



GCSE FRENCH

F+H

Paper 2 Speaking (Foundation and Higher)

Specimen 2018

Teacher's Booklet

To be conducted by the teacher-examiner

Time allowed: 7-9 minutes at Foundation (+12 minutes' supervised preparation time)
10-12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- During the preparation time candidates are required to prepare **one** Role-play card and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. The General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3-5 minutes at Foundation; 5-7 minutes at Higher).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2018

French
Speaking Test
Teacher's Booklet

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Part 1

Role-plays (Foundation Tier) (1-9)

Role-plays (Higher Tier) (10-18)

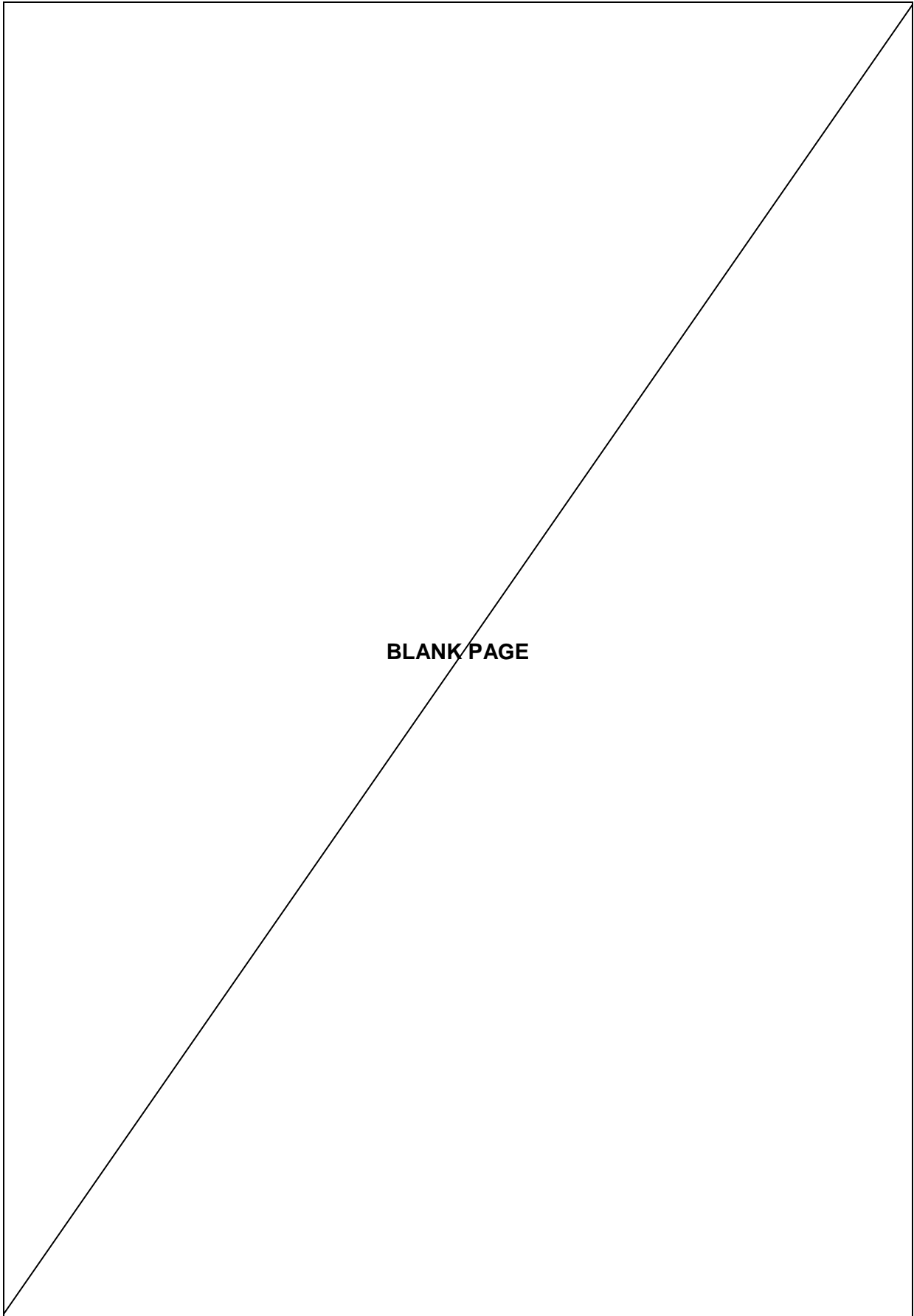
Part 2

Photo cards (Foundation Tier) (A-I)

Photo cards (Higher Tier) (J-R)

Part 3

Suggested questions for General Conversation



ROLE-PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles de ton collègue avec ton ami(e) français(e).

- Ton collègue – description (**deux** détails).
- **!**
- Sciences – ton opinion et **une** raison.
- Projet – septembre (**un** détail).
- **?** Matière favorite.

ROLE-PLAY 1 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *tu*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e). Moi, je suis ton ami(e).*

- 1** Ask the candidate to give **two** details about his/her school.

Et ton collègue ?

- 2** Allow the candidate to give **two** details about his/her school.

- !** Ask the candidate what he/she does at lunchtime. (Elicit **one** activity).

Qu'est-ce que tu fais à midi ?

- 3** Allow the candidate to say one thing he/she does at lunchtime.
Ask the candidate what he/she thinks of science and why.

Qu'est-ce que tu penses des sciences ? ... Pourquoi ?

- 4** Allow the candidate to give **one** opinion about science and **one** reason.
Ask the candidate what he/she wants to do in September. (Elicit **one** detail).

Qu'est-ce que tu veux faire en septembre ?

- 5** Allow the candidate to give **one** detail about what he/she wants to do in September.

Ah bon.

- ?** Allow the candidate to ask you about your favourite subject.

Give an appropriate answer.

ROLE-PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the receptionist and will speak first.

You should address the receptionist as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec le/la réceptionniste d'un hôtel en France.

- Chambre - combien de personnes.
- **!**
- Sorte de chambre (**deux** détails).
- Manger - où.
- **?** Aller en ville – transport.

ROLE-PLAY 2 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *vous*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le/la réceptionniste d'un hôtel en France. Moi, je suis le/la réceptionniste.*

- 1** Ask the candidate what he/she wants and for how many people.

Bonjour Monsieur/Mademoiselle, qu'est-ce que vous désirez ?

- 2** Allow the candidate to say he/she wants a room and for how many people.

! Ask the candidate his/her nationality.

Vous êtes de quelle nationalité ?

- 3** Allow the candidate to say his/her nationality.
Ask the candidate what type of room he/she wants. (Elicit **two** details).

Vous voulez quelle sorte de chambre ?

- 4** Allow the candidate to give **two** details about the type of room he/she wants.
Ask the candidate where he/she wants to eat.

Où voulez-vous manger ?

- 5** Allow the candidate to say where he/she wants to eat.

Super.

- ?** Allow the candidate to ask you a question about transport to town.

Give an appropriate answer.

ROLE-PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu discutes du collège et du futur avec ton ami(e) français(e).

- Uniforme scolaire (**deux** détails).
- Règlement au collège – ton opinion.
- Premier cours – quand.
- **!**
- **?** Profession idéale.

ROLE-PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tu*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) du collège et du futur. Moi, je suis ton ami(e).*

- 1** Ask the candidate about his/her school uniform. (Elicit **two** details).

Et ton uniforme scolaire ?

- 2** Allow the candidate to give **two** details about his/her school uniform.
Ask the candidate what he/she thinks about school rules. (Elicit **one** opinion).

Que penses-tu du règlement du collège ?

- 3** Allow the candidate to give **one** opinion about school rules.
Ask the candidate what time lessons start.

A quelle heure commencent les cours ?

- 4** Allow the candidate to say what time lessons start.
! Ask the candidate what his/her teachers are like. (Elicit **one** detail).

Comment sont tes professeurs ?

- 5** Allow the candidate to give **one** detail about what his/her teachers are like.

Ah bon.

- ?** Allow the candidate to ask you a question about your ideal job.

Give an appropriate answer.

ROLE-PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles de la technologie avec ton ami(e) français(e).

- Internet – **un** avantage.
- **!**
- Facebook - (**une** activité).
- Jeux vidéo – ton opinion.
- **?** Portable.

ROLE-PLAY 4 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de la technologie. Moi, je suis ton ami(e).*

- 1** Ask the candidate about the internet. (Elicit **one** advantage).

Et l'internet ?

- 2 !** Allow the candidate to give **one** advantage about the internet.
Ask the candidate to give **one** detail about his/her mobile phone.

Fais - moi une description de ton portable.

- 3** Allow the candidate to give **one** detail about his/her mobile phone.
Ask the candidate what he/she does on Facebook. (Elicit **one** activity).

Qu'est-ce que tu fais sur Facebook ?

- 4** Allow the candidate to give **one** activity about what he/she does on Facebook.
Ask the candidate what he/she thinks about video games. (Elicit **one** opinion).

Qu'est-ce que tu penses des jeux vidéo ?

- 5** Allow the candidate to give **one** opinion about video games.

Ah bon.

- ?** Allow the candidate to ask you a question about your phone.

Give an appropriate answer.

ROLE-PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question

Tu parles du travail et des ambitions avec ton ami(e) français(e).

- Travail en ce moment (**un** détail).
- Emploi – préférence (**un** détail).
- **!**
- **?** Petit job.
- Habiter où dans le futur et **une** raison.

ROLE-PLAY 5 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) du travail et des ambitions. Moi, je suis ton ami(e).*

- 1 Ask the candidate what work he/she is doing at the moment. (Elicit **one** detail).
Que fais-tu comme travail en ce moment ?
- 2 Allow the candidate to give **one** detail about the work he/she is doing at the moment. Ask the candidate to give **one** detail about the job he/she wants to do.
Qu'est-ce que tu veux faire comme emploi ?
- 3 Allow the candidate to give **one** detail about what job he/she wants to do.
! Ask the candidate what he/she thinks about going to university. (Elicit **one** opinion).
Qu'est-ce que tu penses d'aller à l'université ?
- 4 Allow the candidate to give **one** opinion about going to university.
Ah bon.
- ?** Allow the candidate to ask you about your part time job.
Give an appropriate answer.
- 5 Ask the candidate where he/she wants to live in the future and why. (Elicit **one** reason).
Où veux-tu habiter à l'avenir ?
Allow the candidate to say where he/she wants to live and to give **one** reason.
Très bien.

ROLE-PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de la vie saine.

- Manger – sain – quoi (**un** détail).
- **!**
- Fast-food (ton opinion).
- Pour être en forme (**deux** activités).
- **?** Cigarettes.

ROLE-PLAY 6 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e). Moi, je suis ton amie(e).*

- 1** Ask the candidate if he/she eats healthily. (Elicit **one** detail).

Tu manges équilibré ?

- 2 !** Allow the candidate to give **one** healthy thing he/she eats.
Ask the candidate what he/she likes to drink.

Qu'est-ce que tu aimes comme boisson ?

- 3** Allow the candidate to say what he/she likes to drink.
Ask the candidate what he/she thinks about fast-food.

Que penses-tu du fast-food ?

- 4** Allow the candidate to say what he/she thinks about fast-food.
Ask the candidate what he/she does to keep fit. (Elicit **two** activities).

Qu'est-ce que tu fais pour rester en forme ?

- 5** Allow the candidate to give **two** activities he/she does to keep fit.

Ça, c'est bon.

- ?** Allow the candidate to ask you a question about cigarettes.

Give an appropriate answer.

ROLE-PLAY 7 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the employee and will speak first.

You should address the employee as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans un office du tourisme en France.

- Votre nationalité.
- Pourquoi vous êtes là (**un** détail).
- **!**
- La ville – votre opinion.
- **?** Restaurants en ville.

ROLE-PLAY 7 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans un office du tourisme en France. Moi, je suis l'employé(e).*

- 1 Greet the candidate.
Bonjour Monsieur/Mademoiselle.
- 2 Allow the candidate to give his/her nationality.
Ask the candidate if you can help.
Ah, super. Je peux vous aider ?
- 3 Allow the candidate to say why he/she is here. (Elicit **one** detail).
! Ask the candidate where he/she is staying.
Vous restez où ?
- 4 Allow the candidate to say where he/she is staying..
Ask the candidate what he/she thinks about the town. (Elicit **one** opinion).
Qu'est-ce que vous pensez de notre ville ?
- 5 Allow the candidate to give **one** opinion about the town.
Ah bon.
- ?** Allow the candidate to ask you a question about the restaurants in town.
Give an appropriate answer.

ROLE-PLAY 8 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the waiter/waitress and will speak first.

You should address the waiter/waitress as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec le serveur/la serveuse dans un restaurant en France.

- Table - combien de personnes.
- Table – où.
- **!**
- Cuisine française (votre opinion).
- **?** Wi - Fi.

ROLE-PLAY 8 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le serveur/la serveuse dans un restaurant en France. Moi, je suis le serveur/la serveuse.*

- 1 Ask the candidate what he/she wants.

Bonjour Monsieur/Mademoiselle, je peux vous aider ?

- 2 Allow the candidate to say what he/she wants and for how many people.
Ask the candidate where he/she wants to sit.

Vous voulez une table où ?

- 3 Allow the candidate to say where he/she wants to sit.
! Ask the candidate what he/she wants to eat. (Elicit **two** things).

Qu'est-ce que vous voulez manger ?

- 4 Allow the candidate to give **two** things he/she wants to eat.
Ask the candidate what he/she thinks about French food. (Elicit **one** opinion).

Qu'est-ce que vous pensez de la cuisine française ?

- 5 Allow the candidate to give **one** opinion about French food.

Ah bon.

- ? Allow the candidate to ask you a question about WiFi.

Give an appropriate answer.

ROLE-PLAY 9 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the employee and will speak first.

You should address the employee as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans un théâtre en France.

- Concert ce soir.
- Musique – votre préférence (**un** détail).
- Combien de personnes.
- **!**
- **?** Heure du concert.

ROLE-PLAY 9 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *vous*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans un théâtre en France. Moi, je suis l'employé(e).*

- 1 Ask the candidate what he/she wants.

Bonjour Monsieur/Mademoiselle, je peux vous aider ?

- 2 Allow the candidate to say he/she wants to go to a concert this evening.
Ask the candidate what sort of music he/she prefers. (Elicit **one** detail).

Vous aimez quelle sorte de musique ?

- 3 Allow the candidate to give **one** detail about the sort of music he/she prefers.
Ask the candidate how many people there are.

Vous êtes combien ?

- 4 Allow the candidate to say how many people there are.

- ! Say there are reductions for young people and ask the candidate how old he/she is.

Il y a un tarif jeune. Vous avez quel âge ?

- 5 Allow the candidate to give his/her age.

Très bien.

- ? Allow the candidate to ask you a question about the time of the concert.

Give an appropriate answer.

ROLE-PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de la musique et des loisirs.

- Concert hier – avec qui.
- **!**
- Une soirée typique (**deux** activités).
- Musique – ta préférence et **une** raison.
- **?** Goûts musicaux.

ROLE-PLAY 10 (HIGHER TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de la musique et des loisirs. Moi, je suis ton ami(e).*

- 1** Ask the candidate what he/she did yesterday.
Qu'est-ce que tu as fait hier ?
 - 2** Allow the candidate to say he/she went to a concert yesterday and who with.
! Ask the candidate why he/she likes going to concerts.
Pourquoi aimes-tu aller aux concerts ?
 - 3** Allow the candidate to say why he/she likes going to concerts.
Ask the candidate what he/she normally does in the evening. (Elicit **two** activities).
Qu'est-ce que tu fais normalement le soir ?
 - 4** Allow the candidate to give **two** activities he/she does in the evening.
Ask the candidate what sort of music he/she listens to and why.
Tu écoutes quelle sorte de musique ? ... Pourquoi ?
 - 5** Allow the candidate to say what sort of music he/she listens to and why.
C'est intéressant, ça.
- ?** Allow the candidate to ask you a question about your musical tastes.
Give an appropriate answer.

ROLE-PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de l'éducation et des emplois.

- Tes projets - septembre (**deux** détails).
- **!**
- Bon(ne) employé(e) - qualités (**deux** détails).
- Importance de l'argent et **une** raison.
- **?** Chômage en France.

ROLE-PLAY 11 (HIGHER TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de l'éducation et des emplois. Moi, je suis ton ami(e).*

- 1** Ask the candidate what he/she intends to do in September. (Elicit **two** details).
Qu'est-ce que tu vas faire en septembre ?
 - 2** Allow the candidate to give **two** details about what he/she intends to do in September.
! Ask the candidate if he/she is going to continue studying French and the reason why/why not.
Tu vas continuer d'étudier le français ? Pourquoi/pourquoi pas ?
 - 3** Allow the candidate to say if he/she is going to continue studying French and the reason why/why not.
Ask the candidate what are the qualities of a good employee. (Elicit **two** details).
Quelles sont les qualités d'un(e) bon(ne) employé(e) ?
 - 4** Allow the candidate to give **two** details about the qualities of a good employee.
Ask the candidate if money is important or not and why.
L'argent est important ? ... Pourquoi/pourquoi pas ?
 - 5** Allow the candidate to say if money is important or not and to give **one** reason.
Ah bon.
- ?** Allow the candidate to ask you about unemployment in France.
Give an appropriate answer.

ROLE-PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the assistant and will speak first.

You should address the assistant as *vous*

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) vendeur(euse) dans un grand magasin.

- Pullover – acheté quand et prix.
- Problèmes (**deux** détails).
- **?** Autre pullover.
- **!**
- Le magasin – votre opinion et **une** raison.

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) vendeur(euse) dans un grand magasin. Moi, je suis le/la vendeur(euse)*

- 1 Ask the candidate if you can help. (Elicit **two** details).

Bonjour, je peux vous aider ?

- 2 Allow the candidate to say when he/she bought the pullover and how much he/she paid. Ask the candidate what is wrong with the pullover. (Elicit **two** details).

Il y a un problème Monsieur/Mademoiselle ?

- 3 Allow the candidate to give **two** details about what is wrong with the pullover.

Ah oui, je vois.

- ? Allow the candidate to ask you a question about what he/she would like to do.

Aucun problème.

- 4 ! Ask the candidate the size and the colour. (Elicit **size** and **colour**).

De quelle couleur ? ... De quelle taille Monsieur/Mademoiselle ?

- 5 Allow the candidate to say the size and colour. Ask the candidate what he/she thinks about the shop and why.

D'accord.

Qu'est-ce que vous pensez du magasin Monsieur/Mademoiselle ? ... Pourquoi ?

Allow the candidate to say what he/she thinks about the shop and why.

Ah bon.

ROLE-PLAY 13 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) de la technologie et des réseaux sociaux.

- Utilisation de la technologie récemment (**deux** détails).
- Importance des portables et **une** raison.
- Réseaux sociaux (**un** avantage).
- **!**
- **?** Projets ce soir.

ROLE-PLAY 13 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de la technologie et des réseaux sociaux. Moi, je suis ton ami(e).*

- 1 Ask the candidate to give **two** details describing how he/she has used technology recently. (Elicit **two** details).

Tu as utilisé les nouvelles technologies récemment ?

- 2 Allow the candidate to give **two** details describing how he/she has used technology recently. Ask the candidate about the importance of mobile phones and his/her reason for the response.

Les portables sont importants pour toi ? ... Pourquoi/pourquoi pas ?

- 3 Allow the candidate to say something about the importance of mobile phones and his/her reason for the response. Ask the candidate what he/she thinks about social media.

Que penses-tu des réseaux sociaux ?

- 4 Allow the candidate to give **one** advantage of social media.
! Ask the candidate when he/she uses social media and for how long.

Quand vas-tu sur Facebook ? ... Pour combien de temps ?

- 5 Allow the candidate to say when and for how long he/she uses Facebook.

Ah bon.

- ? Allow the candidate to ask you a question about your plans for this evening.

Give an appropriate answer.

ROLE-PLAY 14 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de l'environnement.

- Environnement – initiatives récentes dans ta ville (**deux** détails).
- Problèmes de circulation dans ta ville (**un** détail).
- **!**
- Réduction de l'énergie à la maison (**un** détail).
- **?** Action pour améliorer l'environnement.

ROLE-PLAY 14 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de l'environnement. Moi, je suis ton ami(e).*

- 1** Ask the candidate what his/her town has done to improve the environment. (Elicit **two** details).

Qu'est-ce que ta ville a fait récemment pour améliorer l'environnement ?

- 2** Allow the candidate to give **two** details about what the town has done to improve the environment recently.
Ask the candidate what traffic problems exist in his/her town. (Elicit **one** detail).

Et la circulation ?

- 3** Allow the candidate to give **one** detail about what traffic problems exist in his/her town.
! Ask the candidate if he/she prefers to travel by bus or car and the reason why.

Tu préfères voyager en bus ou en voiture ? ... Pourquoi ?

- 4** Allow the candidate to say if he/she prefers to travel by bus or car and the reason why.
Ask the candidate what he/she does at home to save energy. (Elicit **one** detail).

Qu'est-ce que tu fais à la maison pour réduire ta consommation de l'énergie ?

- 5** Allow the candidate to give **one** detail about what he/she does at home to save energy.

C'est intéressant ça.

- ?** Allow the candidate to ask you a question about improving the environment.

Give an appropriate answer.

ROLE-PLAY 15 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) du collège et du futur.

- Voyage scolaire récent (**deux** détails).
- **!**
- Rapports avec profs (**un** détail).
- Vie scolaire – problèmes (**deux** détails).
- **?** Projets en septembre.

ROLE-PLAY 15 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) du collège et du futur. Moi, je suis ton ami(e).*

- 1** Ask the candidate about a recent school trip. (Elicit **two** details).

Tu as déjà fait un voyage scolaire ?

- 2** Allow the candidate to give **two** details about a recent school trip.

! Ask the candidate if he/she likes school trips and the reason why/why not.

Tu aimes faire des excursions avec l'école ? ... Pourquoi/pourquoi pas ?

- 3** Allow the candidate to say if he/she likes school trips and why/why not.
Ask the candidate how he/she gets on with his/her teachers. (Elicit **one** detail).

Comment sont tes rapports avec les profs ?

- 4** Allow the candidate to give **one** detail about how he/she gets on with his/her teachers.
Ask the candidate what problems there are at school. (Elicit **two** details).

Il y a des problèmes au collège ?

- 5** Allow the candidate to give **two** details about problems at school.

Ah bon.

- ?** Allow the candidate to ask you a question about your plans for September.

Give an appropriate answer.

ROLE-PLAY 16 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play part of the waiter/waitress and will speak first.

You should address the waiter/waitress as *vous*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec le serveur/la serveuse dans un restaurant en France.

- Réservez hier et votre nom.
- **!**
- Arrivée en retard – **une** raison.
- Problème avec votre table (**un** détail).
- **?** Végétarien.

ROLE-PLAY 16 (HIGHER TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le serveur/ la serveuse dans un restaurant en France. Moi, je suis le/la serveuse.*

- 1 Ask the candidate if you can help.

Bonsoir Monsieur/Mademoiselle, je peux vous aider ?

- 2 Allow the candidate to say he/she made a reservation yesterday and to give his/her name.
! Ask the candidate at what time and for how many people.

Pour quelle heure et combien de personnes ?

- 3 Allow the candidate to say at what time and for how many people.
Tell the candidate he/she is late. (Elicit **one** reason why he/she is late).

Mais vous êtes en retard Monsieur/Mademoiselle ?

- 4 Allow the candidate to give **one** reason why he/she is late.
Show the candidate to his/her table. (Elicit **one** detail about the problem).

Voici votre table, Monsieur Mademoiselle ? ... Ça vous va ?

- 5 Allow the candidate to say what the problem with the table is. (Elicit **one** detail).

Pas de problème. Voici une autre table.

- ? Allow the candidate to ask you a question about vegetarian options.

Give an appropriate answer.

ROLE-PLAY 17 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the employee and will speak first.

You should address the employee as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans un office du tourisme en France.

- Logement où en ce moment (**un** détail).
- **?** Informations sur la région.
- Activités aujourd'hui (**deux** détails).
- Visite - hier (**deux** détails).
- **!**

ROLE-PLAY 17 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans un office du tourisme en France. Moi, je suis l'employé(e).*

- 1 Ask the candidate if you can help.
Bonjour Monsieur/Mademoiselle. Je peux vous aider ?
- 2 Allow the candidate to give **one** detail about where he/she is staying at the moment.
Ah bon.
- ? Allow the candidate to ask you for some information about the area.
Give an appropriate answer.
- 3 Ask the candidate what he/she is doing today. (Elicit **two** details).
Qu'est-ce que vous faites aujourd'hui ?
- 4 Allow the candidate to give **two** details about what he/she is doing today.
Ask the candidate what he/she visited in the area yesterday. (Elicit **two** details).
Qu'est-ce que vous avez visité dans la région hier ?
- 5 Allow the candidate to give **two** details about what he/she visited in the area yesterday.
! Ask the candidate what he/she thinks of the town and why.
Quelles sont vos premières impressions de notre ville ? ... Pourquoi ?
Allow the candidate to say what he/she thinks of the town and why.
D'accord Monsieur/ Mademoiselle.

ROLE-PLAY 18 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the employee and will speak first.

You should address the employee as *vous*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans une gare routière en France.

- Billets de car - où et quand.
- **!**
- **?** Tarifs pour étudiants.
- Dernière visite en France (**deux** détails).
- Votre opinion sur les vacances et **une** raison.

ROLE-PLAY 18 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans une gare routière en France. Moi, je suis l'employé(e).*

- 1 Ask the candidate what he/she wants.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

- 2 Allow the candidate to ask for coach tickets - where and when.

! Ask the candidate how many adults and how many children there are.

Pour combien d'adultes and combien d'enfants, Monsieur/Mademoiselle ?

- 3 Allow the candidate to say how many adults and how many children there are.

Pas de problème

? Allow the candidate to ask a question about prices for students.

Give an appropriate answer.

- 4 Ask the candidate about his/her last visit to France. (Elicit **two** details).

Vous avez déjà visité la France ?

- 5 Allow the candidate to give **two** details about his/her last visit to France. Ask the candidate if he/she is having a good holiday and why.

Vous passez de bonnes vacances ? ... Pourquoi/pourquoi pas ?

Allow the candidate to say if he/she is having a good holiday and why.

Super/Dommage.

FOUNDATION TIER**Part 2****Card A Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tu es allé(e) à un mariage récemment ?
- Tu t'entends bien avec ta famille ? ... Pourquoi/pourquoi pas ?

Card A Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tu es allé(e) à un mariage récemment ?
- Tu t'entends bien avec ta famille ? ... Pourquoi/pourquoi pas ?
- Décris ton/ta meilleur(e) ami(e).
- Qu'est-ce que tu fais avec tes amis le week-end ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card B Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait pour fêter ton anniversaire l'année dernière ?
- Quel est ton cadeau d'anniversaire idéal ?

Card B Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait pour fêter ton anniversaire l'année dernière ?
- Quel est ton cadeau d'anniversaire idéal ?
- Que fait ta famille pour célébrer les anniversaires ?
- Quelle est ta fête préférée ? ... Pourquoi ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card C Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes recycler ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que ta famille a recyclé la semaine dernière ?

Card C Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes recycler ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que ta famille a recyclé la semaine dernière ?
- Que fais-tu pour économiser de l'énergie à la maison ?
- Comment est la circulation dans ta ville ?

- **Part 3 - General Conversation**

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card D Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut faire au bord de la mer ?
- Qu'est-ce que tu as fait pendant tes vacances l'année dernière ?

Card D Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut faire au bord de la mer ?
- Qu'est-ce que tu as fait pendant tes vacances l'année dernière ?
- Est-ce que tu préfères les vacances d'été ou les vacances d'hiver ? ... Pourquoi ?
- Avec qui est-ce que tu vas en vacances normalement ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card E Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Fais-moi une description de ton collègue.
- Qu'est-ce que tu as fait au collège hier ?

Card E Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Fais-moi une description de ton collègue.
- Qu'est-ce que tu as fait au collège hier ?
- Qui est ton/ta prof préféré(e) ? ... Pourquoi ?
- Comment sont les repas à la cantine ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card F Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **career choices and ambitions**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes l'informatique ? ... Pourquoi/pourquoi pas ?
- Tu voudrais travailler dans un bureau à l'avenir ?

Card F Teacher's Notes

Theme: Current and future study and employment

Topic: Career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes l'informatique ? ... Pourquoi/pourquoi pas ?
- Tu voudrais travailler dans un bureau à l'avenir ?
- Que pensent tes amis d'aller à l'université ?
- Quel emploi veux-tu faire à l'avenir ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER

Card G Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quelle sorte de films aimes-tu ? ... Pourquoi ?
- Quel est le dernier film que tu as vu ?

Card G Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelle sorte de films aimes-tu ? ... Pourquoi ?
- Quel est le dernier film que tu as vu ?
- Quand est-ce que tu regardes la télé normalement ?
- Est-ce que ta famille préfère regarder les films au cinéma ou à la télé ? ... Pourquoi ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card H Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Que penses-tu de ta maison ? ... Pourquoi ?
- Où voudrais-tu habiter à l'avenir ?

Card H Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region.

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Que penses-tu de ta maison ? ... Pourquoi ?
- Où voudrais-tu habiter à l'avenir ?
- Qu'est-ce qu'on peut faire dans ta région ?
- Comment sont les transports dans ta ville ? ... Pourquoi ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card I Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Comment est la bibliothèque dans ton collège ?
- Que voudrais-tu faire après tes examens ?

Card I Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Comment est la bibliothèque dans ton collège ?
- Que voudrais-tu faire après tes examens ?
- Que penses-tu de la journée scolaire ? ... Pourquoi ?
- Aller à l'université, c'est une bonne idée à ton avis ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card J Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- A ton avis est-ce que le mariage est nécessaire ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait avec ta famille le week-end dernier ?

Card J Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- A ton avis est-ce que le mariage est nécessaire ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait avec ta famille le week-end dernier ?
- Selon toi, est-ce que la famille sera toujours plus importante que les amis ?
- Qu'est-ce que c'est un(e) bon(ne) ami(e) ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card K Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tes amis aiment aller à des fêtes d'anniversaire ? ... Pourquoi/pourquoi pas ?
- Où est-ce que tu voudrais célébrer ton anniversaire idéal ? ... Pourquoi ?

Card K Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tes amis aiment aller à des fêtes d'anniversaire ? ... Pourquoi/pourquoi pas ?
- Où est-ce que tu voudrais célébrer ton anniversaire idéal ? ... Pourquoi ?
- Parle-moi d'une fête d'anniversaire récente.
- Que fais-tu pour célébrer le Nouvel An ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card L Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait récemment pour protéger l'environnement ?
- Quels sont les problèmes principaux dans ta région ?

Card L Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait récemment pour protéger l'environnement ?
- Quels sont les problèmes principaux dans ta région ?
- A ton avis, est-il important de recycler ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu vas faire dans le futur pour protéger l'environnement ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card M Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères aller en vacances avec ta famille ou tes amis ? ... Pourquoi ?
- Où es-tu allé(e) en vacances l'année dernière ?

Card M Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères aller en vacances avec ta famille ou tes amis ? ... Pourquoi ?
- Où es-tu allé(e) en vacances l'année dernière ?
- Comment seraient tes vacances idéales ?
- Selon toi, est-ce que les vacances sont importantes ? ... Pourquoi/pourquoi pas ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card N Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères les sciences ou les langues ? ... Pourquoi ?
- Tu voudrais continuer tes études ? ... Pourquoi/pourquoi pas ?

Card N Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères les sciences ou les langues ? ... Pourquoi ?
- Tu voudrais continuer tes études ? ... Pourquoi/pourquoi pas ?
- Que penses-tu du règlement scolaire ?
- Comment était ton école primaire ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card O Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu voudrais travailler à l'intérieur ou à l'extérieur ? ... Pourquoi/pourquoi pas ?
- Quels sont les avantages de travailler en équipe ?

Card O Teacher's Notes

Theme: Current and future study and employment

Topic: Career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu voudrais travailler à l'intérieur ou à l'extérieur ? ... Pourquoi/pourquoi pas ?
- Quels sont les avantages de travailler en équipe ?
- Quel emploi est-ce que tu voulais faire quand tu étais plus jeune ?
- Selon toi, est-ce qu'un bon salaire est important ? ... Pourquoi/pourquoi pas ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card P Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles sont les qualités d'un bon film ? ... Pourquoi ?
- Comment était le dernier film que tu as vu ?

Card P Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles sont les qualités d'un bon film ? ... Pourquoi ?
- Comment était le dernier film que tu as vu ?
- Quels sont les avantages de regarder un film à la télé ?
- Voudrais-tu participer à une émission de télé-réalité ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card Q Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quels sont les avantages et les inconvénients d'habiter à la campagne ?
- Qu'est-ce que tu as fait récemment dans ta ville/ton village ?

Card Q Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quels sont les avantages et les inconvénients d'habiter à la campagne ?
- Qu'est-ce que tu as fait récemment dans ta ville/ton village ?
- Tu aimes habiter dans ta région ? ... Pourquoi/pourquoi pas ?
- Tu voudrais vivre à l'étranger ? ... Pourquoi/pourquoi pas ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card R Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles matières est-ce que tu as trouvées très difficiles cette année ? ... Pourquoi ?
- Tu veux aller à l'université ou trouver un emploi ? ... Pourquoi ?

Card R Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles matières est-ce que tu as trouvées très difficiles cette année ? ... Pourquoi ?
- Tu veux aller à l'université ou trouver un emploi ? ... Pourquoi ?
- Qu'est-ce que tu penses des apprentissages ?
- Est-ce que tu voudrais étudier à l'étranger à l'avenir ? ... Pourquoi/pourquoi pas ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Part 3 **SUGGESTED QUESTIONS FOR GENERAL CONVERSATION**

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

Quels sont les avantages d'une famille nombreuse ?
 Que fais-tu normalement avec ta famille le week-end ?
 Quels sont les dangers de l'internet ?
 Préfères-tu Facebook ou Twitter ? ... Pourquoi ?
 Qu'est-ce que tu vas faire avec tes copains ce week-end ?
 Préfères-tu sortir avec tes amis ou rester chez toi ?... Pourquoi ?
 Qu'est-ce que tu penses des fêtes françaises ?
 Tu es déjà allé(e) à une fête en France ? C'était comment ?

Theme 2: Local, national, international and global areas of interest

Comment serait ta maison idéale ?
 Qu'est-ce qu'il y a pour les jeunes dans ta ville ?
 Qu'est-ce que tu fais pour aider les gens dans ta région ?
 Qu'est-ce que tu as fait la semaine dernière pour être en bonne forme ?
 Quels sont les effets du réchauffement de la terre ?
 Quels sont les problèmes principaux pour les SDF ?
 Comment est-ce que tu vas passer les grandes vacances cette année ?
 Quel est ton moyen de transport préféré ? Pourquoi ?

Theme 3: Current and future study and employment

Qu'est-ce que tu n'aimes pas comme matières ? ... Pourquoi ?
 Pourquoi as-tu choisi d'étudier le français ?
 Quelles sont les différences entre les écoles en France et en Angleterre ?
 A ton avis, quelles sont les pressions pour les élèves dans ton collège ?
 Tu voudrais prendre une année sabbatique à l'avenir ? ... Pourquoi/pourquoi pas ?
 Qu'est-ce que tu voudrais faire au lycée l'année prochaine ?
 Que penses-tu de travailler à l'étranger ?
 Tu aimerais travailler avec les enfants ? ... Pourquoi/pourquoi pas ?

GCSE French Speaking Test Sequence Chart – Foundation Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 5, Photo card B and her second Conversation Theme will be Theme 2.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 1, Photo card F and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	5	Theme 1	H (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
2	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
3	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
4	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
5	3	Theme 1	I (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
6	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
7	2	Theme 1	I (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
8	8	Theme 1	F (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
10	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
11	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
12	8	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
13	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
14	3	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
15	2	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
16	5	Theme 1	H (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
17	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
18	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
19	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
20	8	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2

GCSE French Speaking Test Sequence Chart – Higher Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 11, Photo card L and her second Conversation Theme will be Theme 1.

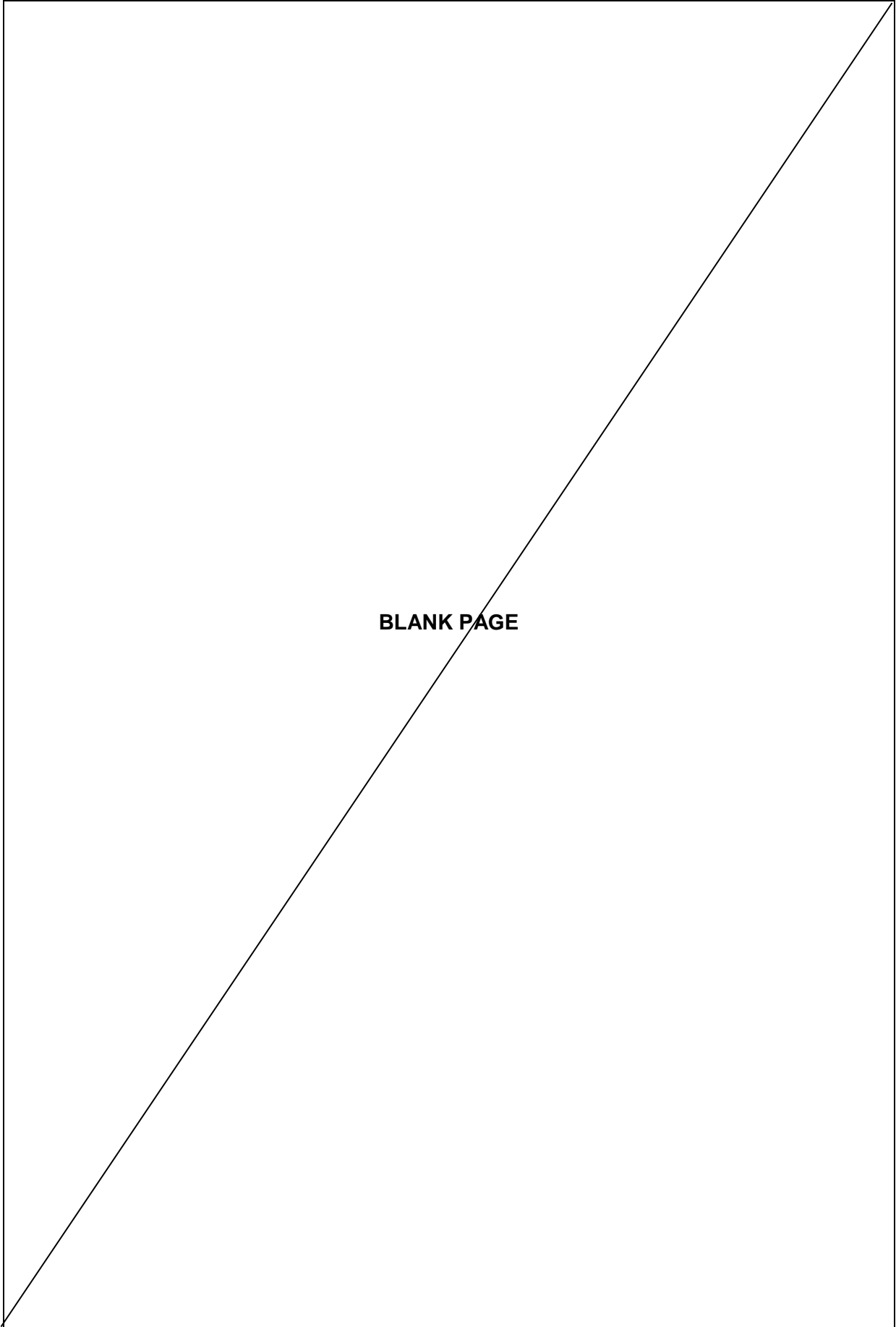
Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 17, Photo card O and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

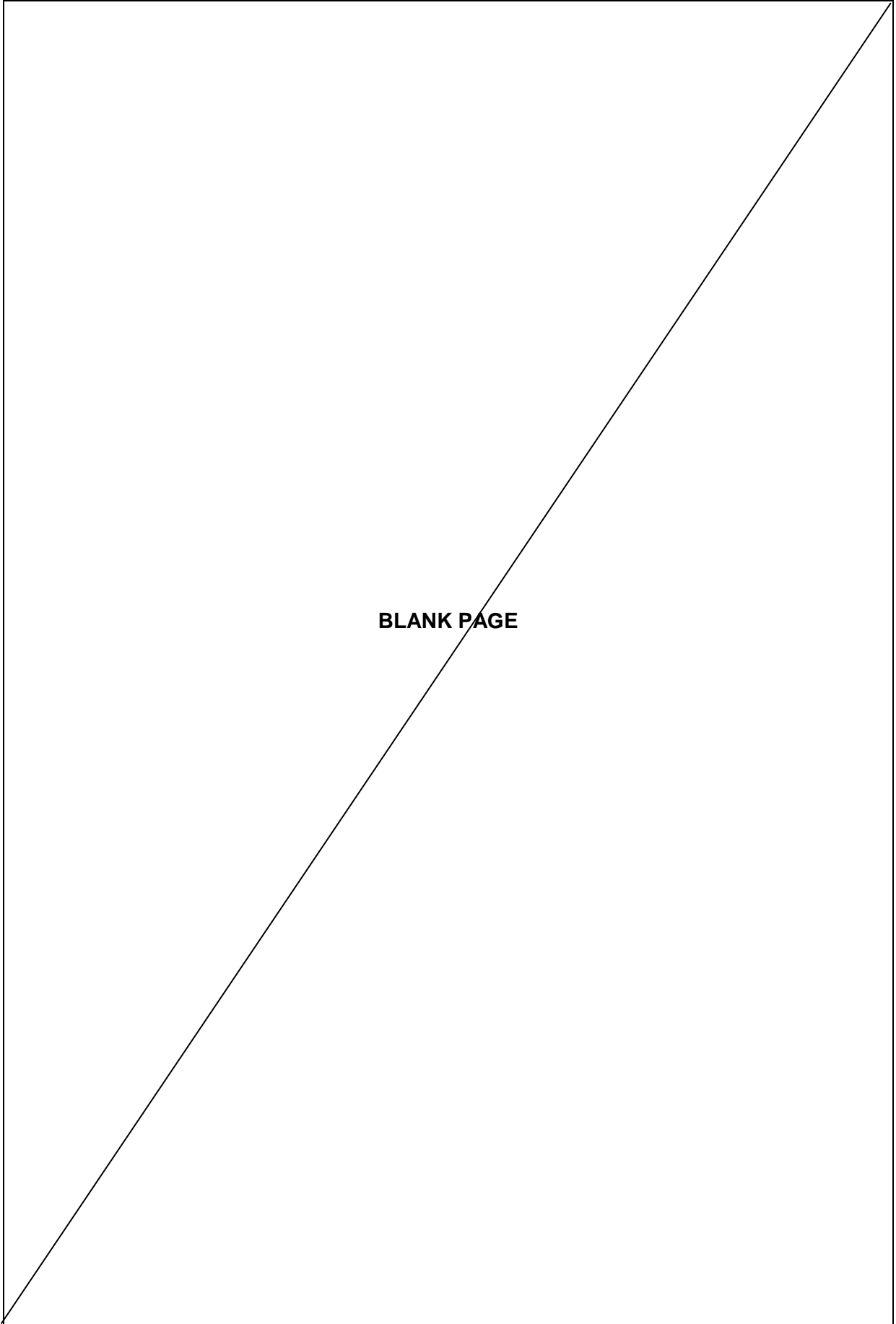
Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	11	Theme 1	N (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
2	15	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
3	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
4	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	18	Theme 1	N (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
6	17	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	16	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
8	17	Theme 1	N (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	14	Theme 1	R (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
10	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
11	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
12	18	Theme 1	N (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
13	10	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
14	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
15	10	Theme 1	L (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
16	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
17	12	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
18	14	Theme 1	M (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
19	15	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
20	11	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2

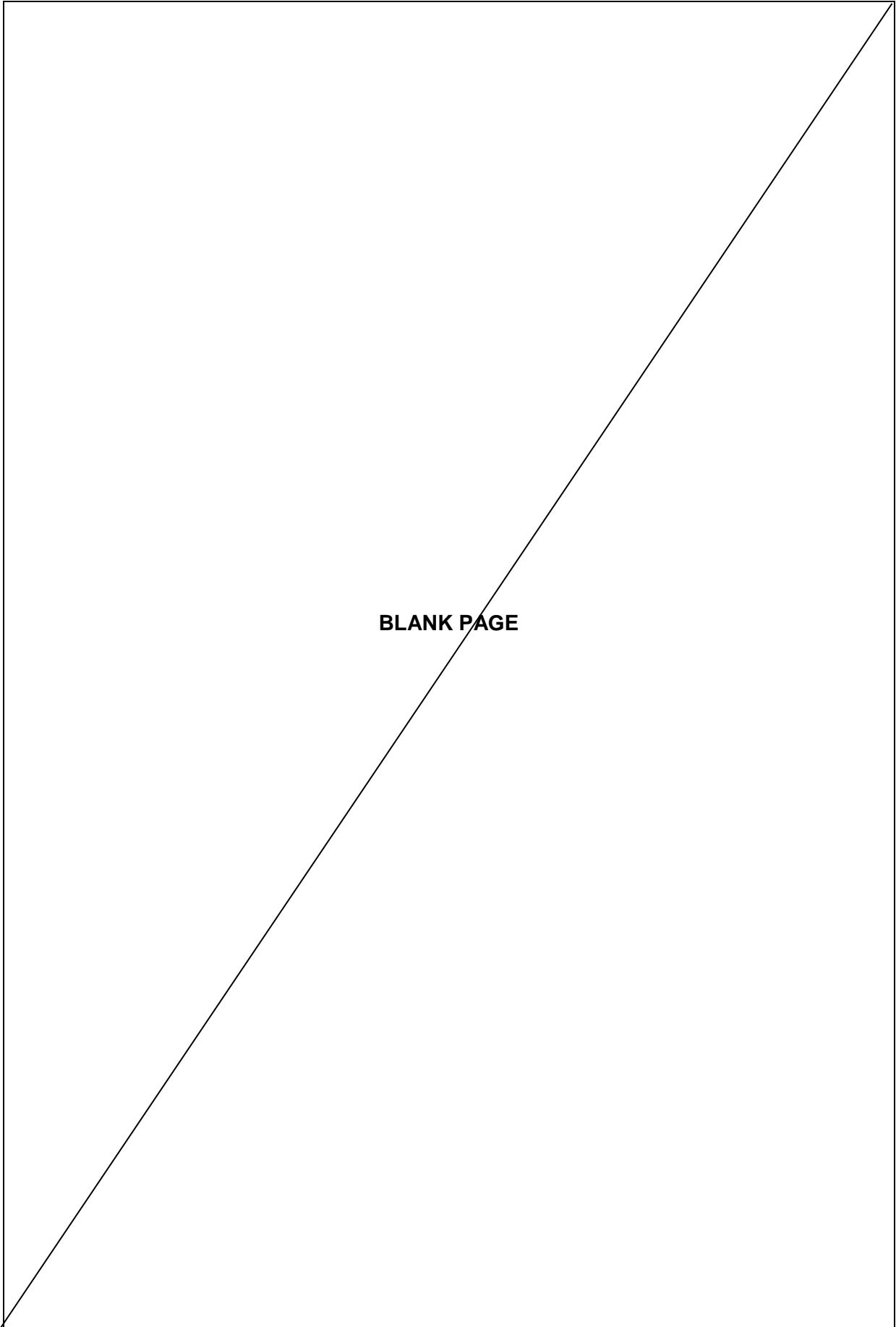
Key: Theme 1 – Identity and culture
Theme 2 – Local, national, international and global areas of interest
Theme 3 – Current and future study and employment



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