

GCSE FRENCH

F+H

Paper 2 Speaking (Foundation and Higher)

Specimen 2018

Teacher's Booklet

To be conducted by the teacher-examiner

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

Instructions

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

Information

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

General Certificate of Secondary Education
June 2018

French
Speaking Test
Teacher's Booklet

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

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

You should address your friend as tu.

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

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

Tu parles de la famille et des amis avec ton ami(e) français(e).

- Membre de ta famille – description (**deux** détails).
- Ta famille – ton opinion.
- Activité avec ta famille (**un** détail).
- **!**
- **?** Meilleur(e) ami(e).

ROLE-PLAY 1 (FOUNDATION TIER)

TEACHER'S ROLE

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

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

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

- 1** Ask the candidate to give **two** details about a member of his/her family.

Parle-moi de quelqu'un dans ta famille.

- 2** Allow the candidate to give **two** details about a member of his/her family.
Ask the candidate what he/she thinks about his/her family. (Elicit **one** opinion).

Que penses-tu de ta famille ?

- 3** Allow the candidate to give **one** opinion about his/her family.
Ask the candidate what he/she does with his/her family. (Elicit **one** activity).

Qu'est-ce que tu fais en famille ?

- 4** Allow the candidate to give **one** activity he/she does with his/her family.
! Ask the candidate if he/she prefers going out with friends or family.

Préfères-tu sortir avec ta famille ou tes amis ?

- 5** Allow the candidate to say whether he/she prefers going out with his/her friends or family.

Ah bon.

- ?** Allow the candidate to ask you something about your best friend.

Give an appropriate answer.

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

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

You should address your friend as tu.

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

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

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

- Emploi du temps (**un** détail).
- **!**
- Difficulté au collège – **une** raison.
- Déjeuner – une activité (**un** détail).
- **?** Matière favorite.

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

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

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

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

- 1 Ask the candidate about his/her timetable. (Elicit **one** detail).
Et ton emploi du temps ?
 - 2 Allow the candidate to give **one** detail about his/her timetable.
! Ask the candidate about his/her results at school. (Elicit **one** opinion).
Comment sont tes résultats scolaires ?
 - 3 Allow the the candidate to give **one** opinion about his/her results.
Ask the candidate about what he/she finds difficult at school and why.
Qu'est-ce que tu trouves difficile au collège ? Pourquoi ?
 - 4 Allow the candidate to say what he/she finds difficult at school and why.
Ask the candidate what he/she does at lunchtime. (Elicit **one** detail).
Qu'est-ce que tu fais pendant l'heure du déjeuner ?
 - 5 Allow the candidate to give **one** detail about what he/she does at lunchtime.
Ah bon.
- ? Allow the candidate to ask you a question about your favourite subject.
Give an appropriate answer.
-

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

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

You should address your friend as tu.

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

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

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

- Ton collège (**un** détail).
- Devoirs – ton opinion.
- Jour préféré – **une** raison.
- **!**
- **?** Uniforme scolaire.

ROLE-PLAY 3 (FOUNDATION TIER)

TEACHER'S ROLE

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

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

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

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

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

- 1** Ask the candidate about his/her school. (Elicit **one** detail).

Et ton collège ?

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

Que penses-tu des devoirs ?

- 3** Allow the candidate give **one** opinion about homework.
Ask the candidate what his/her favourite day is and why.

Quel est ton jour préféré ? Pourquoi ?

- 4** Allow the candidate to say what his/her favourite day is and why.

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

Que fais-tu pendant l'heure du déjeuner ?

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

Ah bon.

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

Give an appropriate answer.

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

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

You should address the employee as *vous*.

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

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

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

- Sorte de chambre (**un** détail).
- **!**
- Raison pour votre visite (**un** détail).
- Aujourd'hui – une activité (**un** détail).
- **?** Parking – hôtel.

ROLE-PLAY 4 (FOUNDATION TIER)

TEACHER'S ROLE

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

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

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

- 1** Greet the candidate.

Bonjour Monsieur/Mademoiselle.

- 2** Allow the candidate to give the detail about the sort of room(s) he/she wants.

! Ask the candidate how long he/she wants to stay.

C'est possible. Vous voulez rester combien de temps ?

- 3** Allow the candidate to say how long he/she wants to stay.
Ask the candidate why he/she is in the area. Elicit **one** detail.

Ah oui. Pourquoi est-ce que vous êtes dans la région ?

- 4** Allow the candidate to give **one** detail about why he/she is in the area.
Ask the candidate what he/she is doing today. Elicit **one** detail.

Qu'est-ce que vous faites aujourd'hui ?

- 5** Allow the candidate to give **one** detail about what he/she is doing today.

Ah bon.

- ?** Allow the candidate to ask you a question about parking at the hotel.

Give an appropriate answer.

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

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

You should address the employee as vous.

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

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

Vous parlez avec l'employé(e) dans un office de tourisme en France.

- Attraction à visiter (**un** détail).
- Heure de la visite.
- **!**
- Votre opinion de la région.
- **?** Visites guidés.

ROLE-PLAY 5 (FOUNDATION TIER)**TEACHER'S ROLE**

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

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

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

- 1** Ask the candidate if you can help.

Bonjour Monsieur/Mademoiselle, je peux vous aider ?

- 2** Allow the candidate to say which attraction he/she wants to visit. (Elicit **one** detail)
Ask the candidate when he/she wants to visit the attraction.

Quand voulez-vous visiter (+ attraction) ?

- 3** Allow the candidate to say when he/she wants to visit the attraction.
! Ask the candidate where he/she is staying.

C'est possible, ça. Où restez-vous en ce moment ?

- 4** Allow the candidate to say where he/she is staying.
Ask the candidate what he/she thinks of the area.

Que pensez-vous de la région ?

- 5** Allow the candidate to give his/her opinion of the area.

Ah bon.

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

Give an appropriate response.

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

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

You should address your friend as tu.

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

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

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

- Internet – **une** activité.
- Internet – danger (**un** détail).
- Facebook – ton opinion.
- **!**
- **?** Technologie à la maison.

ROLE-PLAY 6 (FOUNDATION TIER)

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate what he/she does on the internet. (Elicit **one** activity).
Tu utilises l'Internet ?
- 2 Allow the candidate to say **one** activity he/she does on the internet.
Ask the candidate what he/she thinks is dangerous about the internet. (Elicit **one** detail).
Quels sont les dangers de l'Internet ?
- 3 Allow the candidate to give **one** detail about what he/she thinks is dangerous about the internet.
Ask the candidate what he/she thinks about Facebook. (Elicit **one** opinion).
Que penses-tu de Facebook ?
- 4 Allow the candidate to give **one** opinion about Facebook.
! Ask the candidate how often he/she uses a computer in school.
Quand est-ce que tu utilises les ordinateurs au collège ?
- 5 Allow the candidate to say how often he/she uses a computer in school.
Ça me semble bien.
- ? Allow the candidate to ask you a question about your use of technology at home.
Give an appropriate answer.

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

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

You should address your friend as tu.

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

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

Tu parles du collège avec ton ami(e) suisse.

- Langues étudiées au collège (**deux** détails).
- **!**
- Apprendre une langue (**un** avantage).
- Dernière visite en Europe (**deux** détails).
- **?** Travail à l'étranger.

ROLE-PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

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

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

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

- 1** Ask the candidate which languages are offered by the school. (Elicit **two** details).

Et les langues dans ton collège ?

- 2** Allow the candidate to give **two** details about which languages are offered.

! Ask the candidate for how long he/she has been learning French.

Depuis quand apprends-tu le français ?

- 3** Allow the candidate to say for how long he/she has been learning French.
Ask the candidate to give **one** advantage of learning a language.

Quel est l'avantage d'apprendre une langue ?

- 4** Allow the candidate to give **one** advantage of learning a language.
Ask the candidate about his/her last visit to Europe. (Elicit **two** details).

Parle-moi de ta dernière visite en Europe.

- 5** Allow the candidate to give **two** details about his/her last visit to Europe.

Ah bon.

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

Give an appropriate answer.

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

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

You should address your friend as tu.

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

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

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

- Usage de technologie – la semaine dernière (**deux** détails).
- Meilleur portable et **une** raison.
- Réseaux sociaux – désavantages (**deux** détails).
- **!**
- **?** Nouveau portable.

ROLE-PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate how they used technology last week. (Elicit **two** details).
Quelle technologie as-tu utilisée la semaine dernière ?
- 2 Allow the candidate to give **two** details about how he/she used technology last week. Ask the candidate what he/she thinks is the best mobile phone and why.
A ton avis qu'est-ce que c'est le meilleur portable ? Pourquoi ?
- 3 Allow the candidate to say which phone is the best and why. Ask the candidate about the disadvantages of using social media. (Elicit **two** details).
Quels sont les désavantages des réseaux sociaux ?
- 4 Allow the candidate to give **two** details about the disadvantages of social media.
! Ask the candidate for how often he/she uses social media per week.
Combien de fois par semaine utilises-tu les réseaux sociaux ?
- 5 Allow the candidate to say how often he/she uses social media per week.
Ça me semble bien.
- ? Allow the candidate to ask you a question about a new mobile phone.
Give an appropriate answer.

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

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

You should address your friend as tu.

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

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

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

- Musique préférée - **une** raison.
- Musique – acheté où et quand (**deux** détails).
- **!**
- **?** Concerts.
- Prix des concerts - ton opinion et **une** raison.

ROLE-PLAY 9 (HIGHER TIER)

TEACHER'S ROLE

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

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

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

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

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

- 1 Ask the candidate what his/her favourite type of music is and the reason why.

Tu préfères quelle sorte de musique ? Pourquoi ?

- 2 Allow the candidate to say what sort of music he/she likes and the reason why.
Ask the candidate to say where and when he/she last bought music. (Elicit **two** details).

Tu as acheté de la musique où et quand la dernière fois ?

- 3 Allow the candidate to say where and when he/she last bought music.
! Ask the candidate if he/she downloads music and why/why not.

Est-ce que tu télécharges de la musique ? Pourquoi/pourquoi pas ?

- 4 Allow the candidate to say if he/she downloads music and the reason why/why not.

D'accord.

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

Give an appropriate answer.

- 5 Ask the candidate what he/she thinks about the cost of concert tickets and the reason why.

Que penses-tu du prix des billets de concerts ? Pourquoi ?

Allow the candidate to say what he/she thinks about the cost of concert tickets and the reason why.

Moi aussi.

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

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

You should address the employee as *vous*.

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

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

Vous parlez avec un(e) employé(e) dans une agence de voyages en France.

- Excursion à Paris – nombre de billets et quand.
- **!**
- Dernière visite à Paris (**deux** détails).
- Projets demain (**un** détail).
- **?** Restaurants recommandés.

ROLE-PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate if you can help.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

- 2 Allow the candidate to say how many seats he/she would like for the trip to Paris and for when.

- ! Ask the candidate why he/she wants to visit Paris.

Pourquoi vous voulez aller à Paris ?

- 3 Allow the candidate to say why he/she wants to visit Paris.
Ask the candidate about his/her last visit to Paris. (Elicit **two** details).

Vous avez déjà visité Paris ?

- 4 Allow the candidate to give **two** details about his/her last visit to Paris and for when.
Ask the candidate what he/she is going to do tomorrow. (Elicit **one** detail).

Vous avez des projets pour demain ?

- 5 Allow the candidate to give **one** detail about what he/she is going to do tomorrow.

Super.

- ? Allow the candidate to ask a question about recommended restaurants.

Give an appropriate answer.

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

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

You should address the shop assistant as vous.

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

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

Vous parlez avec un vendeur/une vendeuse dans un magasin en France.

- Echange – vêtement (**un** détail).
- Raison pour l'échange.
- **!**
- Autre vêtement (**deux** détails).
- **?** Cabines d'essayage.

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

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

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

Introductory text: *Vous parlez avec un vendeur/une vendeuse dans un magasin en France. Moi, je suis le vendeur/la vendeuse.*

- 1 Ask the candidate if you can help.
Bonjour Monsieur/Mademoiselle. Je peux vous aider ?
 - 2 Allow the candidate to give **one** detail about the item he/she is returning.
Ask the candidate why he/she wants to exchange the item.
Quel est le problème ?
 - 3 Allow the candidate to say why he/she wants to exchange the item.
! Ask when and where the item was bought.
Vous l'avez acheté(e) où et quand ?
 - 4 Allow the candidate to say where and when it was bought.
Ask what else he/she wants.
D'accord. Vous voulez autre chose ?
 - 5 Allow the candidate to give **two** details about another item of clothing.
Pas de problème. Nous en avons beaucoup.
 - ? Allow the candidate to ask a question about the changing rooms.
Give an appropriate answer.
-

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

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

You should address your friend as tu.

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

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

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

- Collège - hier (**deux** détails).
- **!**
- Emploi idéal – **une** raison.
- Travail bénévole – ton opinion.
- **?** Travail à l'étranger.

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate what he/she did at school yesterday. (Elicit **two** details).
Qu'est-ce que tu as fait au collège hier ?
- 2 Allow the candidate to give **two** details about what he/she did at school yesterday.
! Ask the candidate about the disadvantage of going to university.
Quel est le désavantage d'aller à l'université ?
- 3 Allow the candidate to give a disadvantage of going to university.
Ask the candidate to say what his/her ideal job is and why.
Quel est ton emploi idéal ? Pourquoi ?
- 4 Allow the candidate to say what his/her ideal job is and the reason why.
Ask the candidate what he/she thinks about voluntary work. (Elicit **one** opinion).
Que penses-tu du travail bénévole ?
- 5 Allow the candidate to give **one** opinion about what he/she thinks about voluntary work.
Ah bon.
- ? Allow the candidate to ask you a question about working abroad.
Give an appropriate answer.

FOUNDATION TIER

Part 2

Card A Candidate's Photo card

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



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

- Qu'est-ce qu'il y a sur la photo ?
- C'est une bonne idée d'avoir un uniforme scolaire ? Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait comme devoirs hier ?

Card A Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- C'est une bonne idée d'avoir un uniforme scolaire ? Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait comme devoirs hier ?
- Que penses-tu de ton collègue ?
- Que fais-tu normalement pendant la récréation ?

Part 3 - General Conversation

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

Themes for the General Conversation

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

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Que penses-tu des sports d'hiver ? Pourquoi ?
- Parle-moi de ce que tu as fait pendant les dernières vacances ?

Card B Teacher's Notes

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

Topic: Travel and tourism

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Que penses-tu des sports d'hiver ? Pourquoi ?
- Parle-moi de ce que tu as fait pendant les dernières vacances.
- Est-ce qu'il est préférable de visiter une ville ou passer du temps à la plage ? Pourquoi ?
- Qu'est-ce que tu aimes faire le soir en vacances ?

Part 3 - General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

FOUNDATION TIER

Card C Candidate's Photo card

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Quel est ton sport préféré ? Pourquoi ?
- Quel(s) sport(s) as-tu fait(s) la semaine dernière ?

Card C Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Quel est ton sport préféré ? Pourquoi ?
- Quel(s) sport(s) as-tu fait(s) la semaine dernière ?
- Qu'est-ce qu'il y a pour les jeunes dans ta ville ?
- A part le sport, qu'est-ce que tu aimes faire le week-end ?

Part 3 - General Conversation

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

Themes for the General Conversation

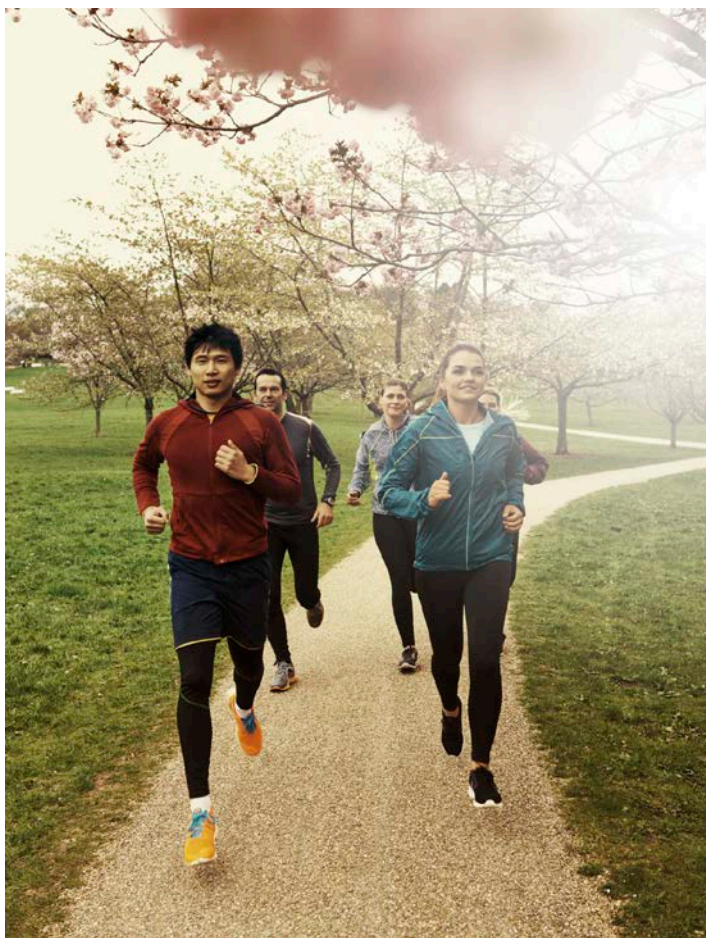
- Local, national, international and global areas of interest
- Current and future study and employment

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes faire du jogging ? Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment pour rester en forme ?

Card D Teacher's Notes

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

Topic: Social issues

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes faire du jogging ? Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait récemment pour rester en forme ?
- A part l'exercice, qu'est-ce qu'il faut faire pour être en forme ?
- Que penses-tu des cigarettes ?

Part 3 - General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu vas faire en septembre prochain ?
- Quels sont les avantages d'aller à l'université ?

Card E Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu vas faire en septembre prochain ?
- Quels sont les avantages d'aller à l'université ?
- Quelles matières sont les plus utiles pour toi ? Pourquoi ?
- Que penses-tu de faire un apprentissage ?

Part 3 - General Conversation

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

Themes for the General Conversation

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

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Comment est-ce que tu restes en contact avec tes amis ?
- Comment as-tu utilisé la technologie la semaine dernière ?

Card F Teacher's Notes

Theme: Identity and culture

Topic: Technology in everyday life.

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Comment est-ce que tu restes en contact avec tes amis ?
- Comment as-tu utilisé la technologie la semaine dernière ?
- Quels sont les avantages d'Internet ?
- Tu préfères les portables ou les tablettes ?

Part 3 - General Conversation

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

Themes for the General Conversation

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

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Comment serait ton collègue idéal ?
- C'est une bonne idée d'étudier avec ses amis ? Pourquoi/pourquoi pas ?

Card G Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Comment serait ton collègue idéal ?
- C'est une bonne idée d'étudier avec ses amis ? Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait au collège hier ?
- Parle-moi d'un voyage scolaire que tu as fait récemment.

Part 3 - General Conversation

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

Themes for the General Conversation

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

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Quels sont les avantages et les inconvénients des sports d'hiver ?
- Qu'est-ce que tu as fait pendant les grandes vacances ?

Card H Teacher's Notes

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

Topic: Travel and tourism

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Quels sont les avantages et les inconvénients des sports d'hiver ?
- Qu'est-ce que tu as fait pendant les grandes vacances ?
- Voudrais-tu visiter la France à l'avenir ? Pourquoi/pourquoi pas ?
- Est-ce que ta région est intéressante pour les touristes ? Pourquoi/pourquoi pas ?

Part 3 - General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Comment sont les installations sportives dans ta ville ?
- Parle-moi d'un sport que tu voudrais essayer à l'avenir.

Card I Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Comment sont les installations sportives dans ta ville ?
- Parle-moi d'un sport que tu voudrais essayer à l'avenir.
- Est-ce qu'il est préférable de faire du sport ou de regarder du sport ? Pourquoi ?
- Comment était le dernier concert que tu as vu ?

Part 3 - General Conversation

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

Themes for the General Conversation

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

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
 - Tu aimes faire de l'exercice ? Pourquoi/pourquoi pas ?
 - A part l'exercice, qu'est-ce que tu vas faire pour être en meilleure forme ?
-

Card J Teacher's Notes

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

Topic: Social issues

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes faire de l'exercice ? Pourquoi/pourquoi pas ?
- A part l'exercice, qu'est-ce que tu vas faire pour être en meilleure forme ?
- Qu'est-ce que tu as fait comme activités sportives récemment ?
- Il faut faire attention à ce qu'on mange ? Pourquoi/pourquoi pas ?

Part 3 - General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Que penses-tu de continuer tes études l'année prochaine ? Pourquoi ?
- Qu'est-ce que tu voulais étudier quand tu étais plus jeune ?

Card K Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Que penses-tu de continuer tes études l'année prochaine ? Pourquoi ?
- Qu'est-ce que tu voulais étudier quand tu étais plus jeune ?
- Quels sont les avantages et les inconvénients d'aller à l'université ?
- Tu voudrais faire un apprentissage ? Pourquoi/pourquoi pas ?

Part 3 - General Conversation

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

Themes for the General Conversation

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

Remember

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

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

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



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

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que les portables sont nécessaires ? Pourquoi/pourquoi pas ?
- Comment as-tu utilisé la technologie pendant un récent voyage ?

Card L Teacher's Notes

Theme: Identity and culture

Topic: Technology in everyday life.

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

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

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

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que les portables sont nécessaires ? Pourquoi/pourquoi pas ?
- Comment as-tu utilisé la technologie pendant un récent voyage?
- Quels sont les dangers des réseaux sociaux ?
- Tu voudrais acheter quel nouvel appareil à l'avenir ? Pourquoi ?

Part 3 - General Conversation

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

Themes for the General Conversation

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

Remember

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

Part 3 **SUGGESTED QUESTIONS FOR GENERAL CONVERSATION**

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

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

Theme 1: Identity and culture

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

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

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

Theme 3: Current and future study and employment

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

GCSE French Speaking Test Sequence Chart – Foundation Tier

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	4	Theme 1	A (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
2	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
3	3	Theme 1	E (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
4	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
5	5	Theme 1	A (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
6	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
7	5	Theme 1	E (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
8	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
9	6	Theme 1	A (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
10	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
11	2	Theme 1	E (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
12	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
13	5	Theme 1	A (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
14	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
15	2	Theme 1	E (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
16	5	Theme 1	D (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
17	2	Theme 1	A (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
18	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2
19	4	Theme 1	E (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	B (Theme 2)	Theme 1
20	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	F (Theme 1)	Theme 2

GCSE French Speaking Test Sequence Chart – Higher Tier

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	10	Theme 1	G (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
2	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
3	9	Theme 1	K (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
4	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
5	11	Theme 1	G (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
6	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
7	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
8	9	Theme 1	J (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
9	12	Theme 1	G (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
10	9	Theme 1	J (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
11	8	Theme 1	K (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
12	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
13	11	Theme 1	G (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
14	10	Theme 1	J (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
15	8	Theme 1	K (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
16	11	Theme 1	J (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
17	8	Theme 1	G (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
18	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
19	10	Theme 1	K (Theme 3)	Theme 2
		Theme 2	I (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
20	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2

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



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