



GCSE (9-1) French

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French (1FR0)

First teaching from September 2016

First certification from 2018

Issue 3

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 1/2 GCSE in French sample assessment materials Issue 3 changes

| Issue number | Issue date | Summary of changes made between previous issue and this current issue | Page number |
|--------------|---------------|--|-------------|
| 3 | December 2017 | <p>Paper 4 Writing (H) mark scheme</p> <p>Question 1: communication and content mark grid - Higher tier.</p> <p>The second bullet point in mark band 1-3 has been changed to read "limited adaptation of language to narrate, inform and interest; straight forward personal opinions are given with limited justification"</p> | 344 |
| | | <p>Question 1: communication and content mark grid - Higher tier.</p> <p>The first bullet point in mark band 10-12 has been changed to read "communicates information relevant to the task with expansion of key points and ideas"</p> | 345 |
| | | <p>Question 3: Higher tier translation mark scheme and example response</p> <p>The mark band ranges have changed to 0, 1-3, 4-6, 7-9 and 10-12 respectively.</p> | 352 |

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 1: Listening and understanding in French Transcript

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1FR0/1F

Do not return the transcript with the question paper.

Turn over ►

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SECTION A

At the tourist office

Question 1

Example

F1: Je cherche un hôtel pas cher.

Question 1

F2: Est-ce qu'il y a un centre commercial ?

M1: Je voudrais réserver des billets pour le théâtre.

M2: Où se trouve la gare ?

The world of work

Question 2

Example

F1: Ma sœur est réceptionniste au centre de sport.

Question 2 Part (i)

F1: Le travail est fatigant mais facile et varié.

Question 2 Part (ii)

F1: Elle finit à 16h.

Question 2 Part (iii)

F1: Le désavantage ? Ce n'est pas bien payé.

NB: Changes made in the transcript are not reflected in the recording.
Please refer to 'Summary of changes' for details.

School life

Question 3

Example

F1: Alors Mehdi ?

M1: J'envoie des textos en classe, ce n'est pas bien !

Question 3

M1: En plus, j'oublie toujours mes cahiers... et mon stylo !

F1: Toi Aurélie ?

F2: Je suis très calme en classe mais je n'écoute pas le prof.

F1: Jérôme ?

M2: J'arrive toujours en retard mais je travaille bien en classe !

Ambitions

Question 4

Example

M1: Didier aime voyager ; il voudrait visiter d'autres pays.

Question 4

M1: Amélie est forte en informatique mais elle ne veut pas aller à l'université. Elle cherche un apprentissage.

L'argent n'est pas important pour Didier, il veut aider les autres.

Khalida est forte en informatique aussi mais elle voudrait être chanteuse !

A shopping trip

Question 5

Question 5 Part (a)

F2: On va à Auchan, c'est un hypermarché.

Question 5 Part (b)

F2: On y va en voiture, parce que c'est loin.

Question 5 Part (c)

F2: On y va samedi, c'est fermé le dimanche.

Question 5 Part (d)

F2: Après on va manger au nouveau restaurant Flunch.

Using the internet

Question 6

F1: Tu utilises souvent Internet, Sabrina ?

F2: Je joue à des jeux en ligne tout le temps et j'aime faire des recherches pour mes devoirs.

F1: Et toi Louis ?

M1: Je télécharge souvent de la musique et j'aime tchatter avec les copains mais je n'ai jamais fait de shopping en ligne.

Protecting the environment

Question 7

Example

F1: Je recycle les bouteilles.

Question 7

F1: En plus je ferme la télé et l'ordinateur quand je ne les utilise pas. Mes amis prennent les transports en commun, moi j'utilise mon vélo. Ma mère prend la voiture, ce n'est pas bien. Par contre, ma mère et moi, nous recyclons nos vêtements.

Young French people and free time

Question 8

M2: D'après un sondage récent, l'activité préférée des jeunes de 15 ans est d'être entre amis. Ils aiment aussi faire les magasins, surtout le samedi après-midi. Et les activités les moins populaires ? La lecture, seulement 12% aiment lire, et seulement 19% aiment passer du temps en famille.

Futuroscope

Question 9

Example

M1: Le parc d'attractions s'appelle Futuroscope.

Question 9

M1: Futuroscope a accueilli 45 millions de visiteurs en 30 ans. Consultez le site web pour les horaires et les prix et un plan du parc. Les attractions changent souvent, donc il faut demander sur place. On y trouve des restaurants, des magasins, des spectacles au théâtre pour toute la famille, et dans les hôtels, on offre des prix réduits aux familles. Le parc est ouvert tous les jours d'avril à septembre, même le dimanche. Après septembre, il est fermé le lundi et le mardi.

Finding a job

Question 10

F2: L'hôtel Mercure à Grenoble cherche des jeunes pour travailler pendant la saison des sports d'hiver.

M1: C'est quelle sorte d'hôtel ?

F2: C'est un hôtel de luxe, avec gymnase, piscine et plusieurs restaurants. On cherche quelqu'un pour travailler à la réception.

M1: Est-ce qu'il y a d'autres détails ?

F2: Oui, il faut avoir 18 ans et parler français et anglais. C'est parfait pour toi.

M1: Je commencerais quand ?

F2: C'est à partir du 1er décembre.

M1: Je vais appeler, ça m'intéresse beaucoup.

My primary school

Question 11

Example

M2: Mon école primaire était petite.

Question 11

M2: Les institutrices étaient très gentilles. J'habite maintenant à Vannes et je vais au collège. Je prends le bus pour y aller. Je suis sportif, je joue au basket et au foot avec mes nouveaux amis mais à l'école primaire, je ne faisais pas de sport. J'étais un peu gros, j'adorais la pizza à la cantine et je passais mon temps à jouer avec des petites voitures. Maintenant, j'ai plus de cours et je travaille plus.

Zinedine Zidane

Question 12

M1: Zinedine, ou Zizou, est né à Marseille mais sa famille vient d'Algérie. Il a fait ses débuts comme joueur de foot professionnel à l'âge de 16 ans pour l'équipe de Cannes. Depuis 2006, il ne joue plus. Maintenant, il se consacre à aider les jeunes dans les quartiers les plus pauvres.

SECTION B

Mon collègue

Question 13

Example

F1: J'aime le dessin mais ma passion, c'est le français.

Question 13

F1: Les profs expliquent bien, mais les cours ne sont pas très intéressants. La bibliothèque est moderne, mais il y a seulement cinq ordinateurs. On a une nouvelle salle de sports qui est bien équipée. On organise beaucoup de sorties, j'adore ça ! Il y a un grand choix de clubs mais je n'y vais pas. On nous donne beaucoup de devoirs mais je les fais rapidement. Pour rentrer, ça me prend une heure en car, c'est long !

Mes amis

Question 14

Example

M2: Grégoire a beaucoup de patience même quand je ne suis pas gentil.

Question 14

M2: Didier aime sortir, il a toujours beaucoup d'argent. Lui, il n'arrête pas de parler même en classe ! J'aime bien Mehdi mais il se fâche facilement, pour des riens. Jean-Lou est très rigolo mais pas très généreux. Il est sûr de lui, ce qui est bien pour impressionner les filles. Solomon me paie des sorties assez régulièrement. Jamel est dans ma classe, on se parle tous les jours, mais devant les autres, il est très timide.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

French

Paper 1: Listening and understanding in French

Foundation Tier

Sample assessment material for first teaching
September 2016

Time: 30 minutes and 5 minutes' reading time

Paper Reference

1FR0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in French.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

SECTION A

At the tourist office

1 What do these people want to do?

Listen to the recording and put a cross in each one of the **three** correct boxes.

| | | |
|----------------|--------------------|-------------------------------------|
| Example | find a cheap hotel | <input checked="" type="checkbox"/> |
| A | go for a swim | <input checked="" type="checkbox"/> |
| B | go to the shops | <input checked="" type="checkbox"/> |
| C | catch a train | <input type="checkbox"/> |
| D | go to a park | <input type="checkbox"/> |
| E | visit the castle | <input checked="" type="checkbox"/> |
| F | see a show | <input type="checkbox"/> |
| G | go to a dance | <input type="checkbox"/> |

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

The world of work

2 Your exchange partner, Haafizah, is talking about her sister's job.

What does she say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

Example: Her sister works...

| | |
|-------------------------------------|--------------------------------|
| <input type="checkbox"/> | A in an office |
| <input type="checkbox"/> | B in a hotel |
| <input checked="" type="checkbox"/> | C in a sports centre |
| <input type="checkbox"/> | D in a department store |

(i) She finds the work...

| | |
|--------------------------|---------------------|
| <input type="checkbox"/> | A tiring |
| <input type="checkbox"/> | B boring |
| <input type="checkbox"/> | C difficult |
| <input type="checkbox"/> | D repetitive |

(ii) She finishes at...

| | |
|--------------------------|----------------|
| <input type="checkbox"/> | A 06:00 |
| <input type="checkbox"/> | B 15:00 |
| <input type="checkbox"/> | C 16:00 |
| <input type="checkbox"/> | D 18:00 |

(iii) The disadvantage is...

| | |
|--------------------------|----------------------|
| <input type="checkbox"/> | A the hours |
| <input type="checkbox"/> | B the salary |
| <input type="checkbox"/> | C the clients |
| <input type="checkbox"/> | D the uniform |

(Total for Question 2 = 3 marks)

School life

3 Your exchange partner and her friends are talking about school.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

| | | Mehdi | Aurélie | Jérôme |
|----------------|-------------------------------|-------|---------|--------|
| Example | I use my mobile in class | ☒ | ☒ | ☒ |
| A | I talk a lot | ☒ | ☒ | ☒ |
| B | I never do homework | ☒ | ☒ | ☒ |
| C | I don't listen to the teacher | ☒ | ☒ | ☒ |
| D | I never finish my work | ☒ | ☒ | ☒ |
| E | I always forget my equipment | ☒ | ☒ | ☒ |
| F | I eat in class | ☒ | ☒ | ☒ |
| G | I am always late | ☒ | ☒ | ☒ |

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Ambitions

- 4 Your exchange partner is telling you what his friends Amélie, Didier and Khalida want to do when they leave school.

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

| | | Amélie | Didier | Khalida |
|----------------|----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Example | Visit other countries | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A | work in IT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B | do an apprenticeship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C | earn a lot of money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D | go to university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E | help others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F | go into the music business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G | work with their father | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(Total for Question 4 = 3 marks)

A shopping trip

5 You are going shopping with your exchange partner's mother. What does she tell you?

Listen to the recording and answer the following questions **in English**.

(a) What kind of shop are you going to?

(1)

(b) How will you get there?

(1)

(c) On which day are you going?

(1)

(d) What are you going to do when you finish shopping?

(1)

(Total for Question 5 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Using the internet

6 Sabrina and Louis are talking about using the internet.

What do they say they do online?

Complete the sentences. Use the correct word or phrase from the box.

| | |
|-------------------|--------------------|
| makes new friends | posts photos |
| shopping | downloads music |
| plays games | talks with friends |
| homework research | watches films |

(a) Sabrina: **plays games** and (1)

(b) Louis: and (2)

(Total for Question 6 = 3 marks)

Protecting the environment

- 7 During an Internet link with your exchange school, Karine tells you what she does to protect the environment.

What does she say about herself?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

| | | |
|----------------|---|-------------------------------------|
| Example | recycles bottles | <input checked="" type="checkbox"/> |
| A | doesn't have a computer | <input type="checkbox"/> |
| B | gets around by bicycle | <input type="checkbox"/> |
| C | her family doesn't have a car | <input type="checkbox"/> |
| D | uses recycled paper | <input type="checkbox"/> |
| E | switches off appliances when not in use | <input type="checkbox"/> |
| F | uses public transport | <input type="checkbox"/> |
| G | recycles her clothes | <input type="checkbox"/> |

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Young French people and free time

8 You hear this report on how 15-year-olds in France like to spend their free time.

Listen to the report and answer the following questions **in English**.

(a) What is the most popular activity? (1)

(b) What do they like to do on Saturday afternoons? (1)

(c) Name **one** of the least popular activities. (1)

(Total for Question 8 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Futuroscope

9 You hear this advert on the radio for Futuroscope.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Futuroscope is...

| | |
|-------------------------------------|--------------------------|
| <input type="checkbox"/> | A a park |
| <input checked="" type="checkbox"/> | B a theme park |
| <input type="checkbox"/> | C an aquapark |
| <input type="checkbox"/> | D a national park |

(i) In the last 30 years there have been...

| | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | A 2 million visitors |
| <input type="checkbox"/> | B 5 million visitors |
| <input type="checkbox"/> | C 13 million visitors |
| <input type="checkbox"/> | D 45 million visitors |

(ii) On arrival, you should ask for information about...

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | A the attractions |
| <input type="checkbox"/> | B buying tickets |
| <input type="checkbox"/> | C opening times |
| <input type="checkbox"/> | D getting a map |

(iii) There are reductions for families...

| | |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | A in the restaurants |
| <input type="checkbox"/> | B in the shops |
| <input type="checkbox"/> | C in the hotels |
| <input type="checkbox"/> | D in the theatres |

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) In summer the theme park is...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A open every day |
| <input type="checkbox"/> | B open every day except Sunday |
| <input type="checkbox"/> | C open every day except Monday |
| <input type="checkbox"/> | D open every day except Tuesday |

(Total for Question 9 = 4 marks)

Finding a job

10 You hear two friends, Sami and Rachida, discussing a job possibility for Sami.

Listen to the conversation and answer the following questions **in English**.

(a) When is the job for? (1)

(b) What is the **exact** job available? (1)

(c) Give **one** requirement for the job. (1)

(d) What is the starting date? (1)

(Total for Question 10 = 4 marks)

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DO NOT WRITE IN THIS AREA

My primary school

11 Your Belgian friend Cédric has recorded this message about himself when he was at primary school.

What does he talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

| | | |
|----------------|--------------------------------|-------------------------------------|
| Example | the size of his primary school | <input checked="" type="checkbox"/> |
| A | where he used to live | <input type="checkbox"/> |
| B | his primary school teachers | <input type="checkbox"/> |
| C | how he used to get to school | <input type="checkbox"/> |
| D | what he used to like eating | <input type="checkbox"/> |
| E | his primary school friends | <input type="checkbox"/> |
| F | the sports he used to do | <input type="checkbox"/> |
| G | his favourite childhood toys | <input type="checkbox"/> |

(Total for Question 11 = 3 marks)

Zinedine Zidane

12 You hear this report about the footballer, Zinedine Zidane.

Listen to the report and answer the following questions **in English**.

(a) Which country does his family come from? (1)

(b) What happened when he was 16? (1)

(c) When did he stop playing football? (1)

(d) What **exactly** does he do now? (1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

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DO NOT WRITE IN THIS AREA

SECTION B

Mon collège

13 Rokia parle de son collège.

Complète les phrases en choisissant un mot ou des mots dans la case. Il y a des mots que tu n'utiliseras pas.

| | | | |
|--------------------|--------------|------------|----------|
| près | français | beaucoup | clubs |
| équipement sportif | intéressants | excursions | loin |
| ordinateurs | dessin | peu | ennuyeux |

Exemple : Elle préfère le français

- (a) Les cours sont (1)
- (b) Il n'y a pas assez d' (1)
- (c) Elle aime participer aux (1)
- (d) Elle passe de temps à faire ses devoirs. (1)
- (e) Elle habite du collège. (1)

(Total for Question 13 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Mes amis

14 Khalil parle de ses amis.

Comment sont ses amis ? Choisis entre : **confiant**, **patient**, **bavard** et **généreux**.
Chacun des mots peut être utilisé plusieurs fois.

Exemple : Grégoire est **patient**

- (a) Didier est trop (1)
- (b) Mehdi n'est pas (1)
- (c) Jean-Lou est (1)
- (d) Solomon est (1)
- (e) Jamel n'est pas toujours (1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE French Foundation tier

Paper 1 Mark scheme

SECTION A

| Question number | Answer | Mark |
|-----------------|---------|------|
| 1 | B, F, C | (3) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(i) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(ii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(iii) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(Mehdi) | E | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(Aur lie) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(J r me) | G | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(Am lie) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(Didier) | E | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(Khalida) | F | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|----------------------------------|------------------------------------|------|
| 5(a) | a hypermarket; a big supermarket | a supermarket (on its own); Auchan | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(b) | by car | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 5(c) | Saturday | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--------|------|
| 5(d) | go to a restaurant/eat at the restaurant | lunch | (1) |

| Question number | Answer | Mark |
|-----------------|-------------------|------|
| 6(a) | homework research | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(b) | downloads music (1) talks with friends (1) (any order) | (2) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 7 | B, E, G | (3) |

| Question number | Answer | Reject | Mark |
|-----------------|----------------------------------|---------------|------|
| 8(a) | being/spending time with friends | their friends | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 8(b) | Any one of the following: going to the shops (1) going round the shops (1) going shopping (1) shopping (1) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|---------------------|------|
| 8(c) | Any one of the following: reading (1) spending time/being with family/family time (1) | family (on its own) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(i) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(ii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(iii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(iv) | A | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|-------------------|------|
| 10(a) | Any one of the following: the winter (sports season) (1) the skiing season (1) | the sports season | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 10(b) | at the (hotel) reception/(work as) receptionist | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|---|------|
| 10(c) | Any one of the following: have to be (over)18/(over) 18 (1) minimum age 18 (1) have to speak English and French (1) | 18 (on its own) English (on its own)/French (on its own) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|----------|------|
| 10(d) | 1st of December/First of December/December 1 | December | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 11 | B, D, G | (3) |

| Question number | Answer | Reject | Mark |
|-----------------|---------|--------|------|
| 12(a) | Algeria | France | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 12(b) | Any one of the following: joined his first professional team (1) made his first professional appearance/turned professional (1) played for his first professional team (Cannes) (1) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 12(c) | 2006 | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|---|------|
| 12(d) | helps young people in the poor(est) areas | helps poor (on its own)/ poorest areas (on its own) | (1) |

SECTION B

| Question number | Answer | Mark |
|-----------------|----------|------|
| 13(a) | ennuyeux | (1) |

| Question number | Answer | Mark |
|-----------------|-------------|------|
| 13(b) | ordinateurs | (1) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 13(c) | excursions | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 13(d) | peu | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 13(e) | loin | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 14(a) | bavard | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 14(b) | patient | (1) |

| Question number | Answer | Mark |
|------------------------|---------------|-------------|
| 14(c) | confiant | (1) |

| Question number | Answer | Mark |
|------------------------|---------------|-------------|
| 14(d) | généreux | (1) |

| Question number | Answer | Mark |
|------------------------|---------------|-------------|
| 14(e) | confiant | (1) |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French
General instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1FR0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Turn over ►

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PEARSON

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE French Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR1
- Picture card FP2
- Conversation 1: (Student-selected) Theme 2
- Conversation 2: Theme 1 OR Theme 5

If **Candidate 1** has selected Theme 4 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (eg Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid

2nd candidate: Candidate 2 grid

3rd candidate: Candidate 4 grid

4th candidate: Candidate 7 grid

5th candidate: Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes

Theme 1 – Identity and Culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

| Candidate Order | Task 1 | | Task 2 | | Task 3 | |
|-----------------|-------------------|-------------------|-------------------|----------------------|-------------------|--|
| | Pearson Allocated | Pearson Allocated | Pearson Allocated | Candidate Selection* | Teacher Selection | |
| | Role Play | Picture Based | Conversation 1 | Conversation 2 | | |
| Candidate 1 | FR1 (Theme 4) | FP3 (Theme 5) | Theme 1 | Theme 2 OR Theme 3 | | |
| | | FP2 (Theme 3) | Theme 2 | Theme 1 OR Theme 5 | | |
| Candidate 2 | FR2 (Theme 1) | FP4 (Theme 1) | Theme 3 | Theme 2 OR Theme 5 | | |
| | | FP6 (Theme 2) | Theme 5 | Theme 1 OR Theme 3 | | |
| | | FP1 (Theme 4) | Theme 2 | Theme 3 OR Theme 5 | | |
| | | FP6 (Theme 2) | Theme 3 | Theme 4 OR Theme 5 | | |
| | | FP8 (Theme 5) | Theme 4 | Theme 2 OR Theme 3 | | |
| | | FP9 (Theme 3) | Theme 5 | Theme 2 OR Theme 4 | | |
| Candidate 3 | FR3 (Theme 2) | FP2 (Theme 3) | Theme 1 | Theme 4 OR Theme 5 | | |
| | | FP4 (Theme 1) | Theme 3 | Theme 4 OR Theme 5 | | |
| | | FP3 (Theme 5) | Theme 4 | Theme 1 OR Theme 3 | | |
| | | FP5 (Theme 4) | Theme 5 | Theme 1 OR Theme 3 | | |
| | | FP6 (Theme 2) | Theme 5 | Theme 3 OR Theme 4 | | |
| Candidate 4 | FR4 (Theme 1) | FP1 (Theme 4) | Theme 2 | Theme 3 OR Theme 5 | | |
| | | FP8 (Theme 5) | Theme 3 | Theme 2 OR Theme 4 | | |
| | | FP2 (Theme 3) | Theme 4 | Theme 2 OR Theme 5 | | |
| Candidate 5 | FR5 (Theme 2) | FP1 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 | | |
| | | FP8 (Theme 5) | Theme 3 | Theme 1 OR Theme 4 | | |
| | | FP4 (Theme 1) | Theme 4 | Theme 3 OR Theme 5 | | |
| | | FP2 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 | | |

| | | | | |
|---------------------|----------------|----------------|---------|--------------------|
| Candidate 6 | FR6 (Theme 2) | FP5 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| | | FP3 (Theme 5) | Theme 3 | Theme 1 OR Theme 4 |
| | | FP10 (Theme 1) | Theme 4 | Theme 3 OR Theme 5 |
| | | FP9 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 |
| | | FP3 (Theme 5) | Theme 2 | Theme 3 OR Theme 4 |
| Candidate 7 | FR7 (Theme 1) | FP6 (Theme 2) | Theme 3 | Theme 4 OR Theme 5 |
| | | FP9 (Theme 3) | Theme 4 | Theme 2 OR Theme 5 |
| | | FP5 (Theme 4) | Theme 5 | Theme 2 OR Theme 3 |
| | | FP7 (Theme 2) | Theme 1 | Theme 3 OR Theme 5 |
| | | FP4 (Theme 1) | Theme 2 | Theme 3 OR Theme 5 |
| Candidate 8 | FR8 (Theme 4) | FP8 (Theme 5) | Theme 3 | Theme 1 OR Theme 2 |
| | | FP2 (Theme 3) | Theme 5 | Theme 1 OR Theme 2 |
| | | FP1 (Theme 4) | Theme 1 | Theme 2 OR Theme 5 |
| | | FP3 (Theme 5) | Theme 2 | Theme 1 OR Theme 4 |
| | | FP10 (Theme 1) | Theme 4 | Theme 2 OR Theme 5 |
| Candidate 9 | FR9 (Theme 3) | FP6 (Theme 2) | Theme 5 | Theme 1 OR Theme 4 |
| | | FP5 (Theme 4) | Theme 1 | Theme 2 OR Theme 5 |
| | | FP8 (Theme 5) | Theme 2 | Theme 1 OR Theme 4 |
| | | FP4 (Theme 1) | Theme 4 | Theme 2 OR Theme 5 |
| | | FP7 (Theme 2) | Theme 5 | Theme 1 OR Theme 4 |
| Candidate 10 | FR10 (Theme 3) | FP8 (Theme 5) | Theme 2 | Theme 1 OR Theme 4 |
| | | FP4 (Theme 1) | Theme 4 | Theme 2 OR Theme 5 |

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR1

Topic: Work

Instructions to candidates:

You are asking for a summer holiday job in a hotel in France. The teacher will play the role of the hotel manager and will speak first.

You must address the manager as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Dans un hôtel. Vous cherchez un job pour les vacances d'été.

1. Type de travail désiré
2. Travailler en France – raison
3. !
4. Travailler ici – combien de temps
5. ? Hôtel – uniforme

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR1

Topic: Work

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Dans un hôtel. Vous cherchez un job pour les vacances d'été.

| | |
|---|---|
| 1 | <i>Je peux vous aider ?</i> Allow the candidate to say what kind of job s/he is looking for. |
| 2 | <i>Pourquoi voulez-vous travailler en France ?</i> Allow the candidate to say why s/he wants to work in France. |
| 3 | <i>!</i> <i>Quelle est votre date de naissance ?</i> Allow the candidate to provide his/her date of birth. |
| 4 | <i>Pendant combien de temps voulez-vous travailler ici ?</i> Allow the candidate to say how long s/he wants to work there. <i>D'accord.</i> |
| 5 | <i>?</i> Allow the candidate to ask about a uniform. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR2

Topic: Cultural life

Instructions to candidates:

You are planning to go to a music festival with your French friend. The teacher will play the role of your friend and will speak first.

You must address your French friend as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Tu vas à un festival de musique avec ton ami(e) français(e). Tu parles avec ton ami(e).

1. Aller au festival – raison
2. Festival – combien de temps
3. !
4. Vêtements nécessaires – type
5. ? Camping – opinion

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR2

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *tu*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Tu vas à un festival de musique avec ton ami(e) français(e). Tu parles avec ton ami(e).

| | |
|---|---|
| 1 | <i>Pourquoi veux-tu aller au festival ?</i> Allow the candidate to tell you why s/he wants to go to the festival. |
| 2 | <i>On va y rester combien de temps ?</i> Allow the candidate to say how long s/he will stay at the festival. |
| 3 | <i>!</i> <i>Quel est le prix des billets pour le festival ?</i> Allow the candidate to say how much the festival tickets cost. |
| 4 | <i>Quelle sorte de vêtements est-ce que je prends ?</i> Allow the candidate to say which types clothes s/he takes. <i>D'accord.</i> |
| 5 | <i>?</i> Allow the candidate to ask your opinion of camping. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to candidates:

You are going to eat at a restaurant in France with your English friend. The teacher will play the part of the waiter/waitress and will speak first.

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

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Vous êtes dans un restaurant en France avec un(e) ami(e) anglais(e). Vous parlez au serveur/à la serveuse.

1. Table – nombre de personnes
2. Table – où
3. !
4. Cuisine française – opinion
5. ? Wifi – ici

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Vous êtes dans un restaurant en France avec un(e) ami(e) anglais(e). Vous parlez au serveur/à la serveuse.

| | |
|---|--|
| 1 | <i>Bonjour monsieur/mademoiselle. Je peux vous aider ?</i> Allow the candidate to ask for a table for ... (state number) people. |
| 2 | <i>Où préférez-vous vous asseoir ?</i> Allow the candidate to say where s/he wants to sit. |
| 3 | <i>!</i> <i>Vous prenez le menu à quel prix ?</i> Allow the candidate to say which menu s/he chooses. |
| 4 | <i>Qu'est-ce que vous pensez de la cuisine française ?</i> Allow the candidate to give his/her opinion of French food. <i>Ah, bon.</i> |
| 5 | <i>?</i> Allow the candidate to ask you about internet connection. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Who am I?

Instructions to candidates:

You are staying with a French family. You are talking about your friends with one of the children in the family. The teacher will play the role of the French family member and will speak first.

You must address the French family member as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Tu restes chez une famille française. Tu parles de tes amis avec un jeune membre de la famille.

1. Meilleur(e) ami(e) – description physique
2. Ton ami(e) – anniversaire (date)
3. !
4. Activité ensemble
5. ? Ami(e) – nom

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR4

Topic: Who am I?

Instructions to teacher:

- Address the candidate as *tu*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Tu restes chez une famille française. Tu parles de tes amis avec un jeune membre de la famille.

| | |
|---|---|
| 1 | Comment est ton/ta meilleur(e) ami(e) physiquement ? Allow the candidate to describe his/her best friend physically. |
| 2 | Quelle est la date de son anniversaire ? Allow the candidate to say when his/her friend's birthday is. |
| 3 | ! Tu le/la connais depuis combien de temps ? Allow the candidate to say how long they have known one another. |
| 4 | Quelle activité est-ce que vous aimez faire ensemble ? Allow the candidate to say what activities they do together. C'est bien, ça. |
| 5 | ? Allow the candidate to ask the name of your friend. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to candidates:

You are in a tourist information office in France talking about your visit to the town. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Dans l'office de tourisme d'une ville française. Vous parlez de votre séjour en France.

1. Visite désirée
2. Durée du séjour
3. !
4. Visiter cette région – raison
5. ? Hôtels – renseignements

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Dans l'office de tourisme d'une ville française. Vous parlez de votre séjour en France.

| | |
|---|---|
| 1 | <i>Je peux vous aider, monsieur/mademoiselle ?</i> Allow the candidate to say which visit s/he would like to make. |
| 2 | <i>Vous passez combien de temps ici ?</i> Allow the candidate to say how long they are spending here. |
| 3 | <i>!</i> <i>Qu'est-ce que vous aimez faire ?</i> Allow the candidate to say what s/he is interested in doing. |
| 4 | <i>Pourquoi est-ce que vous visitez cette région ?</i> Allow the candidate to say why they are visiting this area. <i>D'accord.</i> |
| 5 | <i>?</i> Allow the candidate to ask for information about hotels. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to candidates:

You are telephoning a hotel in France to book accommodation. The teacher will play the part of the receptionist and will speak first.

You must address the receptionist as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Vous téléphonez à un hôtel en France pour réserver des chambres pour votre famille. Vous parlez au/à la réceptionniste.

1. Réserver – nombre de chambres
2. Chambre – type
3. !
4. Visite en France – raison
5. ? Petit déjeuner – prix

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Vous téléphonez à un hôtel en France pour réserver des chambres. Vous parlez au/à la réceptionniste.

| | |
|---|--|
| 1 | <i>Âllo. Hôtel du Parc. Je peux vous aider ?</i> Allow the candidate to say how many rooms s/he wants. |
| 2 | <i>Quel type de chambre(s) voulez-vous ?</i> Allow the candidate to say which type of room s/he wants. |
| 3 | <i>!</i> <i>Quelle est la date d'arrivée ?</i> Allow the candidate to give the arrival date. |
| 4 | <i>Pourquoi allez-vous en France ?</i> Allow the candidate to give a reason for his/her visit. <i>Très bien.</i> |
| 5 | <i>?</i> Allow the candidate to ask the price of breakfast. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR7

Topic: Daily life

Instructions to candidates:

You are in a clothes shop in France. The teacher will play the role of the sales assistant and will speak first.

You must address the sales assistant as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Au magasin de mode en France. Vous parlez avec le vendeur/la vendeuse.

1. Vêtement désiré
2. Vêtement – description
3. !
4. Occasion spéciale
5. ? Vêtement – essayer

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR7

Topic: Daily life

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Au magasin de mode en France. Vous parlez avec le vendeur/la vendeuse.

| | |
|---|---|
| 1 | Bonjour. Je peux vous aider ? Allow the candidate to say which article(s) of clothing s/he is looking for. |
| 2 | Quelle sorte de (name the item of clothing)... cherchez-vous ? Allow the candidate to describe the item of clothing s/he wants. |
| 3 | ! Combien voulez-vous payer ? Allow the candidate to say how much s/he would like to spend. |
| 4 | C'est pour quelle occasion ? Allow the candidate to say what occasion the item of clothing is for. D'accord. |
| 5 | ? Allow the candidate to ask about trying on the item of clothing. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Ambitions

Instructions to candidates:

You want to work in France during the summer and go to an agency to find out more. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Dans une agence de travail en France. Vous parlez avec l'employé/e.

1. Visite à l'agence – raison
2. Type de travail préféré
3. !
4. Qualités personnelles
5. ? Commencer – quand

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR8

Topic: Ambitions

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Dans une agence de travail en France. Vous parlez avec l'employé(e).

| | |
|---|---|
| 1 | Bonjour. Je peux vous aider ? Allow the candidate to say why s/he has come to the agency. |
| 2 | Quel type de travail vous intéresse ? Allow the candidate to say which sort of work interests him/her. |
| 3 | ! Vous restez combien de temps en France ? Allow the candidate to say how s/he is staying in France. |
| 4 | Parlez-moi de vos qualités personnelles. Allow the candidate to tell you about their personal qualities. C'est très bien. |
| 5 | ? Allow the candidate to ask you when s/he can start work. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR9

Topic: What school is like

Instructions to candidates:

You are talking about school and school life with your French penfriend. The teacher will play the part of the penfriend and will speak first.

You must address your French penfriend as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Chez ton/ta correspondant(e). Tu parles avec lui/elle de la routine scolaire.

1. Cours – heure (commencer)
2. Activité – récréation
3. !
4. Professeurs – opinion
5. ? Déjeuner – collègue

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR9

Topic: What school is like

Instructions to teacher:

- **Address the candidate as *tu***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Chez ton/ta correspondant(e). Tu parles avec lui/elle de la routine scolaire.

| | |
|---|--|
| 1 | <i>Tes cours commencent à quelle heure ?</i> Allow the candidate to say at what time the school day starts. |
| 2 | <i>Qu'est-ce que tu fais pendant la récréation ?</i> Allow the candidate to say what s/he does during his/her break. |
| 3 | <i>!</i> <i>À quel club aimes-tu aller au collège?</i> Allow the candidate to say which club s/he likes to attend at school. |
| 4 | <i>Que penses-tu de tes profs?</i> Allow the candidate to say give his/her opinion of his/her teachers. <i>D'accord.</i> |
| 5 | <i>?</i> Allow the candidate to ask you about lunch at your school. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR10

Topic: School activities

Instructions to candidates:

Your French exchange partner is staying with you and you are talking about a school trip that you will go on together. The teacher will play the role of your exchange partner and will speak first.

You must address your French exchange partner as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Tu es chez toi pendant un échange scolaire. Tu parles avec ton/ta correspondant(e) français(e) d'une excursion.

1. Excursion – destination
2. Déjeuner – arrangements
3. !
4. Excursion préférée – pourquoi
5. ? Visites scolaires – opinion

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR10

Topic: School activities

Instructions to teacher:

- Address the candidate as *tu*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Tu es chez toi pendant un échange scolaire. Tu parles avec ton/ta correspondant(e) français(e) d'une excursion scolaire que vous allez faire ensemble.

| | |
|---|--|
| 1 | <i>Où allons-nous pour cette excursion ?</i> Allow the candidate to say where they will be going. |
| 2 | <i>Qu'est-ce qu'on fait pour le déjeuner ?</i> Allow the candidate to say what you will do for lunch. |
| 3 | ! <i>On part à quelle heure ?</i> Allow the candidate to say the departure time. |
| 4 | <i>Quel type d'excursion préfères-tu, et pourquoi ?</i> Allow the candidate to say the type of trip s/he prefers and why. <i>D'accord.</i> |
| 5 | ? Allow the candidate to ask you what you think of school trips. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FP1

Topic: Work



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Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur le travail avec les autres
- un travail que tu as fait
- ton travail à l'avenir
- la profession que tu détestes

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS FP1

Topic: Work



(Source: © wavebreakmedia / Shutterstock)

1. Décris-moi la photo.
[Autre chose ?]
2. Moi, j'aime travailler avec les autres. Et toi, quel est ton avis ?
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'un petit job que tu as fait.
[Autre chose ?]
4. Quelle sorte de travail vas-tu faire à l'avenir ?
[Pourquoi ? / Autre chose ?]
5. Quelle est la profession que tu détestes ?
[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FP2

Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur la cantine dans ton collège
- tes activités pendant la pause déjeuner hier
- tes projets pour célébrer la fin des examens
- ta matière préférée

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

You do not need any other materials.

Instructions

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PEARSON

STIMULUS FP2

Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

1. Décris-moi la photo.

[Autre chose ?]

2. Moi, je pense que la cantine au collège est très bien. Et toi, quelle est ton opinion ?

[Pourquoi (pas) ? / Autre chose ?]

3. Qu'est-ce que tu as fait pendant la pause déjeuner hier ?

[Autre chose ?]

4. Comment vas-tu célébrer la fin des examens ?

[Pourquoi ? / Autre chose ?]

5. Quelle matière préfères-tu ?

[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

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PEARSON

STIMULUS FP3

Topic: Bringing the world together



(Source: Image used under Creative Commons Attribution-ShareAlike License)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les compétitions sportives
- un événement sportif que tu as vu
- un sport que tu vas pratiquer pendant les prochaines vacances
- les activités pour les organisations charitables

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

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PEARSON

STIMULUS FP3

Topic: Bringing the world together



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1. Décris-moi la photo.
[Autre chose ?]
2. J'aime les compétitions sportives. Et toi ?
[Pourquoi (pas) / Autre chose ?]
3. Parle-moi d'un événement sportif que tu as vu.
[Autre chose ?]
4. Quelle activité vas-tu faire pendant les prochaines vacances ?
[Pourquoi ? / Autre chose ?]
5. Tu aimes participer aux activités pour les organisations charitables ?
[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP4

Topic: Cultural life



(Source: © 2015 Margaret Lawson)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les fêtes
- la célébration de ton dernier anniversaire
- une fête que tu vas célébrer l'année prochaine
- ton loisir préféré

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

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12 minutes' preparation time**

Paper Reference

1FR0/2F

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PEARSON

STIMULUS FP4

Topic: Cultural life



(Source: © 2015 Margaret Lawson)

1. Décris-moi la photo.

[Autre chose ?]

2. Je n'aime pas les fêtes. Et toi, quel est ton avis ?

[Pourquoi (pas) ? / Autre chose ?]

3. Comment as-tu célébré ton dernier anniversaire ?

[Autre chose ?]

4. Parle-moi d'une fête que tu vas célébrer l'année prochaine.

[Pourquoi ? / Autre chose ?]

5. Quel est ton loisir préféré ?

[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP5

Topic: Ambitions



(Source: © wavebreakmedia / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- rester au collège après 16 ans. Ton opinion
- travail comme volontaire
- tes projets pour septembre
- aller à l'université ou trouver un travail

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

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Instructions

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PEARSON

STIMULUS FP5

Topic: Ambitions



(Source: © wavebreakmedia / Shutterstock)

1. Décris-moi la photo.

[Autre chose ?]

2. Rester au collège après 16 ans, c'est bien. Quel est ton avis ?

[Pourquoi (pas) ? / Autre chose ?]

3. Est-ce que tu as travaillé comme volontaire ?

[Autre chose ?]

4. Qu'est-ce que tu vas faire en septembre prochain ?

[Pourquoi ? / Autre chose ?]

5. Est-ce que tu préfères aller à l'université ou trouver un travail ?

[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP6

Topic: Town, region and country



(Source: © Chris Pancewicz / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les villes
- ce que tu as fait dans ta région récemment
- une région que tu voudrais visiter à l'avenir
- ton opinion sur la campagne.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

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Instructions

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PEARSON

STIMULUS FP6

Topic: Town, region and country



(Source: © Chris Pancewicz / Alamy Stock Photo)

1. Décris-moi la photo.
[Autre chose ?]
2. J'aime les villes. Et toi ?
[Pourquoi (pas) ? / Autre chose ?]
3. Qu'est-ce que tu as fait dans ta région récemment ?
[Autre chose ?]
4. Quelle région voudrais-tu visiter à l'avenir ?
[Pourquoi ? / Autre chose ?]
5. Est-ce que tu aimes la campagne ?
[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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Paper Reference

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PEARSON

STIMULUS FP7

Topic: Holidays



(Source: © Prisma Bildagentur AG / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les vacances à la plage
- tes vacances l'année dernière
- les activités que tu vas faire pendant les grandes vacances
- ton opinion sur la durée des vacances d'été

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2F

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PEARSON

STIMULUS FP7

Topic: Holidays



(Source: © Prisma Bildagentur AG / Alamy Stock Photo)

1. Décris-moi la photo.
[Autre chose ?]
2. Moi, j'aime les vacances à la plage. Et toi ?
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi de tes vacances l'année dernière.
[Autre chose ?]
4. Quelles activités vas-tu faire pendant les grandes vacances ?
[Pourquoi ? / Autre chose ?]
5. Est-ce que les vacances d'été sont trop longues, à ton avis ?
[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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Paper Reference

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PEARSON

STIMULUS FP8

Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur le recyclage à la maison
- le recyclage que tu as fait la semaine dernière
- les activités que tu vas faire pour aider l'environnement à l'avenir
- comment tu vas au collège

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

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Paper Reference

1FR0/2F

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PEARSON

STIMULUS FP8

Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

1. Décris-moi la photo.
[Autre chose ?]
2. Moi, j'aime faire du recyclage à la maison. Et toi, tu aimes ça?
[Pourquoi (pas) ? / Autre chose ?]
3. Qu'est-ce que tu as recyclé la semaine dernière ?
[Autre chose ?]
4. Qu'est-ce que tu vas faire pour aider l'environnement à l'avenir ?
[Pourquoi ? / Autre chose ?]
5. Comment vas-tu au collège ?
[Pourquoi ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP9

Topic: School activities



(Source: © Bob Daemrich / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les cours de musique
- un concert que tu as vu
- les activités scolaires que tu vas faire l'année prochaine
- les clubs à l'école que tu préfères

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP9

Topic: School activities



(Source: © Bob Daemrich / Alamy Stock Photo)

1. Décris-moi la photo.
[Autre chose ?]
2. Moi, j'aime beaucoup les cours de musique. Et toi, tu aimes ça?
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'un concert que tu as vu.
[Autre chose ?]
4. Quelles activités scolaires vas-tu faire l'année prochaine ?
[Pourquoi ? / Autre chose ?]
5. Quel club à l'école est-ce que tu préfères ?
[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP10

Topic: Daily life



(Source: © Syda Productions / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les portables
- comment tu as utilisé les ordinateurs au collège récemment
- comment tu vas utiliser la technologie à l'avenir
- ton opinion sur les réseaux sociaux

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

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- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50639A

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PEARSON

STIMULUS FP10

Topic: Daily life



(Source: © Syda Productions / Shutterstock)

1. Décris-moi la photo.
[Autre chose ?]
2. J'aime avoir mon portable. Et toi, tu aimes ça?
[Pourquoi (pas) ? / Autre chose ?]
3. Qu'est-ce que tu as fait sur l'ordinateur au collège récemment ?
[Autre chose ?]
4. Comment vas-tu utiliser la technologie à l'avenir ?
[Pourquoi ? / Autre chose ?]
5. Tu aimes aller sur les réseaux sociaux ?
[Pourquoi (pas) ? / Autre chose ?]

GCSE French Foundation tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier - Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

| Mark | Descriptor |
|------|--|
| 0 | No rewardable communication; highly ambiguous OR pronunciation prevents communication |
| 1 | Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication |
| 2 | Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication |

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Foundation card 1 (FR1)

Dans un hôtel. Vous cherchez un job pour les vacances d'été.

Prompt 1: Sorte de travail désiré

Question 1: *Je peux vous aider ?*

| Mark | Descriptor | |
|------|--|--|
| 0 | Je cherche un travail. | Sorte de travail intéressant. |
| | No rewardable communication because response does not communicate type of work wanted. | Highly ambiguous. Lack of verb makes it unclear that they want to work at the hotel. |
| 1 | Travail je désiré réception. | Je désire réceptionniste, s'il te plaît. |
| | Communication is partially clear because of inaccurate word order and inaccurate pronunciation of ' désiré ' rather than ' désire '. | Communication is ambiguous. It could mean that the candidate is looking for the receptionist rather than asking for a job as a receptionist. Inappropriate use of register for the context (s'il te plaît). However wording gives enough meaning within the context for one mark. |
| 2 | Je veux travail comme serveur. | Je voudrais travailler au cuisine. |
| | Clearly communicated despite minor error (travail instead of travailler) | Clearly communicated despite minor error (au, instead of à la) |

Prompt 2: Travailler en France - raison

Question 2: *Pourquoi voulez-vous travailler en France ?*

| Mark | Descriptor | |
|------|---|--|
| 0 | La monnaie. | C'est plus vite. |
| | Highly ambiguous. The candidate appears to have used a cognate for 'money' which is not comprehensible as an answer to this prompt. | No rewardable communication; the answer is unrelated to the prompt. |
| 1 | Parler français. | Raison France bon. |
| | Ambiguous. The lack of a verb added to the infinitive casts doubt as to whether the candidate is saying that s/he wants to work in France <i>because</i> s/he speaks French or <i>because</i> s/he <i>wishes</i> to speak French. | Partially clear. Lack of verb makes the response imprecise but the wording gives the statement enough meaning for one mark within the context of the question. |
| 2 | J'aime la France. | Avoir de l'argent. |
| | Clearly communicated response to the prompt. | Clearly communicated response, in spite of the lack of a finite verb or ' <i>pour</i> ' at the start of the utterance. |

Prompt 3: !**Question 3: Quelle est votre date de naissance ?**

| Mark | Descriptor | |
|------|--|--|
| 0 | J'ai seize ans. | Naissance en Angleterre. |
| | No rewardable communication; although the candidate gives his/her age, this is not a response to the question asked. | No rewardable communication; the student gives the place of birth but not the date of birth as required by the question. |
| 1 | Deux mille un. | Le dix-sept juin. |
| | Partially clear. The candidate has given a valid year but without further detail (i.e. the month). | Partially clear. The candidate has given the date of their birthday but not the year of their birth. |
| 2 | Le trente juin deux mille un. | Dix janvier deux cent deux. |
| | Clearly communicated. | Clearly communicated despite the omission of the definite article and the error in using 'cent' rather than 'mille'. |

Prompt 4: Travailler - combien de temps**Question 4: Pendant combien de temps voulez-vous travailler ici ?**

| Mark | Descriptor | |
|------|---|--|
| 0 | Trois temps. | Deux heures. |
| | No rewardable communication. The response is not meaningful. | Highly ambiguous. It is not evident that the student has understood the prompt and the response is inappropriate in the context. |
| 1 | Voulez-vous deux semaines. | Pendant l'été. |
| | Partially clear. A clear timescale is given but clarity is marred by the repetition of part of the question which is not correct as part of the response. | Partially clear; a valid period is given, but the response lacks an indication of e.g. names of months or number of weeks. |
| 2 | Pour juillet et août. | Je voudrais travailler trois semaines. |
| | Clearly communicated; this response is unambiguous. | The response is clearly communicated. |

Prompt 5: ? Hôtel - uniforme?

| Mark | Descriptor | |
|------|---|--|
| 0 | Je porte hôtel uniforme. | Hôtel uniforme ? |
| | No rewardable communication. The candidate has not asked a question. | Highly ambiguous. Not clear what the candidate is asking about uniforms, i.e. whether the intention is to know what the uniform is like, whether it is expensive, or whether there is a uniform. |
| 1 | Je dois uniforme ? | Qu'est-ce qu'il y a uniforme ? |
| | Communication is only partially clear due to the omission of an infinitive, e.g. to buy, to wear etc. | Communication is ambiguous as an inappropriate question form has been used, (<i>Qu'est-ce qu'il y a ...</i> instead of <i>est-ce qu'il y a ...</i>) |
| 2 | Je dois porter un uniforme ? | Est-ce qu'il y a un uniforme à le hôtel ? |
| | Clearly communicated. Has asked a clear question. | Clearly communicated despite minor error (à le hôtel instead of à l'hôtel). |

Assessment criteria for the Foundation tier - Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Foundation tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–4 | <ul style="list-style-type: none">• Limited response to set questions, likely to consist of single-word answers• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond• A straightforward opinion may be expressed but without justification• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 5–8 | <ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond• Straightforward, brief opinions are given but without justification• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 9–12 | <ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 13–16 | <ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy - Foundation tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1-2 | <ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future eventsIndividual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation |
| 3-4 | <ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguitySome coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning |
| 5-6 | <ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguityResponses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 7-8 | <ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguityResponses are generally coherent although errors occur that occasionally hinder clarity of communication |

Additional guidance

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier - Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Foundation tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1-3 | <ul style="list-style-type: none"> • Communicates limited information relevant to the topics and questions • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4-6 | <ul style="list-style-type: none"> • Communicates brief information relevant to the topics and questions • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7-9 | <ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 10-12 | <ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Foundation tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1-3 | <ul style="list-style-type: none"> • Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question • Short, undeveloped responses, many incomplete • Isolated examples of ability to sustain communication, pace is slow and hesitant throughout |
| 4-6 | <ul style="list-style-type: none"> • Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question • Short responses, any development depends on teacher prompting • Limited ability to sustain communication, pace is mostly slow and hesitant |
| 7-9 | <ul style="list-style-type: none"> • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted • Occasionally able to initiate and develop responses independently but regular prompting needed • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 10-12 | <ul style="list-style-type: none"> • Responds spontaneously to some questions, interacting naturally for parts of the conversation • Sometimes able to initiate and develop the conversation independently, some prompting needed • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy - Foundation tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1-3 | <ul style="list-style-type: none"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation • Limited accuracy, minimal success when referring to past, present and future events • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation |
| 4-6 | <ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning |
| 7-9 | <ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 10-12 | <ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication |

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

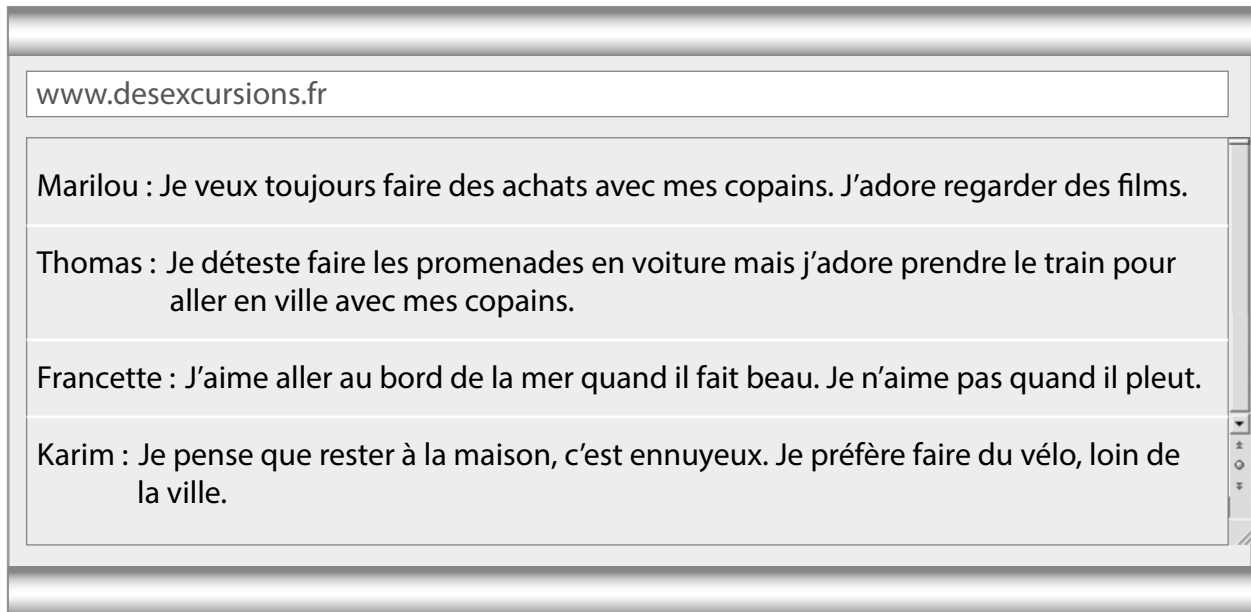
SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

A day out

1 Read the opinions about days out on a website.



Who says what about their days out? Enter either **Marilou**, **Thomas**, **Francette** or **Karim**.

You can use each person more than once.

Example: Marilou likes going to the cinema.

- (a) likes cycling. (1)
- (b) dislikes travelling by road. (1)
- (c) is bored at home. (1)
- (d) likes the beach. (1)
- (e) likes shopping. (1)
- (f) does not like it when the weather is bad. (1)

(Total for Question 1 = 6 marks)

A new sports centre

2 Read the advert below.

Centre sportif Charles de Gaulle

Nous sommes au centre-ville, à 200m de la gare.

Le tarif d'entrée pour les adultes est de 10€ (Enfants de 5 à 12 ans 5€).

Le centre est ouvert sept jours sur sept, de 9h à 21h

Il y a une piscine, un gymnase, 4 courts de tennis, une patinoire.

Les enfants peuvent faire des cours – natation, gymnastique, basket.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

€5 €10 every day railway station until 10 pm sauna skating rink
post office swimming athletics town centre on Saturdays

Example: The new sports centre is situated in the **town centre**

- (a) The sports centre is near the (1)
- (b) It costs children to get in. (1)
- (c) The sports centre is open (1)
- (d) One facility in the sports centre is a (1)
- (e) lessons are available. (1)

(Total for Question 2 = 5 marks)

Media and technology at school

- 3 (a) Read this blog by Jean-Luc about his sister.

Ma sœur

Pour favoriser la communication interpersonnelle, l'école de ma sœur a décidé d'organiser une journée sans technologie. C'est très difficile pour elle.

Normalement, elle utilise une tablette pour son cours d'histoire mais aujourd'hui elle ne peut pas.

Elle doit donc aller à la bibliothèque pour lire des livres et trouver les informations dont elle a besoin.

Elle veut surtout garder le contact avec ses copains, alors ils ont décidé de se retrouver au café pour se raconter leur journée.

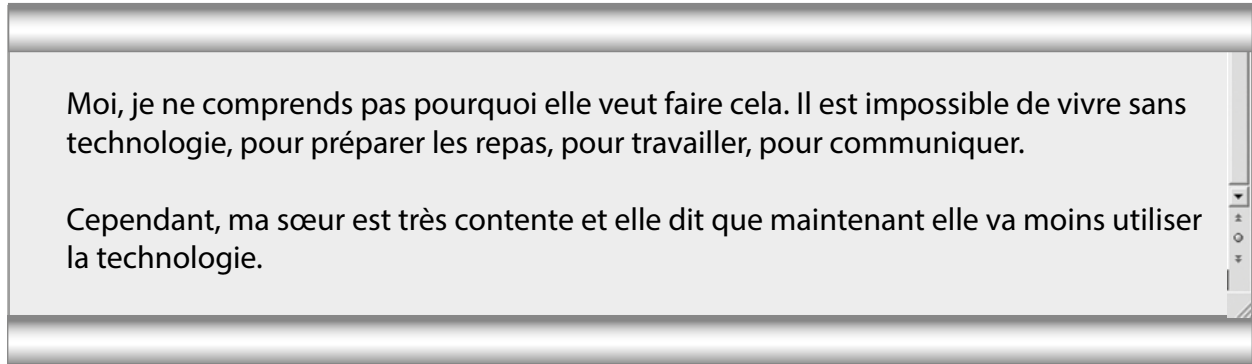
Answer the following questions **in English**. You do not need to write in full sentences.

- (i) What does Jean-Luc think about his sister's technology-free day? (1)

- (ii) Give **one** reason why she goes to the library. (1)

- (iii) What does she most want to do? (1)

(b) The blog continues.



(i) Name **one** use of technology that Jean-Luc mentions.

(1)

(ii) How does his sister feel about the day?

(1)

(Total for Question 3 = 5 marks)

Le temps des secrets by Marcel Pagnol

4 Read the extract from the text below.

Marcel, 11 years old, tells his family about meeting Isabelle.

- À Rapon, j'ai rencontré une fille, Isabelle. Elle a douze ans. Elle est grande comme moi. Elle habite aux Bêlions. Elle est très jolie.
- Elle te plaît ? dit la tante Rose.
- Comme ci, comme ça.
- Je pense, dit l'oncle, que cette fille a les cheveux bruns.
- Ah ! Oui !
- Alors, je la connais, dit l'oncle. Je l'ai vue au village.
- Elle m'a dit que son père est un poète célèbre, et à Paris, tout le monde le connaît ! Il s'appelle Louis de Montmajour. Je peux vous dire que son père a beaucoup d'argent ! Je suis entré dans la maison, et j'ai vu un piano !
- Un piano ? demande la tante Rose.
- Je l'ai vu !

Put a cross ☒ in the correct box.

Example: This story is about...

| | |
|-------------------------------------|--------------------|
| <input type="checkbox"/> | A a boy |
| <input checked="" type="checkbox"/> | B a girl |
| <input type="checkbox"/> | C pets |
| <input type="checkbox"/> | D a holiday |

(i) Isabelle is...

| | |
|-------------------------------------|-------------|
| <input checked="" type="checkbox"/> | A 10 |
| <input checked="" type="checkbox"/> | B 12 |
| <input checked="" type="checkbox"/> | C 14 |
| <input checked="" type="checkbox"/> | D 16 |

(ii) Marcel thinks that the girl...

| | |
|--------------------------|--------------------------------|
| <input type="checkbox"/> | A is taller than he is |
| <input type="checkbox"/> | B has fair hair |
| <input type="checkbox"/> | C is good looking |
| <input type="checkbox"/> | D has a sense of humour |

(iii) Marcel...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A likes Isabelle a lot |
| <input type="checkbox"/> | B dislikes Isabelle |
| <input type="checkbox"/> | C does not trust Isabelle |
| <input type="checkbox"/> | D neither likes nor dislikes Isabelle |

(iv) Marcel thinks that Isabelle's father...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A is like Isabelle |
| <input type="checkbox"/> | B has nothing to do with Isabelle |
| <input type="checkbox"/> | C writes poetry |
| <input type="checkbox"/> | D lives in a flat |

(v) Marcel saw a piano, which made him think that...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A Isabelle's father liked music |
| <input type="checkbox"/> | B Isabelle was a musician |
| <input type="checkbox"/> | C Isabelle had a large house |
| <input type="checkbox"/> | D Isabelle's father was rich |

(Total for Question 4 = 5 marks)

An international event

5 Read the blog post below.

En septembre il y a un festival international de musique, pour réunir de jeunes musiciens européens.

L'année dernière, le festival était dans le sud de la France, mais cette année, il va partir pour le nord. Le festival a commencé en 2012 avec cinq groupes, mais maintenant les organisateurs en ont invité plus de vingt.

Il ne fait pas toujours beau dans cette région de la France, donc, pour les spectateurs, il y aura un choix : rester au camping, bien sûr, ou passer le temps plus confortablement dans un hôtel.

Answer the following questions **in English**.

(a) Where will the festival be held this year?

(1)

(b) How many groups will there be?

(1)

(c) What will the weather probably be like?

(1)

(Total for Question 5 = 3 marks)

Le Petit Nicolas by Jean-Jacques Sempé and René Goscinny

6 Read the extract from the text. Nicolas interrupts an argument.

Dans le salon, papa parle à maman. Il a des papiers sur la table devant lui et il est très fâché.

« C'est incroyable, » dit papa « nous dépensons beaucoup dans cette maison, et moi, je ne suis pas multimillionnaire ! Je pense que tout est très cher chez le boucher et chez l'épicier !

Maman n'est pas contente. Elle dit qu'un jour papa doit venir faire des courses avec elle parce qu'il ne sait pas combien coûtent les courses. Elle dit qu'ils ne doivent pas discuter d'argent devant l'enfant.

Je monte dans ma chambre et je suis très triste.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How does Nicolas' father feel when he reads the documents? (1)

(b) Name one shop that seems expensive. (1)

(c) Why should the father go shopping with the mother? (1)

(d) How is Nicolas feeling when he goes back to his room? (1)

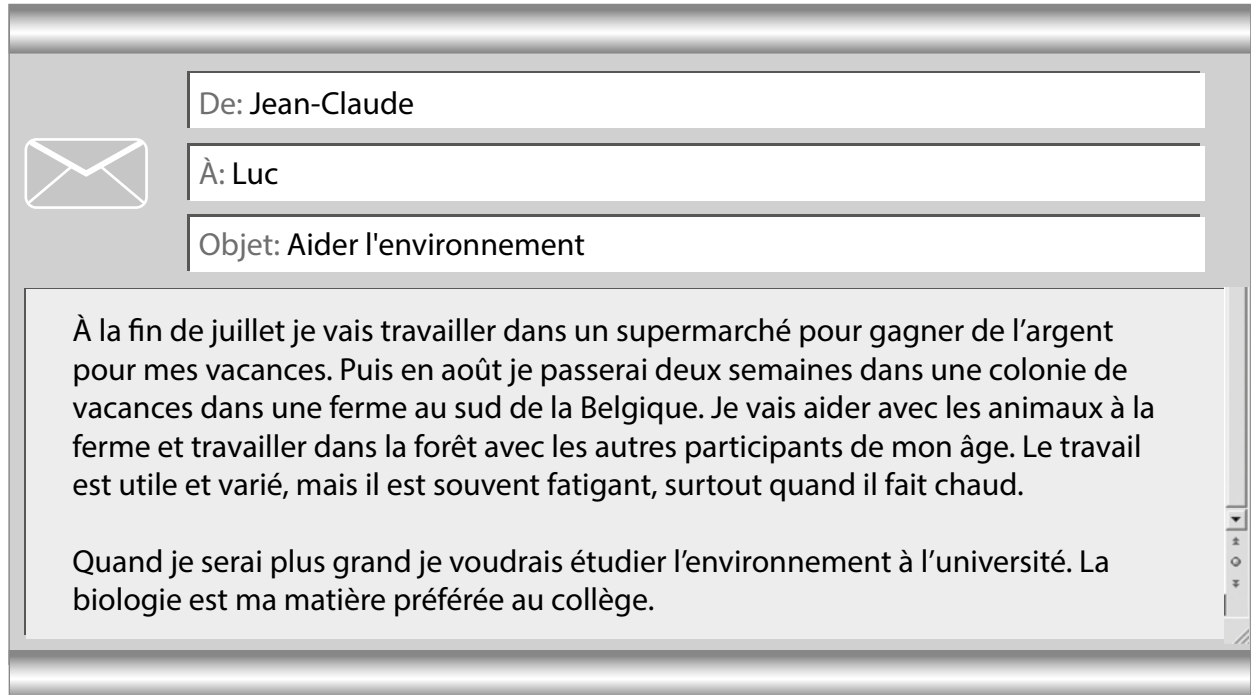
(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Aider l'environnement

7 Lis cet email de Jean-Claude.



The image shows a simulated email interface. On the left, there is an envelope icon. To its right, there are three fields: 'De: Jean-Claude', 'À: Luc', and 'Objet: Aider l'environnement'. Below these fields is the main body of the email, which contains two paragraphs of text. The interface also includes a vertical scrollbar on the right side of the email body.

De: Jean-Claude

À: Luc

Objet: Aider l'environnement

À la fin de juillet je vais travailler dans un supermarché pour gagner de l'argent pour mes vacances. Puis en août je passerai deux semaines dans une colonie de vacances dans une ferme au sud de la Belgique. Je vais aider avec les animaux à la ferme et travailler dans la forêt avec les autres participants de mon âge. Le travail est utile et varié, mais il est souvent fatigant, surtout quand il fait chaud.

Quand je serai plus grand je voudrais étudier l'environnement à l'université. La biologie est ma matière préférée au collège.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Complète chaque phrase en utilisant un mot de la case. Attention ! Il y a des mots que tu n'utiliseras pas.

maison personnes âgées difficile semaine été ferme
quinzaine jeunes gens campagne amusant l'avenir le passé

Exemple: En *été* Jean-Claude va travailler dans un supermarché.

- (a) Il va passer une au sud de la Belgique. (1)
- (b) Il restera dans une (1)
- (c) Il va travailler avec des (1)
- (d) Il trouve le travail quand il fait chaud. (1)
- (e) Dans il voudrait continuer à étudier. (1)

(Total for Question 7 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Mon emploi d'été – par Christine Leblanc

8 Lis cet article.

Le mois dernier j'ai travaillé pendant trois semaines dans un grand magasin, Carrefour. C'était une expérience assez positive mais j'ai voulu travailler dans un restaurant.

Mes collègues étaient tous sympa, sauf la patronne qui était toujours de mauvaise humeur.

Je travaillais à la caisse au rayon des vêtements, ce qui était ennuyeux. Quelquefois je servais les clients dans le café, et c'était plus intéressant car dans le futur, je voudrais avoir mon propre restaurant. Je voudrais faire un apprentissage comme chef de cuisine mais on doit travailler le soir, ce que je n'aime pas faire.

Mets une croix ☒ dans la case correcte.

Exemple: Le travail a duré...

| | |
|-------------------------------------|-------------------------|
| <input type="checkbox"/> | A une semaine |
| <input type="checkbox"/> | B quinze jours |
| <input type="checkbox"/> | C un mois |
| <input checked="" type="checkbox"/> | D trois semaines |

(i) Christine a...

| | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | A adoré le job |
| <input type="checkbox"/> | B trouvé le job plutôt bien |
| <input type="checkbox"/> | C détesté le job |
| <input type="checkbox"/> | D trouvé le job très fatigant |

(ii) Elle voulait travailler dans...

| | |
|--------------------------|------------------------|
| <input type="checkbox"/> | A un bureau |
| <input type="checkbox"/> | B un magasin |
| <input type="checkbox"/> | C un restaurant |
| <input type="checkbox"/> | D une banque |

(iii) Presque tous les collègues étaient...

| | |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | A ennuyeux |
| <input type="checkbox"/> | B gentils |
| <input type="checkbox"/> | C de mauvaise humeur |
| <input type="checkbox"/> | D intéressants |

(iv) Elle a trouvé le travail à la caisse...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A moins intéressant que le travail dans le café |
| <input type="checkbox"/> | B moins ennuyeux que le travail dans le café |
| <input type="checkbox"/> | C plus intéressant que le travail dans le café |
| <input type="checkbox"/> | D plus difficile que le travail dans le café |

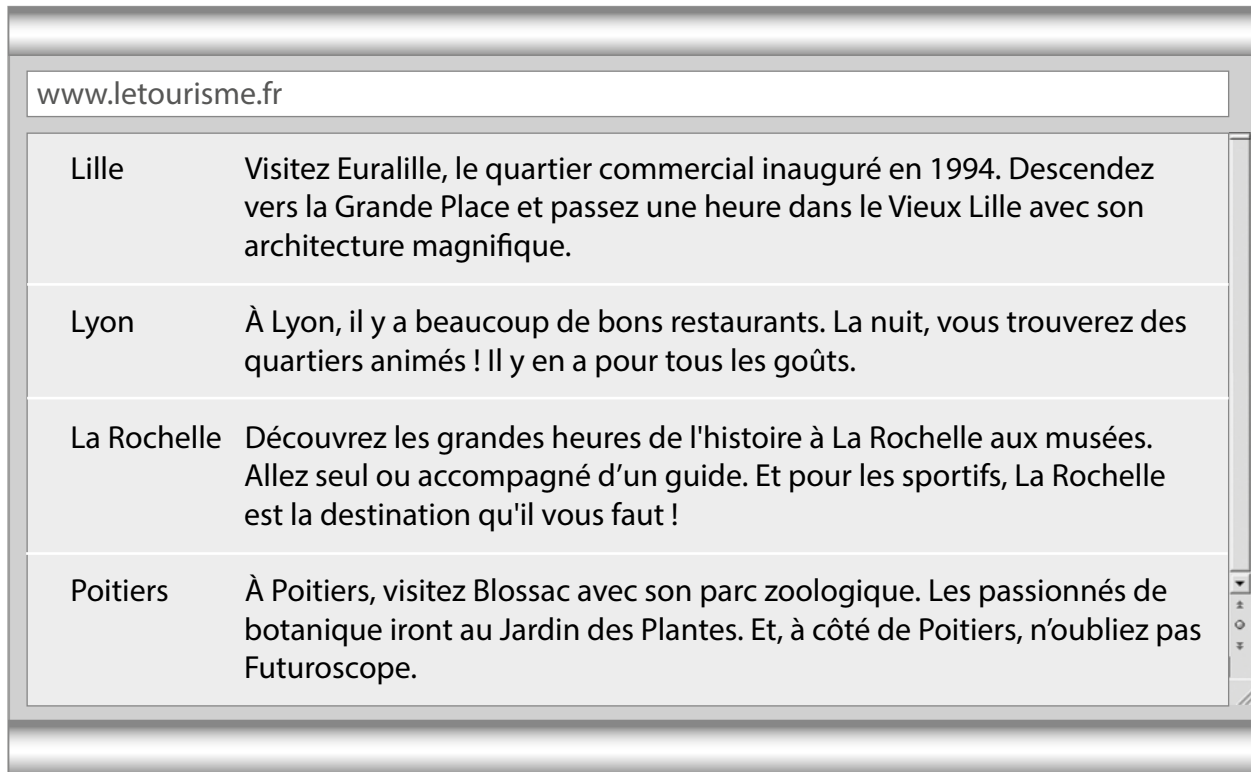
(v) Dans l'avenir, elle ne voudrait pas...

| | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | A être chef de cuisine |
| <input type="checkbox"/> | B travailler le soir |
| <input type="checkbox"/> | C faire un apprentissage |
| <input type="checkbox"/> | D avoir son propre restaurant |

(Total for Question 8 = 5 marks)

Le tourisme

9 Lis ces descriptions sur un site de tourisme.



| www.letourisme.fr | |
|-------------------|--|
| Lille | Visitez Euralille, le quartier commercial inauguré en 1994. Descendez vers la Grande Place et passez une heure dans le Vieux Lille avec son architecture magnifique. |
| Lyon | À Lyon, il y a beaucoup de bons restaurants. La nuit, vous trouverez des quartiers animés ! Il y en a pour tous les goûts. |
| La Rochelle | Découvrez les grandes heures de l'histoire à La Rochelle aux musées. Allez seul ou accompagné d'un guide. Et pour les sportifs, La Rochelle est la destination qu'il vous faut ! |
| Poitiers | À Poitiers, visitez Blossac avec son parc zoologique. Les passionnés de botanique iront au Jardin des Plantes. Et, à côté de Poitiers, n'oubliez pas Futuroscope. |

Quelle est la ville correcte ? Choisissez entre : **Lille, Lyon, La Rochelle** et **Poitiers**.
Chacun des mots peut être utilisé plusieurs fois.

Exemple: Le jardin des plantes se trouve à **Poitiers**

- (a) On peut bien manger à (1)
- (b) Si vous aimez faire du sport, est pour vous. (1)
- (c) Pour faire des achats dans un centre moderne, allez à
..... (1)
- (d) Les touristes qui aiment les vieux bâtiments peuvent aller à
..... (1)
- (e) Si vous aimez les animaux, il faut visiter (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

GCSE French Foundation tier

Paper 3 Mark scheme

SECTION A

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(a) | Karim | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(b) | Thomas | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(c) | Karim | (1) |

| Question number | Answer | Mark |
|-----------------|-----------|------|
| 1(d) | Francette | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 1(e) | Marilou | (1) |

| Question number | Answer | Mark |
|-----------------|-----------|------|
| 1(f) | Francette | (1) |

| Question number | Answer | Mark |
|-----------------|-----------------|------|
| 2(a) | railway station | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(b) | €5 | (1) |

| Question number | Answer | Mark |
|-----------------|-----------|------|
| 2(c) | every day | (1) |

| Question number | Answer | Mark |
|-----------------|--------------|------|
| 2(d) | skating rink | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 2(e) | swimming | (1) |

| Question number | Answer | Mark |
|-----------------|----------------------------|------|
| 3(a)(i) | (very) difficult (for her) | (1) |

| Question number | Answer | Mark |
|-----------------|--------------------------------------|------|
| 3(a)(ii) | to read books OR to find information | (1) |

| Question number | Answer | Mark |
|-----------------|------------------------------------|------|
| 3(a)(iii) | get/keep in touch with her friends | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 3(b)(i) | prepare/cook food/meals OR work OR communicate | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3(b)(ii) | happy OR she wants to use technology less now | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(ii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(iii) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(iv) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(v) | D | (1) |

| Question number | Answer | Mark |
|-----------------|-------------------|------|
| 5(a) | North (of France) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|------------------|--------|------|
| 5(b) | more than twenty | twenty | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 5(c) | bad [accept: not great, mixed, not always fine, not sunny, rainy] | (1) |

| Question number | Answer | Mark |
|-----------------|----------------------|------|
| 6(a) | (very) angry / cross | (1) |

| Question number | Answer | Mark |
|-----------------|-----------------------|------|
| 6(b) | butcher's OR grocer's | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 6(c) | because he doesn't know how much things cost / to find out how much things cost [accept: to make mother happy] | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 6(d) | sad | (1) |

SECTION B

| Question number | Answer | Mark |
|-----------------|-----------|------|
| 7(a) | quinzaine | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(b) | ferme | (1) |

| Question number | Answer | Mark |
|-----------------|-------------|------|
| 7(c) | jeunes gens | (1) |

| Question number | Answer | Mark |
|-----------------|-----------|------|
| 7(d) | difficile | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 7(e) | l'avenir | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(ii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(iii) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(iv) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(v) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(a) | Lyon | (1) |

| Question number | Answer | Mark |
|-----------------|-------------|------|
| 9(b) | La Rochelle | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(c) | Lille | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(d) | Lille | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 9(e) | Poitiers | (1) |

SECTION C

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 10 | <p>I go to school by bus.</p> <p>I love maths because I like the teacher.</p> <p>I hate history because we have too much homework.</p> <p>Yesterday I worked until 10 pm.</p> <p>I did not have the time to go out with my friend.</p> | (7) |

| Mark | Descriptor |
|------|---|
| 0 | No rewardable communication. |
| 1-2 | Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed. |
| 3-4 | The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses. |
| 5-6 | The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax. |
| 7 | The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation. |

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

French

Paper 4: Writing in French

Foundation Tier

Sample assessment material for first teaching
September 2016

Time: 1 hour 10 minutes

Paper Reference

1FR0/4F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3, and 4. In Question 3, answer **either** Question 3(a) **or** Question 3(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Un événement sportif

1



(Source: Ben Pipe Photography)

Tu participes à un événement sportif au Canada. Tu postes cette photo sur des médias sociaux pour tes amis.

Écris une description de la photo **et** exprime ton opinion sur le sport.

Écris 20–30 mots environ **en français**.

.....

.....

.....

.....

.....

.....

.....

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.....

.....

(Total for Question 1 = 12 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

Les ambitions

(b) Un site Internet français pour les jeunes cherche ton opinion sur les ambitions.

Écris à ce site Internet.

Tu **dois** faire référence aux points suivants :

- la sorte de personne que tu es
- le travail que tu as déjà fait
- pourquoi avoir de l'ambition est important ou non
- tes projets pour l'avenir.

Écris 80–90 mots environ **en français**.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

Le collège

4 Traduis les phrases suivantes **en français**.

(a) I like my school. (2)

(b) There are lots of clubs. (2)

(c) Usually, lessons start at 8.00. (2)

(d) My favourite subject is English, but I don't like geography. (3)

(e) Last year I played tennis, but now I prefer football, because it is more fun. (3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

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GCSE French Foundation Tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4 | <ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6 | <ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition |

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6 | <ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see **Additional guidance** below).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• Limited information given likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4 | <ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style |
| 5–6 | <ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained |
| 7–8 | <ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained |

Additional guidance

Independently selected ... vocabulary and expression: Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces simple, short sentences with minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style |
| 4–6 | <ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies |
| 7–9 | <ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency |

| Mark | Descriptor |
|-------|---|
| 10–12 | <ul style="list-style-type: none"> • Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout with minimal inconsistency |

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style – examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces brief, simple sentences, limited linking of sentences• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition• Produces occasionally extended sentences linked with familiar, straightforward conjunctions• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6 | <ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8 | <ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1 | Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed |
| 2 | Meaning fully communicated with occasional errors that do not hinder clarity |

| Question number | Example response |
|-----------------|--|
| 4(a) | J'aime mon collègue. |
| 4(b) | Il y a beaucoup de clubs. |
| 4(c) | D'habitude, les cours commencent à 8h00. |

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1 | <ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated |
| 2 | <ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3 | <ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

| Question number | Example response |
|-----------------|---|
| 4(d) | Ma matière préférée est l'anglais, mais je n'aime pas la géographie. |
| 4(e) | L'année dernière je jouais au tennis, mais maintenant je préfère le football, parce que c'est plus amusant. |

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 1: Listening and understanding in French Transcript

Higher Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1FR0/1H

Do not return the transcript with the question paper.

Turn over ►

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PEARSON

SECTION A

Mon collège

Question 1

Example

F1: J'aime le dessin mais ma passion, c'est le français.

Question 1

F1: Les profs expliquent bien, mais les cours ne sont pas très intéressants. La bibliothèque est moderne, mais il y a seulement cinq ordinateurs. On a une nouvelle salle de sports qui est bien équipée. On organise beaucoup de sorties, j'adore ça ! Il y a un grand choix de clubs mais je n'y vais pas. On nous donne beaucoup de devoirs mais je les fais rapidement. Pour rentrer, ça me prend une heure en car, c'est long !

Mes amis

Question 2

Example

M2: Grégoire a beaucoup de patience même quand je ne suis pas gentil.

Question 2

M2: Didier aime sortir, il a toujours beaucoup d'argent. Lui, il n'arrête pas de parler même en classe ! J'aime bien Mehdi mais il se fâche facilement, pour des riens. Jean-Lou est très rigolo mais pas très généreux. Il est sûr de lui, ce qui est bien pour impressionner les filles. Solomon me paie des sorties assez régulièrement. Jamel est dans ma classe, on se parle tous les jours, mais devant les autres, il est très timide.

NB: Changes made in the transcript are not reflected in the recording.
Please refer to 'Summary of changes' for details.

SECTION B

Futuroscope

Question 3

Example

M1: Le parc d'attractions s'appelle Futuroscope.

Question 3

M1: Futuroscope a accueilli 45 millions de visiteurs en 30 ans. Consultez le site web pour les horaires et les prix et un plan du parc. Les attractions changent souvent, donc il faut demander sur place. On y trouve des restaurants, des magasins, des spectacles au théâtre pour toute la famille, et dans les hôtels, on offre des prix réduits aux familles. Le parc est ouvert tous les jours d'avril à septembre, même le dimanche. Après septembre, il est fermé le lundi et le mardi.

My primary school

Question 4

Example

M2: Mon école primaire était petite.

Question 4

M2: Les institutrices étaient très gentilles. J'habite maintenant à Vannes et je vais au collège. Je prends le bus pour y aller. Je suis sportif, je joue au basket et au foot avec mes nouveaux amis mais à l'école primaire, je ne faisais pas de sport. J'étais un peu gros, j'adorais la pizza à la cantine et je passais mon temps à jouer avec des petites voitures. Maintenant j'ai plus de cours et je travaille plus.

A national holiday

Question 5

Example

F2: J'habite à Pontivy et dans ma ville, le 14 juillet est plus important que Pâques, Noël ou le 15 août.

Question 5

F2: L'après-midi on organise des compétitions, et le soir des concerts. Ça commence le matin avec un grand marché. On vend de tout, surtout de la nourriture : italienne, africaine, chinoise et des spécialités régionales, comme des crêpes et des saucisses. Tout est délicieux, mais moi, je préfère les crêpes. Entre 20h et 21h il y a un concert puis à 22h un feu d'artifice et à 23h un bal !

Apprenticeships

Question 6

F1: Les jeunes Français peuvent quitter le collège à 14 ans pour devenir apprentis. Certains disent que 14 ans, c'est trop jeune pour prendre une telle décision ou que les jeunes auront plus de chances de trouver un bon emploi s'ils restent à l'école.

Écoutons le témoignage de Thierry.

M1: Moi, j'ai choisi de faire un apprentissage de mécanicien. Je passe 15 jours dans un garage et 15 jours à l'école professionnelle. On étudie les matières de base et la mécanique. Maintenant, je suis plus travailleur et je me comporte mieux. Le monde du travail me plaît. Mes collègues s'occupent de moi. Je reçois aussi un petit salaire, ça me donne de l'indépendance. Je me sens plus adulte.

An interview with Sinclair

Question 7

F2: Quel était ton rêve quand tu étais enfant ?

M2: Entre 7 et 12 ans, j'adorais le cinéma, et je voulais devenir un spécialiste des effets spéciaux. Et puis en 3^{ème}, à 15 ans, la musique est devenue ma passion : je passais tout mon temps à en composer, à jouer.

F2: Tu pensais être musicien quand tu étais jeune ?

M2: Mon père travaillait comme producteur de musique pour une grande compagnie et donc ça m'a influencé. Au lycée avec deux copains, on a créé un groupe et on a donné quelques concerts. J'écrivais aussi des chansons pour une fille que j'adorais.

F2: Tu as été surpris par ton succès ?

M2: Avant d'avoir du succès, j'ai beaucoup travaillé dans le métier, donc quand j'ai sorti mes premières chansons et que je suis devenu célèbre, je l'avais mérité !

Internet safety

Question 8

Example

M1: Écoutons d'abord Rachid.

M2: Je passe beaucoup de temps sur *Facebook*. J'aime poster des photos.

Question 8 Part (a)

M2: Mes parents peuvent voir ma page, mais ils me font confiance et j'ai mon ordinateur dans ma chambre. Une copine a été victime de cyber-harcèlement, c'était affreux.

M1: Cléo ?

F1: Mes parents utilisent *Facebook*. Je crois qu'on devrait être responsable et qu'il faut accepter que les photos soient visibles par tous. Il est important d'être informé. À l'école on discute de la façon de se protéger, surtout du cyber-harcèlement.

Question 8 Part (b)

M1: Loïc ?

M3: J'ai accepté mes parents comme amis sur *Facebook*. L'ordinateur est dans le salon, ils voient ce que je fais. Je demande toujours la permission avant de poster des photos.

M1: Finalement Mathilde ?

F2: À l'école on devrait nous donner plus d'informations et on devrait discuter des problèmes, comme le cyber-harcèlement. Mes parents ne peuvent pas voir mon réseau social, c'est ma vie privée. J'ai mon propre ordinateur mais je préfère mon smartphone. Je n'ai jamais posté de photos.

The Tour de France

Question 9

Question 9 Part (a)

F1: Le Tour de France est le troisième plus grand événement sportif au monde, et les meilleurs coureurs du monde y participent. 22 équipes de toutes nationalités parcourent les routes de la France pendant 3 semaines en juillet. Le Tour attire 12 millions de spectateurs de tous les âges qui attendent le long de la route pour applaudir les coureurs. Quand le Tour passe dans un village, il y a une ambiance de fête et de carnaval. Des millions de téléspectateurs suivent le Tour dans 190 pays.

Question 9 Part (b)

F1: Malheureusement, certains coureurs consomment des drogues. Récemment, de nouveaux tests anti-drogues ont été introduits. Depuis longtemps on utilise des tests sanguins et urinaires, mais maintenant les cheveux et les ongles sont testés car des traces de drogues y restent plus longtemps. Avant les coureurs savaient s'ils allaient être testés mais maintenant on a introduit des tests surprise et les coureurs ne savent pas à l'avance s'ils seront sélectionnés. En 2014, pas un seul coureur n'a été testé positif.

Fair trade

Question 10

Example

F2: Mon père est pour les produits du commerce équitable.

Question 10 Part (i)

F2: Ma mère achète des produits du commerce équitable quand elle le peut, même s'il faut payer un peu plus. Elle dit toujours que le shopping responsable est quelque chose qu'on devrait tous faire. Mon père dit souvent que seulement 1 Français sur 3 achète responsable et qu'il faut réduire les prix pour encourager le commerce équitable.

Question 10 Part (ii)

F2: Mon frère, David, est passionné par le sport et la mode. Il paie €100 pour des baskets mais ne pense pas à acheter du chocolat du commerce équitable. Il n'écoute jamais quand on lui parle de ça. Ma sœur, Amélie, répète toujours qu'elle est pour et qu'elle veut acheter responsable, mais elle a toujours des excuses pour ne pas le faire. Elle sait qu'elle a tort et qu'elle devrait le faire. Moi, je sais que jusqu'à maintenant, le succès en France est limité, mais je crois que de plus en plus de gens vont en acheter à l'avenir.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2
GCSE (9–1)

Centre Number

| | | | | |
|--|--|--|--|--|
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Candidate Number

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French

Paper 1: Listening and understanding in French

Higher Tier

Sample assessment material for first teaching
September 2016

Time: 40 minutes and 5 minutes' reading time

Paper Reference

1FR0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in French.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Mon collège

1 Rokia parle de son collège.

Complète les phrases en choisissant un mot ou des mots dans la case. Il y a des mots que tu n'utiliseras pas.

| | | | |
|--------------------|--------------|------------|----------|
| près | français | beaucoup | clubs |
| équipement sportif | intéressants | excursions | loin |
| ordinateurs | dessin | peu | ennuyeux |

Exemple : Elle préfère le français

- (a) Les cours sont (1)
- (b) Il n'y a pas assez d'..... (1)
- (c) Elle aime participer aux (1)
- (d) Elle passe de temps à faire ses devoirs. (1)
- (e) Elle habite du collège. (1)

(Total for Question 1 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Mes amis

2 Khalil parle de ses amis.

Comment sont ses amis ? Choisis entre : **confiant, patient, bavard et généreux.**
Chacun des mots peut être utilisé plusieurs fois.

Exemple : Grégoire est patient

(a) Didier est trop (1)

(b) Mehdi n'est pas (1)

(c) Jean-Lou est (1)

(d) Solomon est (1)

(e) Jamel n'est pas toujours (1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B

Futuroscope

3 You hear this advert on the radio for Futuroscope.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Futuroscope is...

| | |
|-------------------------------------|--------------------------|
| <input type="checkbox"/> | A a park |
| <input checked="" type="checkbox"/> | B a theme park |
| <input type="checkbox"/> | C an aquapark |
| <input type="checkbox"/> | D a national park |

(i) In the last thirty years there have been...

| | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | A 2 million visitors |
| <input type="checkbox"/> | B 5 million visitors |
| <input type="checkbox"/> | C 13 million visitors |
| <input type="checkbox"/> | D 45 million visitors |

(ii) On arrival, you should ask for information about...

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | A the attractions |
| <input type="checkbox"/> | B buying tickets |
| <input type="checkbox"/> | C opening times |
| <input type="checkbox"/> | D getting a map |

(iii) There are reductions for families...

| | |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | A in the restaurants |
| <input type="checkbox"/> | B in the shops |
| <input type="checkbox"/> | C in the hotels |
| <input type="checkbox"/> | D in the theatres |

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) In summer the theme park is...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A open every day |
| <input type="checkbox"/> | B open every day except Sunday |
| <input type="checkbox"/> | C open every day except Monday |
| <input type="checkbox"/> | D open every day except Tuesday |

(Total for Question 3 = 4 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

My primary school

- 4 Your Belgian friend Cédric has recorded this message about himself when he was at primary school.

What does he talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

| | | |
|----------------|--------------------------------|-------------------------------------|
| Example | the size of his primary school | <input checked="" type="checkbox"/> |
| A | where he used to live | <input type="checkbox"/> |
| B | his primary school teachers | <input type="checkbox"/> |
| C | how he used to get to school | <input type="checkbox"/> |
| D | what he used to like eating | <input type="checkbox"/> |
| E | his primary school friends | <input type="checkbox"/> |
| F | the sports he used to do | <input type="checkbox"/> |
| G | his favourite childhood toys | <input type="checkbox"/> |

(Total for Question 4 = 3 marks)

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QUESTION 5 BEGINS ON THE NEXT PAGE.

A national holiday

5 Catherine is being interviewed about a national holiday in France.

What does she say?

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: She is talking about...

| | |
|-------------------------------------|----------------------------|
| <input type="checkbox"/> | A Easter |
| <input checked="" type="checkbox"/> | B the 14th of July |
| <input type="checkbox"/> | C the 5th of August |
| <input type="checkbox"/> | D Christmas |

(i) In the morning there is a...

| | |
|--------------------------|----------------------|
| <input type="checkbox"/> | A concert |
| <input type="checkbox"/> | B competition |
| <input type="checkbox"/> | C dance |
| <input type="checkbox"/> | D market |

(ii) She mostly likes to eat...

| | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | A local dishes |
| <input checked="" type="checkbox"/> | B Italian dishes |
| <input checked="" type="checkbox"/> | C African dishes |
| <input checked="" type="checkbox"/> | D Chinese dishes |

(iii) The firework display is at...

| | |
|--------------------------|----------------|
| <input type="checkbox"/> | A 20.00 |
| <input type="checkbox"/> | B 21.00 |
| <input type="checkbox"/> | C 22.00 |
| <input type="checkbox"/> | D 23.00 |

(Total for Question 5 = 3 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Apprenticeships

6 You hear this news report and interview on French radio.

Listen to the recording and answer the following questions **in English**.

(a) What are young French people allowed to do if they want to do an apprenticeship?

(1)

(b) Give **one** reason why some people are against this.

(1)

(c) How is Thierry's time divided?

(1)

(d) How has being an apprentice changed him? Give **two** examples.

(2)

(Total for Question 6 = 5 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

An interview with Sinclair

7 You are listening to an interview with Sinclair, a famous French musician.

Listen to the interview and answer the following questions **in English**.

(a) What was his dream job when he was a little boy? (1)

(b) What showed his passion for music when he was 15? Give **one** example. (1)

(c) What else, apart from his passion for music, influenced his decision to become a musician? (1)

(d) How did he develop his musical talents in sixth-form college? Give **one** example. (1)

(e) What is his attitude to his success? (1)

(Total for Question 7 = 5 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

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QUESTION 8 BEGINS ON THE NEXT PAGE.

Internet safety

- 8 You hear this discussion among some young people on a Canadian radio phone-in.
Listen to the recording and put a cross ☒ in the correct box for each question.

Example: Rachid spends...

| | |
|-------------------------------------|---|
| <input type="checkbox"/> | A no time on social networks |
| <input type="checkbox"/> | B little time on social networks |
| <input type="checkbox"/> | C every evening networking |
| <input checked="" type="checkbox"/> | D a lot of time on social networks |

Part (a)

- (i) Rachid's parents...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A cannot trust him |
| <input type="checkbox"/> | B don't use Facebook |
| <input type="checkbox"/> | C can see his social network page |
| <input type="checkbox"/> | D post photos of him |

- (ii) Cléo's parents...

| | |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | A cannot see her Facebook page |
| <input checked="" type="checkbox"/> | B use social network sites |
| <input checked="" type="checkbox"/> | C don't know what she does |
| <input checked="" type="checkbox"/> | D are not well informed |

- (iii) Cléo learns about internet safety...

| | |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | A from her parents |
| <input checked="" type="checkbox"/> | B at school |
| <input checked="" type="checkbox"/> | C from brothers and sisters |
| <input checked="" type="checkbox"/> | D from reading about it |

Part (b)

(i) Loïc's parents...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A are his friends on Facebook |
| <input type="checkbox"/> | B know a lot about the internet |
| <input type="checkbox"/> | C cannot see his computer |
| <input type="checkbox"/> | D don't accept his use of social networks |

(ii) Mathilde feels...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A we talk about bullying too much |
| <input type="checkbox"/> | B the internet brings more problems than advantages |
| <input type="checkbox"/> | C parents should see everything |
| <input type="checkbox"/> | D she isn't well informed |

(iii) Mathilde...

| | |
|--------------------------|---|
| <input type="checkbox"/> | A doesn't post photos on the net |
| <input type="checkbox"/> | B doesn't use a computer |
| <input type="checkbox"/> | C only posts family photos |
| <input type="checkbox"/> | D has to share her computer |

(Total for Question 8 = 6 marks)

The Tour de France

9 You hear this report on TV about the Tour de France.

Listen to the report and answer the following questions **in English**.

Part (a)

(i) What do you learn from the report about the Tour de France as a major sporting event? Give **one** detail. (1)

(ii) What do you learn about the members of the 22 cycling teams? (1)

(iii) What shows that the Tour is very popular in France? Give **two** details. (2)

(iv) What is the effect when the Tour arrives in a village? (1)

(v) What shows that the Tour is popular all over the world? (1)

Part (b)

The report continues.

(i) What new drug tests have been introduced and why? (2)

(ii) How has the way in which the drug tests are organised changed? (1)

(iii) How do we know that the introduction of new drug tests has reduced drug taking? (1)

(Total for Question 9 = 10 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Fair trade

10 You hear Solange talking about her family's attitude to fair trade.

Put a cross ☒ in each one of the **two** correct boxes for each question.

(i) What does Solange say about her parents?

| | | |
|----------------|---|-------------------------------------|
| Example | Her father supports fair trade. | <input checked="" type="checkbox"/> |
| A | Her mother won't pay higher prices for fair trade goods. | <input type="checkbox"/> |
| B | Her father won't pay the high prices. | <input type="checkbox"/> |
| C | Her mother buys fair trade if possible. | <input type="checkbox"/> |
| D | Her father thinks most people do buy fair trade products. | <input type="checkbox"/> |
| E | Her father recommends reducing prices of fair trade products. | <input type="checkbox"/> |

(ii) What does Solange say about her brother and sister?

| | | |
|----------|---|--------------------------|
| A | David only buys fair trade chocolate. | <input type="checkbox"/> |
| B | Her brother is not interested in fair trade. | <input type="checkbox"/> |
| C | Her sister is pessimistic about fair trade. | <input type="checkbox"/> |
| D | Her sister finds excuses not to buy fair trade. | <input type="checkbox"/> |
| E | Amélie always shops ethically. | <input type="checkbox"/> |

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE French Higher tier

Paper 1 Mark scheme

SECTION A

| Question number | Answer | Mark |
|-----------------|----------|------|
| 1(a) | ennuyeux | (1) |

| Question number | Answer | Mark |
|-----------------|-------------|------|
| 1(b) | ordinateurs | (1) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 1(c) | excursions | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(d) | peu | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(e) | loin | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(a) | bavard | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 2(b) | patient | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 2(c) | confiant | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 2(d) | généreux | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 2(e) | confiant | (1) |

SECTION B

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(i) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(ii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(iii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(iv) | A | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 4 | B, D, G | (3) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(i) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(ii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(iii) | C | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|----------------------------|------|
| 6(a) | leave school at 14/go to (technical) college at 14 must include age | leave school/go to college | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--|------|
| 6(b) | Any one of the following: (14 is) too young (to choose) (1) they are too young (to choose/to make such a decision) (1) (have better chance) of getting a good job if they stay at school (1) | they are young they will get a good job they should stay at school | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(c) | Any one of the following: equal amount of time in school and work place (1) time divided equally between school and work place (1) two weeks at school then two weeks at work/in a garage/in work place (1) (spends) half his time at school, half at work/in work place (1) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--|------|
| 6(d) | Any two of the following: he is better behaved/he now behaves well (1) works harder/he now works hard (1) he is a serious student now (1) must have idea of comparative he is more independent (1) he feels like a grown-up/an adult/he is more grown up (1) | he behaves well he works hard he is an adult | (2) |

| Question number | Answer | Reject | Mark |
|-----------------|---|------------------------------|------|
| 7(a) | a special effects specialist/man working in special effects | special effects (on its own) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|---|------|
| 7(b) | Any one of the following: spent all his time composing (music) (1) spent all his time playing music (1) MUST mention activity and time spent, accepting time variations such as spent most his time/a lot of his time/majority of his time | spent time on music composing/he liked composing spends his time playing | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--|------------|
| 7(c) | Any one of the following: his father works/worked in the industry (1) his father is/was a record/music producer (1) his dad works/worked for a music company (1) (accept present or past tense) MUST make reference to his father's work | his father (no reference to his job) references to what he did at sixth-form college (forming a group/playing concerts) | (1) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 7(d) | Any one of the following: formed a group with his friends (1) played at concerts (1) wrote songs (for a girl he liked/loved) (1) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 7(e) | Any one of the following: he earned it/deserved it (1) he had worked as a musician for a long time/he had worked hard for it (1) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 8(a)(i) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 8(a)(ii) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 8(a)(iii) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 8(b)(i) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 8(b)(ii) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 8(b)(iii) | A | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--|------|
| 9(a)(i) | Any one of the following: third biggest sporting event in the world/number 3 in the world/third in the world (1) the best cyclists (in the world) take part (1) | number 3 lots of cyclists take part cyclists from all over the world take part | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--|------|
| 9(a)(ii) | team members come from all over the world/all nationalities | they are good cyclists they cycle for three weeks | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--|------|
| 9(a)(iii) | 12 million people line the route/12 million people go to watch it (1) (need to make reference that they are physically present) and it appeals to all ages (1) | 12 million people watch it (on TV) all ages take part | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 9(a)(iv) | Any one of the following: there is a party/carnival atmosphere (1) it is like a carnival/a party/a celebration (1) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--|------|
| 9(a)(v) | Any one of the following: millions of people watch it on TV/all over the world (1) it is watched all over the world/in 190 countries (1) | millions of people watch it (no reference to TV, or watching all over the world) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--|------|
| 9(b)(i) | Any one of the following: test hair and nails (1) because the drugs stay in them longer/for a longer time (than blood and urine) (1) traces of drugs can be found in them after a longer time (1) | blood and urine takes a long time (to do the tests) | (2) |

| Question number | Answer | Reject | Mark |
|-----------------|--|---|------|
| 9(b)(ii) | Any one of the following: they knew (in advance) if they were going to be tested/they don't know (in advance) if they will be tested (1) they have introduced spot/random testing (1) | they were tested before and after the tests are a surprise | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|---|------|
| 9(b)(iii) | Any one of the following: no one tested positive in 2014 (1) no one tested had taken drugs in 2014 (1) | no one tested positive more people were tested (in 2014) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 10(i) | C, E | (2) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 10(ii) | B, D | (2) |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

General instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE French Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR1
- Picture card HP6
- Conversation 1: (Student-selected) Theme 3
- Conversation 2: Theme 4 OR Theme 5

If **Candidate 1** has selected Theme 1 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (eg Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid

2nd candidate: Candidate 2 grid

3rd candidate: Candidate 4 grid

4th candidate: Candidate 7 grid

5th candidate: Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes

Theme 1 – Identity and Culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

| Candidate Order | Task 1 | | Task 2 | | Task 3 | | |
|-----------------|-------------------|-----------|-------------------|---------------|----------------------|-------------------|--------------------|
| | Pearson Allocated | Role Play | Pearson Allocated | Picture Based | Candidate Selection* | Teacher Selection | |
| Candidate 1 | HR1 (Theme 1) | → | HP1 (Theme 4) | Theme 2 | Theme 3 OR Theme 5 | | |
| | | | HP6 (Theme 2) | → | Theme 3 | → | Theme 4 OR Theme 5 |
| | | | HP8 (Theme 5) | → | Theme 4 | → | Theme 2 OR Theme 3 |
| | | | HP9 (Theme 3) | → | Theme 5 | → | Theme 2 OR Theme 4 |
| | | | HP2 (Theme 3) | → | Theme 1 | → | Theme 4 OR Theme 5 |
| Candidate 2 | HR2 (Theme 2) | → | HP4 (Theme 1) | → | Theme 3 | → | Theme 4 OR Theme 5 |
| | | | HP3 (Theme 5) | → | Theme 4 | → | Theme 1 OR Theme 3 |
| | | | HP5 (Theme 4) | → | Theme 5 | → | Theme 1 OR Theme 3 |
| | | | HP3 (Theme 5) | → | Theme 2 | → | Theme 3 OR Theme 4 |
| | | | HP6 (Theme 2) | → | Theme 3 | → | Theme 4 OR Theme 5 |
| Candidate 3 | HR3 (Theme 1) | → | HP9 (Theme 3) | → | Theme 4 | → | Theme 2 OR Theme 5 |
| | | | HP5 (Theme 4) | → | Theme 5 | → | Theme 2 OR Theme 3 |
| | | | HP3 (Theme 5) | → | Theme 1 | → | Theme 3 OR Theme 4 |
| | | | HP2 (Theme 3) | → | Theme 4 | → | Theme 1 OR Theme 5 |
| | | | HP4 (Theme 1) | → | Theme 3 | → | Theme 4 OR Theme 5 |
| Candidate 4 | HR4 (Theme 2) | → | HP5 (Theme 4) | → | Theme 5 | → | Theme 1 OR Theme 3 |
| | | | HP3 (Theme 5) | → | Theme 1 | → | Theme 2 OR Theme 4 |
| | | | HP2 (Theme 3) | → | Theme 4 | → | Theme 1 OR Theme 5 |
| | | | HP4 (Theme 1) | → | Theme 3 | → | Theme 4 OR Theme 5 |
| | | | HP5 (Theme 4) | → | Theme 5 | → | Theme 1 OR Theme 3 |
| Candidate 5 | HR5 (Theme 3) | → | HP1 (Theme 4) | → | Theme 1 | → | Theme 2 OR Theme 5 |
| | | | HP3 (Theme 5) | → | Theme 2 | → | Theme 1 OR Theme 4 |
| | | | HP10 (Theme 1) | → | Theme 4 | → | Theme 2 OR Theme 5 |
| | | | HP6 (Theme 2) | → | Theme 5 | → | Theme 1 OR Theme 4 |
| | | | HP6 (Theme 2) | → | Theme 5 | → | Theme 1 OR Theme 4 |

| | | | | |
|---------------------|----------------|----------------|---------|--------------------|
| Candidate 6 | HR6 (Theme 2) | HP1 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| | | HP4 (Theme 1) | Theme 4 | Theme 3 OR Theme 5 |
| | | HP8 (Theme 5) | Theme 3 | Theme 1 OR Theme 4 |
| | | HP2 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 |
| | | HP2 (Theme 3) | Theme 1 | Theme 2 OR Theme 5 |
| Candidate 7 | HR7 (Theme 4) | HP8 (Theme 5) | Theme 2 | Theme 1 OR Theme 3 |
| | | HP7 (Theme 2) | Theme 3 | Theme 1 OR Theme 5 |
| | | HP4 (Theme 1) | Theme 5 | Theme 2 OR Theme 3 |
| | | HP6 (Theme 2) | Theme 1 | Theme 4 OR Theme 5 |
| | | HP1 (Theme 4) | Theme 2 | Theme 1 OR Theme 5 |
| Candidate 8 | HR8 (Theme 3) | HP10 (Theme 1) | Theme 5 | Theme 2 OR Theme 4 |
| | | HP3 (Theme 5) | Theme 4 | Theme 1 OR Theme 2 |
| | | HP9 (Theme 3) | Theme 2 | Theme 4 OR Theme 5 |
| | | HP5 (Theme 4) | Theme 3 | Theme 2 OR Theme 5 |
| | | HP3 (Theme 5) | Theme 4 | Theme 2 OR Theme 3 |
| Candidate 9 | HR9 (Theme 1) | HP6 (Theme 2) | Theme 5 | Theme 3 OR Theme 4 |
| | | HP2 (Theme 3) | Theme 2 | Theme 4 OR Theme 5 |
| | | HP8 (Theme 5) | Theme 3 | Theme 2 OR Theme 4 |
| | | HP7 (Theme 2) | Theme 4 | Theme 3 OR Theme 5 |
| | | HP1 (Theme 4) | Theme 5 | Theme 2 OR Theme 3 |
| Candidate 10 | HR10 (Theme 1) | HP1 (Theme 4) | Theme 5 | Theme 2 OR Theme 3 |

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

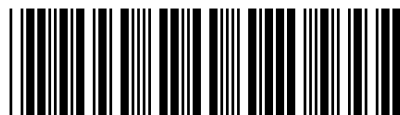
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR1

Topic: Cultural life

Instructions to candidates:

You are at a leisure centre in France speaking to a young person you have met there. The teacher will play the part of the young person and will speak first.

You must address the young person as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Tu es au centre de loisirs. Tu parles avec une jeune personne.

1. Par semaine – nombre de visites
2. Ce centre de loisirs – raison
3. !
4. ? Faire du sport – raison
5. ? Football – opinion

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

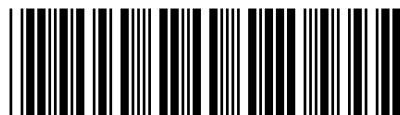
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR1

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *tu*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Tu es au centre de loisirs. Tu parles avec une jeune personne.

| | |
|---|---|
| 1 | Combien de fois par semaine viens-tu ici ? Allow the candidate to say how often s/he comes to the centre. |
| 2 | Pourquoi aimes-tu venir ici ? Allow the candidate to say why s/he likes to come to this leisure centre. |
| 3 | ! Dis-moi ce que tu as fait ce matin. Allow the candidate to say what s/he has done this morning. Ah, c'est bien, ça. |
| 4 | ? Allow the candidate to ask you why you do sport. <i>Give an appropriate brief response</i> |
| 5 | ? Allow the candidate to ask your opinion of football. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

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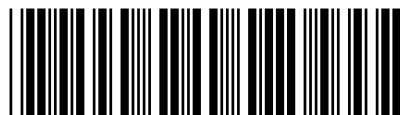
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR2

Topic: Travel and tourist transactions

Instructions to candidates:

You lost your bag in Paris this morning and are reporting the loss at a nearby lost property office. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Au bureau des objets trouvés. Vous parlez avec l'employé(e).

1. Sac – description
2. Contenu du sac
3. !
4. ? Sac – ici
5. ? Revenir – quand

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

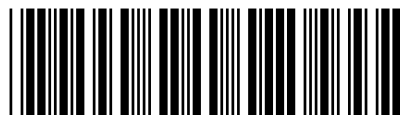
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR2

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Au bureau des objets trouvés. Vous parlez avec l'employé(e).

| | |
|---|--|
| 1 | <i>Pouvez-vous décrire le sac, Monsieur/ Mademoiselle ?</i> Allow the candidate to describe the bag. |
| 2 | <i>Qu'est-ce qu'il y a dans votre sac ?</i> Allow the candidate to say what the bag contains. |
| 3 | <i>!</i> <i>Qu'est-ce que vous avez fait ce matin ?</i> Allow the candidate to say what s/he has done this morning. <i>D'accord.</i> |
| 4 | <i>?</i> Allow the candidate to ask you if the bag has been found/is at the office. <i>Je suis désolé(e), nous n'avons pas trouvé votre sac.</i> |
| 5 | <i>?</i> Allow the candidate to ask you when s/he should come back. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

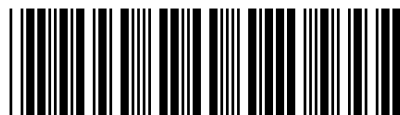
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR3

Topic: Daily life

Instructions to candidates:

You have a problem with your Smartphone whilst in France and go to a mobile phone shop. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Vous êtes dans un magasin de portables pour demander de l'aide. Vous parlez avec le vendeur/la vendeuse.

1. Problème de Smartphone – description
2. !
3. Séjour – durée
4. ? Possibilité de réparation
5. ? Réparation – coût

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

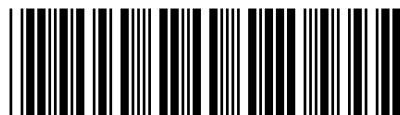
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
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The statements/questions may be repeated but no more than twice.

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STIMULUS HR3

Topic: Daily life

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Vous êtes dans un magasin de portables pour demander de l'aide. Vous parlez avec le vendeur/la vendeuse.

| | |
|---|--|
| 1 | <i>Je peux vous aider ?</i> Allow the candidate to describe the problem with his/her Smartphone. |
| 2 | <i>!</i> <i>Qu'est-ce que vous avez fait avec récemment ?</i> Allow the candidate to say what s/he has done with his/her Smartphone recently. |
| 3 | <i>Je vois. Vous-êtes ici pendant combien de temps ?</i> Allow the candidate to say how long s/he is here for. <i>Je suis d'accord avec vous !</i> |
| 4 | <i>?</i> Allow the candidate to ask you if his/her Smartphone can be repaired. <i>On va essayer.</i> |
| 5 | <i>?</i> Allow the candidate to ask you the cost of the repair. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

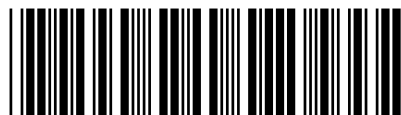
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- Dictionaries and other resources are **not** allowed at any time.
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- You must hand in your notes **before** completing the final task (conversation).
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STIMULUS HR4

Topic: Town, region and country

Instructions to candidates

You are staying in France on holiday and go to the tourist office for some information. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Vous êtes à l'office de tourisme dans une ville en France. Vous parlez avec l'employé(e).

1. Activités – informations
2. !
3. Le soir, activité préférée – raison
4. ? Restaurants – recommandation
5. ? Dernier métro – quand

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

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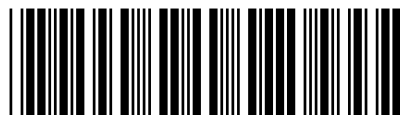
Instructions

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The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS HR4

Topic: Town, region and country

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Vous êtes à l'office de tourisme dans une ville en France. Vous parlez avec l'employé(e).

| | |
|---|---|
| 1 | <i>Je peux vous aider ?</i> Allow the candidate to ask for information on activities in the town. |
| 2 | ! <i>Qu'est-ce que vous avez déjà fait pendant vos vacances en France ?</i> Allow the candidate to say what s/he has already done during his/her holidays in France. <i>Ah, c'est bien.</i> |
| 3 | <i>Qu'est-ce que vous préférez faire le soir et pourquoi ?</i> Allow the candidate to explain what s/he likes doing in the evening and why. <i>Très bien.</i> |
| 4 | ? Allow the candidate to ask for information on restaurants. <i>Give an appropriate brief response.</i> |
| 5 | ? Allow the candidate to ask you the time of the last metro train. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

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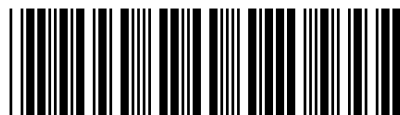
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- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR5

Topic: What school is like

Instructions to candidates:

You are at a French school during an exchange visit, talking to your penfriend about school. The teacher will play the role of the penfriend and will speak first.

You must address your penfriend as *tu*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Tu es dans un collège en France. Tu parles avec ton/ta correspondant(e).

1. Uniforme – description
2. Ton activité extrascolaire
3. !
4. ? Discipline ici – opinion
5. ? Devoirs – importance

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

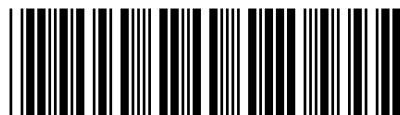
Instructions

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STIMULUS HR5

Topic: What school is like

Instructions to teacher:

- **Address the candidate as *tu***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Tu es dans un collège en France. Tu parles avec ton/ta correspondant(e).

| | |
|---|---|
| 1 | <i>Comment est l'uniforme de ton collègue.</i> Allow the candidate to talk about his/her school uniform. |
| 2 | <i>Quelle activité extrascolaire fais-tu après les cours ?</i> Allow the candidate to say what activity s/he does after lessons. |
| 3 | <i>!</i> <i>Qu'est-ce que tu as déjà fait comme voyage avec ton collègue ?</i> Allow the candidate to talk about what kind of trip s/he has already done with his/her school. <i>C'est très bien.</i> |
| 4 | <i>?</i> Allow the candidate to ask you for your opinion of the discipline in your school. <i>Give an appropriate brief response.</i> |
| 5 | <i>?</i> Allow the candidate to ask you about the importance of homework. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

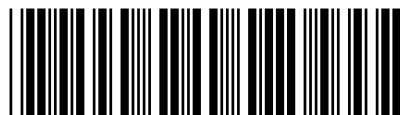
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STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to candidates:

You are at the reception of a hotel in France. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *vous*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

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

1. Réservation – chambre
2. Vacances en France – raison
3. !
4. ? Petit déjeuner – heures
5. ? Restaurant – recommandation

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

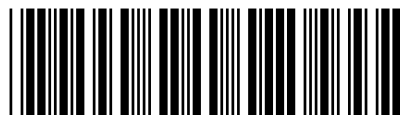
Instructions

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PEARSON

STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

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

| | |
|---|---|
| 1 | <i>Je peux vous aider ?</i> Allow the candidate to book a room. |
| 2 | <i>Pourquoi venez-vous passer vos vacances en France ?</i> Allow the candidate to say why s/he comes on holidays in France. |
| 3 | ! <i>Qu'est-ce que vous avez fait depuis votre arrivée en France ?</i> Allow the candidate to say what s/he has done since his/her arrival in France. <i>Très bien.</i> |
| 4 | ? Allow the candidate to state the timings for breakfast. <i>Give an appropriate brief response.</i> |
| 5 | ? Allow the candidate to ask you to recommend a restaurant. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
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Paper Reference

1FR0/2H

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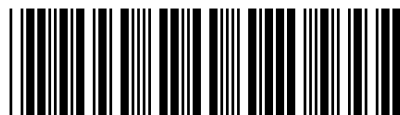
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STIMULUS HR7

Topic: Work

Instructions to candidates:

You are looking for a temporary job in France. The teacher will play the role of the job agency employee and will speak first.

You must address the employee as *vous*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

À l'agence pour l'emploi. Vous parlez avec un(e) employé(e).

1. Type de travail désiré
2. Travailler en France – raison
3. !
4. ? Jours de travail – combien
5. ? S'habiller – comment

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
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Paper Reference

1FR0/2H

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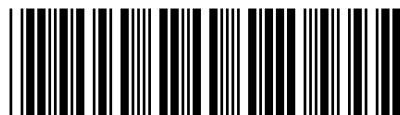
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The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS HR7

Topic: Work

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

À l'agence pour l'emploi. Vous parlez avec un/e employé/e.

| | |
|---|--|
| 1 | <i>Je peux vous aider ?</i> Allow the candidate to say what type of job s/he is looking for |
| 2 | <i>Pourquoi avez-vous envie de travailler en France ?</i> Allow the candidate to say why s/he wants to work in France. |
| 3 | <i>!</i> <i>Parlez-moi du travail que vous avez déjà fait.</i> Allow the candidate to say what work experience s/he has. <i>Très bien.</i> |
| 4 | <i>?</i> Allow the candidate to ask you how many days the work is for. <i>Give an appropriate brief response.</i> |
| 5 | <i>?</i> Allow the candidate to ask you about the dress code. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

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Paper Reference

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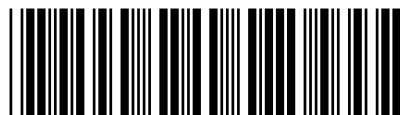
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STIMULUS HR8

Topic: What school is like

Instructions to candidates:

You are talking about extracurricular activities with a French penfriend. The teacher will play the part of the penfriend and will speak first.

You must address your penfriend as *tu*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Tu parles des activités extrascolaires dans ton collège avec ton/ta correspondant(e) français(e).

1. Ton collège – activités extrascolaires
2. !
3. Activités extrascolaires – opinion
4. ? Activité extrascolaire préférée
5. ? Équipement au collège – opinion

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

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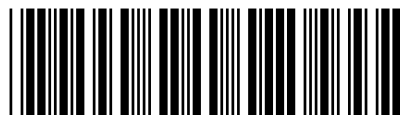
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The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS HR8

Topic: What school is like

Instructions to teacher:

- **Address the candidate as *tu***
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

Begin the role play with the following introduction:

Tu parles des activités extrascolaires dans ton collège avec ton/ta correspondant(e) français(e).

| | |
|---|---|
| 1 | <i>Qu'est-ce qu'on peut faire dans ton collège après les cours ?</i> Allow the candidate to tell you about extracurricular activities. |
| 2 | ! <i>Qu'est-ce que tu as fait comme activité après tes cours hier ?</i> Allow the candidate to say what s/he did after lessons yesterday. |
| 3 | <i>Que penses-tu des activités extrascolaires dans ton collège ?</i> Allow the candidate to give his/her opinion about extracurricular activities in his/her school. <i>D'accord.</i> |
| 4 | ? Allow the candidate to ask you what your favourite activity after school is. <i>Give an appropriate brief response</i> |
| 5 | ? Allow the candidate to ask for your opinion of your school equipment. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

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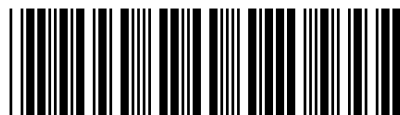
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STIMULUS HR9

Topic: Who am I?

Instructions to candidates:

You are talking about friends and family with your French penfriend. The teacher will play the part of the penfriend and will speak first.

You must address your penfriend as *tu*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Tu parles de tes copains et de ta famille avec ton/ta correspondant(e) français(e).

1. Famille – bon rapport (avec qui)
2. Meilleur(e) ami(e) – description
3. !
4. ? Famille ou amis – préférence
5. ? Copains – importance

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
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Paper Reference

1FR0/2H

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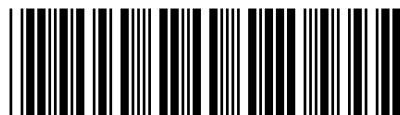
Instructions

- You should open the role play with the introduction provided.
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- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR9

Topic: Who am I?

Instructions to teacher:

- Address the candidate as *tu*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Tu parles de tes copains et de la famille avec ton/ta correspondant(e) français(e).

| | |
|---|---|
| 1 | <i>Avec qui dans ta famille est-ce que tu t'entends bien ?</i> Allow the candidate to say which family member s/he gets on with. |
| 2 | <i>Décris-moi ton/ta meilleur(e) ami(e).</i> Allow candidate to describe his/her best friend. |
| 3 | <i>!</i> <i>Qu'est-ce que tu as fait récemment avec tes copains ?</i> Allow the candidate to say what s/he has recently done with his/her friends. <i>Formidable.</i> |
| 4 | <i>?</i> Allow the candidate to ask if you prefer family or friends. <i>Give an appropriate brief response.</i> |
| 5 | <i>?</i> Allow the candidate to ask you about the importance of friends. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

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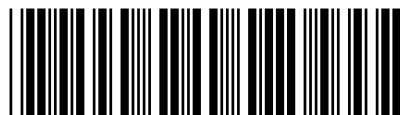
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR10

Topic: Cultural life

Instructions to candidates:

You are at a French tourist office buying tickets for a concert. You are talking to the employee. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Vous êtes à un office de tourisme en France. Vous achetez des billets pour un concert. Vous parlez avec l'employé(e).

1. Concert – réservation
2. Ce concert – raison
3. !
4. ? Concert – transport
5. ? Concert – durée

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

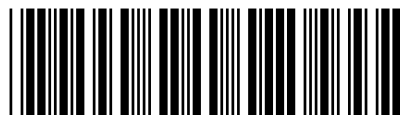
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS HR10

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Vous êtes à un office de tourisme en France. Vous achetez des billets pour un concert. Vous parlez avec l'employé(e).

| | |
|---|---|
| 1 | <i>Je peux vous aider ?</i> Allow the candidate to say that s/he wishes to book seats for a concert. |
| 2 | <i>Pourquoi voulez-vous aller à ce concert ?</i> Allow the candidate to tell you why/s/he wants to go to this concert. |
| 3 | <i>!</i> <i>C'était comment le dernier concert que vous êtes allé(e) voir ?</i> Allow the candidate to tell you what the last concert s/he went to was like. <i>Ah, c'est bien.</i> |
| 4 | <i>?</i> Allow the candidate to ask you about transport to the concert. <i>Give an appropriate brief response.</i> |
| 5 | <i>?</i> Allow the candidate to ask you about the length of the concert. <i>Give an appropriate brief response.</i> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

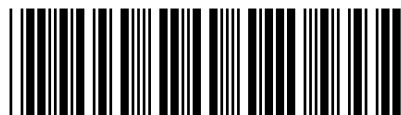
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS HP1

Topic: Work



(Source: © wavebreakmedia / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur le travail du dimanche
- un travail que tu as fait
- une profession que tu détesterais avoir
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

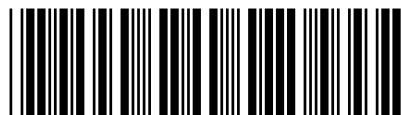
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP1

Topic: Work



(Source: © wavebreakmedia / Shutterstock)

1. Décris-moi la photo.
[Autre chose ?]
2. Je pense que travailler le dimanche est une bonne idée. Quelle est ton opinion ?
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'un travail que tu as fait.
[Autre chose ?]
4. Quelle est la profession que tu détesterais le plus ?
[Pourquoi ? / Autre chose ?]
5. Quelle est ta profession idéale, à ton avis ?
[Pourquoi ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

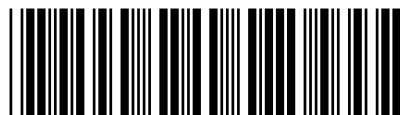
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les repas à l'école
- une leçon intéressante que tu as eue récemment
- les matières que tu choisiras l'année prochaine
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

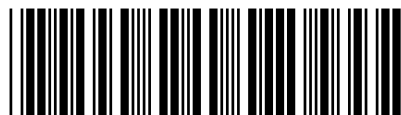
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP2

Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

1. Décris-moi la photo.
[Autre chose ?]
2. Je pense qu'on mange sainement à la cantine. Quel est ton avis ?
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'une leçon intéressante que tu as eue récemment.
[Autre chose ?]
4. Qu'est-ce que tu choisiras comme matières l'année prochaine ?
[Pourquoi ? / Autre chose ?]
5. Qu'est-ce que tu aimes le plus dans ton collège ?
[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

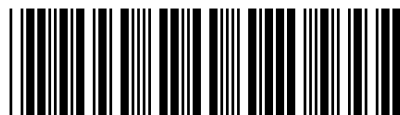
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- Respond to each question as fully as possible.
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- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP3

Topic: Bringing the world together



(Source: Image used under Creative Commons Attribution-ShareAlike License)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- si le sport est bon pour la santé
- un grand événement sportif que tu as vu
- un événement que tu iras voir l'année prochaine
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

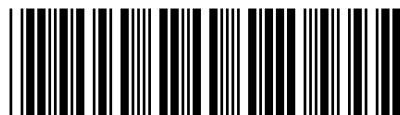
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
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- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP3

Topic: Bringing the world together



(Source: Image used under Creative Commons Attribution-ShareAlike License)

1. Décris-moi la photo.

[Autre chose ?]

2. Le sport garantit de rester en bonne santé. Quelle est ton opinion ?

[Pourquoi (pas) ? / Autre chose ?]

3. Parle-moi d'un grand événement sportif que tu as vu.

[Autre chose ?]

4. Parle-moi d'un événement que tu iras voir l'année prochaine.

[Pourquoi ? / Autre chose ?]

5. Tu préfères participer à une compétition ou la regarder à la télé ?

[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS HP4

Topic: Cultural life



(Source: © 2015 Margaret Lawson)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- la popularité des fêtes. Ton opinion
- ton expérience d'une fête récente
- comment tu fêteras la fin de tes études
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

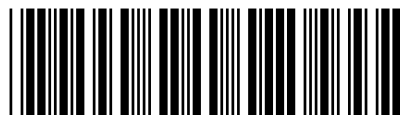
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP4

Topic: Cultural life



(Source: © 2015 Margaret Lawson)

1. Décris-moi la photo.

[Autre chose ?]

2. À mon avis, les fêtes sont populaires aujourd'hui ? Quel est ton avis ?

[Pourquoi (pas) ? / Autre chose ?]

3. Parle-moi de ton expérience d'une fête récente.

[Autre chose ?]

4. Comment fêteras-tu la fin de tes études ?

[Pourquoi ? / Autre chose ?]

5. Quelle activité culturelle préfères-tu, la lecture ou la musique ?

[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

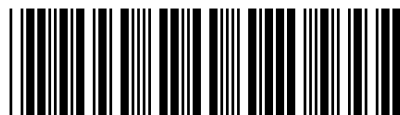
Instructions

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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: Ambitions



(Source: © wavebreakmedia / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les recherches pour ses études en ligne
- le métier que tu voulais faire quand tu étais plus jeune
- les études idéales que tu aimerais faire
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

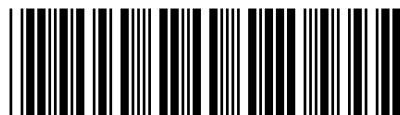
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP5

Topic: Ambitions



(Source: © wavebreakmedia / Shutterstock)

1. Décris-moi la photo.

[Autre chose ?]

2. Je pense que les recherches en ligne quand on étudie sont super. Et toi ?

[Pourquoi (pas) ? / Autre chose ?]

3. Quel métier voulais-tu faire quand tu étais plus jeune ?

[Autre chose ?]

4. Quelles seraient les études idéales pour toi ?

[Pourquoi ? / Autre chose ?]

5. Qu'est-ce que tu fais pour t'aider à étudier ?

[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

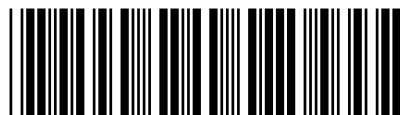
Instructions

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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP6

Topic: Town, region and country



(Source: © Chris Pancewicz / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- la ville ou la campagne - ta préférence
- un endroit que tu as visité récemment
- où tu aimerais habiter dans l'avenir
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

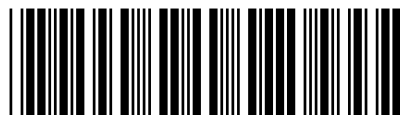
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP6

Topic: Town, region and country



(Source: © Chris Pancewicz / Alamy Stock Photo)

1. Décris-moi la photo.

[Autre chose ?]

2. Tu préfères la ville ou la campagne ?

[Pourquoi (pas) ? / Autre chose ?]

3. Parle-moi d'un endroit que tu as visité récemment.

[Autre chose ?]

4. Où aimerais-tu habiter dans l'avenir ?

[Pourquoi ? / Autre chose ?]

5. Tu préfères visiter une grande ville comme Paris ou une petite ville de province ?

[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

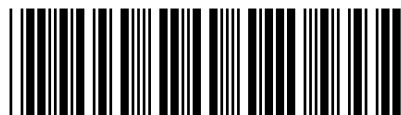
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- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP7

Topic: Holidays



(Source: © Prisma Bildagentur AG / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les grandes vacances
- tes dernières meilleures vacances
- les activités que tu feras quand tu iras en vacances avec tes amis
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

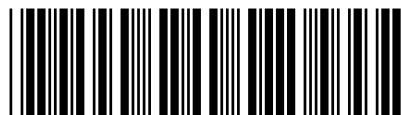
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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PEARSON

STIMULUS HP7

Topic: Holidays



(Source: © Prisma Bildagentur AG / Alamy Stock Photo)

1. Décris-moi la photo.
[Autre chose ?]
2. Moi, je trouve que les grandes vacances sont trop longues. Quelle est ton opinion ?
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi de tes dernières meilleures vacances.
[Autre chose ?]
4. Que feras-tu quand tu iras en vacances avec tes amis ?
[Pourquoi ? / Autre chose ?]
5. Tu préfères aller dans un pays étranger ou rester chez toi quand tu es en vacances ?
[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

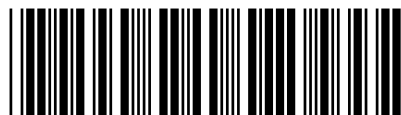
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS HP8

Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les gens qui ne font pas de recyclage
- comment tu as protégé l'environnement récemment
- le problème qui va devenir le plus grave pour la planète à l'avenir
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

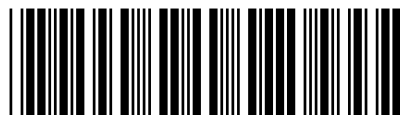
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- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP8

Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

1. Décris-moi la photo.
[Autre chose ?]
2. Je pense que les gens qui ne font pas de recyclage sont paresseux. Quel est ton avis ?
[Pourquoi (pas) ? / Autre chose ?]
3. Dis-moi comment tu as protégé l'environnement récemment.
[Autre chose ?]
4. Quel sera le problème qui va devenir le plus grave pour la planète à l'avenir ?
[Pourquoi ? / Autre chose ?]
5. Qu'est-ce tu aimes faire en plus pour protéger l'environnement ?
[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

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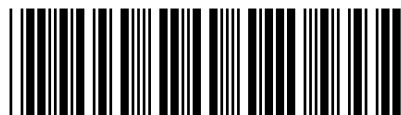
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP9

Topic: School activities



(Source: © Bob Daemrich / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les activités culturelles au collège
- le meilleur voyage scolaire que tu as fait
- une activité culturelle que tu feras l'année prochaine au lycée
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

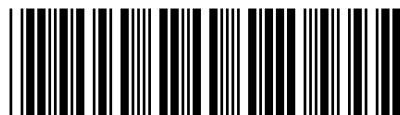
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- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP9

Topic: School activities



(Source: © Bob Daemrich / Alamy Stock Photo)

1. Décris-moi la photo.

[Autre chose ?]

2. Moi, j'aime bien les activités culturelles au collège. Et toi, tu aimes ?

[Pourquoi (pas) ? / Autre chose ?]

3. Parle-moi du meilleur voyage scolaire que tu as fait.

[Autre chose ?]

4. Quelle activité culturelle feras-tu l'année prochaine au lycée ?

[Pourquoi ? / Autre chose ?]

5. Tu aimes les échanges scolaires avec l'étranger ?

[Pourquoi (pas) ? / Autre chose ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
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Paper Reference

1FR0/2H

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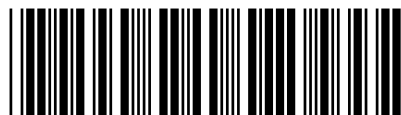
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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP10

Topic: Daily life



(Source: © Syda Productions / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les portables
- une occasion où la technologie a été très utile pour toi
- ce qu'on pourra faire avec l'aide de la technologie dans l'avenir
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

French

Paper 2: Speaking in French

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1FR0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
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- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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PEARSON

STIMULUS HP10

Topic: Daily life



(Source: © Syda Productions / Shutterstock)

1. Décris-moi la photo.
[Autre chose ?]
2. Selon moi, les portables sont-ils indispensables. Es-tu d'accord ?
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'une occasion où la technologie a été très utile pour toi.
[Autre chose ?]
4. Dans l'avenir, qu'est-ce qu'on pourra faire avec l'aide des nouvelles technologies, à ton avis ?
[Pourquoi ? / Autre chose ?]
5. A ton avis, quels sont les inconvénients de la technologie ?
[Pourquoi (pas) ? / Autre chose ?]

GCSE French Higher tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier - Part 1

Role play - Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

| Mark | Descriptor |
|------|--|
| 0 | No rewardable communication; highly ambiguous OR pronunciation prevents communication |
| 1 | Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication |
| 2 | Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication |

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 6 (HR6) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Higher card 6 (HR6)

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

Prompt 1: Réservation - chambre

Question 1: *Je peux vous aider ?*

| Mark | Descriptor | |
|------|---|--|
| 0 | Réservation. | Une chambre. |
| | No rewardable communication. No detail of reservation is given. | Highly ambiguous. Lack of verb and subject makes it unclear that candidate wants to book a room. |
| 1 | Je réservé chambre. | Réserve une chambre. |
| | Communication is ambiguous. Pronunciation of réservé makes it unclear if the booking has been done or needs to be done. | Communication is only partially clear because of the absence of a clear verb formation or subject. |
| 2 | Je voudrais réserve une chambre. | C'est possible réserver une chambre ? |
| | Clearly communicated despite error on second verb (réserve instead of réserver). | Clearly communicated despite anglicised structure. |

Prompt 2: *Vacances en France - raison*

Question 2: *Pourquoi venez-vous passer vos vacances en France?*

| Mark | Descriptor | |
|------|---|--|
| 0 | Mes vacances. | Vacancies ici bien. |
| | No rewardable communication. The candidate has not answered the question. | Anglicised pronunciation of key word ('vacancies' instead of 'vacances') prevents communication. |
| 1 | Raison parce que bon. | Aimer climat chaud. |
| | Partially clear. Lack of verb makes the response imprecise but the wording gives the statement some meaning in the context of the question. | Ambiguous ; the verb ('aimer') has not been changed to make it clear who is doing the action, ('j'aime') and lack of definite pronoun ('le climat') makes it unclear whether the candidate likes hot weather in general or comes to France because of the hot weather. |
| 2 | J'aime le France. | Parce que la France est belle. |
| | Clearly communicated despite minor gender error ('le' instead of 'la'). | Clearly communicated. |

Prompt 3: !**Question 3: *Qu'est-ce que vous avez fait depuis votre arrivée en France?***

| Mark | Descriptor | |
|------|---|---|
| 0 | La ville est grand. | Aller la ville. |
| | No rewardable communication. Question has not been answered. | Highly ambiguous. Absence of subject and clear past tense form of verb makes it unclear as to who has done the action and when. |
| 1 | Visité le region. | J'avez du shopping. |
| | Communication is only partially clear due to unclear use of past tense and lack of subject; anglicised pronunciation of 'region.' | Partially clear; incorrect use of verb ('j'avez' instead of 'j'ai fait'). Use of the word 'shopping' however gives the statement some meaning in the context of the question. |
| 2 | J'ai visité la château. | Je suis allé/e à ville. |
| | Clearly communicated despite minor gender error ('la') | Clearly communicated despite minor error ('à' rather than 'en') |

Prompt 4: ? *Petit déjeuner - heures*

| Mark | Descriptor | |
|------|---|---|
| 0 | Petit déjeuner ? | Le déjeuner à quelle heure ? |
| | No rewardable communication. Key detail missing (what time). | Highly ambiguous. Missed out the word, 'petit' therefore the candidate is asking about lunch rather than breakfast. |
| 1 | Petit déjeuner heure ? | Quel temps est le petit déjeuner ? |
| | Communication is only partially clear due to absence of verb and question word. | Communication is ambiguous due to use of vocabulary, i.e. 'temps' for 'time'. |
| 2 | A quelle heure est le petit déjeuner ? | Les heures du petit déjeuner, s'il vous plait. |
| | Clearly communicated. | Clearly communicated despite not having a question form or using interrogative intonation. |

Prompt 5: ? Restaurant - recommendation

| Mark | Descriptor | |
|-------------|---|--|
| 0 | Où est le restaurant ? | J'aime les bons restaurants. |
| | No rewardable communication. Not asking for a recommendation but is asking a different question. | Highly ambiguous. Candidate has not asked an appropriate question. |
| 1 | Je voudrais un restaurant. | Tu as bon restaurant ? |
| | Communication is ambiguous; doubt as to whether candidate wants a restaurant recommended or wants to know where the restaurant is in the hotel. | Communication is ambiguous ; doubt as to whether candidate is asking whether the restaurant in the hotel is good or whether they can recommend a hotel. Inappropriate register for the context ('tu as' instead of 'vous avez'). |
| 2 | Vous pouvez recommander un restaurant ? | Il y a un bon restaurant près d'ici ? |
| | Clearly communicated | Clearly communicated |

Assessment criteria for the Higher tier - Part 2

Picture-based task - Higher tier (24 marks)

There are two mark grids to be applied to this task, which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Higher tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–4 | <ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8 | <ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | <ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions effectively and gives justification which is mostly developed• Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16 | <ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions with ease and gives fully-developed justification• Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy - Higher tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6 | <ul style="list-style-type: none"> Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8 | <ul style="list-style-type: none"> Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions Responses are coherent, any errors do not hinder the clarity of the communication |

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier - Part 3

Conversation - Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Higher tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1-3 | <ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 4-6 | <ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7-9 | <ul style="list-style-type: none"> • Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech • Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions • Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes • Pronunciation and intonation are intelligible and predominantly accurate |
| 10-12 | <ul style="list-style-type: none"> • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes • Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Higher tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1-3 | <ul style="list-style-type: none">Occasionally able to respond spontaneously with some examples of natural interaction although often stiltedOccasionally able to initiate and develop responses independently but regular prompting neededOccasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 4-6 | <ul style="list-style-type: none">Responds spontaneously to some questions, interacting naturally for parts of the conversationSometimes able to initiate and develop the conversation independently, some prompting neededSometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation |
| 7-9 | <ul style="list-style-type: none">Responds to most questions spontaneously, resulting in mostly natural interactionMostly able to initiate and develop the conversation independentlyAble to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation |
| 10-12 | <ul style="list-style-type: none">Responds spontaneously and with ease to questions, resulting in natural interactionConsistently able to initiate and develop the conversation independentlyAble to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy - Higher tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1-3 | <ul style="list-style-type: none"> Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4-6 | <ul style="list-style-type: none"> Manipulates grammatical structures with occasional variation, complex structures used but repetitive Generally accurate grammatical structures, generally successful references to past, present and future events Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7-9 | <ul style="list-style-type: none"> Manipulates a variety of grammatical structures, some variety of complex structures Predominantly accurate grammatical structures, mostly successful references to past, present and future events Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10-12 | <ul style="list-style-type: none"> Manipulates a wide variety of grammatical structures, frequent use of complex structures Consistently accurate grammatical structures, consistently successful references to past, present and future events Fully coherent speech; any errors do not hinder the clarity of the communication |

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

French

Paper 3: Reading and understanding in French

Higher Tier

Sample assessment material for first teaching
September 2016

Time: 1 hour

Paper Reference

1FR0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in French.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

An international event

1 Read the blog post below.

En septembre il y a un festival international de musique, pour réunir de jeunes musiciens européens.

L'année dernière, le festival était dans le sud de la France, mais cette année il va partir pour le nord. Le festival a commencé en 2012 avec cinq groupes, mais maintenant les organisateurs en ont invité plus de vingt.

Il ne fait pas toujours beau dans cette région de la France, donc, pour les spectateurs, il y aura un choix : rester au camping, bien sûr, ou passer le temps plus confortablement dans un hôtel.

Answer the following questions **in English**.

(a) Where will the festival be held this year?

(1)

(b) How many groups will there be?

(1)

(c) What will the weather probably be like?

(1)

(Total for Question 1 = 3 marks)

Le Petit Nicolas by Jean-Jacques Sempé and René Goscinny

2 Read the extract from the text. Nicolas interrupts an argument.

Dans le salon, papa parle à maman. Il a des papiers sur la table devant lui et il est très fâché.

« C'est incroyable, » dit papa « nous dépensons beaucoup dans cette maison, et moi, je ne suis pas multimillionnaire ! Je pense que tout est très cher chez le boucher et chez l'épicier !

Maman n'est pas contente. Elle dit qu'un jour papa doit venir faire des courses avec elle parce qu'il ne sait pas combien coûtent les courses. Elle dit qu'ils ne doivent pas discuter d'argent devant l'enfant.

Je monte dans ma chambre et je suis très triste.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How does Nicolas' father feel when he reads the documents? (1)

(b) Name one shop that seems expensive. (1)

(c) Why should the father go shopping with the mother? (1)

(d) How is Nicolas feeling when he goes back to his room? (1)

(Total for Question 2 = 4 marks)

An internet chat forum

3 Read the comments.

Comment utilisez-vous les langues ?

Adaline: Quand j'étais petite, je parlais allemand avec ma mère et français avec mon père. Maintenant j'apprends l'espagnol et le russe au lycée. Parler une langue étrangère m'est important, et mon ambition, c'est de devenir interprète à Bruxelles.

Taalib: Quand j'étais plus jeune, je ne parlais que l'arabe, mais je comprenais le français. Actuellement c'est le français que j'utilise tous les jours. J'aurais voulu apprendre l'anglais au collège, mais je passe des heures sur Internet, donc ce n'est plus un problème.

Lucas: J'ai toujours trouvé les langues difficiles. Je préfère écrire et lire plutôt que de parler. Et je déteste quand on me parle rapidement en anglais ! Malheureusement, mes parents ne m'encourageaient pas à faire assez d'effort avec les langues.

Answer the questions **in English**. You do not need to write in full sentences.

(a) Who prefers reading a language rather than speaking it? (1)

(b) Who speaks four languages? (1)

(c) How does Taalib learn English? (1)

(d) What does Lucas say about his parents' attitude to his language learning? (1)

(e) What would Adaline like to do in the future? (1)

(Total for Question 3 = 5 marks)

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BLANK PAGE
QUESTION 4 BEGINS ON THE NEXT PAGE.

Né Maudit by Arthur Ténor

4 Read the text. In this story, Arthur is making an important visit.

J'ai respiré à fond et enfin j'ai pressé le bouton de la sonnette.
Soudain la panique m'a submergé : j'étais venu sans rien. Pas un bouquet de fleurs, pas une boîte de chocolats.
Je voyais une silhouette derrière le verre de la porte. Son visage apparaissait, celui d'une femme âgée. Son regard m'a surpris parce que c'était le mien exactement ! Ces yeux bleus, je les vois chaque matin dans ma glace.
« Entrez, je vous en prie. Asseyez-vous, » dit-elle. « Vous voulez un café ? »
« Volontiers. Je vous remercie d'avoir accepté qu'on se rencontre. Je sais depuis plus de vingt ans que vous habitez ici. »
Elle m'a adressé un sourire triste.
« Pourquoi avez-vous décidé de m'écrire ? » m'a-t-elle demandé.
« Parce que j'étais très malade le mois dernier, » ai-je répondu.
« Moi aussi j'ai eu envie de vous écrire quand je me suis retrouvée à l'hôpital l'an dernier. »

Put a cross ☒ in the correct box.

Example: As he arrives at the house, Arthur...

| | |
|-------------------------------------|------------------------------|
| <input type="checkbox"/> | A sounds the alarm |
| <input type="checkbox"/> | B enjoys the sunshine |
| <input type="checkbox"/> | C sings a song |
| <input checked="" type="checkbox"/> | D rings the doorbell |

(i) As he waits outside, Arthur feels...

| | |
|--------------------------|-------------------|
| <input type="checkbox"/> | A cheerful |
| <input type="checkbox"/> | B nervous |
| <input type="checkbox"/> | C annoyed |
| <input type="checkbox"/> | D excited |

(ii) As a gift, Arthur brings...

| | |
|--------------------------|---------------------|
| <input type="checkbox"/> | A flowers |
| <input type="checkbox"/> | B chocolates |
| <input type="checkbox"/> | C ice cream |
| <input type="checkbox"/> | D nothing |

(iii) What surprises Arthur about the woman?

| | |
|--------------------------|--------------------------------|
| <input type="checkbox"/> | A she looks like him |
| <input type="checkbox"/> | B she is old |
| <input type="checkbox"/> | C she offers him coffee |
| <input type="checkbox"/> | D she is friendly |

(iv) How long has Arthur known that the woman lived in this house?

| | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | A twenty years |
| <input type="checkbox"/> | B since last month |
| <input type="checkbox"/> | C more than twenty years |
| <input type="checkbox"/> | D for two months |

(v) Why did Arthur decide to contact the woman?

| | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | A because he was worried |
| <input type="checkbox"/> | B because he was in hospital |
| <input type="checkbox"/> | C because he was very ill |
| <input type="checkbox"/> | D because he was sad |

(Total for Question 4 = 5 marks)

A school in French-speaking Africa

5 Read what teenagers say about schools in Burkina Faso.

L'école au Burkina Faso

Ibrahim explique que dans un pays comme le Burkina Faso où la majorité de la population a moins de quinze ans, l'éducation est essentielle pour le développement du pays.

Au Burkina Faso, il existe plus de soixante langues mais, comme dans la plupart des pays de l'Afrique de l'Ouest, la langue d'enseignement est le français.

Aicha dit que les élèves, surtout en campagne, doivent faire beaucoup de kilomètres à pied pour venir à l'école. La journée scolaire commence à 7h et finit à 17h. Il y a une pause à midi qui dure trois heures à cause de la chaleur à cette heure-là qui rend le travail difficile.

Adama continue : seulement un garçon sur deux va à l'école primaire et moins d'une fille sur deux. Douze pour cent des élèves poursuivent leur scolarité dans le secondaire. Les enfants exclus de l'éducation à la campagne travaillent aux champs avec leur famille. En ville, ces petits exclus doivent trouver un emploi.

Miriam ajoute qu'à l'école, les élèves étudient la lecture en français, le calcul et les sciences. On apprend aux enfants à planter des arbres et à élever des poulets.

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Who says what about schools in Burkina Faso?

Enter either **Ibrahim**, **Aicha**, **Adama** or **Miriam** in the gaps below.

Example: **Ibrahim** says that the majority of the population is below 15 years old.

(a) says that fewer girls than boys attend primary school in Burkina Faso. (1)

(b) says that French is spoken in schools in Burkina Faso. (1)

(c) says that children in Burkina Faso are taught how to look after chickens. (1)

(d) says that many children in the countryside have a very long walk to the nearest school. (1)

Answer the following questions **in English**.

(e) Why is there a three-hour break at lunchtime in schools in Burkina Faso? (1)

(f) How do children who live in towns and do not go to school survive? (1)

(Total for Question 5 = 6 marks)

An internet article

6 Read the article.

L'origine de la fête des mères

La fête des mères est une tradition très ancienne ! Les premiers à avoir une journée consacrée aux mamans sont les Grecs et les Romains, qui organisaient chaque année au printemps une cérémonie en l'honneur de Rhéa et Cybèle, les mères des Dieux.

La version moderne de la fête des mères nous vient directement des États-Unis. Au mois de mai 1907, au moment du décès de sa maman, une Américaine a demandé aux autorités d'introduire une journée en l'honneur de toutes les mamans. Par conséquent, les petits Américains honorent leur maman le deuxième dimanche de mai depuis plus de 100 ans.

En France, célébrer les mamans est une idée de Napoléon. C'est le premier qui a évoqué l'idée d'une fête des mères officielle au printemps en 1806. Au départ, le but était d'honorer les mères de familles nombreuses. Il faut cependant attendre le 20 avril 1926 pour que la première « journée des mères » nationale ait lieu.

Les mères de familles nombreuses recevaient une médaille. Cette fête n'a jamais eu beaucoup de succès. Ce n'est qu'en 1941 que le Maréchal Pétain donne une seconde vie à la fête des mères dans le but de repeupler la France.

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(i) What does this article tell us?

Put a cross next to each one of the **three** correct boxes.

(3)

| | | |
|-----------------|---|-------------------------------------|
| Example: | The Romans and Greeks had a ceremony devoted to mothers. | <input checked="" type="checkbox"/> |
| A | The Roman and Greek ceremony was celebrated in summer. | <input type="checkbox"/> |
| B | Rh ea and Cyb ele are mother and daughter. | <input type="checkbox"/> |
| C | The modern version of Mother’s Day began in America. | <input type="checkbox"/> |
| D | In 1907 an American asked the government if there could be a day to honour mothers. | <input type="checkbox"/> |
| E | An American woman wanted to honour her mother who had reached the age of 100 years. | <input type="checkbox"/> |
| F | Napoleon was the first Frenchman to think about celebrating Mother’s Day. | <input type="checkbox"/> |
| G | Mother’s Day was not celebrated in 1941 in France because of the Second World War. | <input type="checkbox"/> |

Answer the following questions **in English**.

(ii) In 1926, how successful was the idea of presenting mothers of many children with medals?

(1)

(iii) What effect was the presentation of medals to mothers expected to have?

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Mon emploi d'été – par Christine Leblanc

7 Lis cet article.

Le mois dernier j'ai travaillé pendant trois semaines dans un grand magasin, Carrefour. C'était une expérience assez positive mais j'ai voulu travailler dans un restaurant.

Mes collègues étaient tous sympa, sauf la patronne qui était toujours de mauvaise humeur.

Je travaillais à la caisse au rayon des vêtements, ce qui était ennuyeux. Quelquefois je servais les clients dans le café, et c'était plus intéressant car dans le futur, je voudrais avoir mon propre restaurant. Je voudrais faire un apprentissage comme chef de cuisine mais on doit travailler le soir, ce que je n'aime pas faire.

Mets une croix ☒ dans la case correcte.

Exemple : Le travail a duré...

| | |
|-------------------------------------|-------------------------|
| <input type="checkbox"/> | A une semaine |
| <input type="checkbox"/> | B quinze jours |
| <input type="checkbox"/> | C un mois |
| <input checked="" type="checkbox"/> | D trois semaines |

(i) Christine a...

| | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | A adoré le job |
| <input type="checkbox"/> | B trouvé le job plutôt bien |
| <input type="checkbox"/> | C détesté le job |
| <input type="checkbox"/> | D trouvé le job très fatigant |

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(ii) Elle voulait travailler dans...

| | |
|--------------------------|------------------------|
| <input type="checkbox"/> | A un bureau |
| <input type="checkbox"/> | B un magasin |
| <input type="checkbox"/> | C un restaurant |
| <input type="checkbox"/> | D une banque |

(iii) Presque tous les collègues étaient...

| | |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | A ennuyeux |
| <input type="checkbox"/> | B gentils |
| <input type="checkbox"/> | C de mauvaise humeur |
| <input type="checkbox"/> | D intéressants |

(iv) Elle a trouvé le travail à la caisse...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A moins intéressant que le travail dans le café |
| <input type="checkbox"/> | B moins ennuyeux que le travail dans le café |
| <input type="checkbox"/> | C plus intéressant que le travail dans le café |
| <input type="checkbox"/> | D plus difficile que le travail dans le café |

(v) Dans l'avenir, elle ne voudrait pas...

| | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | A être chef de cuisine |
| <input type="checkbox"/> | B travailler le soir |
| <input type="checkbox"/> | C faire un apprentissage |
| <input type="checkbox"/> | D avoir son propre restaurant |

(Total for Question 7 = 5 marks)

Le tourisme

8 Lis ces descriptions sur un site de tourisme.

www.letourisme.fr

| | |
|-------------|--|
| Lille | Visitez Euralille, le quartier commercial inauguré en 1994. Descendez vers la Grande Place et passez une heure dans le Vieux Lille avec son architecture magnifique. |
| Lyon | À Lyon, il y a beaucoup de bons restaurants. La nuit, vous trouverez des quartiers animés ! Il y en a pour tous les goûts. |
| La Rochelle | Découvrez les grandes heures de l'histoire à La Rochelle aux musées. Allez seul ou accompagné d'un guide. Et pour les sportifs, La Rochelle est la destination qu'il vous faut ! |
| Poitiers | À Poitiers, visitez Blossac avec son parc zoologique. Les passionnés de botanique iront au Jardin des Plantes. Et, à côté de Poitiers, n'oubliez pas Futuroscope. |

Quelle est la ville correcte ? Choisis entre: **Lille, Lyon, La Rochelle** et **Poitiers**. Chacun des mots peut être utilisé plusieurs fois.

Exemple: Le jardin des plantes se trouve à **Poitiers**

(a) On peut bien manger à (1)

(b) Si vous aimez faire du sport, est pour vous. (1)

(c) Pour faire des achats dans un centre moderne, allez à
..... (1)

(d) Les touristes qui aiment les vieux bâtiments peuvent aller à
..... (1)

(e) Si vous aimez les animaux, il faut visiter (1)

(Total for Question 8 = 5 marks)

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QUESTION 9 BEGINS ON THE NEXT PAGE.

Médecins sans frontières

9 Lis cette page Web.

Médecins sans frontières : La vaccination contre la rougeole* en République démocratique du Congo.

Une campagne de vaccination contre la rougeole s'est déroulée sur environ trois semaines, du 27 juin au 16 juillet. Elle a été menée par Médecins sans frontières dans quatre régions situées dans les collines entourant la ville de Minova. Il est souvent très compliqué de se déplacer puisque certaines zones ne sont accessibles qu'à pied ou en moto. Par ailleurs, plusieurs groupes armés sont actifs dans la région et des combats entre ces groupes compliquent l'accès à ces sites isolés.

L'objectif initial était de vacciner 25 000 personnes dans la région mais presque 38 000 enfants en ont finalement bénéficié. Deux tiers des personnes vaccinées étaient des enfants âgés de moins de 5 ans. Plus de la moitié des enfants les plus jeunes (près de 15 000) ont été soumis à un examen basique de malnutrition, qui mesure la circonférence du bras : un peu moins de 500 d'entre eux ont présenté un degré de malnutrition.

Récemment, une épidémie de rougeole a touché plus de 700 enfants dans cette région. Si elle n'est pas soignée, la rougeole peut être fatale chez l'enfant mais cette maladie est très facile à prévenir par la vaccination.

***la rougeole = measles**

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

(a) Quelles difficultés les médecins rencontrent-ils dans la région ? (2)

.....

.....

(b) Quelle proportion des personnes vaccinées avaient moins de cinq ans ? (1)

.....

.....

(c) Quelle est la technique utilisée pour montrer si un enfant est mal nourri ? (1)

.....

.....

(d) Quelle est une conséquence si la rougeole n'est pas traitée ? (1)

.....

.....

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

GCSE French Higher tier

Paper 3 Mark scheme

SECTION A

| Question number | Answer | Mark |
|-----------------|-------------------|------|
| 1(a) | North (of France) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|------------------|--------|------|
| 1(b) | more than twenty | twenty | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 1(c) | bad [accept: not great, mixed, not always fine, not sunny, rainy] | (1) |

| Question number | Answer | Mark |
|-----------------|----------------------|------|
| 2(a) | (very) angry / cross | (1) |

| Question number | Answer | Mark |
|-----------------|-----------------------|------|
| 2(b) | butcher's OR grocer's | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 2(c) | because he doesn't know how much things cost / to find out how much things cost [accept: to make mother happy] | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(d) | sad | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(a) | Lucas | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 3(b) | Adaline | (1) |

| Question number | Answer | Mark |
|-----------------|---------------------------|------|
| 3(c) | on the internet OR online | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3(d) | they don't encourage him (to put any effort in) | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|-------------------------------------|------------------|------|
| 3(e) | become an interpreter (in Brussels) | work in Brussels | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(ii) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(iii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(iv) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(v) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(a) | Adama | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 5(b) | Ibrahim | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(c) | Miriam | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(d) | Aicha | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---------------------|-------------------|------|
| 5(e) | because of the heat | work is difficult | (1) |

| Question number | Answer | Mark |
|-----------------|---------------------------|------|
| 5(f) | they (have to) find a job | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 6(i) | C, D, F | (3) |

| Question number | Answer | Mark |
|-----------------|------------------|------|
| 6(ii) | never successful | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(iii) | encourage the repopulation of France OR encourage women to have more children | (1) |

SECTION B

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(ii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(iii) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(iv) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(v) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(a) | Lyon | (1) |

| Question number | Answer | Mark |
|-----------------|-------------|------|
| 8(b) | La Rochelle | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(c) | Lille | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(d) | Lille | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 8(e) | Poitiers | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 9(a) | certaines zones ne sont pas accessibles (qu'à pied ou en moto) plusieurs groupes armés sont actifs dans la région | (2) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 9(b) | deux tiers | (1) |

| Question number | Answer | Mark |
|-----------------|--------------------------------------|------|
| 9(c) | (on) mesure la circonférence du bras | (1) |

| Question number | Answer | Mark |
|-----------------|------------------------------|------|
| 9(d) | la rougeole peut être fatale | (1) |

SECTION C

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 10 | The French government bans mobile phones at school. However, many continue to use their phones in lessons and the rule is difficult to apply. Many pupils do not have paper diaries and note down their homework on their smartphone. There will be less cheating if mobile phones are banned during the exams. | (7) |

| Mark | Descriptor |
|------|--|
| 0 | No rewardable communication. |
| 1–3 | The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses. |
| 4–6 | The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax. |
| 7 | The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation. |

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2
GCSE (9–1)

Centre Number

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Candidate Number

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French

Paper 4: Writing in French

Higher Tier

Sample assessment material for first teaching
September 2016
Time: 1 hour 20 minutes

Paper Reference
1FR0/4H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Choose either Question 1(a) or Question 1(b)

Le Nouvel An

1 (a) Alex, ton ami(e) français(e), t'a envoyé un email. Il te demande ce que tu as fait pour célébrer le Nouvel An.

Écris une réponse à Alex. Tu **dois** faire référence aux points suivants :

- comment tu as célébré le Nouvel An hier soir
- comment ta famille passe le premier jour de l'année
- pourquoi les gens doivent célébrer le Nouvel An ou non
- tes projets pour les douze prochains mois.

Écris 80–90 mots environ **en français**.

(20)

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Les ambitions

(b) Un site Internet français pour les jeunes cherche ton opinion sur les ambitions.

Écris à ce site Internet.

Tu **dois** faire référence aux points suivants :

- la sorte de personne que tu es
- le travail que tu as déjà fait
- pourquoi avoir de l'ambition est important ou non
- tes projets pour l'avenir.

Écris 80–90 mots environ **en français**.

(20)

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(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b)

Aidez-moi à aller à Québec !

- 2 (a) Vous voulez participer à un événement sportif au Québec, mais il y a très peu de places disponibles.

Écrivez une lettre pour convaincre les organisateurs de vous offrir une place.

Vous **devez** faire référence aux points suivants :

- pourquoi vous voulez participer
- les activités sportives que vous avez déjà faites
- comment cet événement sportif va vous aider à l'avenir
- pourquoi le sport est important pour les jeunes.

Justifiez vos idées et vos opinions.

Écrivez 130–150 mots environ **en français**.

(28)

Monsieur/Madame,

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(Total for Question 2 = 28 marks)

Mon copain

3 Traduis le passage suivant **en français** :

Olivier lives near his school in Paris and he arrives there early. He doesn't like school; he's good at maths but has found science difficult. However, for him, education is important, as he wants to go to university and get a good job when he's older. He thinks that by working hard, he will succeed.

Dotted lines for writing the translation.

(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

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GCSE French Higher Tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style |
| 4–6 | <ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies |

| Mark | Descriptor |
|-------|---|
| 7–9 | <ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12 | <ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency |

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6 | <ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8 | <ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see **Additional guidance** below).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–4 | <ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency |
| 5–8 | <ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies |
| 9–12 | <ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style |

| Mark | Descriptor |
|-------|---|
| 13–16 | <ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout |

Additional guidance

Creative use of language – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6 | <ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9 | <ul style="list-style-type: none"> • Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12 | <ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6 | <ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9 | <ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12 | <ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity |

| Question number | Example response |
|-----------------|---|
| 3 | Olivier habite près de son collègue à Paris et il y arrive de bonne heure. Il n'aime pas le collège; il est fort en maths, mais il a trouvé les sciences difficiles. Cependant, pour lui, l'éducation est importante, parce qu'il veut aller à l'université et trouver un bon emploi quand il sera plus âgé. Il pense qu'en travaillant dur, il réussira. |

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that ***hinder clarity***:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that ***prevent meaning being conveyed***:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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