



GCSE

3800UA0-1T

FRENCH

Unit 1: Speaking

HIGHER 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 **8th April to 10th 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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HIGHER TIER SET 1

ROLE PLAY

WALES AND THE WORLD

[15]

Local areas of interest

Setting: You have a summer job as a tourist information receptionist. You are talking to a French visitor. Your teacher will play the part of the French visitor.

Teacher examiner responses are given in bold.

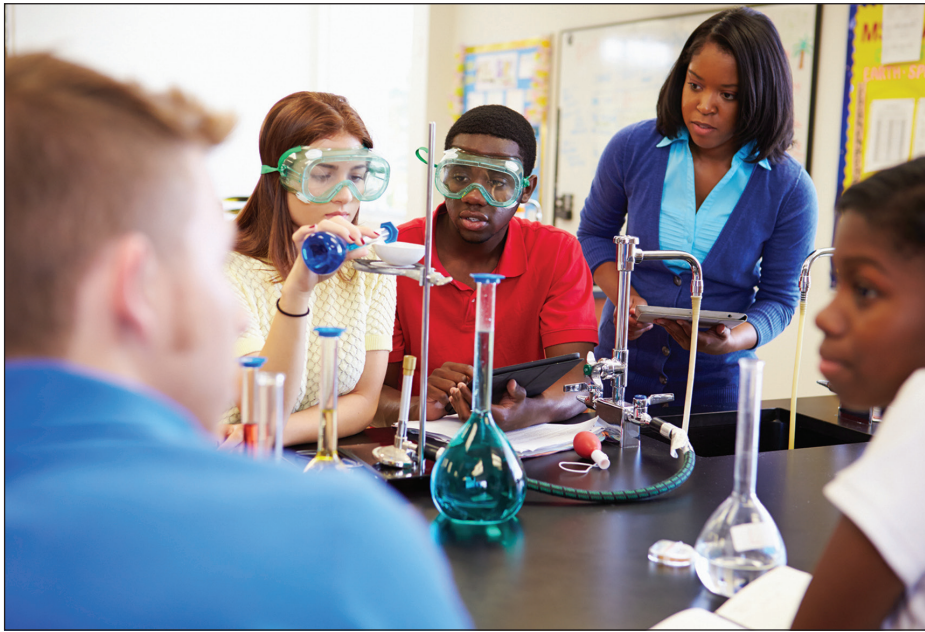
- Greet the visitor and ask if you can help him/her.
- **Bonjour, je voudrais visiter le musée. Pouvez-vous me donner des directions ?**
- Give directions of how to get to the museum.
- **Merci beaucoup. Il ferme quel jour ?**
- Say the museum was closed yesterday.
- **Pour aller à la montagne, quel moyen de transport recommandez-vous ?**
- Answer the question.
- **Ah d'accord.**
- Say what attraction he/she should visit in the region.
- **Oui, je voudrais y aller demain.**

HIGHER TIER SET 1
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Current Study



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

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo ?**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **À ton avis, est-ce que les sciences sont importantes ? Pourquoi (pas) ?**
- (3) Unseen questions.
 - **Étudier la technologie au collège est une perte de temps. Qu'en penses-tu ? (Justifie tes opinions)**
 - **Quel serait ton choix de matières idéales ? Pourquoi ? (Justifie tes opinions)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: IDENTITY AND CULTURE

- Health and fitness

or

- Food and drink

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

- Environment

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HIGHER TIER SET 2**ROLE PLAY****WALES AND THE WORLD**

[15]

Holidays and tourism

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

Teacher examiner responses are given in bold.

- **Où es-tu allé(e) en vacances cette année ?**
- Say where you went on holiday.
- **Qu'est-ce que tu penses de cette région ?**
- Say a reason why you like the region.
- **Quelle serait ta destination idéale ?**
- Say which country you would like to go to.
- **Fantastique !**
- Ask him/her which country he/she wants to visit.
- **Je veux aller au Canada. Avec qui préfères-tu partir en vacances ?**
- Answer the question.

HIGHER 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 3 minutes.

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

- **Qu'est-ce qui se passe sur cette photo ?**

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

- **À ton avis, est-ce qu'il faut aller à l'université pour avoir une bonne carrière ? Pourquoi (pas) ?**

(3) Unseen questions.

- **Faire un apprentissage est une bonne idée. Qu'en penses-tu ? (Justifie tes opinions)**
- **Comment serait ton emploi idéal ? Pourquoi ? (Justifie tes opinions)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: IDENTITY AND CULTURE

- Festivals and celebrations

or

- Technology and social media

PART 2

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

Theme: WALES AND THE WORLD

- Local areas of interest

or

- Social issues

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HIGHER TIER SET 3
ROLE PLAY

WALES AND THE WORLD

[15]

Social issues

Setting: You are Skyping a pupil at a Canadian school. You are discussing poverty. Your teacher will play the part of the Canadian pupil.

Teacher examiner responses are given in bold.

- Say that you think it is important to help the poor.
- **Oui, c'est important.**
- Say a reason why people are poor.
- **D'accord !**
- Say what you did recently to help the poor.
- **À ton avis, qui devrait aider les pauvres ?**
- Answer the question.
- **Ah bon !**
- Ask him/her which social problem he/she thinks is the most serious.
- **À mon avis c'est la famine.**

HIGHER 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 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo ?**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **À ton avis, est-ce qu'il est important d'avoir de l'expérience dans le monde du travail ? Pourquoi (pas) ?**
- (3) Unseen questions.
 - **Les heures de travail sont importantes. Qu'en penses-tu ? (Justifie tes opinions)**
 - **Qu'aimerais-tu faire plus tard dans la vie ? Pourquoi ? (Justifie tes opinions)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: IDENTITY AND CULTURE

- 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

- Holidays and tourism

or

- Travel and transport

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HIGHER TIER SET 4**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Food and drink

Setting: You are in a restaurant in France. Your teacher will play the part of the waiter/waitress.

Teacher examiner responses are given in bold.

- **Bonjour monsieur/mademoiselle je peux vous aider ?**
- Say that you have booked a table.
- **Voici votre table et les menus.**
- Say thank you and ask what he/she recommends.
- **Je recommande le plat du jour.**
- Say one regional food item that you want to eat.
- **Un bon choix monsieur/mademoiselle. Que pensez-vous de la nourriture française ?**
- Answer the question.
- **D'accord.**
- Say you would like to come back tomorrow.
- **Pas de problème.**

HIGHER TIER SET 4
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

The Wider World

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

- (1) Start the discussion by asking the first question.
 - **Qu'est-ce qui se passe sur cette photo ?**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Où préfères-tu loger pendant les vacances ? Pourquoi ? (Donne des détails)**
- (3) Unseen questions.
 - **Les vacances coutent cher. Qu'en penses-tu ? (Justifie tes opinions)**
 - **Comment seraient tes vacances idéales ? Pourquoi ? (Justifie tes opinions)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- 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

- Health and fitness

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HIGHER TIER SET 5**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Self and relationships

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

Teacher examiner responses are given in bold.

- **Décris ton/ta meilleur(e) ami(e).**
- Say what your best friend is like.
- **Qu'est-ce que tu as fait avec ton ami(e) hier ?**
- Say what you did together yesterday.
- **Moi, j'ai joué au tennis.**
- Say where you go with your friend at the weekend.
- **Comment serait ton ami(e) idéal(e) ?**
- Answer the question.
- **Ah d'accord.**
- Ask your Corsican friend how many friends he/she has.
- **Moi j'en ai beaucoup.**

HIGHER TIER SET 5
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Home and Locality

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

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

- **Qu'est-ce qui se passe sur cette photo ?**

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

- **Est-ce qu'il y a beaucoup de choses à visiter dans ta région ? (Donne des détails)**

(3) Unseen questions.

- **Moi je préfère visiter la campagne plutôt que la ville. Qu'en penses-tu ? (Justifie tes opinions)**
- **Quelle serait ta visite idéale dans ta région ? Pourquoi ? (Justifie tes opinions)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college 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

- Health and fitness

or

- Festivals and celebrations

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HIGHER TIER SET 6**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Health and fitness

Setting: You are talking to your French friend's parent about healthy lifestyles. Your teacher will play the part of the French friend's parent.

Teacher examiner responses are given in bold.

- Say that it is important to eat healthily.
- **Ah, oui. Je suis d'accord. Que manges-tu pour rester en bonne santé ?**
- Answer the question.
- **Nous essayons de manger sain aussi.**
- Ask what he/she likes to cook.
- **Moi j'aime cuisiner les pâtes.**
- Say what you did to be healthy last week.
- **Super ! Quelle serait ton activité idéale pour garder la forme ?**
- Say what your ideal activity would be to keep fit.
- **Je suis d'accord.**

HIGHER TIER SET 6
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Global Sustainability



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

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

- **Qu'est-ce qui se passe sur cette photo ?**

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

- **À ton avis, est-ce qu'il y a beaucoup de problèmes sociaux dans le monde ? (Donne des détails)**

(3) Unseen questions.

- **La pauvreté est le problème social le plus grave aujourd'hui. Qu'en penses-tu ? (Justifie tes opinions)**
- **Que feras-tu cette année pour aider les pauvres ? Pourquoi ? (Justifie ta réponse)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- Post-16 study

PART 2

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

Theme: IDENTITY AND CULTURE

- Food and drink

or

- Self and relationships

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HIGHER TIER SET 7**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

School/college life

Setting: You are talking to your Swiss exchange student about school rules. Your teacher will play the part of the Swiss exchange student.

Teacher examiner responses are given in bold.

- **Que portes-tu comme vêtements au collège ?**
- Say that you have to wear a uniform.
- **Ah bon !**
- Ask the Swiss student what he/she thinks about school uniform.
- **C'est élégant. Quelle est la règle la plus stupide dans ton collège ?**
- Answer the question.
- **Ce que je déteste le plus ce sont les devoirs.**
- Say what there would/wouldn't be in your ideal school.
- **Tu as fait combien d'heures de devoirs hier ?**
- Say how much time you spent on homework last night.

HIGHER TIER SET 7
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Youth Culture



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

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

- **Qu'est-ce qui se passe sur cette photo ?**

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

- **Avec qui est-ce que tu t'entends bien ? Pourquoi ?**

(3) Unseen questions.

- **Les jeunes préfèrent sortir avec des amis plutôt qu'avec la famille. Qu'en penses-tu ? (Justifie tes opinions)**
- **Quelle serait ton activité idéale en famille ? Pourquoi ? (Justifie tes raisons)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: WALES AND THE WORLD

- Holidays and tourism

or

- 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

- Post-16 study

or

- Employment

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HIGHER TIER SET 8**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Employment

Setting: You are speaking on the phone with your French friend about part-time jobs. Your teacher will play the part of the French friend.

Teacher examiner responses are given in bold.

- **Est-ce que tu as un petit job ?**
- Say what part-time job you do.
- **Qu'est-ce que tu fais exactement ?**
- Say what you must do as part of your job.
- **Moi, je travaille dans un magasin.**
- Ask your friend how many hours he/she works.
- **Je travaille dix heures. Quels jours as-tu travaillé la semaine dernière ?**
- Say which days you worked last week.
- **Quel serait ton emploi idéal ?**
- Answer the question.

HIGHER TIER SET 8
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Customs and Traditions



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

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

- **Qu'est-ce qui se passe sur cette photo ?**

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

- **Que penses-tu du petit déjeuner français ? Pourquoi ? (Donne des détails)**

(3) Unseen questions.

- **En France les repas ne sont pas importants. Qu'en penses-tu ? (Justifie tes opinions)**
- **Quel serait ton plat français idéal ? Pourquoi ? (Justifie tes opinions)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: WALES AND THE WORLD

- Travel and transport

or

- Social issues

PART 2

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- Skills and personal qualities

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HIGHER TIER SET 9**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Career plans

Setting: You are speaking on the phone with your French friend about work plans for the future. Your teacher will play the part of the French friend.

Teacher examiner responses are given in bold.

- **Après les GCSE est-ce que tu vas chercher un emploi ?**
- Say no and that you want to continue your studies.
- **Dans quel pays veux-tu travailler plus tard dans la vie ?**
- Answer the question.
- **Selon toi, quelle est la carrière idéale ?**
- Say what your ideal career is.
- **Ah super !**
- Ask whether he/she will leave school next year.
- **Oui, je vais travailler avec mon oncle.**
- Say you have decided to study in the sixth form/college.

HIGHER TIER SET 9
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Lifestyle



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

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

- **Qu'est-ce qui se passe sur cette photo ?**

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

- **Est-ce qu'il est important d'être en forme ? Pourquoi (pas) ?**

(3) Unseen questions.

- **Aller au centre sportif coute cher. Qu'en penses-tu ? (Justifie tes opinions)**
- **Que feras-tu la semaine prochaine pour garder la forme ? Pourquoi ? (Justifie tes opinions)**

HIGHER 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 **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of France and French-speaking countries
- or**
- 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**
- Post-16 study

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