



**GCSE**

**3800U10-1T**



S19-3800U10-1T

**FRENCH**

**Unit 1: Speaking**

**FOUNDATION TIER**

**SETS 1-9**

**2019**

**TEACHER'S COPY**

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**INSTRUCTIONS FOR TEACHER EXAMINERS** (to be read in conjunction with *Guidance for teacher examiners conducting GCSE WJEC Unit 1 Speaking Modern Foreign Languages non-exam assessments (NEA)* available on the website)

## 1. Task setting

Tasks will be set by WJEC. The assessment will be carried out by teachers at the centre, audio recorded and marked by external examiners. The four-page task booklets (Sets 1-9) will be sent to the Examinations Officer at the centre in a secure pack. There will be instructions not to open the package until the specified date. Each candidate will be allocated one set of booklets. The list allocating a set to each candidate will be provided by WJEC following submission of entries. The teacher must ensure that each candidate is assessed with the correct set. Teacher examiner prompts for the role play, the seen and additional questions for the photo card discussion, and the bullet points for each part of the conversation are provided in this composite booklet. The teacher examiner may open the packs up to three working days in advance of the first assessment date **at the centre**.

The speaking assessments will take place during the specified five-week period from **8<sup>th</sup> April to 10<sup>th</sup> May 2019**.

Centres must keep a record of the schedule (including dates) for conducting assessments. There will be an authenticity form for the centre and candidates to sign and declare that assessments have been conducted according to the requirements. This must be uploaded with the audio recordings. Audio files should be uploaded to the SecureAssess site within 48 hours or two working days of the speaking assessments taking place. Further information about the upload process will be made available to centres in due course.

## 2. Task taking

Each candidate will have a preparation time of twelve minutes prior to the commencement of the assessment. This preparation time **must** be supervised by an exam invigilator organised by the centre and who is not a subject specialist.

**Candidates are not permitted to use dictionaries in any part of the assessment.**

During the preparation time, the candidate may, if they wish, make notes on a single side of A4 paper and may refer to the notes during the assessment. There will be no restriction on the number of words or the material that the notes contain, but the candidate should not write out complete and continuous sentences, nor write on the task booklet. The teacher examiner must check the notes prior to the commencement of the assessment and remove the notes from the candidate if they contain complete and continuous sentences. Otherwise, the notes must be handed to the teacher examiner at the end of the test, along with the task booklet.

After the preparation period of twelve minutes, the teacher examiner must ensure that the candidate spends the following times on each task:

Task	Approximate timings	
	Foundation tier	Higher tier
Role play	2 minutes	2 minutes
Photo card discussion	2 minutes	3 minutes
Conversation (Part 1 and Part 2)	3-5 minutes total	5-7 minutes total
All tasks	7-9 minutes in total	10-12 minutes in total

The timing for the role play is approximately two minutes but this will depend on each candidate's engagement with the task. The timing for the photo card should be adhered to so that the candidate is able to access the full range of marks. The timings above for the conversation include the two parts of the conversation task. Teacher examiners must ensure that **each part** of the conversation is given equal timings of **between 1½ and 2½ minutes** for Foundation Tier, and **between 2½ and 3½ minutes** for Higher Tier. The overall timings **must** be adhered to and any speaking evidence that exceeds these timings will **not** be marked.

### 3. Conducting the assessment

Candidates will be allowed one attempt at the assessment. Once the recording begins it **cannot** be paused or stopped until the end of the assessment. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible), or an incident occurs beyond the teacher examiner's control which prevents the completion of the assessment. In any such circumstance, the teacher examiner uses the task booklet next in sequence after the original set. The Examinations Officer must inform WJEC immediately of the circumstances and of which set was used in place of the original set allocated.

Detailed instructions regarding the process for submitting the materials will be communicated to centres through Examination Officers.

When introducing each candidate, the following convention must be used:

Specification/centre number/candidate number/candidate name/set number/tier/date

#### Role play

The role plays contain five interactions and candidates will be instructed who starts the dialogue on their task card. The teacher examiner is not required to read out the setting to the candidate and must not rephrase the prompts.

#### Photo card discussion

The candidate will have two questions that they will see during the preparation period on their task card and will also be asked two unseen questions. The teacher will lead the discussion by asking the two seen questions followed by the two unseen questions. The teacher may rephrase the questions, provided that the same meaning is maintained, and may also repeat or rephrase questions that the candidate does not understand.

#### Conversation

##### Part 1

Part 1 of the conversation will cover content from the remaining broad theme not covered by the role play and photo card discussion. The candidate must choose **one** of the nominated bullet points for their discussion. The teacher examiner will ask the candidate in the assessed language which bullet point they have chosen. The candidate will then be expected to initiate the conversation. If the candidate is unable to do so then the teacher examiner may prompt the candidate with a question. This will be reflected in the awarding of marks for communication and interaction.

## Part 2

The candidate will have a choice of two bullet points taken from a broad theme not covered in Part 1 of the conversation. The teacher examiner will ask the candidate in the assessed language which bullet point they have chosen and will start the conversation. The teacher examiner must ensure that **each part** of the conversation is given equal timings of **between 1½ and 2½ minutes** for Foundation Tier and **between 2½ and 3½ minutes** for Higher Tier.

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher. Suggested questions for the conversation are provided on page 5 of this booklet by theme. They are examples only and are not prescriptive or exhaustive. It is important the teacher responds to what they are hearing and does not simply ask a list of prescribed questions.

## SUGGESTED QUESTIONS FOR CONVERSATION – FRENCH

### Theme 1: Identity and culture

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

### Theme 2: Wales and the World – areas of interest

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

### Theme 3: Current and future study and employment

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

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## FOUNDATION TIER SET 1

## ROLE PLAY

## WALES AND THE WORLD

[15]

**Holidays and tourism**

Setting: You are in a tourist office in Switzerland and want to book a hotel. Your teacher will play the part of the tourist officer.

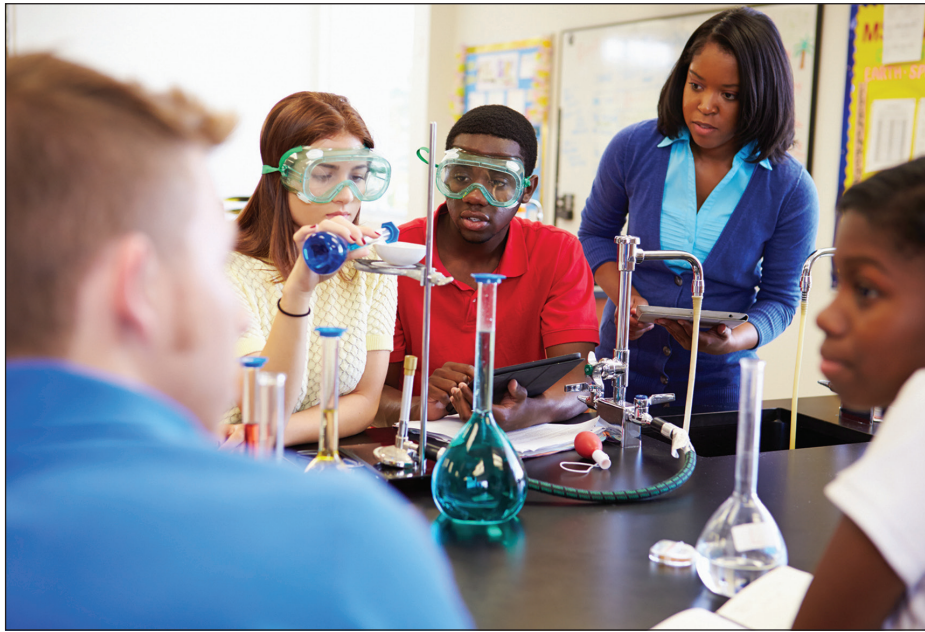
**Teacher examiner responses are given in bold.**

- **Bonjour, je peux vous aider ?**
- Say that you want to book a room in a hotel.
- **C'est pour combien de nuits ?**
- Answer the question.
- **Et c'est pour quelle date ?**
- Say which date you want to book for.
- **D'accord.**
- Ask how much it costs.
- **Ça fait cinquante euros par nuit.**
- Say where you stayed yesterday.

**FOUNDATION TIER SET 1**  
**PHOTO CARD DISCUSSION**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**Current Study**



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

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



## FOUNDATION TIER SET 1

### CONVERSATION

#### Guidance for Conversations

[30]

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

A candidate should be looking to:

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

#### General Notes

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

#### PART 1

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

#### Theme: IDENTITY AND CULTURE

- Health and fitness

or

- Festivals and celebrations

#### PART 2

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

#### Theme: WALES AND THE WORLD

- Travel and transport

or

- Environment

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## FOUNDATION TIER SET 2

## ROLE PLAY

## WALES AND THE WORLD

[15]

## Local areas of interest

Setting: You are Skyping your French friend and you talk about the area where you live. Your teacher will play the part of the French friend.

Teacher examiner responses are given in bold.

- **Salut ! Tu habites où exactement ?**
- Say where you live.
- **J'aimerais visiter ta région.**
- Say one activity that you can do in your area.
- **Super ! Ta région a beaucoup changé ?**
- Say what your region was like in the past.
- **Quelle est ton opinion de ta région ?**
- Answer the question.
- **Ah d'accord.**
- Ask your French friend if he/she lives in a town or a village.

FOUNDATION TIER SET 2  
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Enterprise, Employability and Future Plans



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

(1) Start the discussion by asking the first question.

- **Décris cette photo.**

(2) When the candidate has completed his/her response continue with the following questions.

- **Est-ce que tu préfères étudier seul(e) ou avec d'autres personnes ? Pourquoi ?**

(3) Unseen questions.

- **Est-ce que tu veux aller à l'université ? Pourquoi (pas) ?**
- **Quelles matières as-tu choisies ? Pourquoi ? (Donne des détails)**

## FOUNDATION TIER SET 2

### CONVERSATION

#### Guidance for Conversations

[30]

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

A candidate should be looking to:

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

#### General Notes

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

#### PART 1

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

#### Theme: IDENTITY AND CULTURE

- Food and drink

or

- Self and relationships

#### PART 2

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

#### Theme: WALES AND THE WORLD

- Holidays and tourism

or

- Social issues

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## FOUNDATION TIER SET 3

## ROLE PLAY

## WALES AND THE WORLD

[15]

**Environment**

Setting: You are staying with your French friend and you are talking about recycling. Your teacher will play the part of the French friend.

**Teacher examiner responses are given in bold.**

- **Tu peux m'aider avec le recyclage ?**
- Say that you want to help with the recycling.
- **Merci. On met le papier dans la boîte jaune.**
- Ask where the bins are.
- **Dehors, près du garage. Qui fait le recyclage chez toi ?**
- Answer the question.
- **Qu'est-ce que tu penses du recyclage ?**
- Give an opinion about recycling.
- **D'accord !**
- Say what you recycled last week.

**FOUNDATION TIER SET 3**  
**PHOTO CARD DISCUSSION**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

**Enterprise, Employability and Future Plans**



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

- (1) Start the discussion by asking the first question.
  - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
  - **Quelle sorte d'emploi préfères-tu ? Pourquoi ?**
- (3) Unseen questions.
  - **Est-ce que tu veux faire un apprentissage ? Pourquoi (pas) ?**
  - **Qu'est-ce que tu as déjà fait comme petit job ? (Donne des détails)**



## FOUNDATION TIER SET 3

### CONVERSATION

#### Guidance for Conversations

[30]

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

A candidate should be looking to:

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

#### General Notes

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

#### PART 1

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

#### Theme: IDENTITY AND CULTURE

- Technology and social media

or

- Entertainment and leisure

#### PART 2

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

#### Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries.

or

- Travel and transport

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## FOUNDATION TIER SET 4

## ROLE PLAY

## IDENTITY AND CULTURE

[15]

## Entertainment and leisure

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

Teacher examiner responses are given in bold.

- **Quelle sorte de musique préfères-tu ?**
- Say what type of music you prefer.
- **Es-tu allé(e) à un concert récemment ?**
- Say when you went to a concert.
- **Normalement, avec qui vas-tu aux concerts ?**
- Answer the question.
- **Que penses-tu de la musique rap ?**
- Give an opinion about rap music.
- **Je suis d'accord !**
- Ask your Canadian friend which group he/she likes.
- **J'adore tous les groupes rock.**

**FOUNDATION TIER SET 4**  
**PHOTO CARD DISCUSSION**

**WALES AND THE WORLD**

[15]

**The Wider World**



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

- (1) Start the discussion by asking the first question.
  - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
  - **Est-ce que tu aimes faire du camping en vacances ? Pourquoi (pas) ?**
- (3) Unseen questions.
  - **Qu'est-ce que tu fais comme activités en vacances ? (Donne des détails)**
  - **Où es-tu allé(e) en vacances l'année dernière ? (Donne des détails)**

## FOUNDATION TIER SET 4

### CONVERSATION

#### Guidance for Conversations

[30]

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

A candidate should be looking to:

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

#### General Notes

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

#### PART 1

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

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School/college life

**or**

- Employment

#### PART 2

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

**Theme: IDENTITY AND CULTURE**

- Technology and social media

**or**

- Festivals and celebrations

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## FOUNDATION TIER SET 5

## ROLE PLAY

## IDENTITY AND CULTURE

[15]

**Food and drink**

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

**Teacher examiner responses are given in bold.**

- **Qu'est-ce que tu aimes manger ?**
- Say what you like to eat.
- **Qu'est-ce que tu penses de la cuisine française ?**
- Give an opinion about French food.
- **Je suis d'accord.**
- Say that you ate in a restaurant yesterday.
- **Avec qui vas-tu au restaurant normalement ?**
- Answer the question.
- **Moi, je vais avec mes amis.**
- Ask your French friend what his/her favourite drink is.
- **Je préfère la limonade.**

**FOUNDATION TIER SET 5**  
**PHOTO CARD DISCUSSION**

**WALES AND THE WORLD**

[15]

**Home and Locality**



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

- (1) Start the discussion by asking the first question.
  - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
  - **Aimes-tu visiter la campagne ? Pourquoi (pas) ?**
- (3) Unseen questions.
  - **Quelle région du pays de Galles préfères-tu ? Pourquoi ? (Donne des détails)**
  - **Qu'est-ce que tu as visité le weekend dernier ? (Donne des détails)**



## FOUNDATION TIER SET 5

### CONVERSATION

#### Guidance for Conversations

[30]

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

A candidate should be looking to:

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

#### General Notes

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

#### PART 1

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

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School/college studies

**or**

- Skills and personal qualities

#### PART 2

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

**Theme: IDENTITY AND CULTURE**

- Self and relationships

**or**

- Health and fitness

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## FOUNDATION TIER SET 6

## ROLE PLAY

## IDENTITY AND CULTURE

[15]

**Self and relationships**

Setting: You are discussing fashion with your friend from Martinique. Your teacher will play the part of the friend from Martinique.

**Teacher examiner responses are given in bold.**

- **Est-ce que tu t'intéresses à la mode ?**
- Give an opinion about fashion.
- **Quelle sorte de vêtements portes-tu le weekend ?**
- Say what type of clothes you wear on the weekend.
- **Tu achètes souvent des vêtements ?**
- Say what item of clothing you bought yesterday.
- **Ah super ! Avec qui vas-tu au magasin ?**
- Answer the question.
- **Ah bon !**
- Ask your friend if he/she likes shopping.
- **Oui, j'aime bien.**

**FOUNDATION TIER SET 6**  
**PHOTO CARD DISCUSSION**

**WALES AND THE WORLD**

[15]

**Global Sustainability**



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

- (1) Start the discussion by asking the first question.
  - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
  - **À ton avis, qui doit aider les pauvres ? Pourquoi ?**
- (3) Unseen questions.
  - **Quels sont les problèmes sociaux dans le monde ? (Donne des détails)**
  - **Qu'est-ce que tu as déjà fait pour aider les pauvres ? (Donne des détails)**

**FOUNDATION TIER SET 6****CONVERSATION****Guidance for Conversations**

[30]

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

A candidate should be looking to:

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

**General Notes**

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

**PART 1**

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

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Career plans

**or**

- School/college life

**PART 2**

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

**Theme: IDENTITY AND CULTURE**

- Food and drink

**or**

- Entertainment and leisure

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## FOUNDATION TIER SET 7

## ROLE PLAY

## CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

**Skills and personal qualities**

Setting: You are Skyping a French student about applying for a part-time job. Your teacher will play the part of the French student.

**Teacher examiner responses are given in bold.**

- **Quel petit job est-ce que tu veux faire ?**
- Say what part-time job you want to do.
- **Quelle qualité personnelle as-tu pour ce petit job ?**
- Answer the question.
- **Ah bon !**
- Ask him/her if he/she has a part-time job.
- **Oui, je travaille dans une boulangerie. Quelles sont tes compétences ?**
- Say what skills you have. Say one detail.
- **Quelle langue as-tu déjà apprise ?**
- Say which language you have studied.

**FOUNDATION TIER SET 7**  
**PHOTO CARD DISCUSSION**

**IDENTITY AND CULTURE**

[15]

**Youth Culture**



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

(1) Start the discussion by asking the first question.

- **Décris cette photo.**

(2) When the candidate has completed his/her response continue with the following questions.

- **Qui préfères-tu dans ta famille ? Pourquoi ? (Donne des détails)**

(3) Unseen questions.

- **Est-ce que tu aimes rester chez toi le weekend ? Pourquoi (pas) ? (Donne des détails)**
- **Qu'est-ce que tu as fait avec ta famille le weekend dernier ? (Donne des détails)**



## FOUNDATION TIER SET 7

### CONVERSATION

#### Guidance for Conversations

[30]

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

A candidate should be looking to:

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

#### General Notes

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

#### PART 1

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

#### Theme: WALES AND THE WORLD

- Holidays and tourism

or

- Travel and transport

#### PART 2

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

#### Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college studies

or

- Career plans

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## FOUNDATION TIER SET 8

## ROLE PLAY

## CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

**School/college life**

Setting: You are talking to your Corsican friend about your school day. Your teacher will play the part of the Corsican friend.

**Teacher examiner responses are given in bold.**

- **Quand arrives-tu au collège ?**
- Say what time you arrive in school.
- **Comment vas-tu au collège ?**
- Answer the question.
- **Qu'est-ce que tu as mangé hier à midi ?**
- Say what you ate yesterday for lunch.
- **Quelle est ton opinion de la cantine ?**
- Give an opinion about the school canteen.
- **Ah bon !**
- Ask your friend what time his/her school finishes.
- **Je quitte le collège à dix-sept heures.**

**FOUNDATION TIER SET 8**  
**PHOTO CARD DISCUSSION**

**IDENTITY AND CULTURE**

[15]

**Customs and Traditions**



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

(1) Start the discussion by asking the first question.

- **Décris cette photo.**

(2) When the candidate has completed his/her response continue with the following questions.

- **Quelles spécialités françaises aimes-tu manger ? Pourquoi ?**

(3) Unseen questions.

- **Est-ce que tu aimes manger au restaurant ? Pourquoi (pas) ?**
- **Qu'est-ce que tu as mangé pour fêter ton dernier anniversaire ? (Donne des détails)**

**FOUNDATION TIER SET 8****CONVERSATION****Guidance for Conversations**

[30]

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

A candidate should be looking to:

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

**General Notes**

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

**PART 1**

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

**Theme: WALES AND THE WORLD**

- Local areas of interest

**or**

- Social issues

**PART 2**

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

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Employment

**or**

- School/college studies

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## FOUNDATION TIER SET 9

## ROLE PLAY

## CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

**Employment**

Setting: You are discussing part-time jobs with your French friend. Your teacher will play the part of the French friend.

**Teacher examiner responses are given in bold.**

- **Je suis très heureux/heureuse parce que je viens d'avoir un petit job.**
- Give one opinion about having a part-time job.
- **Je suis d'accord.**
- Ask where he/she works.
- **Je travaille en ville. As-tu un petit job ?**
- Say what part-time work you do.
- **Ah bon ! Quand as-tu commencé ce travail ?**
- Say when you started the job.
- **Tu travailles beaucoup chaque semaine ?**
- Answer the question.

**FOUNDATION TIER SET 9**  
**PHOTO CARD DISCUSSION**

**IDENTITY AND CULTURE**

[15]

**Lifestyle**



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

- (1) Start the discussion by asking the first question.
  - **Décris cette photo.**
- (2) When the candidate has completed his/her response continue with the following questions.
  - **Quel sport fais-tu ? (Donne des détails)**
- (3) Unseen questions.
  - **Qu'est ce que tu manges pour être en forme ? (Donne des détails)**
  - **Qu'est-ce que tu as fait le weekend dernier pour être en bonne santé ? (Donne des détails)**



## FOUNDATION TIER SET 9

### CONVERSATION

#### Guidance for Conversations

[30]

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

A candidate should be looking to:

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

#### General Notes

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

#### PART 1

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

#### Theme: WALES AND THE WORLD

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

#### PART 2

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

#### Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life
- or**
- Post-16 study

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