

# GCSE FRENCH 8652/SF+SH

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**Paper 2 Speaking – Sample assessment materials**

Item commentary booklet – Foundation and Higher tiers

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## Role-play: Foundation tier

### Role-play 1

(10 marks – 5 x 2 mark tasks)

#### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- In the fifth task a second-person verb could be used. If a second-person plural verb were used this would cause no problem as communication would still be achieved. Alternatively, an appropriate third-person verb, enquiring about the town etc, would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task, where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

#### Content sampled

- Task 1: Students are asked to give one detail about their town/village. They may choose to use the third person present tense of any appropriate verb and possibly an appropriate adjective, depending on the verb used. Should there be an element of ambiguity in the student's statement or they use a faulty structure, or no structure but some communication is made, one mark may be awarded.
- Task 2: Students must give one detail in order to score full marks. Candidates who give a relevant partial answer, which would ultimately be understood in the context, can score one mark.
- Task 3: Once again, one detail is required to be conveyed for full marks. Faulty pronunciation or grammar may result in the award of one mark.
- Task 4: Students have to provide one opinion of their region. They may choose to use the third person present tense of any appropriate verb and possibly an appropriate adjective, depending on the verb used. Alternatively, they could choose to use the first-person present tense of a verb of liking. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving, for example, a suitable adjective.
- Task 5: The student is required to ask a question. Within the defined context, there is scope for students to adapt known language to suit the situation.

#### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

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The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 2

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fourth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- In the fourth task a second-person verb could be used. If a second-person plural verb were used this would cause no problem as communication would still be achieved. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fourth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide one detail about when they go out with friends. An appropriate response which contains some ambiguity would be awarded one mark.
- Task 2: Students need to name one place they go to in order to score full marks. An answer which contains some ambiguity, but which would eventually be understood, would attract one mark.
- Task 3: The student has to give an opinion on spending time with friends. This is quite prescriptive, but with some scope for adapting known language to suit the situation. For example, a valid response would be *J'adore passer du temps avec mes amis* or, given the

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teacher's spoken cue, *C'est génial*. Both of these responses would earn 2 marks. An appropriate response conveyed without using a verb would be awarded one mark, as would a response which contained some ambiguity.

- Task 4: The task where the student is required to ask a question. This is quite prescriptive, but with some scope for adapting known language to suit the situation.
- Task 5: A verb is required to score full marks. An appropriate answer without the use of a verb would attract one mark, as would a response which was not totally clear. The non-prescriptive nature of the task enables the student to give a personalised reply.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fourth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 3

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication.

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- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
  - Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
  - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students need to provide one place they like to go to at the weekend in order to score full marks. One mark would be awarded for a response which lacks clarity by, for example, the introduction of a verb in an inappropriate form (person or tense).
- Task 2: Full marks are available for a clear response naming the type of film the student prefers.
- Task 3: Students need to state one sport they do. The non-prescriptive nature of the task enables the student to give a personalised reply.
- Task 4: Students have to describe their favourite singer. A simple statement should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving, for example, a suitable adjective.
- Task 5: The task where the student is required to ask a question. This is quite prescriptive, but with some scope for adapting known language to suit the situation. A verb must be included for full marks to be awarded.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

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## Role-play 4

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the second task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the second task could be a second-person verb. If a second-person plural verb was used this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the second task, where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide one detail about the location of their school. They have to use the third-person present tense of any appropriate verb. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving an appropriate detail without a verb.
- Task 2: The task where the student is required to ask a question. This is quite prescriptive, but with some scope for adapting known language to suit the situation. A verb must be included for full marks to be awarded.
- Task 3: Full marks are available for a clear response naming a school subject the student dislikes.
- Task 4: The candidate should name one sport they undertake at school.
- Task 5: Students need to say what they eat at lunchtime. The non-prescriptive nature of the task enables the student to give a personalised reply.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

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### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The second task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 5

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fourth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fourth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fourth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide one detail about what they drink to stay healthy.
- Task 2: Students need to state one activity they do to keep fit. A finite verb is required for full marks. One mark would be awarded for a response which lacks clarity by, for example, the introduction of a verb in an inappropriate form (person or tense), eg *je jouer / jouais au tennis*.
- Task 3: Full marks are available for a clear opinion.
- Task 4: The task where the student is required to ask a question. This is quite prescriptive, but with some scope for adapting known language to suit the situation. A verb must be included for full marks to be awarded.
- Task 5: Students need to state one thing they do to relax. The non-prescriptive nature of the task enables the student to give a personalised reply.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.



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The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fourth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 6

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the third task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the third task could be a second-person verb. If a second-person plural verb was used this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the third task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide one detail relating to the timing of their birthday. One mark would be awarded for a response which lacks clarity by, for example, poor pronunciation.
- Task 2: Students need to state one activity they do with their friends. A correct verb form is required for full marks. One mark would be awarded for a response which lacks clarity by, for example, the introduction of a verb in an inappropriate form (person or tense).
- Task 3: The task where the student is required to ask a question. This is quite prescriptive, but with some scope for adapting known language to suit the situation. A verb must be included for full marks to be awarded

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- Task 4: For full marks, candidates need to state their favourite day of the week, including a correct finite verb. Poor pronunciation, or delivery without an accurate verb, may be awarded one mark depending on the level of communication achieved.
  - Task 5: Students are required to say one food they like. Where communication of an appropriate idea is achieved but without the inclusion of an accurate verb or where pronunciation is rather vague or ambiguous, one mark would be awarded.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The third task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 7

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.

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- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
  - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide one detail in describing their favourite celebrity. They have to use an appropriate third-person present tense verb. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving, for example, a suitable adjective.
- Task 2: Students need to give one detail in order to score full marks. One mark would be awarded for a response which lacks clarity by, for example, the introduction of a verb in an inappropriate form (person or tense).
- Task 3: Full marks are available for a clear reason.
- Task 4: The student needs to state one type of film they like. Mention of an appropriate detail which is not conveyed in a structure including an accurate verb form would attract one mark.
- Task 5: The task where the student is required to ask a question. There is some scope for adapting known language to suit the situation. A verb must be included for full marks to be awarded.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

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## Role-play 8

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide one detail about their school. Any response which made reference to *ton collège*, using the form in the teacher's question, would attract zero marks as it would convey an incorrect message.
- Task 2: In order to score full marks, students need to provide one school subject they like. An appropriate finite verb is required.
- Task 3: Full marks are available for a clear reason for liking the subject.
- Task 4: Students need to give one detail or an activity which they engage in at breaktime at school. The non-prescriptive nature of the task enables the student to give a personalised reply.
- Task 5: The task where the student is required to ask a question. This is quite prescriptive, but any aspect of the school, or school life could be enquired about. A verb must be included for full marks to be awarded.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

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### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 9

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the third task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the third task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the third task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students need to provide one programme they watch on television or online. An appropriate finite verb is required to make this completely comprehensible. A partial response, for example by supplying simply a name, would attract one mark.
- Task 2: an opinion of the programme mentioned is sufficient for full marks. One mark would be awarded for a response which lacks clarity by, for example, the introduction of a verb in an inappropriate form (eg wrong person) or if the candidate were not to include a verb in their response.
- Task 3: The task where the student is required to ask a question. This is quite prescriptive, but with some scope for adapting known language to suit the situation. A verb must be included for full marks to be awarded.
- Task 4: Students need to give one detail in a description of their favourite actor. An appropriate finite verb is required for full marks. Mention only of a name will attract no marks as this is not a description.
- Task 5: Students need to give one detail regarding where they go at the weekend. Omission of a correct verb form in an otherwise appropriate response would attract one mark.

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### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The third task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

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## Role-play: Higher tier

### Role-play 10

(10 marks – 5 x 2 mark tasks)

#### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

#### Content sampled

- Task 1: Students have to provide two details, one type of film and a reason for this preference. Full marks are available for a clear response including both details. This task is similar to one in role-play 3 but there is a higher demand as a reason is required in addition to the expression of a preferred type of film. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.
- Task 2: The student has to give two details about their favourite actor, conveyed using an appropriate verb, for full marks. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the inclusion of an incorrect verb form. This is quite prescriptive, but with some scope for adapting known language to suit the situation.
- Task 3: Students need to respond using an appropriate past tense verb form and supply two details for two marks. A student giving one detail or introducing ambiguity by, for example, using a verb form inappropriate in terms of person or time frame could earn one mark.
- Task 4: For full marks, students are required to give one advantage of playing sport, conveyed using an appropriate verb form. A partial response or one containing some ambiguity would attract one mark.
- Task 5: The student is required to ask a question. There is scope for adapting known language to suit the situation.

#### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.



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The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 11

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide two details in a physical description of their best friend. They have to use at least one accurate verb form to communicate these details. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving, for example, two appropriate details without a verb or one detail with an accurate verb form.



- Task 2: As in all tasks at the Higher tier level, a verb must be used in the student's response if full marks are to be earned. One mark is available for a simple description without a verb. This task allows the student to give a personalised response.
- Task 3: The student has to give two details of what they and their friends discuss, conveying their ideas in a structure including a finite verb or verbs. A partial answer or one where the verb(s) is(are) faulty would attract one mark.
- Task 4: Students need to respond using an appropriate past tense verb form and supply two details for two marks. A student giving one detail or introducing ambiguity by, for example, using a verb form inappropriate in terms of person or time frame could earn one mark.
- Task 5: Students must formulate a clear question about the other speaker's hobbies for two marks. This is quite prescriptive, but with some scope for adapting known language to suit the situation.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 12

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the third task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form

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referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.

- The verb used in the third task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the third task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide two details relating to activities which tourists can engage in in their local area. A range of structures could be exploited to achieve this and earn full marks. A partial response or one which introduces ambiguity would attract one mark.
- Task 2: The task requires the student to state an opinion regarding whether they like living in their region or not and to express a reason for this opinion. The successful communication of both items would earn full marks.
- Task 3: The student needs to ask a question about the environment. Although this is quite prescriptive, there is scope for adapting known language to suit the situation.
- Task 4: Students have to describe an environmental problem in their area. They need to give one detail and communicate this clearly using a verb for full marks. A response which contained ambiguity or which did not include an appropriate verb form would attract one mark only. Personalised replies are possible here.
- Task 5: In this task, students must demonstrate the ability to respond using a past tense verb form or forms and two details for full marks. A partial answer, for example, mentioning only one detail would be awarded one mark as would an ambiguous response or one which did not include an accurate appropriate verb form.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in

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English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The third task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 13

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fourth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fourth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fourth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide two details. Full marks are available for a clear response including two details. This should be accessible to most students at this tier, but those who are unable to produce two details can still score one mark for giving one of them.
- Task 2: Students need to respond by providing one opinion and a reason for this opinion. A student giving one element with an appropriate verb could earn one mark.
- Task 3: Students need to respond using an appropriate past tense verb form and supply two details for two marks. A student giving one detail or introducing ambiguity by, for example, using a verb form inappropriate in terms of person or time frame could earn one mark.
- Task 4: The student is required to ask a question. There is scope for adapting known language to suit the situation.
- Task 5: Students need to give one opinion of going to university for full marks, expressed using an appropriate finite verb. An opinion expressed without the use of an accurate verb form would attract one mark.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

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The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fourth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 14

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fourth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fourth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fourth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide two details about healthy eating. They have to use appropriate finite verb form(s). This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for naming, for example, healthy items they eat.
- Task 2: Students need to respond using an appropriate past tense verb form(s) and supply two details for two marks. A student giving one detail or introducing ambiguity by, for example, using a verb form inappropriate in terms of person or time frame could earn one mark.

- Task 3: For two marks, the student has to give two details of what they do to relax, conveying their ideas in a structure including a finite verb or verbs. A partial answer or one where the verb(s) is(are) faulty would attract one mark.
- Task 4: Students must formulate a clear question to the other speaker regarding healthy living. This is quite prescriptive, but with some scope for adapting known language to suit the situation.
- Task 5: Students need to give one detail of the importance of friends for two marks. There is scope here for an individual response. A detail conveying some appropriate information, expressed without an accurate verb form, would be awarded one mark.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fourth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 15

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.

- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide one detail relating to when they do sport. A partial response or one which introduces ambiguity would attract one mark.
- Task 2: The task requires the student to supply two details regarding what they did last week to stay healthy. In this task, students must demonstrate the ability to respond using a past tense verb form or forms for full marks. The successful communication of both details would earn full marks. A partial answer, for example, mentioning only one detail, would be awarded one mark as would an ambiguous response or one which did not include an accurate appropriate verb form.
- Task 3: For two marks, students should give two details of how they relax. Personalised replies are clearly possible here.
- Task 4: Students need to give an opinion of fast food and explain their reason for this opinion. Successful communication of only one element would be awarded one mark.
- Task 5: The student needs to ask a question about food. Although this is quite prescriptive, there is scope for adapting known language to suit the situation.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.



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The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 16

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the third task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the third task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the third task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide two details about a celebrity they like. Full marks are available for a clear response including both details. This task is similar to one in role-play 7 but it is a more open task. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.
- Task 2: Students need to give an opinion and a reason for this opinion. Communication of one of these items would attract one mark as would an attempt to communicate both details but the verb forms were unclear. This task targets a future time frame.
- Task 3: The student is required to ask a question about their friend's favourite celebrity. There is scope for adapting known language to suit the situation.
- Task 4: The student is required to give two advantages of social media. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the inclusion of an incorrect verb form. Personalised responses are possible here.
- Task 5: For full marks, students are required to give one detail about reality TV, conveyed using an appropriate verb form. A response containing some ambiguity would attract one mark. There is scope for adapting known language to suit the situation.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity,

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but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The third task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 17

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide two details about their region. For full marks, they have to convey these details using at least one accurate verb form. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for two details on their own or one detail conveyed using an accurate verb.
- Task 2: Candidates need to give two things for young people that are in their local area. One mark is available for one thing but an accurate verb form is required, as always. This task allows the student to give a personalised response.



- Task 3: Students need to give one detail regarding the weather in their area to attain two marks. An utterance which introduces ambiguity by, for example, using a verb form inappropriate in terms of person or time frame, could earn one mark.
- Task 4: A detail and a reason are required for full marks with ideas conveyed using structures including a finite verb or verbs communicating a future time frame. A partial answer or one where the verb(s) is/are faulty would attract one mark.
- Task 5: Students must formulate a clear question about where the other speaker lives for two marks. This is quite prescriptive, but with some scope for adapting known language to suit the situation.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

## Role-play 18

(10 marks – 5 x 2 mark tasks)

### Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.

- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

### Content sampled

- Task 1: Students have to provide two details about their school, using an accurate verb form(s) for full marks. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving two details without the structure used containing an accurate verb form(s).
- Task 2: Students need to give two details about school rules if full marks are to be earned. One mark is available for a partial response or one where two details are communicated but without the inclusion of an accurate verb form(s).
- Task 3: Students must demonstrate the ability to communicate two details using (a) past time reference verb form(s) for full marks. A partial answer, for example, mentioning only one detail would be awarded one mark as would an ambiguous response or one which did not include an accurate appropriate verb form.
- Task 4: For full marks, students are required to give one advantage of the internet, conveyed using an appropriate verb form. A partial response or one containing some ambiguity would attract one mark. Personalised replies are possible here.
- Task 5: In this task, students must formulate a clear question about technology for two marks. This is quite prescriptive, but with some scope for adapting known language to suit the situation.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

### Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is

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required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

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## Reading aloud task: Foundation tier

### Foundation tasks 1–9

(15 marks)

#### Rationale for item type

The Subject Content requires students to read aloud a short written text (of a minimum of 35 words) and undertake a short unprepared conversation relating to the text. There are four compulsory questions set on the topic of the text. At Foundation tier, this part of the test is recommended to last between two and two and a half minutes in total, ie the reading aloud of the text and the short unprepared conversation.

#### Content sampled

Task 1 - Theme 1, Topic 3: Education and work

Task 2 - Theme 2, Topic 3: Celebrity Culture

Task 3 - Theme 3, Topic 2: Media and technology

Task 4 - Theme 1, Topic 1: Identity and relationships with others

Task 5 - Theme 1, Topic 2: Healthy living and lifestyle

Task 6 - Theme 2, Topic 1: Free time activities

Task 7 - Theme 2, Topic 2: Customs, festivals and celebrations

Task 8 - Theme 1, Topic 3: Education and work

Task 9 - Theme 3, Topic 3: The environment and where people live

#### Mark scheme considerations

- The tasks are targeted at the range of grades for this tier, i.e. 1-5, both through the demands of the tasks themselves and through the assessment criteria.
- The mark scheme allows all students to be rewarded appropriately for their performance at this level.
- All four prescribed questions are expressed in the present tense. Students are only required to respond using present tense verb forms. The questions set allow for students to give personalised responses and to develop these where appropriate.
- 5 AO3 marks are available for the initial reading aloud task and the task is marked according to a levels of response mark grid. Five levels of attainment are defined and each level is a one-mark band.
- 10 marks are assigned to the communication of appropriate responses to the four set questions which follow. These are unseen by the student and unprepared. The questions are focused on the same topic as the reading aloud text. Although they do not test understanding of the reading aloud text, students may use some of the vocabulary or structures from the text in their answers.
- The student's response to the four compulsory questions is marked as a whole in that marks are not awarded to individual questions. Marks are awarded for clarity of response and the demonstrated ability to develop responses. The 10 marks are assigned to AO1. There are five levels of attainment, each offering two marks in the band.

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### Accessibility considerations

The rubrics are written in English on the Candidate's card, confirming that they will be asked to read aloud the text in French and that they will be asked four questions which relate to the topic of the text. The student is instructed in French to read the text aloud.

The text is presented in separate sentences on the Candidate's card in a larger font size and is more widely spaced to help legibility.

## Reading aloud task: Higher tier

### Higher tasks 10-18

(15 marks)

#### Rationale for item type

The Subject Content requires students to read aloud a short written text (of a minimum of 50 words) and undertake a short unprepared conversation relating to the text. There are four compulsory questions set on the topic of the text. At Higher tier, this part of the test is recommended to last between three and three and a half minutes in total, ie the reading aloud of the text and the unprepared conversation.

#### Content sampled

Task 10 - Theme 1, Topic 3: Education and work

Task 11 - Theme 2, Topic 3: Celebrity Culture

Task 12 - Theme 3, Topic 2: Media and technology

Task 13 - Theme 3, Topic 3: The environment and where people live

Task 14 - Theme 1, Topic 2: Healthy living and lifestyle

Task 15 - Theme 2, Topic 1: Free time activities

Task 16 - Theme 2, Topic 1: Free time activities

Task 17 - Theme 3, Topic 1: Travel and tourism including places of interest

Task 18 - Theme 3, Topic 3: The environment and where people live

#### Mark scheme considerations

- The tasks are targeted at the range of grades for this tier, i.e. 4-9, both through the demands of the tasks themselves and through the assessment criteria.
- The mark scheme allows all students to be rewarded appropriately for their performance at this level.
- All of the four prescribed questions are expressed in the present tense to ensure that they are straightforward for students. The questions set allow for students to give personalised responses and to develop these where appropriate.
- 5 AO3 marks are available for the initial reading aloud task and the task is marked according to a levels of response mark grid. Five levels of attainment are defined and each level is a one-mark band.

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- 10 marks are assigned to the communication of appropriate responses to the four set questions which follow. These are unseen by the student and unprepared. The questions are focused on the same topic as the reading aloud text. Although they do not test understanding of the reading aloud text, students may use some of the vocabulary or structures from the text in their answers.
  - The student's response to the four compulsory questions is marked as a whole in that marks are not awarded to individual questions. Marks are awarded for clarity of response and the demonstrated ability to develop responses. The 10 marks are assigned to AO1. There are five levels of attainment, each offering two marks in the band.

### Accessibility considerations

The rubrics are written in English on the Candidate's card, confirming that they will be asked to read aloud the text in French and that they will be asked four questions which relate to the topic of the text. The student is instructed in French to read the text aloud.

The text is presented in separate sentences on the Candidate's card in a larger font size and is more widely spaced to help legibility.

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## Photo card: Foundation tier

### Rationale for item type

- In the Subject Content for GCSE modern languages, it is stated that students should develop their ability and ambition to communicate independently in speech with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. It is also stated that students should be able to use the language they are learning both receptively and productively, in spoken form(s), for a range of audiences and purposes.
- Immediately before the Speaking test, students will have 15 minutes' supervised preparation time. They will have a Photo card containing two photos from one of the three themes in order to prepare their response to the first question, which focuses on a description of the content of the photos and is compulsory. Students may make written notes in their preparation time and use these notes during the task. The second part of this task is an unprepared conversation.
- The Photo card section of the test is recommended to last in total between four and five minutes, with approximately one minute spent on the description of the photos and the remaining time (between three and four minutes) on the unprepared conversation.
- The Photo card task targets assessment of AO1, AO2 and AO3. There are 15 marks for AO1, 5 marks for AO2 and 5 marks for AO3. The total mark is 25.
- The same photos are used on the cards for both Foundation and Higher tiers, but the duration of the task is different.
- The instruction *Parle-moi des photos* allows students to give a factual and descriptive response to what they see in the photos. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.
- The teacher should then continue an unprepared conversation on any or all of the topics within the prescribed theme of the card, enabling students to develop personalised responses.
- Guidance on questioning technique for the unprepared conversation is provided in the Paper 2 Teacher's Booklet.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria. The mark scheme allows lower ability students to give simpler, less developed responses to questions and still communicate something at a lower level.

### Accessibility considerations

Instructions appear on the student's card in English. There are three bullet points, which instruct the student in clear, short sentences, what they have to do. Photos are presented in black and white format. For visually-impaired candidates, a written description of the photos in English will be provided. The theme to be covered in the unprepared conversation is included in the candidate instructions.

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The notes below relate to each card.

## Photo card A

### Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention *un homme / un père et un garçon* for one photo and *deux adultes / des parents et deux enfants / deux garçons* in respect of the other. They could describe physical features, making reference to, for example, height, size and *les cheveux*. A description of the location would be appropriate, using *cuisine* or *jardin / parc / à la campagne*, as appropriate. They could then go on to mention other aspects, for example the activities of the people featured. For example, *Le garçon / le fils aide son père. Il prépare un repas / le déjeuner ; le père sourit* or *ils jouent au football*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card B

### Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention *un homme et une femme / cinq jeunes gens*. They could describe physical features or what the people are wearing. A suggestion as to location would be appropriate, for example: *Je pense qu'on est à Paris / sur la côte*. If candidates think they recognise the building in the background, they could mention this too. Exploitation could also be made by describing the weather in each photo and the food items on the table in the first photo. Useful vocabulary might be: *il fait beau* and *ils utilisent des portables*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card C

### Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention the number of men, women and children. They might state that this is *une fête* or suggest which type of celebration it is, for example, *un anniversaire* or *un mariage*. Reference to the food items and the flowers on the table would also be appropriate, as would descriptions of some of the individuals featured.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.



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## Photo card D

### Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention the people in the photo, adding a description of what they are wearing or their physical characteristics. Reference to *un parc* and *à la maison* would also be appropriate, as would reference to the weather in the first photo. They could suggest *Je pense que ce sont des étudiants / amis* and allude to the other items in the photos, for example, a bicycle and a computer or the food on the table.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card E

### Content sampled

Theme 1: People and lifestyle

- Students could describe the first photo with: *Je vois une classe de sciences. Il y a un professeur et huit élèves. On peut voir quatre filles et quatre garçons.* They might describe the second photo with: *Il y a deux personnes dans un magasin de vêtements. Ce sont la cliente et l'employée.* They could also mention the physical characteristics of the people featured and what they are wearing.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card F

### Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention the people in the photo, adding a description of what they are wearing and their physical characteristics. The dog and the trees merit comment as does the fact that, in the second photo, some people are eating. Some suggestion could be made, for example, *Je pense que le groupe passe du temps à la campagne* or *les gens regardent un bon film d'action.* Reference to the weather would also be appropriate for the first photo and perhaps the time of day for the second.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card G

### Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention the number of people in the photo, adding a description of what someone is wearing and perhaps their physical characteristics. With reference to the first photo, the *grande*

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*voiture* merits a mention and an appropriate supposition is valid, for example: *Je pense que la femme va à une fête (pour son dernier film)*. Speaking about the second photo, students might reference the surroundings, for example by mentioning *le grand bâtiment à droite* and suggest that *Le groupe chante et danse. Aujourd'hui ils font une vidéo pour leur dernière chanson*.

- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card H

### Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir ...* Worthy of mention are *deux ordinateurs ; les photos sur la table* and the suggestion that *la fille / femme travaille et le garçon / homme regarde l'écran* for the first photo. A description of the two people could be given and perhaps an appropriate supposition, for example: *Je pense que le garçon est heureux/content parce qu'il sourit/rit*. With reference to the second photo, a description of the two individuals and mention of the fact that they are taking photos of their meals could be followed by a suggestion about their location.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card I

### Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir ...* For example, with reference to the first photo, students might state: *On peut voir une rue en ville. Il y a beaucoup de voitures et des magasins. On voit des personnes dans la rue. Il y a un arbre et il fait beau*. With reference to the second photo, they might say: *Je vois deux filles et une mère. On peut voir une maison et il y a un jardin. La mère porte des articles dans une boîte*. Furthermore, a description of the people could be given and perhaps an appropriate supposition, for example: *Je pense qu'il fait beau*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

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## Photo card: Higher tier

### Rationale for item type

- In the Subject Content for GCSE modern languages, it is stated that students should develop their ability and ambition to communicate independently in speech with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. It is also stated that students should be able to use the language they are learning both receptively and productively, in spoken form(s), for a range of audiences and purposes.
- Immediately before the Speaking test, students will have 15 minutes' supervised preparation time. They will have a Photo card containing two photos from one of the three themes in order to prepare their response to the first question, which focuses on a description of the content of the photos and is compulsory. Students may make written notes in their preparation time and use these notes during the task. The second part of this task is an unprepared conversation.
- The Photo card section of the test is recommended to last between six and seven minutes, with approximately one and a half minutes spent on the description of the photos and the remaining time (between four and a half and five and a half minutes) on the unprepared conversation.
- The Photo card task targets assessment of AO1, AO2 and AO3. There are 15 marks for AO1, 5 marks for AO2 and 5 marks for AO3. The total mark is 25.
- The same photos are used on the cards for both Foundation and Higher tiers, but the duration of the task is different.
- The instruction *Parle-moi des photos* allows students to give a factual and descriptive response to what they see in the photos. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.
- The teacher should then continue an unprepared conversation on any or all of the topics within the prescribed theme of the card, enabling students to develop personalised responses.
- Guidance on questioning technique for the unprepared conversation is provided in the Paper 2 Teacher's Booklet.

### Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria. The mark scheme allows lower ability students to give simpler, less developed responses to questions and still communicate something at a lower level.

### Accessibility considerations

Instructions appear on the student's card in English. There are three bullet points, which instruct the student in clear, short sentences, what they have to do. Photos are presented in black and white format. For visually-impaired candidates, a written description of the photos in English will be provided. The theme to be covered in the unprepared conversation is included in the candidate instructions.

## Photo card J

### Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention *un homme / un père et un garçon* for one photo and *deux adultes / des parents et deux enfants / deux garçons* in respect of the other. They could describe physical features, making reference to, for example, height, size and *les cheveux*. A description of the

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location would be appropriate, using *cuisine* or *jardin / parc / à la campagne*, as appropriate. They could then go on to mention other aspects, for example the activities of the people featured. For example, *Le garçon / le fils aide son père. Il prépare un repas / le déjeuner ; le père sourit* or *ils jouent au football / ils profitent du beau temps pour faire de l'exercice*. Given the level of light in the photos, a suggestion as to the time of day would also be appropriate, for example: *Je pense qu'il est presque midi*.

- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card K

### Content sampled

Theme 3: Communication and the world around us.

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention *un homme et une femme / cinq jeunes gens*. They could describe physical features or what the people are wearing. A suggestion as to location would be appropriate, for example: *Je pense qu'on est à Paris / sur la côte*. If candidates think they recognise the building in the background, they could mention this too. Exploitation could also be made by describing the weather in each photo and the food items on the table in the first photo. Useful vocabulary might be: *il fait beau* and *ils utilisent des portables / Ils ont l'air content / heureux*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card L

### Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to describe some of the people mentioning, for example, what they are wearing and the food on the table. They might state that this is *une fête* or suggest which type of celebration it is, for example, *un anniversaire* or *un mariage*. Suppositions could be offered, for example, *Je pense que c'est une grande famille. Ils sont dans le jardin / un hôtel. On sourit, donc je pense que quelqu'un prend une photo. Le couple danse. Je pense que c'est le jour du mariage*.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card M

### Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention the people in the photo, adding a description of what they are wearing or their physical characteristics. Reference to *un parc* and *à la maison* would also be appropriate, as would reference to the weather in the first photo. They could suggest *Je pense que ce sont des étudiants / amis* and allude to the other items in the photos, for example, a bicycle and a computer or the food on the table.

- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card N

### Content sampled

Theme 1: People and lifestyle

- Students could describe the first photo with: *Je vois une classe de sciences. Il y a un professeur et huit élèves. On peut voir quatre filles et quatre garçons. Ils étudient les sciences.* They might describe the second photo with: *Il y a deux personnes dans un magasin de vêtements. Ce sont la cliente et l'employée. La cliente achète quelque chose.* They could also mention the physical characteristics of the people featured, their perceived attitude or what they are wearing, for example: *La plupart des étudiants ont l'air content. Un étudiant regarde le professeur. La cliente a l'air heureux. Elle dit merci à l'employée.*
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card O

### Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention the people in the photo, adding a description of what they are wearing and their physical characteristics. The dog and the trees merit comment as does the fact that, in the second photo, some people are eating. Some suggestion could be made, for example, *Je pense que le groupe passe du temps à la campagne* and *Je crois qu'ils vont manger dehors plus tard* or *les gens regardent un bon film d'action*. Reference to the weather or time of day would also be appropriate.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card P

### Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir* and go on to mention the number of people in the photo, adding a description of what someone is wearing and perhaps their physical characteristics. With reference to the first photo, the *grande voiture* merits a mention and an appropriate supposition is valid, for example: *Je pense que la femme va à une fête (pour son dernier film). Son copain l'accompagne. Il est à droite.* Speaking about the second photo, students might reference the surroundings, for example by mentioning *le grand bâtiment à droite* and suggest that *Le groupe chante et danse. Aujourd'hui ils font une vidéo pour leur dernière chanson.*
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card Q

### Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir ...* For the first photo, the *deux ordinateurs* could be mentioned, as could *les photos et un cahier sur la table*. A suggestion could be made that *Les deux étudiants travaillent ensemble*. A description of the two people could be given and perhaps an appropriate supposition, for example: *Je pense qu'ils sont contents parce que leurs études ne sont pas trop difficiles*. With reference to the second photo, a description of the two individuals could be made followed by: *Ils prennent des photos de leurs repas. Ils postent les photos sur Internet*. There could then be a suggestion: *Je pense qu'ils mangent dans leur restaurant préféré dans le centre-ville*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

## Photo card R

### Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Je vois / Il y a / On peut voir ...* With reference to the first photo, students might offer: *On peut voir une rue en ville. Il y a beaucoup de voitures et des magasins dans de vieux bâtiments. On voit des personnes dans la rue. Il y a un arbre et une poubelle*. With reference to the second photo, they might say: *Je vois deux filles et une mère. Elles portent des articles dans une boîte. La famille fait du recyclage. On peut voir leur maison et il y a aussi un jardin. Il fait très beau*. A description of the people featured could be given and perhaps an appropriate supposition, for example: *Je pense que la boîte est lourde*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.