CARD DISCUSSION

FOUNDATION Set 6

WALES AND THE WORLD

(15 marks)

Global sustainability



Answer the questions.

- **Décris cette photo.**
- **Est-ce que tu protèges l'environnement? Pourquoi (pas)?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 6

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Health and Fitness
or
- Technology and social media

PART 2

Please choose **one** of the following themes for part 2 of the conversation. You must use the 2 points listed to help prepare for the conversation.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study
or
- School / college studies



GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 7

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 7

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking about a family party with your French friend.

The teacher will speak first.

- Say what you do for your birthday.
- Say who you celebrate with.
- Answer the question.
- Say where you went for your last birthday.
- Ask your friend if he / she likes parties.

PHOTO CARD DISCUSSION

FOUNDATION Set 7

WALES AND THE WORLD

(15 marks)

Home and Locality



Answer the questions.

- **Décris cette photo.**
- **Aimes-tu habiter ici? Pourquoi (pas) ?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 7

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
- or**
- School / college life

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Food and drink
- or**
- Self and relationships



GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 8

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

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The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 8

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Limoges. You are talking to a French pupil about recycling. Your teacher will play the part of the French pupil.

Your teacher will speak first.

- Say which items you recycle at home.
- Say how often you recycle.
- Say what you did yesterday to help the environment.
- Answer the question.
- Ask if he / she recycles at school.

PHOTO CARD DISCUSSION

FOUNDATION Set 8

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Current Study



Answer the questions.

- **Décris cette photo.**
- **Quelles matières aimes-tu? Pourquoi?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 8

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure
or
- Festivals and celebrations

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Holidays and tourism



GCSE

French

UNIT 1: Speaking

FOUNDATION TIER - SET 9

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

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The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

FOUNDATION Set 9

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange to Bordeaux. You are talking to your French friend about school life. Your teacher will play the part of your French friend.

Your teacher will speak first.

- Say which school you go to.
- Answer the question.
- Say what you did at school yesterday.
- Say what you wear to school.
- Ask which subject he / she prefers.

PHOTO CARD DISCUSSION

FOUNDATION Set 9

IDENTITY AND CULTURE

(15 marks)

Youth Culture



Answer the questions.

- **Décris cette photo.**
- **Que préfères-tu: les smartphones ou les tablettes? Pourquoi?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 9

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
- **or**
- Social issues

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
- **or**
- School / college studies



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 1

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

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The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

Higher Set 1

IDENTITY AND CULTURE

(15 marks)

Technology and social media

Setting: You are skyping your French friend and you start talking about technology. Your teacher will play the role of your French friend.

Your teacher will speak first.

- Say why it is important to have a mobile phone.
- Say what technology you used last night.
- Answer the question.
- Ask your friend what he / she thinks of social media.
- Say you will buy a new mobile phone tomorrow.

PHOTO CARD DISCUSSION

Higher Set 1

WALES AND THE WORLD

(15 marks)

The Wider World



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Le tourisme est-il bon ou mauvais pour une ville? Pourquoi (pas)?**

Your teacher will now ask you two further questions.

CONVERSATION

Higher Set 1

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Career plans

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Self and relationships
or
- Health and fitness



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 2

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 2

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Toulouse. You are talking to a French pupil about pollution in your town. Your teacher will play the part of the French pupil.

The teacher will speak first

- Give one environmental problem in your area.
- Say what you will do to help this.
- Say what you did yesterday to help the environment.
- Answer the question.
- Ask how he / she travels to school.

PHOTO CARD DISCUSSION

HIGHER Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Quelles sont les qualités les plus importantes d'un bon employé? Pourquoi ?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 2

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations
- or
- Entertainment and leisure

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local areas of interest
- or
- Environment



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 3

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 3

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange with a school in France. You are talking about your school with your French friend. Your teacher will play the part of your French friend.

Your teacher will speak first.

- Say what the advantages of school uniform are.
- Say what you would prefer to wear to school.
- Answer the question.
- Ask your friend what he/she thinks of school.
- Say what homework you did yesterday.

PHOTO CARD DISCUSSION

HIGHER Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Est-ce que c'est important de manger sainement? Pourquoi?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 3

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Holidays and tourism
- or**
- Social issues

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
- or**
- Employment



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 4

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 4

IDENTITY AND CULTURE

(15 marks)

Entertainment and leisure

Setting: You are on holiday in France and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant.

The teacher will speak first.

- Say what items of clothing you bought in the shop.
- Say what the problem is with one of the items.
- Say that you would like another.
- Answer the question.
- Ask if the item is available in another colour.

PHOTO CARD DISCUSSION

HIGHER Set 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Est-ce que la vie scolaire est stressante? Pourquoi (pas)?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 4

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet points you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Travel and transport
- or**
- Environment

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Technology and social media
- or**
- Food and drink



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 5

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
HIGHER Set 5

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your French exchange student has come to visit you. You are talking to him/her about holidays. Your teacher will play the role of the exchange student.

Your teacher will speak first.

- Say where you went on holiday last year.
- Say what you would like to do next year.
- Answer the question.
- Ask your friend if he / she likes camping.
- Say what sort of holiday accommodation you prefer.

PHOTO CARD DISCUSSION

HIGHER Set 5

IDENTITY AND CULTURE

(15 marks)

Customs and traditions



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Est-ce que c'est important de fêter les anniversaires? Pourquoi (pas)?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 5

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Skills and personal qualities

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
or
- Travel and transport



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 6

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 6

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans

Setting: Your French friend has telephoned you and you talk about your study plans. Your teacher will play the part of your French friend.

The teacher will speak first.

- Say what you will study next year.
- Say why.
- Say what you did yesterday after school.
- Answer the question.
- Ask you friend what languages he / she speaks.

PHOTO CARD DISCUSSION

HIGHER Set 6

WALES AND THE WORLD

(15 marks)

Global Sustainability



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Est-ce qu'il a trop de pollution dans ta région? Pourquoi (pas)?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 6

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Health and Fitness
or
- Technology and social media

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study
or
- School / college studies



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 7

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 7

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking to your French friend about parties. Your teacher will play the part of your French friend.

Your teacher will speak first.

- Say you will go to a party at the weekend.
- Say why you like parties.
- Say what present you had for your last birthday.
- Ask your friend what they wear to parties.
- Answer the question.

PHOTO CARD DISCUSSION

HIGHER Set 7

WALES AND THE WORLD

(15 marks)

Home and Locality



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Quels sont les avantages d'habiter en ville? Pourquoi?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 7

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
- or**
- School / college life

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Food and drink
- or**
- Self and relationships



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 8

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 8

WALES AND THE WORLD

(15 marks)

Local areas of interest

Setting: You are talking to your French friend about your local area. Your teacher will play the role of the friend.

The teacher will speak first.

- Say why you like your area.
- Answer the question.
- Say what you did in your area last weekend.
- Say where you would like to live in the future.
- Ask your friend where he/ she is from in France.

PHOTO CARD DISCUSSION

HIGHER Set 8

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Current Study



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Quels sont les aspects négatifs de la vie scolaire? Pourquoi?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 8

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure
or
- Festivals and celebrations

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Holidays and tourism



GCSE

French

UNIT 1: Speaking

HIGHER TIER - SET 9

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 9

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You are talking to your French friend about your future plans. Your teacher will play the part of your friend.

The teacher will speak first.

- Say what job you would like to do in the future.
- Say why you want to do this job.
- Answer the question.
- Ask your friend what sort of work they like.
- Say what you studied yesterday.

PHOTO CARD DISCUSSION

HIGHER Set 9

IDENTITY AND CULTURE

(15 marks)

Youth Culture



Answer the questions.

- **Qu'est-ce qui se passe sur cette photo?**
- **Est-ce que la technologie est importante pour toi? Pourquoi?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 9

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
- or
- Social issues

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
- or
- School / college studies

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 1

IDENTITY AND CULTURE

(15 marks)

Technology and social media

Setting: You are skyping your French friend and you start talking about how you use technology.

The teacher will speak first. Teacher examiner responses are given in bold.

- **Quelles sortes de technologie aimes-tu?**
- Say what sort of technology you like.
- **Quel est ton site internet préféré?**
- Say what your favourite website is.
- **Quand utilises-tu l'Internet?**
- Answer the question.
- **Quelle sorte de technologie as-tu utilisée hier?**
- Say what technology you used yesterday.
- **Ah bon.**
- Ask your friend if he / she has a mobile phone.
- **Oui.**

TEACHER EXAMINER'S COPY
PHOTO CARD DISCUSSION
FOUNDATION Set 1

WALES AND THE WORLD

(15 marks)

The Wider World



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Quel type de vacances aimes-tu? Pourquoi?**
- (3) Unseen questions.
 - **Je préfère les vacances avec ma famille. Que penses-tu ? (Pourquoi? / Donne des détails)**
 - **Où vas-tu aller en vacances cette année? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 1

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Career plans

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Self and relationships
or
- Health and fitness

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 2

WALES AND THE WORLD

(15 marks)

Travel and transport

Setting: Whilst on holiday in France, you go to the train station to buy a ticket.

The teacher will speak first. Teacher examiner questions are given in bold.

- **Bonjour Monsieur / Madame / Mademoiselle, je peux vous aider?**
- Say that you want to go to Lyon.
- **Combien de billets?**
- Say how many tickets you want.
- **Quelle sorte de billet voulez-vous?**
- Answer the question
- **Très bien.**
- Ask how much it costs.
- **Cinquante euros. Comment est-ce que vous avez voyagé ici?**
- Say you travelled by bus.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed their response continue with the following questions.
 - **Quelles sont tes qualités personnelles? Donne des détails.**
- (3) Unseen questions.
 - **Quelle sorte de travail préfères-tu ? (Pourquoi? / Donne des détails)**
 - **Où vas-tu travailler dans l'avenir? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 2

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations
or
- Entertainment and leisure

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Environment

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 3

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You have a French student staying with you and you talk about your future plans with your French friend. Your teacher will play the role of the French student. The teacher will speak first.

The teacher examiner responses are given in bold.

- **Quel travail veux-tu faire?**
- Say what job you want to do.
- **Pourquoi veux-tu faire ce travail?**
- Say why you want to do this job.
- **Quelles langues parles-tu?**
- Answer the question.
- **Qu'est-ce que tu as fait hier au collège?**
- Say what you did at school yesterday.
- **C'est bien.**
- Ask your friend if he/ she has a job.
- **Oui, je travaille dans un magasin.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Tu aimes le fast-food ? Pourquoi (pas)?**
- (3) Unseen questions.
 - **Que penses-tu de la nourriture dans la cantine? (Pourquoi? / Donne des détails)**
 - **Qu'est-ce que tu as fait le weekend dernier pour rester en forme? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 3

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Holidays and tourism
or
- Social issues

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
or
- Employment

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 4

IDENTITY AND CULTURE

(15 marks)

Health and fitness

Setting: Your French friend has come to visit and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Quel sport aimes-tu?**
- Say what sport you like.
- **Avec qui fais-tu le sport?**
- Answer the question.
- **Qu'est-ce que tu manges pour garder la forme ?**
- Say what you eat to stay healthy.
- **Qu'est-ce que tu as fait hier pour garder la forme?**
- Say what you did yesterday to be healthy.
- **Ah bon.**
- Ask your friend what sport he/ she prefers.
- **J'aime le tennis.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Aimes-tu étudier avec tes amis? Pourquoi (pas)?**
- (3) Unseen questions.
 - **Que penses-tu des examens? (Pourquoi? / Donne des détails)**
 - **Qu'est-ce que tu vas étudier l'année prochaine? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 4

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).

- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Travel and transport
- or
- Environment

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Technology and social media
- or
- Food and drink

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 5

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your French exchange friend has come to visit and asks you about holidays you have enjoyed. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **Quelle sorte de vacances aimes-tu?**
- Say what type of holiday you prefer.
- **Avec qui?**
- Say who you go on holiday with.
- **Comment voyages-tu normalement?**
- Answer the question.
- **Où es-tu allé(e) en vacances l'année dernière?**
- Say where you went on holiday last year.
- **Chouette!**
- Ask your friend where he/she is going on holiday.
- **Je vais en Irlande.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 5

IDENTITY AND CULTURE

(15 marks)

Customs and traditions



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Aimes-tu les fêtes? Pourquoi (pas)?**
- (3) Unseen questions.
 - **Je préfère les fêtes avec mes amis. Que penses-tu? (Pourquoi? / Donne des détails)**
 - **Qu'est-ce que tu as fait pour ton anniversaire l'année dernière? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 5

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Skills and personal qualities

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
or
- Travel and transport

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 6

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Skills and personal qualities

Setting: Your French friend has telephoned you and you talk about your work skills. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Quelle sorte de personne es-tu?**
- Say what sort of person you are (personal qualities).
- **Quelles langues parles-tu?**
- Say what languages you speak.
- **Quelle est ta matière préférée?**
- Answer the question.
- **Qu'est-ce que tu as étudié hier au collège?**
- Say what you studied yesterday at school.
- **Ah bon.**
- Ask your friend what he / she likes studying.
- **J'aime l'histoire.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 6

WALES AND THE WORLD

(15 marks)

Global Sustainability



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Est-ce que tu protèges l'environnement? Pourquoi (pas)?**
- (3) Unseen questions.
 - **Que penses-tu du recyclage ? (Pourquoi? / Donne des détails)**
 - **Qu'est-ce que tu as fait la semaine dernière pour aider l'environnement? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 6

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Health and Fitness
or
- Technology and social media

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study
or
- School / college studies

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 7

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking about a family party with your French friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **Qu'est-ce que tu fais pour ton anniversaire?**
- Say what you do for your birthday.
- **Avec qui?**
- Say who you celebrate with.
- **Quelle est la date de ton anniversaire ?**
- Answer the question.
- **Où es-tu allé(e) pour ton dernier anniversaire?**
- Say where you went for your last birthday
- **Ah bon.**
- Ask your friend if he/ she likes parties.
- **Bien sûr.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 7

WALES AND THE WORLD

(15 marks)

Home and Locality



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Aimes-tu habiter ici? Pourquoi (pas)?**
- (3) Unseen questions.
 - **Que penses-tu du transport dans cette région? (Pourquoi? / Donne des détails)**
 - **Qu'est-ce que tu as fait dans ta région le weekend dernier? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 7

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
or
- School / college life

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Food and drink
or
- Self and relationships

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 8

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Limoges. You are talking to a French pupil about recycling. Your teacher will play the part of the French pupil.

Teacher examiner responses are in bold

- **Qu'est-ce que tu recycles à la maison?**
- Say which you items you recycle at home.
- **Quand est-ce que tu recycles?**
- Say how often you recycle.
- **Qu'est-ce que tu as fait hier pour aider l'environnement?**
- Say what you did yesterday to help the environment.
- **C'est quel jour la collecte du recyclage?**
- Answer the question.
- **Ah bon.**
- Ask if he / she recycles at school.
- **Oui, bien sûr!**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 8

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Current Study



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Quelles matières aimes-tu? Pourquoi?**
- (3) Unseen questions.
 - **Que penses-tu des devoirs? (Pourquoi? / Donne des détails)**
 - **Qu'est-ce que tu as fait hier au collège? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 8

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure
or
- Festivals and celebrations

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Holidays and tourism

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 9

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange to Bordeaux. You are talking to your French friend about school life. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Comment s'appelle ton collègue?**
- Say which school you go to.
- **À quelle heure commencent les cours?**
- Answer the question.
- **C'est tôt. Qu'est-ce que tu as fait au collège hier?**
- Say what you did at school yesterday.
- **Qu'est-ce que tu portes au collège?**
- Say what you wear to school.
- **Moi, je ne porte pas d'uniforme.**
- Ask which subject he / she prefers.
- **J'aime les maths.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 9

IDENTITY AND CULTURE

(15 marks)

Youth Culture



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Décris cette photo.**
- (2) When the candidate has completed his / her response continue with the following question.
 - **Que préfères-tu: les smartphones ou les tablettes? Pourquoi?**
- (3) Unseen questions.
 - **Que penses-tu des médias sociaux? (Pourquoi? / Donne des détails)**
 - **Quelles sortes de technologie as-tu utilisées hier? (Pourquoi? / Donne des détails)**

TEACHER EXAMINER'S COPY**CONVERSATION****FOUNDATION Set 9****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
- **or**
- Social issues

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
- **or**
- School / college studies

TEACHER EXAMINER'S COPY

ROLE PLAY

Higher Set 1

IDENTITY AND CULTURE

Technology and social media

Setting: You are skyping your French friend and you start talking about technology. Your teacher will play the role of your French friend. The teacher will speak first.

Teacher examiner responses are in bold

- **Que penses-tu des portables?**
- Say why it is important to have a mobile phone.
- **Qu'est-ce que tu as utilisé comme technologie hier soir?**
- Say what technology you used last night.
- **Combien de temps est-ce que tu passes sur ton portable?**
- Answer the question.
- **Ah bon.**
- Ask your friend what he / she thinks of social media.
- **C'est super. Que feras-tu demain ?**
- Say you will buy a new mobile phone tomorrow.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

Higher Set 1

WALES AND THE WORLD

(15 marks)

The Wider World



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Le tourisme est-il bon ou mauvais pour une ville? Pourquoi (pas)?**
- (3) Unseen questions.
 - **Les vacances coûtent cher. Que penses-tu? (Pourquoi? / Justifie tes opinions)**
 - **Comment seraient tes vacances idéales? (Pourquoi? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY

CONVERSATION

Higher Set 1

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Career plans

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Self and relationships
or
- Health and fitness

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 2

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Toulouse. You are talking to a French pupil about pollution and the environment in your town. Your teacher will play the part of the French pupil. The teacher will speak first.

Teacher examiner responses are in bold.

- **Quels sont les problèmes dans ta région?**
- Give one environmental problem in your area.
- **Qu'est-ce que tu feras pour aider l'environnement?**
- Say what you will do to help this.
- **Qu'est-ce que tu as fait hier pour aider l'environnement?**
- Say what you did yesterday to help the environment.
- **Combien de fois par semaine est-ce que tu recycles?**
- Answer the question.
- **Ah bon.**
- Ask how he / she travels to school.
- **J'y vais à pied.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Quelles sont les qualités les plus importantes d'un bon employé? Pourquoi?**
- (3) Unseen questions.
 - **Le salaire est l'aspect le plus important d'un métier. Que penses-tu? (Pourquoi? / Justifie tes opinions)**
 - **Comment serait ton emploi idéal? (Pourquoi? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY**CONVERSATION****HIGHER Set 2****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations
- **or**
- Entertainment and leisure

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest
- **or**
- Environment

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 3

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange with a school in France. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Quels sont les avantages de l'uniforme scolaire?**
- Say what the advantages of school uniform are.
- **Qu'est-ce que tu préférerais porter à l'école?**
- Say what you would prefer to wear to school.
- **Que fais-tu pendant la récréé?**
- Answer the question.
- **Moi aussi.**
- Ask your friend what he/she thinks of school.
- **J'aime mon lycée. As-tu fait beaucoup de devoirs hier?**
- Say what homework you did yesterday.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Est-ce que c'est important de manger sainement? Pourquoi?**
- (3) Unseen questions.
 - **La nourriture bio est trop chère. Que penses-tu ? (Pourquoi? / Justifie tes opinions)**
 - **Que feras-tu pour rester en forme ce weekend? (Pourquoi? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 3

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Holidays and tourism
- or
- Social issues

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
- or
- Employment

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 4

IDENTITY AND CULTURE

(15 marks)

Entertainment and leisure

Setting: You are on holiday in France and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Bonjour, je peux vous aider?**
- Say what items of clothing you bought in the shop.
- **D'accord, qu'est-ce qui ne va pas Monsieur / Madame?**
- Say what the problem is with one of the items.
- **Qu'est-ce que vous voudriez faire ?**
- Say that you would like another.
- **Bien sûr, vous êtes de quelle taille?**
- Answer the question.
- **D'accord.**
- Ask if the item is available in another colour.
- **Oui, nous l'avons en rouge ou en jaune.**

TEACHER EXAMINER'S COPY
PHOTO CARD DISCUSSION
HIGHER Set 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Est-ce que la vie scolaire est stressante? Pourquoi (pas)?**
- (3) Unseen questions.
 - **C'est très important d'apprendre une langue étrangère. Que penses-tu? (Pourquoi? / Justifie tes opinions)**
 - **Aimerais-tu aller à l'université? (Pourquoi (pas)? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 4

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Travel and transport
- **or**
- Environment

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Technology and social media
- **or**
- Food and drink

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 5

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your French exchange student has come to visit you. You are talking to him / her about holidays. Your teacher will play the role of the exchange student. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Où es-tu allé(e) en vacances l'année dernière?**
- Say where you went on holiday last year.
- **Ah génial. Qu'est que tu feras l'année prochaine?**
- Say what you would like to do next year.
- **Avec qui aimes-tu aller en vacances?**
- Answer the question.
- **Je suis d'accord.**
- Ask your friend if he / she likes camping.
- **Oui, c'est super. Aimes-tu le camping aussi ?**
- Say what sort of holiday accommodation you prefer.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 5

IDENTITY AND CULTURE

(15 marks)

Customs and Traditions



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Est-ce que c'est important de fêter les anniversaires? Pourquoi (pas)?**
- (3) Unseen questions.
 - **Les cadeaux d'anniversaire sont trop chers. Que penses-tu ? (Pourquoi? / Justifie tes opinions)**
 - **Comment serait ta fête idéale? (Pourquoi? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 5

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Skills and personal qualities

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
or
- Travel and transport

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 6

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans

Setting: Your French friend has telephoned you and you talk about your study plans. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Qu'est-ce que tu étudieras l'année prochaine?**
- Say what you will study next year.
- **Pourquoi?**
- Say why.
- **Super! Qu'est-ce tu as fait hier après le collège?**
- Say what you did yesterday after school.
- **Quelles sont tes qualités personnelles?**
- Answer the question.
- **Ah bon.**
- Ask you friend what languages he / she speaks.
- **Je parle deux langues.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 6

WALES AND THE WORLD

(15 marks)

Global Sustainability



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Est-ce qu'il y a trop de pollution dans ta région? Pourquoi (pas)?**
- (3) Unseen questions.
 - **Le recyclage est trop compliqué. Que penses-tu? (Pourquoi? / Justifie tes opinions)**
 - **Que ferais-tu pour aider l'environnement dans ta région? (Pourquoi? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 6

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Health and Fitness
or
- Technology and social media

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study
or
- School / college studies

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 7

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking to your French friend about parties. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher responses are given in bold.

- **Qu'est-ce que tu feras ce weekend ?**
- Say you will go to a party at the weekend.
- **Super! Pourquoi aimes-tu les fêtes?**
- Say why you like parties.
- **Qu'est-ce que tu as reçu comme cadeaux pour ton dernier anniversaire?**
- Say what present you had for your last birthday.
- **Tu as de la chance.**
- Ask your friend what they wear to parties.
- **Qu'est-ce que tu préfères manger à une fête?**
- Answer the question.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 7

WALES AND THE WORLD

(15 marks)

Home and Locality



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Quels sont les inconvénients d'habiter en ville? Pourquoi?**
- (3) Unseen questions.
 - **Il n'y a pas beaucoup d'activités pour les jeunes ici. Que penses-tu? (Pourquoi? / Justifie tes opinions)**
 - **Comment serait ta ville idéale? (Pourquoi? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 7

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
or
- School / college life

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Food and drink
or
- Self and relationships

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 8

WALES AND THE WORLD

(15 marks)

Local areas of interest

Setting: You are talking to your French friend about your local area. Your teacher will play the role of the friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Est-ce que tu aimes ta région?**
- Say why you like your area.
- **Quelles activités est-ce qu'il y a pour les jeunes?**
- Answer the question.
- **Qu'est-ce que tu as fait le weekend dernier ?**
- Say what you did in your area last weekend.
- **Où aimerais-tu habiter à l'avenir?**
- Say where you would like to live in the future.
- **Ah bon.**
- Ask your friend where he / she is from in France.
- **Je viens de Toulouse.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 8

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Current Study



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Quels sont les aspects négatifs de la vie scolaire? Pourquoi?**
- (3) Unseen questions.
 - **Les diplômes sont vraiment importants. Que penses-tu? (Pourquoi? / Justifie tes opinions)**
 - **Que feras-tu après tes examens? (Pourquoi? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY**CONVERSATION****HIGHER Set 8****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure
or
- Festivals and celebrations

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Holidays and tourism

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 9

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You are talking to your French friend about your future plans. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are in bold.

- **Qu'est-ce que tu voudrais faire dans l'avenir?**
- Say what job you would like to do in the future.
- **Pourquoi?**
- Say why you want to do this job
- **Quelles sont vos qualités personnelles?**
- Answer the question.
- **Ah bien!**
- Ask your friend what sort of work they like.
- **J'aime travailler avec la technologie. Qu'est-ce que tu as étudié hier ?**
- Say what you studied yesterday.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 9

IDENTITY AND CULTURE

(15 marks)

Youth Culture



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo?**
- (2) When the candidate has completed his / her response continue with the following question.
 - **Est-ce que la technologie est importante pour toi? Pourquoi?**
- (3) Unseen questions.
 - **Les médias sociaux ont beaucoup d'aspects négatifs. Que penses-tu? (Pourquoi? / Justifie tes opinions)**
 - **Aimerais-tu passer moins de temps sur Internet? (Pourquoi? / Justifie tes opinions)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 9

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
- **or**
- Social issues

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
- **or**
- School / college studies

SUGGESTED SUPPORT QUESTIONS FOR CONVERSATION TASK

During both parts of the conversation it is important that the candidate is given the opportunity to develop the conversation and produce extended sequences of speech. If the candidate starts to dry up the teacher/examiner can facilitate the conversation by asking the candidate:

- for more detail
- to give and/or justify their ideas and/or opinions
- to narrate events or give an account of something that has happened relating to the topic
- for their future plans relating to the topic

Some candidates will be able to discuss some bullet points in depth while others may have less knowledge and/or linguistic ability. Candidates' performance depends not only on their own skills and ability but also on the nature of the support questions asked by the teacher/examiner. The teacher is advised to familiarise themselves with the descriptors on the assessment grids for foundation and higher tier conversations and to ensure that their questioning gives candidates opportunities to achieve their potential in each section of the mark scheme.

The following questions are examples only and are not prescriptive or exhaustive. The teacher/examiner may use any other appropriate questions to give candidates opportunity to expand their responses.

Theme 1: Identity and culture

- Est-ce que la famille est importante pour toi ?
- Quelle sorte de vêtements aimes-tu porter ?
- Comment as-tu utilisé l'ordinateur récemment ?
- Quels sont les avantages et les inconvénients des médias sociaux ?
- Est-ce que tu pourrais vivre sans la technologie ? Pourquoi ? / Pourquoi pas ?
- Quel est ton sport préféré ? Pourquoi ?
- Qu'est-ce que tu as fait la semaine dernière pour garder la forme ?
- Qu'est-ce que tu aimes faire pendant ton temps libre ?
- Est-ce que tu préfères le cinéma ou la télévision ? Pourquoi ?
- Qu'est-ce que tu feras le week-end ?
- Qu'est-ce que tu aimes manger ?
- Parle-moi de la dernière fois que tu es allé(e) au restaurant.
- Laquelle est mieux pour la santé – la nourriture française ou britannique ?
- Qu'est-ce que tu fais pour célébrer ton anniversaire ?
- Préfères-tu célébrer les anniversaires en famille ou avec les amis ? Pourquoi ?
- Quel serait ton anniversaire idéal ?

Theme 2: Wales and the World - areas of interest

Qu'est-ce qu'il y a à faire dans ta ville/ ton village ?
Est-ce que tu aimes habiter ici ? Pourquoi ? / Pourquoi pas ?
Qu'est-ce que tu as fait le week-end dernier dans ta ville / ton village ?
Qu'est-ce qu'on pourrait faire pour améliorer ta région ?
L'année prochaine, comment voyageras-tu en vacances ?
Qu'est-ce que tu préfères visiter : la ville ou la campagne ? Pourquoi ?
Est-ce que tu recommanderais la France comme destination touristique? Pourquoi (pas) ?
Quelles sont les attractions pour les touristes en France ?
As-tu déjà visité la France ?
Où passes- tu tes vacances normalement ?
Qu'est-ce que tu as fait en vacances l'année dernière ?
Où vas-tu passer tes vacances cette année ?
Quels sont les plus graves problèmes sociaux dans le monde ?
Est-ce que tu penses que c'est important d'aider les autres ? Pourquoi (pas) ?
Qu'est-ce que tu recycles à la maison ?
Penses-tu que la protection de l'environnement est la responsabilité des jeunes ?
Est-ce que tu penses qu'il est important de recycler ? Pourquoi ? / Pourquoi pas ?
Qu'est-ce que tu as recyclé la semaine dernière ?
Qu'est-ce que tu vas faire pour aider à protéger l'environnement ?

Theme 3: Current and future study and employment

Décris ton uniforme scolaire
Qu'est-ce que tu as fait à l'école la semaine dernière ?
Est-ce que tu es pour ou contre l'uniforme scolaire ? Pourquoi ?
Est-ce qu'il y a trop de pression scolaire chez les jeunes ?
Qu'est-ce que tu voudrais faire l'année prochaine ?
Est-ce qu'il est important pour les jeunes d'avoir un petit job ? Pourquoi ? / Pourquoi pas ?
Quelles sont tes qualités personnelles ?
Qu'est-ce que tu as fait pour gagner de l'argent ?
Est-ce que tu penses que l'école est une bonne préparation pour la vie ? Pourquoi ?
Tu voudrais apprendre quelles compétences à l'avenir ?
Pourquoi pas ?
Est-il important d'aller à l'université ? Pourquoi ? / Pourquoi pas ?
Qu'est-ce que tu veux faire comme travail ? Pourquoi ?
Pourquoi as-tu choisi d'étudier le français ?
Est-ce que tu voudrais travailler en France? Pourquoi ? / Pourquoi pas ?
Est-ce que tu penses qu'il est plus important d'avoir des qualifications ou de l'expérience ?
Pourquoi? / Pourquoi pas?

UNIT 1: SPEAKING (60 marks)**MARK SCHEME****General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes and bullet points.
- Make sure you are familiar with the assessment grids for the photo cards and conversation at both tiers and the descriptors for each section of the grid (pages 152-155). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Foundation tier is 7-9 minutes and 10-12 minutes for Higher tier. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

Stage 1 - Deciding on the band

When deciding on a band, the conversation task part 1 and part 2 should be assessed together. Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.

If a candidate's discussion/conversation covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their responses.

Stage 2 - Deciding on the mark

Once the band has been decided, examiners can then assign a mark within the band. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

The following pages contain notes for examiners; mark schemes for the role play for both Foundation and Higher tier; and assessment grids for the photo card discussion and the conversation. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for the photo card discussion, the skills of Communication and interaction, and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

MARK SCHEME**Role Play (Foundation and Higher tier)****(15 marks)**

Each candidate will be required to complete a role play giving five responses.
The role play will be assessed according to the following criteria:

Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

Foundation tier

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
1	Message is partially conveyed, but is ambiguous. Limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

Higher tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed, but is ambiguous. Vocabulary and grammatical structures contain frequent errors or limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

Guidance for examiners**Role Play task - Unseen question**

The 'notes for examiners' on pages 137-154 contain possible responses to the role plays for Foundation and Higher Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate.

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for the unseen question on the role play task:

Foundation Tier**Quelle est la date de ton anniversaire?**

Response	Comments	Mark
C'est le cinq septembre	Clear pronunciation with complete information	3 marks
cinq septembre	Pronunciation inaccurate Cinq pronounced "sank" and the month pronounced "September"	2 marks
septembre	Message partially conveyed no date is given.	1 mark
anniversaire	Language solely from the prompt question inappropriate response.	0 marks

Higher Tier**Qu'est-ce que tu préfères manger à une fête?**

Response	Comments	Mark
J'adore le gâteau d'anniversaire	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
J'ai gâteau d'anniversaire	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
gâteau	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
fête	Language solely from the prompt question inappropriate response.	0 marks

ROLE PLAY

FOUNDATION Set 1

Notes for Examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Technology and social media

Setting: You are skyping your French friend and you start talking about how you use technology.

The teacher will speak first. Teacher examiner responses are given in bold.

- **Quelles sortes de technologie aimes-tu?**
- Say what sort of technology you like.¹
- **Quel est ton site internet préféré?**
- Say what your favourite website is.²
- **Quand utilises-tu l'Internet?**
- Answer the question.³
- **Quelle sorte de technologie as-tu utilisée hier?**
- Say what technology you used yesterday.⁴
- **Ah bon.**
- Ask your friend if he/she has a mobile phone.⁵
- **Oui.**

¹ J'aime jouer sur l'ordinateur: accept any suitable response

² Je préfère Yahoo: accept preference in present + any site

³ J'utilise l'Internet le soir: accept any day or time

⁴ J'ai lu un blog: accept any suitable response in the past

⁵ As-tu un portable? Accept any suitable question

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 2

Notes for Examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Travel and transport

Setting: Whilst on holiday in France, you go to the train station to buy a ticket.

The teacher will speak first. Teacher examiner questions are given in bold.

- **Bonjour Monsieur / Madame / Mademoiselle, je peux vous aider?**
- Say that you want to go to Lyon.¹
- **Combien de billets?**
- Say how many tickets you want.²
- **Quelle sorte de billet voulez-vous?**
- Answer the question³
- **Très bien.**
- Ask how much it costs.⁴
- **Cinquante euros. Comment est-ce que vous avez voyagé ici?**
- Say you travelled by bus.⁵

¹ Je veux aller à Lyon. Accept any suitable response.

² Je veux deux billets. Accept any suitable quantity.

³ Je veux un billet de deuxième classe. Accept any suitable type of ticket.

⁴ Ça coûte combien? Accept any suitable question

⁵ J'ai voyagé en autobus. Accept any suitable response in the past.

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 3

Notes for Examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans

Setting: You have a French student staying with you and you talk about your future plans. Your teacher will play the role of the French student. The teacher will speak first.

The teacher examiner responses are given in bold.

- **Quel travail veux-tu faire?**
- Say what job you want to do.¹
- **Pourquoi veux-tu faire ce travail?**
- Say why you want to do this job.²
- **Quelles langues parles-tu?**
- Answer the question.³
- **Qu'est-ce que tu as fait hier au collège?**
- Say what you did at school yesterday.⁴
- **C'est bien.**
- Ask your friend if he/ she has a job.⁵
- **Oui, je travaille dans un magasin.**

1 Je veux être mécanicien. Accept any job.

2 Parce que j'adore les voitures. Accept any suitable reason.

3 Je parle le français. Accept any suitable language.

4 J'ai étudié l'anglais. Accept any suitable response in the past

5 As-tu un petit job? Accept any suitable question

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 4

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Health and Fitness

Setting: Your French friend has come to visit you and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Quel sport aimes-tu?**
- Say what sport you like.¹
- **Avec qui fais-tu le sport?**
- Answer the question.²
- **Qu'est-ce que tu manges pour garder la forme ?**
- Say what you eat to stay healthy.³
- **Qu'est-ce que tu as fait hier pour garder la forme?**
- Say what you did yesterday to be healthy.⁴
- **Ah bon.**
- Ask your friend what sport he / she prefers.⁵
- **J'aime le tennis.**

¹ J'adore le football. Accept any suitable response.

² Je joue au foot avec mes amis. Accept any suitable response.

³ Je mange des fruits. Accept any suitable response.

⁴ J'ai fait du vélo. Accept any suitable response in the past.

⁵ Quel sport préfères-tu? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 5

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your French exchange friend has come to visit you and asks you about holidays you have enjoyed. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **Quelles sortes de vacances aimes-tu?**
- Say what types of holidays you prefer.¹
- **Avec qui?**
- Say who you go on holiday with.²
- **Comment voyages-tu normalement?**
- Answer the question.³
- **Où es-tu allé(e) en vacances l'année dernière?**
- Say where you went on holiday last year.⁴
- **Chouette!**
- Ask your friend where he / she is going on holiday.⁵
- **Je vais en Irlande.**

¹ Je préfère les vacances au bord de la mer. Accept any suitable answer.

² Je vais vacances avec ma famille. Accept any suitable answer.

³ Je voyage en train. Accept any suitable response.

⁴ Je suis allé(e) à la plage. Accept any suitable answer in the past.

⁵ Où vas-tu en vacances? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 6

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Skills and personal qualities

Setting: Your French friend has telephoned you and you talk about your skills. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Quelle sorte de personne es-tu?**
- Say what sort of person you are (personal qualities).¹
- **Quelles langues parles-tu?**
- Say what languages you speak.²
- **Quelle est ta matière préférée?**
- Answer the question.³
- **Qu'est-ce que tu as étudié hier au collège?**
- Say what you studied yesterday at school.⁴
- **Ah bon.**
- Ask your friend what he / she likes studying.⁵
- **J'aime l'histoire.**

¹ Je suis intelligent(e). Accept any suitable description.

² Je parle l'espagnol. Accept any suitable language.

³ Je préfère les maths. Accept any suitable response.

⁴ J'ai étudié les sciences. Accept any suitable response in the past.

⁵ Qu'est-ce que tu aimes étudier? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 7

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking about a family party with your French friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **Qu'est-ce que tu fais pour ton anniversaire?**
- Say what you do for your birthday.¹
- **Avec qui?**
- Say who you celebrate with.²
- **Quelle est la date de ton anniversaire ?**
- Answer the question.³
- **Où es-tu allé(e) pour ton dernier anniversaire?**
- Say where you went for your last birthday .⁴
- **Ah bon.**
- Ask your friend if he / she likes parties.⁵
- **Bien sûr.**

¹ Je vais au restaurant. Accept any suitable response.

² Je sors avec mes amis. Accept any suitable response.

³ C'est le vingt mai. Accept any suitable date.

⁴ Je suis allé(e) au cinéma. Accept any suitable response in the past.

⁵ Aimes-tu les fêtes ? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION Set 8

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Limoges. You are talking to a French pupil about recycling. Your teacher will play the part of the French pupil.

Teacher examiner responses are in bold

- **Qu'est-ce que tu recycles à la maison?**
- Say which you items you recycle at home.¹
- **Quand est-ce que tu recycles?**
- Say how often you recycle.²
- **Qu'est-ce que tu as fait hier pour aider l'environnement?**
- Say what you did yesterday to help the environment.³
- **C'est quel jour la collecte du recyclage?**
- Answer the question.⁴
- **Ah bon.**
- Ask if he / she recycles at school.⁵
- **Oui, bien sûr!**

¹ Je recycle des bouteilles. Accept any suitable item(s)

² Je recycle tous les jours. Accept any suitable response

³ J'ai pris une douche. Any suitable response in the past

⁴ C'est (le) jeudi. Accept any suitable day

⁵ Est-ce-que tu recycles au collège? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 9

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange to Bordeaux. You are talking to your French friend about school life. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Comment s'appelle ton collègue?**
- Say which school you go to.¹
- **À quelle heure commencent les cours?**
- Answer the question.²
- **C'est tôt. Qu'est-ce que tu as fait au collège hier?**
- Say what you did at school yesterday.³
- **Qu'est-ce que tu portes au collège?**
- Say what you wear to school.⁴
- **Je ne porte pas d'uniforme.**
- Ask which subject he / she prefers.⁵
- **J'aime les maths.**

¹ Mon collègue s'appelle...: accept any suitable response

² Les cours commencent à neuf heures: accept any time

³ J'ai mangé à la cantine: accept any suitable response in the past

⁴ Je porte un uniforme scolaire: accept any clothing

⁵ Quelle matière préfères-tu? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 1

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

Technology and social media

Setting: You are skyping your French friend and you start talking about technology. Your teacher will play the role of your French friend. The teacher will speak first.

Teacher examiner responses are in bold

- **Que penses-tu des portables?**
- Say why it is important to have a mobile phone.¹
- **Qu'est-ce que tu as utilisé comme technologie hier soir?**
- Say what technology you used last night.²
- **Combien de temps est-ce que tu passes sur ton portable?**
- Answer the question.³
- **Ah bon.**
- Ask your friend what he / she thinks of social media.⁴
- **C'est super. Que feras-tu demain ?**
- Say you will buy a new mobile phone tomorrow.⁵

¹ Je peux lire mes mails. Accept any suitable reason.

² J'ai utilisé mon portable hier. Accept any suitable response in the past tense.

³ Je passe environ deux heures par jour sur mon portable. Accept any suitable amount of time.

⁴ Que penses-tu des médias sociaux? Accept any suitable question.

⁵ J'irai acheter un nouveau portable demain. Accept any suitable response in the future.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 2

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Toulouse. You are talking to a French pupil about pollution in your town. Your teacher will play the part of the French pupil. The teacher will speak first.

Teacher examiner responses are in bold.

- **Quels sont les problèmes dans ta région?**
- Give one environmental problem in your area.¹
- **Qu'est-ce que tu feras pour aider l'environnement?**
- Say what you will do to help this.²
- **Qu'est-ce que tu as fait hier pour aider l'environnement?**
- Say what you did yesterday to help the environment.³
- **Combien de fois par semaine est-ce que tu recycles?**
- Answer the question.⁴
- **Ah bon.**
- Ask how he/ she travels to school.⁵
- **J'y vais à pied.**

¹ La pollution en ville est affreuse. Accept any suitable problem.

² J'utiliserai le transport public. Accept any acceptable response in the future.

³ J'ai fait du recyclage. Any suitable response in the past.

⁴ Je recycle tous les jours à la maison. Accept any suitable response.

⁵ Comment vas-tu au collège? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 3

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School/college life

Setting: You are on a school exchange with a school in France. You are talking about your school with your French friend. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Quels sont les avantages de l'uniforme scolaire?**
- Say what the advantages of school uniform are.¹
- **Qu'est-ce que tu préférerais porter à l'école?**
- Say what you would prefer to wear to school.²
- **Que fais-tu pendant la récréé?**
- Answer the question.³
- **Moi aussi.**
- Ask your friend what he / she thinks of school.⁴
- **J'aime mon lycée. As-tu fait beaucoup de devoirs hier?**
- Say what homework you did yesterday.⁵

¹ On peut porter la même chose tous les jours. Accept any suitable opinion.

² Moi j'aimerais porter des jeans. Accept any suitable clothing in the conditional.

³ Je vais à la bibliothèque. Accept any suitable activity.

⁴ Que penses-tu de ton école? Accept any suitable question.

⁵ J'ai fait mes devoirs de maths. Accept any suitable response in the past.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 4

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Entertainment and leisure

Setting: You are on holiday in France and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Bonjour, je peux vous aider?**
- Say what items of clothing you bought in the shop.¹
- **D'accord, qu'est-ce qui ne va pas Monsieur / Madame?**
- Say what the problem is with one of the items.²
- **Qu'est-ce que vous voudriez faire ?**
- Say that you would like another.³
- **Bien sûr, vous êtes de quelle taille?**
- Answer the question.⁴
- **D'accord.**
- Ask if the item is available in another colour.⁵
- **Oui, nous l'avons en rouge ou en jaune.**

¹ Hier j'ai acheté une jupe. Accept any suitable response in the past

² La jupe est trop petite. Accept any suitable problem.

³ Je voudrais une autre jupe. Accept any suitable response in the conditional.

⁴ Je suis de taille moyenne. Accept any size.

⁵ L'avez-vous en orange? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 5

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your French exchange student has come to visit you. You are talking to him/her about holidays. Your teacher will play the role of the exchange student. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Où es-tu allé(e) en vacances l'année dernière?**
- Say where you went on holiday last year.¹
- **Ah génial. Qu'est que tu feras l'année prochaine?**
- Say what you would like to do next year.²
- **Avec qui aimes-tu aller en vacances?**
- Answer the question.³
- **Je suis d'accord.**
- Ask your friend if he / she likes camping.⁴
- **Oui, c'est super. Aimes-tu le camping aussi ?**
- Say what sort of holiday accommodation you prefer.⁵

¹ Je suis allé(e) en Espagne. Accept any response in the past.

² Je ferai du ski. Accept any suitable response in the future.

³ J'aime aller en vacances avec mes amis. Accept any suitable response.

⁴ Aimes-tu faire le camping? Accept any suitable question.

⁵ Je préfère rester dans un hôtel. Accept any suitable response.

Look for and reward any valid alternative

ROLE PLAY
HIGHER Set 6

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT (15 marks)

School / college studies

Setting: Your French friend has telephoned you and you talk about your study plans. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Qu'est-ce que tu étudieras l'année prochaine?**
- Say what you will study next year.¹
- **Pourquoi?**
- Say why.²
- **Super! Qu'est-ce tu as fait hier après le collège?**
- Say what you did yesterday after school.³
- **Quelles sont tes qualités personnelles?**
- Answer the question.⁴
- **Ah bon.**
- Ask you friend what languages he / she speaks.⁵
- **Je parle anglais et allemand et français bien sûr.**

¹ J'étudierai l'histoire et les maths. Accept any suitable response in the future.

² Parce que j'aime les profs. Accept any suitable reason.

³ J'ai fait mes devoirs. Accept any suitable response in the past.

⁴ Je suis organisé(e) et travailleur/(se). Accept any suitable response.

⁵ Quelles langues parles-tu ? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 7

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking to your French friend about parties. Your teacher will play the part of your French friend. The teacher will speak first.

Teacher responses are given in bold.

- **Qu'est-ce que tu feras ce weekend ?**
- Say you will go to a party at the weekend.¹
- **Super! Pourquoi aimes-tu les fêtes?**
- Say why you like parties.²
- **Qu'est-ce que tu as reçu comme cadeaux pour ton dernier anniversaire?**
- Say what present you had for your last birthday.³
- **Tu as de la chance.**
- Ask your friend what they wear to parties.⁴
- **Qu'est-ce que tu préfères manger à une fête?**
- Answer the question.⁵

¹ J'irai à une fête. Accept any suitable response in the future.

² J'adore danser avec mes amis. Accept any suitable reason.

³ J'ai reçu de l'argent. Accept any suitable response in the past.

⁴ Qu'est-ce que tu portes pour une fête? Accept any suitable question.

⁵ J'adore manger le gâteau d'anniversaire. Accept any suitable food.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 8

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Local areas of interest

Setting: You are talking to your French friend about your local area. Your teacher will play the role of the friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Est-ce que tu aimes ta région?**
- Say why you like your area.¹
- **Quelles activités est-ce qu'il y a pour les jeunes?**
- Answer the question.²
- **Qu'est-ce que tu as fait le weekend dernier ?**
- Say what you did in your area last weekend.³
- **Où aimerais-tu habiter à l'avenir?**
- Say where you would like to live in the future.⁴
- **Ah bon.**
- Ask your friend where he/ she is from in France.⁵
- **Je viens de Toulouse.**

¹ Il y a beaucoup d'attractions ici. Accept any suitable reason.

² Il y a un cinéma et un bowling. Accept any suitable response.

³ Je suis allée au musée avec ma famille. Accept any possible activity in the past.

⁴ J'aimerais habiter au bord de la mer. Accept any suitable response in the conditional.

⁵ Tu viens de quelle région en France? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 9

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You are talking to your French friend about your future plans. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are in bold.

- **Qu'est-ce que tu voudrais faire dans l'avenir?**
- Say what job you would like to do in the future.¹
- **Pourquoi?**
- Say why you want to do this job²
- **Quelles sont vos qualités personnelles?**
- Answer the question.³
- **Ah bien!**
- Ask your friend what sort of work they like.⁴
- **J'aime travailler avec la technologie. Qu'est-ce que tu as étudié hier?**
- Say what you studied yesterday.⁵

¹ Je voudrais travailler dans un bureau. Accept any suitable response in the conditional.

² Parce que je suis pratique. Accept any suitable reason.

³ Je suis travailleur(se) et responsable. Accept any suitable response.

⁴ Quelle sorte de travail aimes-tu ? Accept any suitable question.

⁵ J'ai étudié l'anglais et les sciences. Accept any suitable response in the past.

Look for and reward any valid alternative

Photo Card Discussion

Guidance for examiners

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).

Assessment Grid for Unit 1: Speaking Photo Card Discussion FOUNDATION TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys relevant information with occasional extended responses to the photo and all questions. Frequently gives points of view and opinions with justification. 	5	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information in response to the photo and all or nearly all questions. Able to express points of view and opinions with some attempts at justification. 	4	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
3	5-6	<ul style="list-style-type: none"> Gives simple responses to the photo and most questions. Conveys some opinions with simple justification. 	3	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	3-4	<ul style="list-style-type: none"> Gives short simple responses to the photo and some of the questions. Occasional attempts to convey simple opinions. 	2	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and questions with very short responses. Few or no opinions given. 	1	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Unit 1: Speaking Photo Card Discussion HIGHER TIER

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys detailed information and extended responses to the photo and all questions. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. 	5	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information with some extended responses to the photo and all or nearly all questions. Able to express thoughts, points of view and exchange opinions with justification 	4	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	5-6	<ul style="list-style-type: none"> Conveys mainly relevant information with occasional extended responses in response to the photo and most questions. Able to express points of view and opinions with some attempts at justification 	3	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	3-4	<ul style="list-style-type: none"> Conveys some information in response to the photo and questions. Able to express some opinions with some attempts at simple justification. 	2	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and some questions with simple responses. Able to express some basic opinions. 	1	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Conversation Task

Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start part 1 of the conversation as indicated on the candidate and teacher instructions then the teacher/examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** p131 or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In part 2 the teacher/examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions on page 131.

Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Unit 1: Speaking Conversation FOUNDATION TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. Able to express thoughts, points of view and exchange opinions with some justification. Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions 	5	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	9-10	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
4	10-12	<ul style="list-style-type: none"> Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. Occasionally attempts longer responses to questions. Has limited success in narrating events. Able to express thoughts, some points of view and exchange some opinions with simple justification. Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times. 	4	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	7-8	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
3	7-9	<ul style="list-style-type: none"> May need support to initiate and structure the discussion and gives short responses to most questions. Some responses may be difficult to understand or may be unclear. Attempts made at longer responses or at narrating events but with very limited success. Conveys simple thoughts and exchanges simple opinions with very simple justification. Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow. 	3	<ul style="list-style-type: none"> Pronunciation is mostly understandable with some correct intonation. 	5-6	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	4-6	<ul style="list-style-type: none"> Gives very short responses. Many responses are unclear. Some attempts made at slightly longer responses or at narrating events but without success. Conveys simple thoughts and opinions Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow. 	2	<ul style="list-style-type: none"> Attempts to pronounce words accurately. 	3-4	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-3	<ul style="list-style-type: none"> Very little information conveyed. Most responses are very unclear. Unable to attempt slightly longer responses or narrate events. Unable to give an opinion. Poor interaction. Long hesitations before answering most questions. Very disjointed conversation. 	1	<ul style="list-style-type: none"> Pronunciation is occasionally understandable. 	1-2	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

Assessment Grid for Unit 1: Speaking Conversation HIGHER TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> Confidently initiates and leads the conversation. Conveys detailed and relevant information Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. Excellent interaction with natural responses and some fluency. 	5	<ul style="list-style-type: none"> Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies. 	9-10	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	10-12	<ul style="list-style-type: none"> Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly. Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so. Able to express and justify thoughts, points of view and exchange opinions in some detail. Very good interaction to questions. Usually prompt responses 	4	<ul style="list-style-type: none"> Very good pronunciation and intonation with occasional inaccuracies. 	7-8	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	7-9	<ul style="list-style-type: none"> Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly. Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so. Able to justify thoughts, points of view and exchange opinions. Good interaction. There may be some hesitations but the conversation has a reasonable pace. 	3	<ul style="list-style-type: none"> Generally good pronunciation and intonation. 	5-6	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	4-6	<ul style="list-style-type: none"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. Able to express thoughts, points of view and exchange opinions with some justification. Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions 	2	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	3-4	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-3	<ul style="list-style-type: none"> Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. Occasionally attempts longer responses to questions. Has limited success in narrating events. Able to express thoughts, some points of view and exchange some opinions with simple justification. Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times. 	1	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	1-2	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

Candidate Name	Centre Number				Candidate Number			
					0			



GCSE

French

UNIT 2

Listening

SAMPLE ASSESSMENT MATERIALS

FOUNDATION TIER 35 minutes including 5 minutes reading time

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will hear a recording which contains a number of items in French and you will answer questions on each of these in English or French as instructed.

Write your answers in the spaces provided in this question paper.

You will have five minutes to read the question paper before the recording begins.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

Before you hear the recording, you will be allowed **five minutes** to read the questions. You may make notes on the question paper during this time. The recording will be played and you will hear question 1 as it appears in your answer book, introduced by the question number or part-question number. The French item will then follow. At the end of this there will be a pause and the item will be repeated. All other questions will be heard in the same way. **You may make notes or write your answers at any time.**

The paper carries 45 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1

(5 Marks)

Sophie is asking for some directions in Strasbourg. There are two sections. **Tick the correct boxes.**

Section 1

- (a) Where is she going? (1)

Town	
Swimming pool	
Museum	

- (b) How is she travelling? (1)

Bus	
Train	
Car	

- (c) The directions are.... (1)

Straight ahead, take the first right	
Straight ahead, take the first left	
Straight ahead, take the second right	

Section 2

- (d) How long will it take to get there? (1)

5 minutes	✓
15 minutes	
50 minutes	

- (e) What place is next to where she is going? (1)

Train station	✓
Car park	
Bus station	

Question 2

(5 marks)

Listen to the announcement on Radio Marseille. There are two sections. **Tick the correct boxes.**

Section 1

(a) The water sports club is open from... (1)

April - October	<input type="checkbox"/>
June - August	<input type="checkbox"/>
July - October	<input type="checkbox"/>

(b) You can also do.... (tick 2) (2)

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2

(c) There is a reduction of% if you book five sessions. (1)

5%		20%		25%	
----	--	-----	--	-----	--

(d) In 2024 in Marseille there will be.... (1)

A music festival	
A sports festival	
A competition	

Question 3


(4 marks)

Suzanne et Laurent parlent de la santé. **Écoute la conversation et coche les bonnes cases.**

Section 1




(a) Suzanne mange beaucoup de.....et..... (2)

Coche deux (2) cases




		
		

Section 2

(b) Laurent aime faire (1)

(c) Qu'est ce qu'il pense de la musculation? (1)

Question 4

(5 marks)

Antoine a une entrevue pour un emploi dans un restaurant. **Écoute la conversation et coche (✓) les bonnes cases.**

(a) Il a fait un stage (1)

en Italie	
dans un restaurant	
la semaine dernière	

(b) Il parle ... (1)

l'anglais et l'italien	
l'italien et l'allemand	
l'anglais et l'allemand	

(c) Il va commencer ... (1)

la semaine prochaine	
l'année prochaine	
demain	

(d) Le travail commence à ... (1)

10h	
7h	
17h	

(e) Le travail finit à ... (1)

2h	
22h	
20h	

Question 5 (5 marks)

Nicole is talking about her new mobile phone. Answer the questions **in English**.

Section 1

(a) When did she get her new phone? (1)

.....

(b) Write **two** things she can use her phone for. (2)

•

•

Section 2

(c) What will she do tonight? (1)

.....

(d) What is the problem? (1)

.....

Question 6

(6 marks)

Bruno is talking about his visit to Canada. Answer the questions **in English.**

Section 1

(a) Why was Bruno happy to go to Quebec? (1)

.....

(b) Who travelled with him? (1)

.....

(c) When did they arrive? (1)

.....

Section 2

(d) What aspect of the city impressed Bruno? (1)

.....

(e) Why did Bruno like being in Canada? (1)

.....

(f) Why does he want to return there? (1)

.....

Question 7

(5 marks)

Sonia is talking about her part-time job. Answer the questions **in English.**

Section 1

(a) What type of shop does she work in? (1)

.....

(b) What are the advantages of her work? Write **two** details (2)

•

•

Section 2

(c) Who does she love working with? (1)

.....

(d) What would she like to do in the future? (1)

.....

Question 8

(5 marks)

Paul and Virginie are discussing their school life. Answer the questions **in English**.

Section 1

(a) What does Virginie say about her school? (1)

.....

(b) What does Virginie say about her teachers? (1)

.....

(c) What does Paul say about history? (1)

.....

Section 2

(d) What does Virginie say about her homework? Write **one** detail. (1)

.....

(e) What does she say about her future career? (1)

.....

Question 9

(5 marks)

Listen to this advert for a new type of car called "Autolib". Answer the questions **in English**.

Section 1

(a) Where can you hire the car? (1)

.....

(b) What advantages does the car have for the environment? Write **two** details. (2)

•

•

Section 2

(c) What do you need to hire a car? Write **two** details. (2)

•

•

Candidate Name	Centre Number				Candidate Number			
					0			



GCSE

French

UNIT 2

Listening

SAMPLE ASSESSMENT MATERIALS

**HIGHER TIER 45 minutes including 5 minutes
reading time**

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will hear a recording which contains a number of items in French and you will answer questions on each of these in English or French as instructed.

Write your answers in the spaces provided in this question paper.

You will have five minutes to read the question paper before the recording begins.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

Before you hear the recording, you will be allowed **five minutes** to read the questions. You may make notes on the question paper during this time. The recording will be played and you will hear question 1 as it appears in your answer book, introduced by the question number or part-question number. The French item will then follow. At the end of this there will be a pause and the item will be repeated. All other questions will be heard in the same way. **You may make notes or write your answers at any time.**

The paper carries 45 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1

(5 marks)

Sonia is talking about her part-time job. Answer the questions **in English.**

Section 1

(a) What type of shop does she work in? (1)

.....

(b) What are the advantages of her work? Write **two** details (2)

•

•

Section 2

(c) Who does she love working with? (1)

.....

(d) What would she like to do in the future? (1)

.....

Question 2

(5 marks)

Paul and Virginie are discussing their school life. Answer the questions **in English**.

Section 1

(a) What does Virginie say about her school? (1)

.....

(b) What does Virginie say about her teachers? (1)

.....

(c) What does Paul say about history? (1)

.....

Section 2

(d) What does Virginie say about her homework? Write **one** detail. (1)

.....

(e) What does she say about her future career? (1)

.....

Question 3

(5 marks)

Listen to this advert for a new type of car called “Autolib”. Answer the questions **in English**.

Section 1

(a) Where can you hire the car? (1)

.....

(b) What advantages does the car have for the environment? Write **two** details. (2)

•

•

Section 2

(c) What do you need to hire a car? Write **two** details. (2)

•

•

Question 4**(4 marks)**Listen to two students discussing job adverts. Complete the grid **in English**.

Two types of job available	(2)
Two qualities required for the Prince Charming job	(2)

Question 5**(4 marks)**Écoute l'annonce pour le Musée d'Orsay et **coche (✓) les quatre phrases correctes.**

Les visites sont pour les groupes de 5 à 12 enfants	
L'activité est réservée aux adultes	
Il faut acheter l'entrée en ligne	
Un billet coûte 4,50 €	
Un billet coûte 5,50 €	
L'entrée est gratuite le premier samedi du mois	
Le musée est fermé le samedi	
Il faut arriver 5 minutes avant la visite	
Il faut arriver 15 minutes avant la visite	

Question 6

(5 marks)

Écoute le podcast de Léo qui parle de ses vacances et **coche (✓) les bonnes cases.**

Section 1

(a) Il ira à l'étranger pour (1)

six mois	
un an	
deux ans	

(b) Il voudrait améliorer ... (1)

son niveau de langues	
son niveau d'anglais	
son niveau de géographie	

Section 2

(c) Il habitera avec ... (1)

son professeur	
ses enfants	
une famille canadienne	

(d) La maison sera près de ... (1)

l'hôtel de ville	
l'école	
la piscine	

(e) Il est ... (1)

nerveux	
content	
triste	

Question 7

(5 marks)

Listen to Jean's account of his experience as part of the French Pentathlon Team. There are two sections. Answer the questions **in English**.

Section 1

(a) When did Jean play football? (1)

.....

(b) In which sports does he represent France? Name two. (2)

•

•

Section 2

(c) How did his sister and nieces feel about it? (1)

.....

(d) How does Jean describe the pentathlon? (1)

.....

Question 8

(6 marks)

Pierre has recorded a podcast. There are two sections. Answer the questions **in English**.

Section 1

(a) What was the theme of his podcast? (1)

.....

(b) According to Pierre, what are the advantages of technology? Give two details. (2)

•

•

Section 2

(c) What job does his sister do? (1)

.....

(d) Who is interested in the environment? (1)

.....

(e) What is his brother working on? (1)

.....

Question 9

(6 marks)

Listen to this announcement and **answer the questions in English**.

(a) Write **one** reason why she likes festivals. (1)

.....

(b) Is she attending this festival? Why/ why not? (2)

.....

.....

(c) Apart from music, write **two** other things about the festival. (2)

.....

.....

(d) What can you order on line? (1)

.....

UNIT 2: LISTENING (45 marks)**MARK SCHEME****General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in French which have French spelling which is incorrect but understandable will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

The following pages contain the transcripts of the extracts used for Unit 2 and mark schemes for both Foundation and Higher tier.

UNIT 2

LISTENING FOUNDATION TIER (45 marks)

MARK SCHEME

Question 1

(5 Marks)

Section 1

- (a) Where is she going? (1)

Town	
Swimming pool	
Museum	✓

- (b) How is she travelling? (1)

Bus	
Train	
Car	✓

- (c) The directions are.... (1)

Straight ahead, take the first right	
Straight ahead, take the first left	
Straight ahead, take the second right	✓

Section 2

- (d) How long will it take to get there? (1)

5 minutes	✓
15 minutes	
50 minutes	

- (e) What place is next to where she is going? (1)

Train station	✓
Car park	
Bus station	

Section 1

Woman: « Excusez-moi Monsieur, pour aller au musée, s'il vous plait? »

Man: « Vous êtes à pied? »

Woman: « Non, monsieur je suis en voiture. »

Man: « D'accord, continuez tout droit et c'est la deuxième rue à droite. »

Section 2

Woman: « Est-ce que c'est loin d'ici en voiture? »

Man: « Ah non, le musée se trouve à cinq minutes d'ici. C'est à côté de la gare. »

Woman: «Merci Monsieur.»

(64 words)

Question 2







(5 marks)

Section 1

(a) The water sports club is open from... (1)

April - October	<input checked="" type="checkbox"/>
June - August	<input type="checkbox"/>
July - October	<input type="checkbox"/>

(b) You can also do.... (tick 2) (2)

		
✓		
		
✓		

Section 2

- (c) There is a reduction of% if you book five sessions. (1)

5%		20%		25%	✓
----	--	-----	--	-----	---

- (d) In 2024 in Marseille there will be.... (1)

A music festival	
A sports festival	✓
A competition	

Section 1

Bienvenue à l'Association Sportive et Nautique de Marseille. Le club est ouvert d'avril à la fin d'octobre. Il y a beaucoup d'activités pour les jeunes par exemple on peut faire des cours de ski nautique ou nager dans la piscine.

Section 2

Si vous réservez cinq cours en avance on vous donne une réduction de vingt-cinq pour cent. Venez à Marseille pour voir un magnifique festival de sport en deux mille vingt-quatre!







(73 words)

Question 3

(4 marks)




Section 1

(a) Suzanne mange beaucoup de.....et..... (2)




		
	✓	
		
		✓

Section 2

(b) Laurent aime faire (1)

		
	✓	

(c) Qu'est ce qu'il pense de la musculation? (1)

		
✓		

Section 1

Laurent: «A mon avis la santé est très importante. N'est-ce pas?»

Suzanne: «Ah oui, je mange des légumes et du poisson. J'adore les fruits, surtout les pommes.

Section 2

Suzanne: « Et toi, Laurent, que fais-tu pour rester en forme?»

Laurent: « J'aime bien monter à cheval – c'est mon sport préféré. Je fais aussi de la musculation tous les mercredis après-midi, mais je n'aime pas beaucoup ça.»

(59 words)

Question 4

(5 marks)

(a) Il a fait un stage

(1)

en Italie	
dans un restaurant	✓
la semaine dernière	

(b) Il parle ...

(1)

l'anglais et l'italien	
l'italien et l'allemand	
l'anglais et l'allemand	✓

(c) Il va commencer ...

(1)

la semaine prochaine	✓
l'année prochaine	
demain	

(d) Le travail commence à ...

(1)

10h	
7h	
17h	✓

(e) Le travail finit à ...

(1)

2h	
22h	✓
20h	

Section 1

Interviewer: «Quelles sont vos expériences de ce genre de travail?»

Antoine: «J'ai fait un stage de serveur dans un restaurant italien l'année dernière.»

Interviewer: «Alors est-ce que vous parlez des langues étrangères?»

Antoine: «Oui je parle l'anglais et l'allemand.»

Section 2

Interviewer: «Quand serez-vous disponible?»

Antoine: «Je peux commencer la semaine prochaine.»

Interviewer: «Avez-vous des questions?»

Antoine: «Quels sont les horaires de travail?»

Interviewer: «C'est le soir de dix-sept heures à vingt-deux heures.»

(67 words)

Question 5

(5 marks)

- (a) for her birthday (1)
- (b) Any 2: taking photos (of her friends) / watching TV / downloading music (2)
- (c) buy (download) a new app(lication) (1)
- (d) she has to pay the bill/costs (1)

Nicole:

Section 1

J'ai eu un nouveau portable pour mon anniversaire! J'ai vraiment de la chance! Avec mon portable je peux prendre des photos de mes amis. En plus je peux regarder des émissions de télé et télécharger de la musique.

Section 2

Ce soir je vais acheter une nouvelle application. Seul problème..... je dois payer les tarifs!»

(53 words)

Question 6

(6 marks)

Section 1

- (a) loves travelling (1)
- (b) cousins (1)
- (c) midnight (1)

Section 2

- (d) modern buildings (1)
- (e) people spoke French / felt at home (1)
- (f) to work (1)

Section 1

J'adore voyager. Alors, j'étais très content d'accompagner mes cousins au Québec. C'était ma première visite au Canada. Nous sommes arrivés à Montréal vers minuit.

Section 2

Le lendemain matin, nous avons fait le tour de la ville. J'étais très impressionné par les bâtiments modernes. C'est bien car tout le monde parle français. Je me sentais comme chez moi. À l'avenir j'ai l'intention d'y retourner pour travailler.

(63 words)

Question 7**(5 marks)****Section 1**

- (a) clothes (1)
 (b) she gets on well with everyone / doesn't work Fridays / it's well paid (2)

Section 2

- (c) old people / O.A.P.s (1)
 NOT patients
 (d) open (her own) clothes shop (1)

Section 1

J'ai un petit boulot pendant les vacances. Je travaille dans un magasin de vêtements en ville. Je m'entends bien avec tout le monde au travail. Ils sont tous sympas. Je travaille du lundi au jeudi. Les heures sont longues mais c'est bien payé.

Section 2

En général, je travaille à la caisse. C'est super! J'adore travailler avec les personnes âgées parce qu'elles sont très patientes. Mais je dois aussi ranger les vêtements et je déteste ça! À l'avenir, je voudrais ouvrir mon propre magasin de vêtements.

(84 words)

Question 8**(5 marks)****Section 1**

- (a) difficult/not easy/ she preferred it last year (any 1)
 (b) (very) strict / severe (1)
 (c) it's interesting / doesn't like (hates) the teacher (1)

Section 2

- (d) gets homework every night / It takes at least 2 hours (for each subject) (1)
 (e) Thinks it's important/will be useful in later life (1)

Section 1

Virginie: «L'école est difficile en ce moment! Les profs sont très sévères. J'ai préféré le collège l'année dernière – j'avais moins de travail et nous avons beaucoup plus de temps libre – c'était bien.»

Paul: «Cette année je dois étudier l'histoire. C'est intéressant mais je déteste le prof. Quels sont tes projets pour l'année prochaine?»

Section 2

Virginie: «Je vais continuer mes études en sciences. Il y a beaucoup de devoirs tous les soirs et je dois faire un minimum de deux heures pour chaque matière. Mais je crois que c'est important – je veux être ingénieure plus tard dans la vie – c'est une carrière utile.»

(97 words)

Question 9

(5 marks)

Section 1

- (a) in stations / train stations. (1)
(b) No pollution
no noise / quiet (2)

Section 2

- (c) Driving licence
Identity card
Bank card (any 2) (2)

Section 1

L'autolib est une petite voiture électrique en libre-service dans les gares. Elle fonctionne à l'électricité, donc elle a deux grands avantages pour l'environnement: elle ne pollue pas et ne fait pas de bruit.

Section 2

Une batterie met six heures à se charger mais on peut faire deux cent cinquante kilomètres. Une bonne invention, non?
Pour louer une autolib, il vous suffit de présenter permis de conduire, pièce d'identité et carte bancaire.

(71 words)

UNIT 2**LISTENING HIGHER TIER (45 marks)****MARK SCHEME****Question 1 (5 marks)****Section 1**

- (a) clothes (1)
 (b) she gets on well with everyone / doesn't work Fridays / it's well paid (2)

Section 2

- (c) old people / O.A.P.s NOT patients (1)
 (d) open (her own) clothes shop (1)

Section 1

J'ai un petit boulot pendant les vacances. Je travaille dans un magasin de vêtements en ville. Je m'entends bien avec tout le monde au travail. Ils sont tous sympas. Je travaille du lundi au jeudi. Les heures sont longues mais c'est bien payé.

Section 2

En général, je travaille à la caisse. C'est super! J'adore travailler avec les personnes âgées parce qu'elles sont très patientes. Mais je dois aussi ranger les vêtements et je déteste ça! À l'avenir, je voudrais ouvrir mon propre magasin de vêtements.

(84 words)

Question 2 (5 marks)**Section 1**

- (a) difficult/not easy/ she preferred it last year (any 1)
 (b) strict. (1)
 (c) it's interesting / doesn't like (hates) the teacher (1)

Section 2

- (d) gets homework every night / It takes at least 2 hours (for each subject) (1)
 (e) Thinks it's important/will be useful in later life (1)

Section 1

Virginie: «L'école est difficile en ce moment! Les profs sont très sévères. J'ai préféré le collège l'année dernière – j'avais moins de travail et nous avons beaucoup plus de temps libre – c'était bien.»

Paul: «Cette année je dois étudier l'histoire. C'est intéressant mais je déteste le prof. Quels sont tes projets pour l'année prochaine?»

Section 2

Virginie: «Je vais continuer mes études en sciences. Il y a beaucoup de devoirs tous les soirs et je dois faire un minimum de deux heures pour chaque matière. Mais je crois que c'est important – je veux être ingénieure plus tard dans la vie – c'est une carrière utile.»

(97 words)

Question 3

(5 marks)

Section 1

- (a) in stations / train stations. (1)
(b) No pollution
no noise / quiet (2)

Section 2

- (c) Driving licence
Identity card
Bank card (any 2) (2)

Section 1

L'autolib est une petite voiture électrique en libre-service dans les gares. Elle fonctionne à l'électricité, donc elle a deux grands avantages pour l'environnement: elle ne pollue pas et ne fait pas de bruit.

Section 2

Une batterie met six heures à se charger mais on peut faire deux cent cinquante kilomètres. Une bonne invention, non?
Pour louer une autolib, il vous suffit de présenter permis de conduire, pièce d'identité et carte bancaire.

(71 words)

Question 4

(4 marks)

Section 1	
Two types of job available (2)	Any 2: Mechanics, kitchen staff, (Disney) characters (2)
Two qualities required for the Prince Charming job (2)	Any 2: Handsome / good looking, likeable, energetic / dynamic (2)

Section 1

Man: Cet été je vais poser ma candidature à Disneyland Paris.

Woman: Oui, Disney cherche des mécaniciens, des employés de cuisine et même des personnages Disney!

Section 2

Man: Alors je pense que je ferais un bon prince charmant! Il faut être beau, aimable et dynamique! Ça serait parfait pour moi.

(50 words)

Question 5**(4 marks)**

Les visites sont pour les groupes de 5 à 12 enfants	
L'activité est réservée aux adultes	
Il faut acheter l'entrée en ligne	✓
Un billet coûte 4,50 €	✓
Un billet coûte 5,50 €	
L'entrée est gratuite le premier samedi du mois	✓
Le musée est fermé le samedi	
Il faut arriver 5 minutes avant la visite	
Il faut arriver 15 minutes avant la visite	✓

Les visites au musée pour vous et vos enfants, de 5 à 12 ans, sont organisées les samedis pendant l'année, et du mardi au vendredi pendant toutes les vacances scolaires.

Achat à l'avance sur internet uniquement. Tarif 4,50 € par personne avec deux adultes maximum par enfant participant, gratuit le premier samedi du mois.

Il faut se présenter au bureau d'information 15 minutes avant le début de la visite.

Adapted from : http://www.musee-orsay.fr/fr/espace-particuliers/particuliers/5-18-ans/visites-en-famille/presentation-generale/article/visites-conferences-en-famille-739.html?tx_ttnews%5BbackPid%5D=97&cHash=841612ced9

(68 words)

Question 6**(5 marks)**

(a) Il ira à l'étranger pour

(1)

six mois	
un an	✓
deux ans	

(b) Il voudrait améliorer ...

(1)

son niveau de langues	✓
son niveau d'anglais	
son niveau de géographie	

Section 2

(c) Il habitera avec ... (1)

son professeur	
ses enfants	
une famille canadienne	✓

(d) La maison sera près de ... (1)

l'hôtel de ville	
l'école	
la piscine	✓

(e) Il est ... (1)

nerveux	✓
content	
triste	

Section 1

Je pars bientôt pour passer un an à l'étranger - six mois au Canada puis six mois en Espagne. J'ai décidé de partir pour améliorer mon espagnol et français.

Section 2

Au Canada je serai accueilli par une famille avec deux enfants. Le père est professeur de natation et je serai à cinq minutes de la piscine. Quelle chance!

Avec ma famille, on voyage beaucoup mais je ne suis jamais parti tout seul pendant une longue période. Je suis très anxieux et ça va être dur de partir.

(85 words)

Question 7**(5 marks)****Section 1**

- (a) on holiday
NOT always (1)
- (b) Equestrianism (horse riding) / swimming / running / fencing / shooting
NOT modern pentathlon (2)

Section 2

- (c) (very) proud (1)
- (d) Not well known / very hard / demanding / physically demanding (1)

Section 1

J'ai toujours joué au foot avec ma sœur et mon frère pendant les vacances. En 2012 j'ai participé à mes premiers Jeux Olympiques pour l'équipe de France. Je pratique le pentathlon moderne. Ça veut dire: l'équitation, la natation, la course, l'escrime et le tir.

Section 2

J'ai dû attendre trois semaines avant d'avoir le papier officiel qui a confirmé que j'étais dans l'équipe de France. Ma sœur et mes nièces qui habitent au sud du Pays de Galles étaient très fières de moi. Le pentathlon est peu connu par le public et c'est un sport très dur et très exigeant.

(99 words)

Question 8**(6 marks)****Section 1**

- (a) his family / his friends (1)
- (b) useful / quick / a good way to do homework or studies (any two) (2)

Section 2

- (c) teacher
NOT professor (1)
- (d) his sister's friend (1)
- (e) intelligent car
NOT enterprise (1)

Section 1

J'ai commencé à faire ce podcast sur ma famille et mes amis. Les podcasts offrent un nouveau moyen d'enregistrer les devoirs. Mes amis et moi utilisons l'ordinateur pour nos études, tous les jours. La technologie est utile et rapide.

Section 2

Il y a deux jours, j'ai rencontré le nouvel ami de ma sœur. Il est professeur comme elle. Il s'intéresse beaucoup aux problèmes de la planète comme la pollution atmosphérique. Mon frère a sa propre entreprise et en ce moment il travaille sur une voiture «intelligente».

(85 words)

Question 9

(6 marks)

J'adore les festivals de musique, les concerts etc. ... ça permet entre autre de découvrir des groupes en passant d'excellents moments entre amis. Alors en plus quand la programmation musicale est doublée d'une programmation culinaire c'est juste la cerise sur le gâteau. Je voulais m'y rendre mais malheureusement j'avais déjà un autre projet en cours.

Plus de quarante chefs viendront à Tournus ce vendredi 12 et samedi 13 juin pour vous proposer des shows culinaires exceptionnels à côté de la scène musicale, ainsi qu'un grand marché !

Le chef Flora Mikula a réalisé une création délicieuse aux saveurs méditerranéennes, spécialement concoctée pour les festivaliers en quantité limitée au tarif de 15€. C'est à commander en ligne.

Adapted from <http://www.lapopottedemanue.com/2015/06/2-pass-2-jours-a-gagner-pour-le-festival-les-francos-gourmands.html>

(116 words)

- (a) You can discover (new) groups/ Spend time with friends/ Spend good times with friends (1)
- (b) No (1)
- He has a prior commitment/ he already has plans/ he has another project (1)
- (c) Any two: 40 chefs / culinary or cookery shows / a (large) market (2)
- (d) A special item of food prepared/ food created for the festival/ delicious food with Mediterranean flavours (accept any similar response) (1)

Candidate Name	Centre Number					Candidate Number				
						0				



GCSE
FRENCH
UNIT 3
READING
SAMPLE ASSESSMENT PAPER
FOUNDATION TIER 1 hour

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will answer questions in English or French as instructed.

Write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

The paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1

(6 marks)

Read these adverts from the French eBay site below. **Write the correct number of the advert** next to the **six** matching items below.

- | | |
|---|--|
| 1 | A vendre: Sac à main: 35 € |
| 2 | A vendre: Vélo enfant: 80 € |
| 3 | A vendre: Appartement de vacances,
en Haute Savoie 200 000€ |
| 4 | Achetez une montre neuve: 99 € |
| 5 | Achetez des baskets de football: 50 € |
| 6 | Achetez un nouveau portable: 199 € |

Which advert would you reply to if you wanted to buy....

(a)	a watch?	
(b)	a bike?	
(c)	children's clothes?	
(d)	a holiday home?	
(e)	football boots?	
(f)	a basketball	
(g)	a mobile phone?	
(h)	a handbag?	

Question 2

(6 marks)

Lis les commentaires sur cet hôtel. **Écris le numéro** correct dans la case.

Pierre	On peut faire de la natation ici.		(1)
Maurice	L'eau est chaude dans la salle de bains!		(1)
Amandine	On peut prendre le déjeuner dans la salle à manger.		(1)
Benjamin	Le parking est gratuit.		(1)
Mégane	La salle de musculation est superbe.		(1)
Thomas	Le lit est vraiment confortable.		(1)

1		2	
3		4	
5		6	
7		8	

Question 3

(6 marks)

Lis les publicités sur des emplois d'été.

1	VÉTÉRINAIRE Vous aimez les chats et les chiens? Lundi à vendredi.	4	COIFFURE Travail le samedi matin.
2	CENTRE DE LOISIRS Vous aimez le sport ? Travail pendant les vacances.	5	FERME <i>Travail dehors. Midi à minuit. Bien payé!</i>
3	HÔTEL Travail tous les soirs en semaine. Téléphone : 087 7479456	6	RESTAURANT Vous aimez faire la cuisine ? Commence de bonne heure.

Choisis la publicité et **écris le numéro correct dans la case.**

(a)	Le salaire est important pour moi.	
(b)	J'aime travailler avec des gens sportifs.	
(c)	Je voudrais travailler avec des animaux domestiques.	
(d)	Je peux travailler le weekend.	
(e)	J'adore préparer des repas.	
(f)	Je veux travailler après 17 heures.	

Question 4**(6 marks)**

Des étudiants ont répondu à des questions en ligne sur leur ville ou village.

Prénom

Thomas: J'habite un village. J'aime habiter près de mes amis.

Roxane: J'adore habiter à Strasbourg car je peux aller voir beaucoup de concerts.

Ahmed: J'habite dans un appartement à Lyon.

Yves: Je vis à la campagne. J'adore la solitude.

Anaëlle: Il y a un lac près de chez nous où on fait des sports aquatiques.

Alexandre: J'habite au bord de la mer depuis cinq ans mais il pleut toujours, même en été!

Lis les questions et **écris le prénom de la personne** pour chaque question.

(a) Qui n'aime pas le temps là où il / elle habite? (1)

.....

(b) Qui adore la musique? (1)

.....

(c) Qui aime être seul? (1)

.....

(d) Qui n'habite pas dans une maison? (1)

.....

(e) Qui adore ses copains? (1)

.....

(f) Qui peut faire de la voile? (1)

.....

Question 5**(6 marks)**Read the Information Card from Brittany Ferries. Complete the grid **in English**.**Bienvenue: Informations**

La compagnie Brittany Ferries est heureuse de vous accueillir à bord "MV Amorique" et de vous fournir ces quelques informations afin de rendre votre traversée agréable.



Langues parlées à bord sont l'anglais et le français.

Salle de jeux enfants Pont 7

Jeux pour enfants, dessins animés sur certaines traversées.

Espace jeux vidéo Pont 6

Cinémas Pont 6

2 salles vous proposent les derniers films sortis.

Magasin Pont 6

Ouvert pendant la traversée, fermé 15 minutes avant l'arrivée au port. Euros et livres sterling acceptés.

Salon de lecture Pont 7

(Adapted, Brittany Ferries welcome card summer 2015)

Languages spoken		(1)
Entertainment available for children		(2)
Information about the shop		(2)
Location of reading room		(1)

Question 6**(6 marks)**

Read the extract from the novel “L’apocalypse est pour demain” by Jean Yanne. Answer the questions **in English**.

Trois jours déjà. Depuis trois jours je conduis ma voiture. J’ai quitté ma maison lundi à 19 heures et maintenant c’est jeudi midi. Je suis fatigué et j’ai faim. Paris se trouve à cinquante kilomètres d’ici, mais soudain la voiture ne marche plus ! Le problème? Pas assez d’oxygène! Depuis longtemps j’ai dit que la pollution de l’air est un grand problème

(Adapted: L’apocalypse est pour demain - Jean Yanne 2012)

(a) How many days has the person been driving for? (1)

.....

(b) Which day of the week did he leave his home? (1)

.....

(c) How does he feel? Write **two** details (2)

.....

(d) What problem does he have? (1)

.....

(e) Which environmental problem has the writer always worried about? (1)

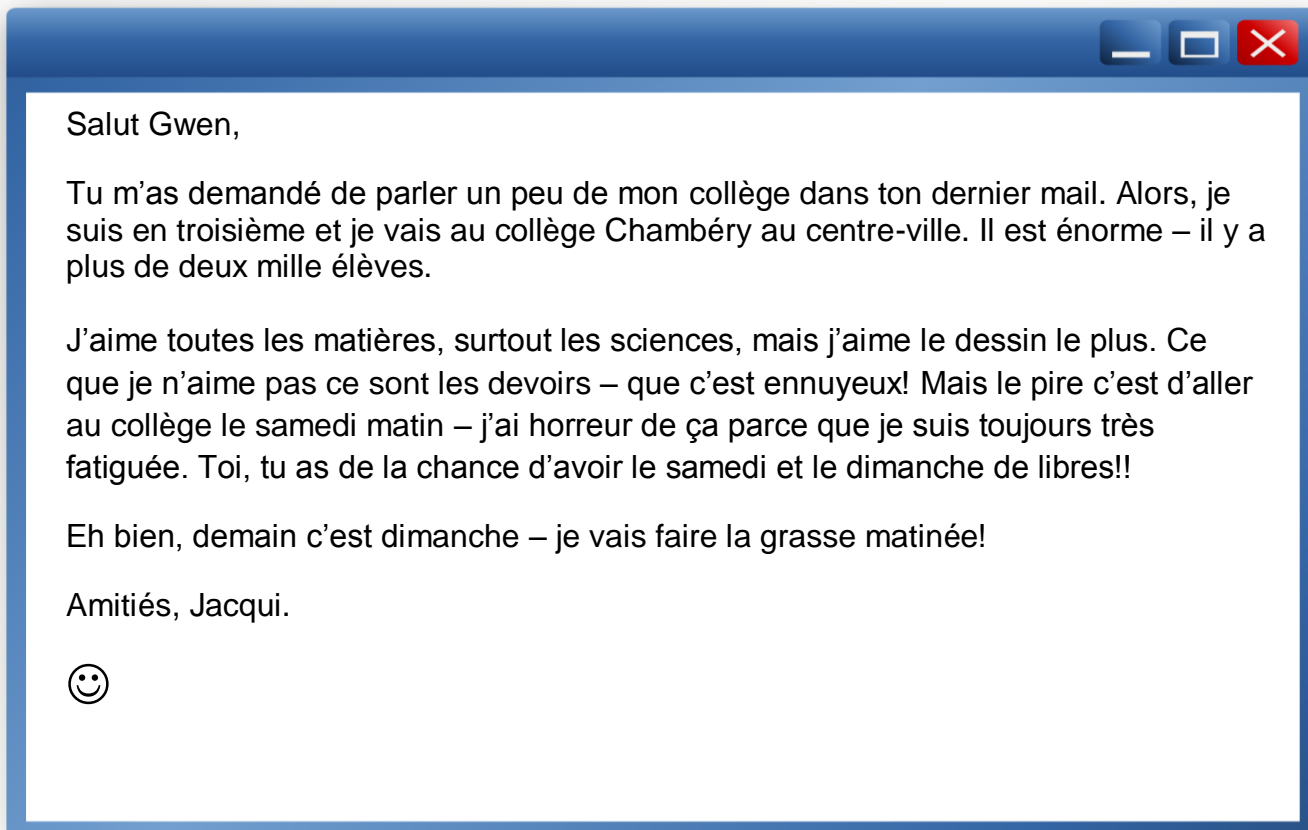
.....

Question 7

(6 marks)

Read this email from Jacqui to her exchange school pen friend in Wales.

Answer the questions **in English**.



- (a) Where is her school located? (1)
.....
- (b) How big is the school? (1)
.....
- (c) Give two details about her subjects. (2)
•
•
- (d) What does she say about homework? (1)
.....
- (e) Why does Jacqui think Gwen is lucky? (1)
.....

Question 8**(6 marks)**

Read the article from “fr.wikipedia” about the EURO 2016 Football Championship. Answer the questions in **English**.



Championnat d'Europe

Le Championnat d'Europe UEFA de football 2016 est la quinzième édition du Championnat d'Europe de football. La compétition commence en France en juin 2016. Le nombre d'équipes passera de seize à vingt-quatre équipes. Les matchs d'ouverture et de clôture du championnat se joueront au Stade de France.

La France est le pays qui a organisé le plus souvent cette compétition – trois fois! Cette édition sera la première organisée à vingt-quatre équipes, avant il n'y en avait que seize. Il y aura maintenant une quatrième semaine de compétition.

La mascotte

Il s'agit d'un enfant entre cinq et douze ans. Il s'appelle Super Victor.

www.fr.wikipedia.org

- (a) How many EURO Championships have there been? (1)

- (b) What will take place in the Stade de France? Give two details. (2)
 •
 •
- (c) What has happened in France three times already? (1)

- (d) What is different about this competition? (1)

- (e) Who is the mascot? Tick the correct box. (1)

A cat	<input type="checkbox"/>
A dog	<input type="checkbox"/>
A child	<input type="checkbox"/>
An adult	<input type="checkbox"/>

Question 9

(6 marks)

Read the extract from the novel *‘L’amour n’est pas un long fleuve tranquille’* by Sarah Thévenet. The main character Joyce is speaking about her friends.

Answer the questions **in English**.

Ma dernière année au lycée n’était pas facile. Mes parents ont décidé d’annoncer leur séparation. Heureusement que j’avais des amis fidèles, ma chère Chloé, présente depuis l’école primaire et son petit-ami, Jean, un fan de football, Jimmy et Jackson. Jackson habitait à côté de chez moi et sa mère travaillait à l’hôpital. Jackson s’entendait bien avec ses deux petits frères. Il était sympa et intelligent, certainement un sportif. Ses cheveux châtons avaient des reflets blonds et ses yeux étaient bleu clair.

(a) Why was her last year at school difficult? (1)

.....

(b) How long had she known Chloé? (1)

.....

(c) Who was Jean? (1)

.....

(d) Where did Jackson live? (1)

.....

(e) Give **one** detail about Jackson’s family. (1)

.....

(f) Give **one** detail about Jackson’s appearance. (1)

.....

Question 10 - Translation

(6 marks)

Translate the paragraph into **English**.

Normalement j'aime le collège. Malheureusement j'ai deux cours d'histoire aujourd'hui. Je pense que c'est une matière très compliquée. Je dois faire beaucoup de devoirs tous les jours. C'était plus facile l'année dernière. Le professeur a donné des cours intéressants.

(39 words)

A large rectangular box containing 18 horizontal dotted lines for writing the translation.

Candidate Name	Centre Number					Candidate Number				
						0				



GCSE

FRENCH

UNIT 3

READING

SAMPLE ASSESSMENT PAPER

HIGHER TIER 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will answer questions in English or French as instructed.

Write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

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The paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1

(6 marks)

Read the article from “fr.wikipedia” about the EURO 2016 Football Championship. Answer the questions **in English**.



Championnat d'Europe

Le Championnat d'Europe UEFA de football 2016 est la quinzième édition du Championnat d'Europe de football. La compétition commence en France en juin 2016. Le nombre d'équipes passera de seize à vingt-quatre équipes. Les matchs d'ouverture et de clôture du championnat se joueront au Stade de France.

La France est le pays qui a organisé le plus souvent cette compétition – trois fois! Cette édition sera la première organisée à vingt-quatre équipes, avant il n'y en avait que seize. Il y aura maintenant une quatrième semaine de compétition.

La mascotte

Il s'agit d'un enfant entre cinq et douze ans. Il s'appelle Super Victor.

(www.fr.wikipedia.org)

(a) How many EURO Championships have there been? (1)

.....

(b) What will take place in the Stade de France? Give two details. (2)

-
-

(c) What has happened in France three times already? (1)

.....

(d) What is different about this competition? (1)

.....

(e) Who is the mascot? Tick the correct box. (1)

A cat	<input type="checkbox"/>
A dog	<input type="checkbox"/>
A child	<input type="checkbox"/>
An adult	<input type="checkbox"/>

Question 2**(6 marks)**

Read the extract from the novel *'L'amour n'est pas un long fleuve tranquille'* by Sarah Thévenet. The main character Joyce is speaking about her friends.

Answer the questions **in English**.

Ma dernière année au lycée n'était pas facile. Mes parents ont décidé d'annoncer leur séparation. Heureusement que j'avais des amis fidèles, ma chère Chloé, présente depuis le jardin d'enfants et son petit-ami, Jean, un fan de football, Jimmy et Jackson. Jackson habitait à côté de chez moi et sa mère travaillait à l'hôpital. Jackson s'entendait bien avec ses deux petits frères. Il était sympa et intelligent, certainement un sportif. Ses cheveux châtons avaient des reflets blonds et ses yeux étaient bleu clair.

(a) Why was her last year at school difficult? (1)

.....

(b) How long had she known Chloé? (1)

.....

(c) Who was Jean? (1)

.....

(d) Where did Jackson live? (1)

.....

(e) Give **one** detail about Jackson's family. (1)

.....

(f) Give **one** detail about Jackson's appearance. (1)

.....

Question 3**(6 marks)**

Lis les commentaires d'un forum en ligne où des jeunes donnent leurs opinions au sujet du collège.

Je préfère les écoles galloises parce que les cours finissent plus tôt. Denis
Il y a beaucoup de pression aujourd'hui pour obtenir de bonnes notes. Patrice
Je voudrais aller au cinéma ce weekend mais je ne crois pas que ce sera possible car j'ai tant de travail scolaire. Coralie
Quelques-uns sont très stricts mais je dirais que la plupart sont sympas, cependant ils nous donnent trop de devoirs. Stéphane
Je n'habite pas loin donc j'y vais à pied avec mes amis. Monique
Hier entre les cours j'ai bavardé avec mes copains et j'ai pris un goûter. Sylvie

Les jeunes parlent de quoi? Écris la lettre correcte dans la case.

Denis		(1)
Patrice		(1)
Coralie		(1)
Stéphane		(1)
Monique		(1)
Sylvie		(1)

A	le stress d'examens
B	comment arriver au collège
C	les règles scolaires
D	l'uniforme
E	les professeurs
F	les activités extrascolaires
G	les devoirs
H	la récréation
I	les horaires scolaires

Question 4

(6 marks)

Lis l'article de la revue "Prima" Réponds aux questions **en français** et coche les bonnes cases.



Quel sport pour mon enfant?

prima

Pour les actifs
Il lui faut une activité qui l'aide à dépenser son énergie et renforcer sa concentration. Essayez la course d'orientation! À pied ou à VTT, le but est d'arriver en un minimum de temps.

Pour les timides
Choisissez des pratiques individuelles, pour lui donner confiance. Le tai-chi n'est pas un vrai sport, c'est plutôt un art de vivre. Cela permet d'équilibrer les émotions à travers un travail corporel.

Pour les " je n'aime pas le sport"!
Essayez la danse! Le Bollywood est à la croisée entre les danses indiennes classiques ou folkloriques et le jazz, le hip-hop ou la salsa. Tout cela dans une ambiance de comédie musicale avec costumes et scénographie. Votre enfant pris par l'ambiance de fête sera de bonne humeur. Accessible dès cinq ans, le Bollywood pour enfants se développe de plus en plus dans les studios de danse.

- (a) L'article est écrit pour qui? **Coche une case.** (1)

Enfants	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Professeurs	<input type="checkbox"/>

- (b) L'article conseille à un enfant actif de faire? **Coche une case.** (1)

de l'orientation	<input type="checkbox"/>
de l'athlétisme	<input type="checkbox"/>
du tai-chi	<input type="checkbox"/>

- (c) L'article conseille à un enfant tranquille de faire....? **Coche une case.** (1)

de l'orientation	
de la danse classique	
du tai-chi	

- (d) L'article conseille à un enfant non sportif de faire....? **Coche une case.** (1)

de l'orientation	
de l'athlétisme	
de la danse	

- (e) Pour le Bollywood il faut porter....? **Coche une case.** (1)

Un jean	
Une tenue de danse	
Des vêtements de sport	

- (f) Pour faire du Bollywood il faut avoir....? **Coche une case.** (1)

moins de 5 ans	
plus de 5 ans	
15 ans	

Question 5

(6 marks)

Read the advert from a French travel website. Answer the questions **in English**.

CARTE JEUNE 12-17 – DES RÉDUCTIONS GARANTIES À CHAQUE VOYAGE

Votre carte de réduction Jeune 12-17 vous permet de bénéficier de tarifs réduits sur vos trajets de train dans 20 régions françaises. Achetez votre carte de réduction exclusivement en ligne, vous pouvez ensuite la retirer en gare ou la recevoir directement chez vous par courrier. Elle coûte **50€** et la durée de validité de la carte est d'un an.

Bénéficiez de **15%** de réduction sur une sélection de menus à bord sur présentation de votre carte de réduction Jeune.

Votre carte permet jusqu'à 4 accompagnateurs de bénéficier des mêmes avantages tarifaires que vous.

(Adapted from <http://www.sncf.com/fr/offres/cartes-reduction>)

- (a) What is the Carte Jeune? (1)

- (b) Where can you buy the Carte Jeune? (1)

- (c) Give **one** way you can receive your card. (1)

- (d) How long is the card valid for? (1)

- (e) What discount can you get on board? (1)

- (f) What else does the card allow you to do? (1)

Question 6

(8 marks)

The ski resort in the Alps, “Les Sept Laux” commissioned a report about their customers. Read the report and answer the questions below **in English**.

Analyse des questionnaires par voie postal: clients séjournants

Le nombre total de questionnaires reçu est de 159.

Question 1: Niveau des skieurs

À la question «Quel est votre niveau de ski?», une grande majorité des personnes interrogées se sont estimées être bons skieurs, suivies de près par la catégorie des assez bons skieurs. Tandis que les débutants ne représentent qu’un très faible pourcentage.

Question 2: Raisons pour skier:

Voici les résultats:

La plupart des gens ont dit qu’ils font du ski surtout pour le plaisir. Il est aussi important de passer du temps avec ses amis ou avec sa famille.

En plus on sait que c’est très bon pour la santé car on passe beaucoup de temps sur les pistes et en plein air. Un désavantage c’est qu’en général ça coûte cher et on risque de se blesser.

(Recherche des motivations de la clientèle de la station de ski des Sept Laux: Dandenell, Kop, Richards)

- (a) What was asked in the first question? (1)
.....
- (b) What information did the majority of clients give in Question 1? (1)
.....
- (c) What does the report tell us about beginners? (1)
.....
- (d) What were the **two** most popular reasons given for going skiing? (2)
.....
- (e) Why is it described as a healthy activity? (1)
.....
- (f) Write **two** things which put people off ski holidays? (2)
.....
.....

Question 7**(8 marks)**

Read the extract below from Annie Ernaux's autobiography "La place". Answer the questions **in English**.

J'écrivais dans mon journal, j'écoutais de la musique, je lisais toujours dans ma chambre. Je ne descendais que pour me mettre à table. On mangeait sans parler. Je ne riais jamais à la maison.

Quand je faisais mes devoirs sur la table de la cuisine, le soir, mon père feuilletait mes livres, surtout l'histoire, la géographie, les sciences. Il aimait ça. Il ne savait jamais dans quelle classe j'étais, il disait, «Elle est chez mademoiselle Untel». Il ne me racontait plus d'histoires de son enfance. Je ne lui parlais plus de mes études.

L'école, une institution religieuse a été choisie par ma mère. Mon père disait toujours ton école et il prononçait le pen-sion-nat, la chère Soeu-oeur (nom de la directrice), en détachant, du bout des lèvres. Il refusait d'aller aux fêtes de l'école, même quand je jouais un rôle.

- (a) Write **two** things she did in her bedroom? (2)

.....

- (b) Where and when did she do her homework? (2)

.....

- (c) What didn't her father know? (1)

.....

- (d) Which type of school did the writer go to? (1)

.....

- (e) Who was "la chère Soeu-oeur"? (1)

.....

- (f) What did her father refuse to do? (1)

.....

Question 8

(8 marks)

Read the article from “Ouest-France” and answer the questions **in English**.

EUROPE: SEUL UN TIERS DES DÉCHETS ÉLECTRIQUES RECYCLÉ

Dangereux pour l’environnement, les déchets électriques, par exemple, les appareils-photo numériques et les claviers finissent souvent dans la nature. C’est mauvais pour la planète et il faut réduire la pollution. Le gouvernement en France espère que d’ici à 2020, 65% des produits électriques devront être recyclés.

Les Européens génèrent chaque année 9,5 millions de tonnes de déchets électriques et électroniques, mais n’en recyclent que 3,4 millions selon un sondage récent et une petite partie seulement (1,5 million) est exportée en Afrique ou en Asie.

Ces «e-déchets» contiennent des substances très toxiques, par exemple du CFC dans les réfrigérateurs est désastreux pour la couche d’ozone.

D’ici à 2016, les fabricants devront collecter 45% des produits électroniques mis sur le marché. Mission déjà accomplie pour quelques pays «bons élèves» en Europe comme la Suède et la Norvège. La France est encore loin du compte et a beaucoup à faire.

(Abridged: Ouest France 12-13 septembre 2015)

- (a) What information are you given in the title? (1)
.....
- (b) Write down **one** item which is contributing to the problem. (1)
.....
- (c) What target has been set in France? (1)
.....
- (d) What happens to the 9.5 million tonnes of electronic waste? Write **two** details. (2)
•
•
- (e) What is the biggest problem caused by these products? (1)
.....
- (f) How are the Swedes and the Norwegians described? Why? (2)
•
•

Question 9

(6 marks)

Translate the paragraph **into English**.

Après quelques mois à la recherche, Thomas vient de trouver un travail pour une entreprise de climatisation. Il travaillera pour le secteur de ventes. Pour son emploi il doit voyager et utiliser ses connaissances de l'anglais et de l'allemand. La diversité du travail lui plaît énormément. Seul obstacle.... Il doit avoir son permis de conduire!

(55 words)

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UNIT 3: READING (60 marks)

MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in French which have French spelling which is incorrect but understandable will be generally accepted.

Translation into English

Suggested translations of each sentence or passage are provided in the mark scheme. Each sentence or section is credited with 1 or 0 marks. Possible alternatives will be looked at on an individual basis. English spelling which is incorrect but understandable and does not interfere with the message communicated will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

The following pages contain the mark schemes for both Foundation and Higher tier.

UNIT 3

READING FOUNDATION TIER (60 marks)

MARK SCHEME

Question 1

(6 marks)

(a)	a watch?	4
(b)	a bike?	2
(c)	children's clothes?	
(d)	a holiday home?	3
(e)	football boots?	5
(f)	a basketball	
(g)	a mobile phone?	6
(h)	a handbag?	1

Question 2

(6 marks)

Pierre	On peut faire de la natation ici.	2
Maurice	L'eau est chaude dans la salle de bains!	5
Amandine	On peut prendre le déjeuner dans la salle à manger.	1
Benjamin	Le parking est gratuit.	3
Mégane	La salle de musculation est superbe.	8
Thomas	Le lit est vraiment confortable.	4

Question 3

(6 marks)

(a)	Le salaire est important pour moi.	5
(b)	J'aime travailler avec des gens sportifs.	2
(c)	Je voudrais travailler avec des animaux domestiques.	1
(d)	Je peux travailler le weekend.	4
(e)	J'adore préparer des repas.	6
(f)	Je veux travailler après 17 heures.	3

Question 4**(6 marks)**

- (a) Alexandre (1)
 (b) Roxane (1)
 (c) Yves (1)
 (d) Ahmed (1)
 (e) Thomas (1)
 (f) Anaëlle (1)

Question 5**(6 marks)**

Languages spoken	English / French (either 1 mark)
Entertainment available for children	Children's playroom (games + shows on some crossings) / 2 cinemas, / video games / cartoons (2) NOT video space
Information about the shop	open during crossing, / closed 15 minutes before arrival (at port)/ euros and pounds sterling accepted (2) NOT books
Location of reading room	Deck / Floor 7 (1) NOT Pont 7

Question 6**(6 marks)****Section 1**

- (a) 3 (1)
 (b) Monday (1)
 (c) tired/hungry (2)
 (d) car has stopped working/broken down / not enough oxygen (1)
 (e) air pollution (1)

Question 7**(6 marks)**

- (a) Town centre (1)
 (b) enormous/huge/very big (1)
 (c) she likes all her subjects/ she particularly likes sciences / she likes art the most / she studies art / science (any 2) (2)
 NOT design
 (d) boring / doesn't like it (1)
 (e) doesn't go to school on a Saturday / has a weekend off (1)

Question 8**(6 marks)**

- (a) have been 14/15 (1)
- (b) opening / first match (1)
closing / last match / final (1)
- (c) organised Euro Championships (1)
- (d) 24 teams / a fourth week of competition / an extra week of competition (1)
- (e) (1 mark)

A cat	
A dog	
A child	✓
An adult	

Question 9**(6 marks)**

- (a) Her parents separated (decided to separate/ decided to announce their separation/
announced their separation). (1)
NOT it wasn't easy.
- (b) Since primary school. (1)
- (c) Chloé's boyfriend / football fan. (1)
NOT little friend
- (d) Next door (to her). (1)
- (e) Any one: His mum worked in the hospital/ He has two younger brothers/ He gets on
with his two younger brothers (1).
- (f) Brown hair (with blond streaks/ highlights)/ (light) blue eyes. (1)
NOT sporty

Question 10**(6 marks)**

<u>French</u>	<u>English</u>
Normalement j'aime le collège.	I normally love school.
Malheureusement j'ai deux cours d'histoire aujourd'hui.	Unfortunately I have 2 lessons (a double) of history today.
Je pense que c'est une matière très compliquée.	I think (that) it is a very complicated subject.
Je dois faire beaucoup de devoirs tous les jours.	I have to do lots of homework every day.
C'était plus facile l'année dernière.	It was much easier last year.
Le professeur a donné des cours intéressants.	The teacher gave interesting lessons.

UNIT 3

READING HIGHER TIER (60 marks)

MARK SCHEME

Question 1 (6 marks)

- (a) have been 14/15 (1)
 (b) opening match (1)
 closing / last match / final (1)
 (c) organised Euro Championships (1)
 (d) 24 teams / a fourth week of competition / an extra week of competition (1)
 (e) (1 mark)

A cat	
A dog	
A child	✓
An adult	

Question 2 (6 marks)

- (a) Her parents separated (decided to separate/ decided to announce their separation/
 announced their separation). (1)
 NOT it wasn't easy
- (b) Since primary school. (1)
- (c) Chloé's boyfriend / football fan (1)
 NOT little friend
- (d) Next door (to her). (1)
- (e) Any one: His mum worked in the hospital/ He has two younger brothers/ He gets on
 with his two younger brothers. (1)
- (f) Brown hair (with blond streaks/ highlights)/ (light) blue eyes. (1)
 NOT sporty

Question 3 (6 marks)

Denis	I	(1)
Patrice	A	(1)
Coralie	G	(1)
Stéphane	E	(1)
Monique	B	(1)
Sylvie	H	(1)

Question 4**(6 marks)**

(a)

Enfants	
Parents	✓
Professeurs	

(1)

(b)

de l'orientation	✓
de l'athlétisme	
du tai-chi	

(1)

(c)

de l'orientation	
de la danse classique	
du tai-chi	✓

(1)

(d)

de l'orientation	
de l'athlétisme	
de la danse	✓

(1)

(e)

Un jean	
Une tenue de danse	✓
Des vêtements de sport	

(1)

(f)

moins de 5 ans	
plus de 5 ans	✓
15 ans	

(1)

Question 5**(6 marks)**

- (a) A travel discount card/ rail card for young people/ discount card for young people/
discount card for (train) journeys/ (accept any similar response) (1)
Candidate NOT penalised if they don't mention train / transport
- (b) On the internet/ on line (1)
- (c) You can collect it at the station OR you can get it in the mail/ by post/ it will be posted
to you (1)
- (d) One year (1)
- (e) 15% off food/ off the menu (1)
- (f) Travel with friends/ travel with up to 4 friends/ people/ passengers/ companions (1)

Question 6**(8 marks)**

- (a) What is your ability in skiing? (1)
- (b) thought they were good skiers (1)
- (c) very few clients are beginners (1)
NOT very weak
- (d) for fun/pleasure / spending time with family/friends (2)
- (e) lots of time in fresh air (1)
- (f) expensive / risk of injury (2)

Question 7**(8 marks)**

- (a) Any two: write in her diary/ listen to music/ read (2)
- (b) kitchen table (1) / evening (1) (2)
- (c) which year/ class in school she was in / teacher's name (1)
- (d) religious (1)
- (e) head teacher/ headmistress (1)
NOT manager
- (f) go to festivals/ fetes/ events at school (1)

Question 8**(8 marks)**

- (a) only a third of electronic waste is recycled (1)
- (b) (digital) cameras / keyboards (1)
- (c) recycle 65% of electrical goods by 2020 (1)
- (d) some is recycled/some is exported to Africa and Asia (2)
- (e) damage to ozone layer/increased CFC emissions (1)
- (f) the good students/pupils of Europe (1) / they have met the (recycling) target (1) (2)

Question 9**(6 marks)**

French	1 mark
Après quelques mois à la recherche,	After a few months looking / searching
Thomas vient de trouver un travail pour une entreprise de climatisation.	Thomas has just found a job for an air conditioning company.
Il travaillera pour le secteur de ventes.	He will be working for the sales department.
Pour son emploi il doit voyager et utiliser ses connaissances de l'anglais et de l'allemand.	As part of his job he has to travel and use his knowledge of English and German.
La diversité du travail lui plaît énormément.	The variety of his work pleases him greatly.
Seul obstacle.... Il doit avoir son permis de conduire!	Only problem...He has to have a driver's licence!

Candidate Name	Centre Number				Candidate Number			
					0			



GCSE

French

UNIT 4

WRITING

SAMPLE ASSESSMENT PAPER

FOUNDATION TIER 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions.

Write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

This paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly. A total of 16 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (6 in Question 2 and 10 in Question 3).

Question 1 – Current and Future Study and Employment

(12 marks)

Write a full sentence in French for each of the headings.

Description of school	
Subjects you study	
How you travel to school	
The school day	
Uniform	
What you do at break	


Question 2 – Identity and Culture

(16 marks)

Écris un mail à ton ami(e) français(e). Donne des **informations** et des **opinions** au sujet de:

- Tes passe-temps
- Ton sport préféré
- Les émissions de télévision

Écris environ **50 mots** en français.



A large rectangular box containing 18 horizontal dotted lines for writing a response.

Question 3 - Wales and the World

(20 marks)

Écris une page pour un blog au sujet de tes vacances.

Il faut inclure:

- Quand, comment et avec qui tu as voyagé
- Quelles activités tu as faites et tes opinions
- Un voyage que tu aimerais faire cette année.

Écris environ **100 mots** **en français**.

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Question 4 - Translation

(12 marks)

Translate the sentences **into French.**

- | | | |
|-----|---|-----|
| (a) | I work in a supermarket on Saturdays. | (2) |
| (b) | My boss is very strict with me. | (2) |
| (c) | I like my colleagues a lot. | (2) |
| (d) | I ate in the canteen yesterday. | (3) |
| (e) | I would like to go to university in the future. | (3) |

(36 words)

Write your answer in the space below.

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Candidate Name	Centre Number				Candidate Number			
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**GCSE****FRENCH****UNIT 4****WRITING****SAMPLE ASSESSMENT PAPER****HIGHER TIER 1 hour 30 minutes****INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions.

Write your answers in the spaces provided in this question paper.

For Questions 1 and 2 you must write in paragraphs using complete sentences.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

This paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly. A total of 20 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (10 in Question 1 and 10 in Question 2).

Question 1 - Wales and the World

(20 marks)

Écris une page pour un blog au sujet de tes vacances.

Il faut inclure:

- Quand, comment et avec qui tu as voyagé
- Quelles activités tu as faites et tes opinions
- Un voyage que tu aimerais faire cette année.

Écris environ **100 mots** **en français**

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Question 2 – Identity and Culture

(28 marks)

Écris un article pour un journal scolaire sur un des thèmes suivants en français.

Donne des informations, des exemples et justifie tes opinions. Tu peux utiliser les points comme une aide.

Choose :

EITHER

(a) Les jeunes et la santé

- L'importance de manger sainement
- Les aspects positifs de faire du sport
- Ce que tu as fait la semaine dernière pour garder la forme

OR

(b) Les jeunes et la technologie

- L'importance de la technologie
- Les avantages des réseaux sociaux
- La technologie que tu as utilisée la semaine dernière

Écris environ **150** mots en français.

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Question 3 – Translation

(12 marks)

Translate the paragraph **into French.**

I worked in a hotel in the town centre. The work was boring, but the customers were nice. I answered the telephone and sometimes I worked in the restaurant. In my opinion, it's important to get a good job. In the future, I would like to work abroad to improve my French.

(52 words)

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UNIT 4: WRITING (60 marks)**MARK SCHEME****General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the questions and the relevant mark schemes.
- Familiarise yourself with the descriptors for each section of each assessment grid. See information below regarding advice on awarding marks using banded mark schemes.
- For questions at Foundation and Higher tier where an approximate word count is advised, the whole task must be marked and no marks are to be deducted for exceeding the word limit.

Translation into French

Suggested translations of each sentence or passage are provided in the mark scheme and will be further discussed at the examiners' conference in the light of candidates' scripts. Possible alternatives will be looked at on an individual basis.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Examiners should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

The following pages contain the mark scheme and assessment grids for both Foundation and Higher tier. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for Question 2 Foundation tier, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one skill are not automatically precluded from accessing higher marks in the other. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for both Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 3 (Foundation tier) and Question 1 (Higher tier), Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 2 Higher tier, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

UNIT 4
WRITING FOUNDATION TIER (60 marks)

MARK SCHEME

Question 1**(12 marks)**

The candidate will be required to provide 6 responses. In order to be awarded the maximum 2 marks for each response candidates must provide answers which are in full sentences. Marks for each response will be awarded as follows:

Conveying meaning:

2	Meaning fully conveyed with a good degree of accuracy. Minor errors (such as incorrect gender, agreement, etc.) may be present.
1	Meaning partially conveyed. Errors (such as incorrect tense, use of a verb, etc.) may be present.
0	Inappropriate or no response.

Example

2 marks	*1 mark
e.g. Mon école est très grande	e.g. école grand
e.g. J'étudie les maths et le sport	e.g. le sport
e.g. Je vais à l'école en bus	e.g. en bus
e.g. L'école commence à 9 heures	e.g. L'école 9 heures
e.g. Je porte une jupe grise et un pull vert	e.g. je jupe et pull
e.g. Je parle avec mes amis	e.g. parler amis

*To be discussed at examiners' conference

Guidance for examiners

Candidates are instructed in the question paper to write in complete sentences and must provide a response with a verb in order to gain maximum marks.

Question 2**(16 marks)**

Marks will be awarded for Communication and Content and Manipulation of language.

Band	Marks	Communication and content
5	9-10	<ul style="list-style-type: none"> Response is mainly clear and coherent in many sections but is occasionally ambiguous. Some facts, ideas and opinions (as appropriate to the task) presented are fairly detailed but occasionally are not relevant.
4	7-8	<ul style="list-style-type: none"> Response is fairly clear and coherent in some sections but is often ambiguous. Some facts, ideas and opinions (as appropriate to the task) presented contain some detail but are fairly often not relevant.
3	5-6	<ul style="list-style-type: none"> Response in a few parts has some clarity and coherence but is frequently ambiguous. A few facts, ideas and opinions (as appropriate to the task) contain a little detail but are frequently not relevant.
2	3-4	<ul style="list-style-type: none"> Response in most parts has little clarity and coherence and is mainly ambiguous. Very few facts, ideas and opinions (as appropriate to the task) are presented and are mostly not relevant.
1	1-2	<ul style="list-style-type: none"> Response in most parts is mainly obscure, incoherent and ambiguous. Isolated facts and opinions (as appropriate to the task) are presented but are mostly not relevant.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

Band	Marks	Linguistic knowledge and accuracy
3	5-6	<ul style="list-style-type: none"> A simple range of vocabulary and grammatical structures is used. A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures.
2	3-4	<ul style="list-style-type: none"> Basic vocabulary and grammatical structures used. Some accuracy demonstrated when using simple structures, very occasional attempts at complex structures.
1	1-2	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

Guidance for Examiners

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for both Communication and content and Linguistic knowledge and accuracy will be awarded.

Candidates are required to address the three compulsory bullet points and write approximately 50 words overall.

A simple range of vocabulary will include common and familiar words. A simple range of grammatical structures will include simple word order and short, simple sentences using common structures. Complex structures will include varied and more complex word order and extended sentences with a range of structures such as conjunctions, pronouns and adverbs.

Assessment Grid for Unit 4: Writing Question 3 Foundation Tier/ Question 1 Higher Tier**(20 marks)**

Band	Marks	Communication and content	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> A very good response. Relevant information presented to meet all requirements of the task. Facts, ideas and opinions (as appropriate to the task) are clear. 	9-10	<ul style="list-style-type: none"> A good variety of vocabulary and grammatical structures used, including attempts at complex structures. A very good level of accuracy with mainly minor errors. References to past, present and future events are mainly successful. Style and register are appropriate with minor lapses.
4	7-8	<ul style="list-style-type: none"> A good response. Relevant information presented to meet almost all requirements of the task with minor omissions. Facts, ideas and opinions (as appropriate to the task) are mostly clear. 	7-8	<ul style="list-style-type: none"> A reasonable variety of vocabulary and grammatical structures used, including some attempts at complex structures. A good level of accuracy with occasional major errors and more frequent minor errors. References to past, present and future events are attempted but may not always be successful. Style and register are mostly appropriate.
3	5-6	<ul style="list-style-type: none"> A reasonable response. Relevant information presented to meet most of the requirements of the task. Facts, ideas and opinions (as appropriate to the task) expressed are generally clear but lapses are likely. 	5-6	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures used including occasional attempts at complex structures. A generally good level of accuracy with more frequent major errors and frequent minor errors. References to past, present and future events are attempted with limited success. Style and register may not always be appropriate.
2	3-4	<ul style="list-style-type: none"> A basic response. Relevant information presented to meet some of the requirements of the task. Some facts, ideas and opinions (as appropriate to the task) expressed are sometimes clear but the message breaks down occasionally. 	3-4	<ul style="list-style-type: none"> A simple range of vocabulary and grammatical structures used. Some accuracy when using simple structures, though errors are often present. Limited awareness of style and register.
1	1-2	<ul style="list-style-type: none"> A limited response. Relevant information presented to meet some aspect of the requirements of the task. Facts, ideas and opinions (as appropriate to the task) expressed are often not clear and the message may break down frequently. 	1-2	<ul style="list-style-type: none"> Little variety of vocabulary, and very simple grammatical structures used. Limited accuracy demonstrated. Little or no awareness of style and register.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	Response not worthy of credit or not attempted.

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

Guidance for examiners –

Candidates are required to address the three compulsory bullet points and write approximately 100 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range.

When assessing style and register, the following will be taken into account:

- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

Question 4 –Translation**(12 marks)**

Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

For each question (4a, 4b and 4c), marks of 0-1-2 will be awarded as follows:

2	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as incorrect accents, genders, agreements, etc.).
1	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each question (4d and 4e), marks of 0-1-2-3 will be awarded as follows:

3	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as incorrect accents, genders, agreements, etc.).
2	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
1	Little meaning conveyed. Isolated words are communicated.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures, possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.

English	French 2 marks	*1 mark
(a) I work in a supermarket on Saturdays.	Je travaille dans un supermarché le samedi	je supermarche weekend
(b) My boss is very strict with me.	Mon patron est très sévère avec moi.	il est stricte
(c) I like my colleagues a lot.	J'aime mes collègues beaucoup.	mes collegues bien

English	French 3 marks	French 2 marks	*1 mark
(d) I ate in the canteen yesterday.	J'ai mangé à la cantine hier	Je suis mange a la cantine hier	hier manger cantine
(e) I would like to go to university in the future.	Je voudrais aller à l'université à l'avenir	Je vais universite l'année prochaine	universite le futur pour moi

*To be discussed at examiner conference.

UNIT 4

WRITING HIGHER TIER (60 marks)

MARK SCHEME

Question 1

(20 marks)

Marks will be awarded for Communication and content, and Linguistic knowledge and accuracy.

See Assessment Grid for Foundation Tier Question 3/Higher Tier Question 1

Candidates are required to address the three compulsory bullet points and write approximately 100 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range.

When assessing style and register, the following will be taken into account:

- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

Question 2

(28 marks)

Marks will be awarded for Communication and content, and Linguistic knowledge and accuracy.

See Assessment Grid for Higher Tier Question 2

Guidance for examiners

Candidates may use the three bullet points provided but are not limited to them. The content must however be relevant to the main theme of the task. Candidates are required to write approximately 150 words.

- (a) A very good variety of vocabulary will include common and less common, and familiar and less familiar words. Complex grammatical structures will include varied and complex word order, extended sentences with a range of structures such as conjunctions, pronouns and adverbs (see Grammar list in Appendix B of the specification with grammar items that are specific to Higher Tier).
- (b) When assessing style and register, the following will be taken into account:
- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and
 - the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

Assessment Grid for Unit 4: Writing Question 2 Higher Tier

(28 marks)

Band	Marks	Communication and content	Marks	Linguistic knowledge and accuracy
5	16-18	<ul style="list-style-type: none"> An excellent response. Relevant and very detailed information presented in relation to the task. Facts, ideas and opinions (as appropriate to the task) are clearly expressed and justified. Communication is clear with little or no ambiguity. 	9-10	<ul style="list-style-type: none"> A very good variety of vocabulary and grammatical structures, including complex structures. A very good level of accuracy. References to past, present and future events are successful. Style and register are appropriate.
4	12-15	<ul style="list-style-type: none"> A very good response. Relevant information with some detail presented in relation to the task. Facts, ideas and opinions (as appropriate to the task) are expressed and justified. Communication is mostly clear but with a few ambiguities. 	7-8	<ul style="list-style-type: none"> A good variety of vocabulary and grammatical structures is used, including complex structures. A good level of accuracy with some minor errors and occasional major errors. References to past, present and future events are almost always correct. Style and register are appropriate with only minor lapses.
3	8-11	<ul style="list-style-type: none"> A good response. Mostly relevant information presented in relation to the task. Facts, ideas and opinions (as appropriate to the task) are expressed with occasional justification. Communication is usually clear but with some ambiguities. 	5-6	<ul style="list-style-type: none"> A variety of vocabulary and grammatical structures is used including some complex structures. A reasonable level of accuracy. Minor errors are likely and there may be some major errors. References to past, present and future events are usually correct. Style and register may not always be appropriate.
2	4-7	<ul style="list-style-type: none"> A reasonable response. Some relevant information presented in relation to the task. Some facts, ideas and opinions (as appropriate to the task) are expressed. Communication is sometimes clear but there may be instances where messages break down. 	3-4	<ul style="list-style-type: none"> A simple range of vocabulary and grammatical structures is used. A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures. References to past, present and future events are occasionally correct. Limited awareness of style and register.
1	1-3	<ul style="list-style-type: none"> A basic response. Little relevant information presented in response to the task. Facts, ideas and opinions (as appropriate to the task) are occasionally expressed. Communication may not be clear with instances where messages break down. 	1-2	<ul style="list-style-type: none"> Little variety of vocabulary, and simple grammatical structures used. There may be major errors and frequent minor errors. References to past, present and future events have limited success. Little or no awareness of style and register.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	Response not worthy of credit or not attempted

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded

Question 3 - Translation**(12 marks)**

Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

The translation will be divided into five sections. For each section (a, b and c), marks of 0-1-2 will be awarded as follows:

2	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
1	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each section (d and e), marks of 0-1-2-3 will be awarded as follows:

3	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
2	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
1	Little meaning conveyed. Isolated words are communicated.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.

English	French 2 marks	*1 mark
I worked in a hotel in the town centre.	J'ai travaillé dans un hôtel au centre-ville.	je travaille un hotel en ville
The work was boring, but the customers were nice.	Le travail était ennuyeux, mais les clients étaient sympas.	c'est nul. les clients bien
I answered the telephone and sometimes I worked in the restaurant.	J'ai répondu au téléphone et quelquefois j'ai travaillé dans le restaurant.	Je le telephone. Je suis travaille le restaurant

English	French 3 marks	2 marks	*1 mark
In my opinion, it's important to get a good job.	À mon avis, c'est important d'avoir un bon emploi.	C'est important de avoir un bien job	un bien job est important
In the future, I would like to work abroad to improve my French.	À l'avenir, je voudrais travailler à l'étranger pour améliorer mon français.	Je vais travailler en France pour etudier le francais	je voudrais travail France

*To be discussed at examiner's conference.