

GCSE FRENCH

F+H

Foundation and Higher Paper 2 Speaking

Sample assessment material

Teacher's Booklet

- To be conducted by the teacher-examiner between XX April and XX May 2026
- Time allowed: 7-9 minutes at Foundation (+ 15 minutes' supervised preparation time)
10-12 minutes at Higher (+ 15 minutes' supervised preparation time)

Instructions

- The contents of this Booklet must be treated as strictly confidential until the end of the test window.
- During the preparation time, candidates are required to prepare **one** Role-play card, **one** Reading aloud task and **one** Photo card.
- The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card, Reading aloud task and Photo card to give to each candidate.
- Candidates may make notes during the preparation time for use during the test and they may use these notes at any time during the test.
- You are expected to give candidates the opportunity to respond fully to all tasks being aware of the recommended length of each task (as specified below) to ensure that each candidate is able to access the maximum number of marks available.
- Timing of the test for each candidate will start when you begin the Role-play using the introductory text in the Teacher's role. Timing of the test will end when the maximum time allowed is reached (**nine** minutes at Foundation tier for the whole test and **twelve** minutes at Higher tier for the whole test).

Information

The test consists of three parts:

- **Part 1:** a Role-play card (recommended to last between one and one and a half minutes at Foundation and Higher tiers).
- **Part 2:** a Reading aloud text and short conversation based on the topic of the text (recommended to last between two and two and a half minutes in total at Foundation tier and between three and three and a half minutes in total at Higher tier).
- **Part 3:** discussion of a Photo card containing two photos (recommended to last between four and five minutes in total at Foundation tier and between six and seven minutes in total at Higher tier).

Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
Sample assessment materials

French Speaking Test

Teacher's Booklet

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Part 3

Photo cards (Foundation tier) (A - I)

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Guidance for teacher-examiners on questioning technique for Part 3

Sequence charts

Foundation tier

Higher tier

Summary of recommended lengths for each part of the speaking test

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
TOTAL	7-9 minutes	10-12 minutes

There is no material on this page

Part 1 – Role-plays

ROLE-PLAY 1 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your French friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1 Describe your town / village. (Give **one** detail.)
- 2 Say when you go to town. (Give **one** detail.)
- 3 Say where you like to go in town. (Give **one** detail.)
- 4 Give **one** opinion of your region.
- ? 5 Ask your friend a question about where they live.

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate to describe their town or village.</p> <p><i>Décris ta ville ou ton village.</i></p> <p>Allow the candidate to give one detail of their town or village.</p>
2		<p>Ask the candidate when they go to town.</p> <p><i>Quand est-ce que tu vas en ville ?</i></p> <p>Allow the candidate to say when they go to town. (Elicit one detail.)</p>
3		<p>Ask the candidate where they like to go in town.</p> <p><i>Où est-ce que tu aimes aller en ville ?</i></p> <p>Allow the candidate to say where they like to go in town. (Elicit one detail.)</p>
4		<p>Ask the candidate what they think of their region.</p> <p><i>Qu'est-ce que tu penses de ta région ?</i></p> <p>Allow the candidate to give one opinion of their region.</p>
5	?	<p><i>C'est intéressant.</i></p> <p>Allow the candidate to ask you a question about where you live.</p> <p><i>(Give an appropriate response.)</i></p>

ROLE-PLAY 2 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your French friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say when you go out with friends. (Give **one** detail.)
- 2** Say where you go. (Give **one** place.)
- 3** Give **one** opinion of spending time with friends.
- ? **4** Ask your friend a question about their free time.
- 5** Describe your best friend. (Give **one** detail.)

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate when they go out with friends.</p> <p><i>Quand est-ce que tu sors avec tes amis ?</i></p> <p>Allow the candidate to give one detail about when they go out with friends.</p>
2		<p>Ask the candidate where they go.</p> <p><i>Et, où est-ce que tu vas avec tes amis ?</i></p> <p>Allow the candidate to give one place they go to.</p>
3		<p>Ask the candidate their opinion of spending time with friends.</p> <p><i>Quelle est ton opinion de passer du temps avec des amis ?</i></p> <p>Allow the candidate to give their opinion of spending time with friends. (Elicit one opinion.)</p>
4	?	<p><i>Très bien.</i></p> <p>Allow the candidate to ask you a question about your free time.</p> <p><i>(Give an appropriate response.)</i></p>
5		<p>Ask the candidate to describe their best friend.</p> <p><i>Décris ton ou ta meilleur(e) ami(e)</i></p> <p>Allow the candidate to describe their best friend. (Elicit one detail.)</p> <p><i>D'accord.</i></p>

ROLE-PLAY 3 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Canadian friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say where you like to go at the weekend. (Give **one** place.)
- 2** Say **one** type of film you like.
- 3** Say **one** sport you do.
- 4** Describe your favourite singer. (Give **one** detail.)
- ? 5** Ask your friend a question about music.

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate where they like to go at the weekend.</p> <p><i>Où aimes-tu aller le week-end ?</i></p> <p>Allow the candidate to say where they like to go at the weekend. (Elicit one place.)</p>
2		<p>Ask the candidate what type of film they like.</p> <p><i>Quelle sorte de film est-ce que tu aimes ?</i></p> <p>Allow the candidate to say one type of film they like.</p>
3		<p>Ask the candidate what sport they do.</p> <p><i>Quel sport fais-tu ?</i></p> <p>Allow the candidate to say one sport they do.</p>
4		<p>Ask the candidate to describe their favourite singer.</p> <p><i>Décris ton chanteur ou ta chanteuse préféré(e).</i></p> <p>Allow the candidate to describe their favourite singer. (Elicit one detail.)</p>
5	?	<p><i>Très bien.</i></p> <p>Allow the candidate to ask you a question about music.</p> <p><i>(Give an appropriate response.)</i></p>

ROLE-PLAY 4 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Canadian friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1 Say where your school is. (Give **one** detail.)
- ? 2 Ask your friend a question about their favourite subject.
- 3 Say **one** subject you do **not** like.
- 4 Say **one** sport you do at school.
- 5 Say what you eat at lunchtime. (Give **one** detail.)

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate where their school is.</p> <p><i>Où est ton collège ?</i></p> <p>Allow the candidate to say where their school is. (Elicit one detail.)</p>
2	?	<p><i>Très bien.</i></p> <p>Allow the candidate to ask you a question about your favourite subject.</p> <p><i>(Give an appropriate response.)</i></p>
3		<p>Ask the candidate if they have a subject which they dislike.</p> <p><i>Il y a une matière que tu n'aimes pas ?</i></p> <p>Allow the candidate to give one school subject they do not like.</p>
4		<p>Ask the candidate which sport they do at school.</p> <p><i>Quel sport est-ce que tu fais au collège ?</i></p> <p>Allow the candidate to give one sport they do at school.</p>
5		<p>Ask the candidate what they eat at lunchtime.</p> <p><i>Qu'est-ce que tu manges à midi ?</i></p> <p>Allow the candidate to say one thing they eat at lunchtime.</p> <p><i>Oui, d'accord.</i></p>

ROLE-PLAY 5 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your French friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1 Say what you drink to stay healthy. (Give **one** detail.)
- 2 Say **one** activity you do to keep fit.
- 3 Give **one** opinion of school meals.
- ? 4 Ask your friend a question about food.
- 5 Say **one** thing you do to relax.

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

- You begin the role-play.
 - You should address the candidate as *tu*.
 - You must read out the teacher's role shown below in italics **without any changes**.
-

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

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

1		<p>Ask the candidate what they drink to stay healthy.</p> <p><i>Qu'est-ce que tu bois pour être en bonne santé ?</i></p> <p>Allow the candidate to give one detail about what they drink to stay healthy.</p>
2		<p>Ask the candidate what they do to keep fit.</p> <p><i>Et, qu'est-ce que tu fais pour rester en forme ?</i></p> <p>Allow the candidate to give one activity they do to keep fit.</p>
3		<p>Ask the candidate their opinion of school meals.</p> <p><i>Quelle est ton opinion des repas au collège ?</i></p> <p>Allow the candidate to give one opinion of school meals.</p>
4	?	<p><i>C'est vrai.</i></p> <p>Allow the candidate to ask you a question about food.</p> <p><i>(Give an appropriate response.)</i></p>
5		<p>Ask the candidate what they do to relax.</p> <p><i>Qu'est-ce que tu fais pour te relaxer ?</i></p> <p>Allow the candidate to say one thing they do to relax.</p>

ROLE-PLAY 6 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Canadian friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say when your birthday is. (Give **one** detail.)
- 2** Say **one** thing you do with your friends.
- ? **3** Ask your friend a question about their free time.
- 4** Say what your favourite day of the week is. (Give **one** day.)
- 5** Say what type of food you like. (Give **one** detail.)

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate when their birthday is.</p> <p><i>Ton anniversaire, c'est quand ?</i></p> <p>Allow the candidate to say when their birthday is. (Elicit one detail.)</p>
2		<p>Ask the candidate what they do with their friends.</p> <p><i>Qu'est-ce que tu fais avec tes amis ?</i></p> <p>Allow the candidate to say one thing they do with their friends.</p>
3	?	<p><i>C'est génial.</i></p> <p>Allow the candidate to ask you a question about your free time.</p> <p><i>(Give an appropriate response.)</i></p>
4		<p>Ask the candidate what their favourite day of the week is.</p> <p><i>Quel jour de la semaine préfères-tu ?</i></p> <p>Allow the candidate to say which is their favourite day of the week. (Elicit one day.)</p>
5		<p>Ask the candidate what they like to eat.</p> <p><i>Qu'est-ce que tu aimes manger ?</i></p> <p>Allow the candidate to tell you one food they like to eat. (Elicit one food.)</p>

ROLE-PLAY 7 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Canadian friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Describe your favourite celebrity. (Give **one** detail.)
- 2** Say what job they do. (Give **one** detail.)
- 3** Say why you like this person. (Give **one** detail.)
- 4** Say **one** type of film you like.
- ? 5** Ask your friend a question about music.

ROLE-PLAY 7 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate to describe their favourite celebrity.</p> <p><i>Ta célébrité préférée est comment ?</i></p> <p>Allow the candidate to give one detail about their favourite celebrity.</p>
2		<p>Ask the candidate what job this person does.</p> <p><i>Qu'est qu'il/elle fait comme métier ?</i></p> <p>Allow the candidate to say what job this person does. (Elicit one detail.)</p>
3		<p>Ask the candidate why they like this person.</p> <p><i>Pourquoi tu aimes cette personne ?</i></p> <p>Allow the candidate to say why they like this person. (Elicit one detail.)</p>
4		<p>Ask the candidate what type of film they like.</p> <p><i>Quelle sorte de film aimes-tu ?</i></p> <p>Allow the candidate to say one type of film they like.</p>
5	?	<p><i>D'accord.</i></p> <p>Allow the candidate to ask you a question about music.</p> <p><i>(Give an appropriate response.)</i></p>

ROLE-PLAY 8 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your French friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1 Describe your school. (Give **one** detail).
- 2 Say **one** subject you like.
- 3 Say why you like it. (Give **one** detail.)
- 4 Say what you do at break (Give **one** detail.)
- ? 5 Ask your friend a question about their school.

ROLE-PLAY 8 (FOUNDATION TIER)
TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate to describe their school.</p> <p><i>Décris ton collègue.</i></p> <p>Allow the candidate to give one detail about their school.</p>
2		<p>Ask the candidate for one subject they like.</p> <p><i>Il y a une matière que tu aimes ?</i></p> <p>Allow the candidate to give one subject they like.</p>
3		<p>Ask the candidate why they like that.</p> <p><i>Pourquoi tu aimes ça ?</i></p> <p>Allow the candidate to say why they like that. (Elicit one detail.)</p>
4		<p>Ask the candidate what they do at break.</p> <p><i>Qu'est-ce que tu fais à la récréation ?</i></p> <p>Allow the candidate to say what they do at break. (Elicit one detail.)</p>
5	?	<p><i>Très bien.</i></p> <p>Allow the candidate to ask you a question about your school.</p> <p><i>(Give an appropriate response.)</i></p>

ROLE-PLAY 9 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your French friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say **one** programme you watch on television or online.
- 2** Give **one** opinion about this programme.
- ? **3** Ask your friend a question about television.
- 4** Describe your favourite actor. (Give **one** detail.)
- 5** Say where you go at the weekend. (Give **one** detail.)

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate which programme they watch.</p> <p><i>Quelle émission est-ce que tu regardes ?</i></p> <p>Allow the candidate to say one programme they watch.</p>
2		<p>Ask the candidate their opinion about this programme.</p> <p><i>Quelle est ton opinion de cette émission ?</i></p> <p>Allow the candidate to give their opinion of this programme. (Elicit one detail.)</p>
3	?	<p><i>D'accord.</i></p> <p>Allow the candidate to ask you a question about television.</p> <p><i>(Give an appropriate response.)</i></p>
4		<p>Ask the candidate to describe their favourite actor.</p> <p><i>Décris ton acteur ou ton actrice préféré(e).</i></p> <p>Allow the candidate to describe their favourite actor. (Elicit one detail.)</p>
5		<p>Ask the candidate where they go at the weekend.</p> <p><i>Où vas-tu le week-end ?</i></p> <p>Allow the candidate to say where they go at the weekend. (Elicit one place.)</p> <p><i>C'est bien.</i></p>

ROLE-PLAY 10 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Canadian friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say what type of film you prefer and why. (Give one type and **one** reason.)
- 2** Describe your favourite actor. (Give **two** details.)
- 3** Say something you did in your free time last week. (Give **two** details.)
- 4** Give **one** advantage of playing sport.
- ? 5** Ask your friend a question about free time.

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1	<p>Ask the candidate what type of film they prefer and why.</p> <p><i>Quelle sorte de film est-ce que tu préfères ? ... Pourquoi ?</i></p> <p>Allow the candidate to say what type of film they prefer and why. (Elicit one type and one reason.)</p>
2	<p>Ask the candidate to describe their favourite actor.</p> <p><i>Décris ton acteur ou ton actrice préféré(e).</i></p> <p>Allow the candidate to describe their favourite actor. (Elicit two details.)</p>
3	<p>Ask the candidate to tell you what they did in their free time last week.</p> <p><i>Qu'est-ce que tu as fait la semaine dernière ?</i></p> <p>Allow the candidate to give two details about what they did in their free time last week.</p>
4	<p>Ask the candidate about an advantage of doing sport.</p> <p><i>Quel est l'avantage de faire du sport ?</i></p> <p>Allow the candidate to give one advantage of doing sport.</p>
5	<p style="text-align: center;">?</p> <p><i>Oui, c'est vrai.</i></p> <p>Allow the candidate to ask you a question about free time.</p> <p><i>(Give an appropriate response.)</i></p>

ROLE-PLAY 11 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1 Say what your best friend looks like (Give **two** details.)
- 2 Say what makes a good friend. (Give **one** detail.)
- 3 Say what you and your friends talk about. (Give **two** details.)
- 4 Describe a day you spent with friends recently. (Give **two** details.)
- ? 5 Ask your friend a question about hobbies.

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what their best friend looks like.</p> <p><i>Ton ou ta meilleur(e) ami(e) est comment ?</i></p> <p>Allow the candidate to say what their best friend looks like. (Elicit two details.)</p>
2		<p>Ask the candidate what makes a good friend.</p> <p><i>Qu'est-ce que c'est un(e) bon(ne) ami(e) ?</i></p> <p>Allow the candidate to give one detail about what makes a good friend.</p>
3		<p>Ask the candidate what they talk about with their friends.</p> <p><i>De quoi parles-tu avec tes amis ?</i></p> <p>Allow the candidate to give two details about what they talk about with their friends.</p>
4		<p>Ask the candidate to describe a day they spent with friends recently.</p> <p><i>Parle-moi d'une journée que tu as passée récemment avec des amis.</i></p> <p>Allow the candidate to give two details about a day they spent with friends recently.</p>
5	?	<p><i>Très bien.</i></p> <p>Allow the candidate to ask you a question about your hobbies.</p> <p><i>(Give an appropriate response.)</i></p>

ROLE-PLAY 12 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your French friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1 Say what tourists can do in your region. (Give **two** details.)
- 2 Say if you like living in your region and why / why not. (Give **one** opinion and **one** reason.)
- ? 3 Ask your friend a question about the environment.
- 4 Describe an environmental problem in your area. (Give **one** detail.)
- 5 Say what you did to protect the environment last week. (Give **two** details.)

ROLE-PLAY 12 (HIGHER TIER)
TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what tourists can do in their region.</p> <p><i>Comme touriste, qu'est-ce qu'on peut faire dans ta région ?</i></p> <p>Allow the candidate to give two details about what tourists can do in their region.</p>
2		<p>Ask the candidate if they like living in their region and why / why not.</p> <p><i>Tu aimes habiter dans ta région ? ... Pourquoi / pourquoi pas ?</i></p> <p>Allow the candidate to say if they like living in their region and why / why not. (Elicit one opinion and one reason.)</p>
3	?	<p><i>Moi aussi.</i></p> <p>Allow the candidate to ask you a question about the environment.</p> <p><i>(Give an appropriate response.)</i></p>
4		<p>Ask the candidate if there are environmental problems in their area.</p> <p><i>Est-ce qu'il y a des problèmes d'environnement dans ta région ?</i></p> <p>Allow the candidate to mention one environmental problem in their area.</p>
5		<p>Ask the candidate what they did to protect the environment last week.</p> <p><i>Qu'est-ce que tu as fait pour protéger l'environnement la semaine dernière ?</i></p> <p>Allow the candidate to give two details about what they did to protect the environment last week.</p> <p><i>D'accord.</i></p>

ROLE-PLAY 13 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Describe your school. (Give **two** details.)
- 2** Say what you think of exams and why. (Give **one** opinion and **one** reason.)
- 3** Say what you did last week at school. (Give **two** details.)
- ? 4** Ask your friend a question about school.
- 5** Give **one** opinion of going to university.

ROLE-PLAY 13 (HIGHER TIER)
TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate to describe their school.</p> <p><i>Ton collègue, il est comment ?</i></p> <p>Allow the candidate to describe their school. (Elicit two details.)</p>
2		<p>Ask the candidate what they think of exams and why.</p> <p><i>Qu'est-ce que tu penses des examens ? ... Pourquoi ?</i></p> <p>Allow the candidate to give one opinion of exams and to give one reason why.</p>
3		<p>Ask the candidate what they did last week at school.</p> <p><i>Qu'est-ce que tu as fait au collège la semaine dernière ?</i></p> <p>Allow the candidate to give two details about what they did last week at school.</p>
4	?	<p><i>D'accord.</i></p> <p>Allow the candidate to ask you a question about school.</p> <p><i>(Give an appropriate response.)</i></p>
5		<p>Ask the candidate for their opinion about going to university.</p> <p><i>Quelle est ton opinion d'aller à l'université ?</i></p> <p>Allow the candidate to give one opinion of going to university.</p> <p><i>Oui, c'est vrai.</i></p>

ROLE-PLAY 14 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Moroccan friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say if you eat healthily and why / why not. (Give **one** opinion and **one** reason.)
- 2** Describe a recent sporting activity. (Give **two** details.)
- 3** Say what you do to relax. (Give **two** details.)
- ? 4** Ask your friend a question about healthy living.
- 5** Say something about the importance of friends. (Give **one** detail.)

ROLE-PLAY 14 (HIGHER TIER)
TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate if they eat healthily and why / why not.</p> <p><i>A ton avis, est-ce que tu manges sain ? ... Pourquoi / pourquoi pas ?</i></p> <p>Allow the candidate to say if they eat healthily and why / why not. (Elicit one opinion and one reason.)</p>
2		<p>Ask the candidate what sport they have done recently.</p> <p><i>Quel sport as-tu fait récemment ?</i></p> <p>Allow the candidate to give two details about (a) sporting activity(ies).</p>
3		<p>Ask the candidate what they do to relax.</p> <p><i>Qu'est-ce que tu fais pour te relaxer ?</i></p> <p>Allow the candidate to give two details about what they do to relax.</p>
4	?	<p><i>Très bien.</i></p> <p>Allow the candidate to ask you a question about healthy living.</p> <p><i>(Give an appropriate response.)</i></p>
5		<p>Ask the candidate about the importance of friends.</p> <p><i>Quelle est l'importance des amis ?</i></p> <p>Allow the candidate to say something about the importance of friends. (Elicit one detail.)</p> <p><i>D'accord.</i></p>

ROLE-PLAY 15 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Belgian friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say when you do sport. (Give **one** detail.)
- 2** Say what you did last week to stay healthy. (Give **two** details.)
- 3** Say how you relax. (Give **two** details.)
- 4** Say what you think about fast food and why. (Give **one** opinion and **one** reason.)
- ? 5** Ask your friend a question about food.

ROLE-PLAY 15 (HIGHER TIER)
TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate when they do sport.</p> <p><i>Quand est-ce que tu fais du sport ?</i></p> <p>Allow the candidate to give one detail about when they do sport.</p>
2		<p>Ask the candidate what they did last week to stay healthy.</p> <p><i>Qu'est-ce que tu as fait la semaine dernière pour rester en forme ?</i></p> <p>Allow the candidate to say what they did last week to stay healthy. (Elicit two details.)</p>
3		<p>Ask the candidate how they relax.</p> <p><i>Qu'est-ce que tu fais pour te relaxer ?</i></p> <p>Allow the candidate to say how they relax. (Elicit two details.)</p>
4		<p>Ask the candidate what they think about fast food and why.</p> <p><i>Qu'est-ce que tu penses du fast-food ? Pourquoi ?</i></p> <p>Allow the candidate to say what they think about fast food and why. (Elicit one opinion and one reason.)</p>
5	?	<p><i>Moi aussi.</i></p> <p>Allow the candidate to ask you a question about food.</p> <p><i>(Give an appropriate response.)</i></p>

ROLE-PLAY 16 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Canadian friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1 Describe a celebrity you like. (Give **two** details.)
- 2 Say if you would like to be famous in the future and why / why not. (Give **one** opinion and **one** reason.)
- ? 3 Ask your friend a question about their favourite celebrity.
- 4 Give **two** advantages of social media.
- 5 Say something about reality TV. (Give **one** detail.)

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

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate about a celebrity they like.</p> <p><i>Qui est-ce que tu apprécies ?</i></p> <p>Allow the candidate to give two details about a celebrity they like.</p>
2		<p>Ask the candidate if they want to be famous and why / why not.</p> <p><i>Est-ce que tu voudrais être célèbre à l'avenir ? ... Pourquoi / pourquoi pas ?</i></p> <p>Allow the candidate to say if they would like to be famous or not. (Elicit one opinion and one reason.)</p>
3	?	<p><i>C'est bien.</i></p> <p>Allow the candidate to ask you a question about your favourite celebrity.</p> <p><i>(Give an appropriate response.)</i></p>
4		<p>Ask the candidate about the advantages of social media.</p> <p><i>Quels sont les avantages des réseaux sociaux ?</i></p> <p>Allow the candidate to give two advantages of social media.</p>
5		<p>Ask the candidate about reality TV.</p> <p><i>Parle-moi de la télé-réalité.</i></p> <p>Allow the candidate to give one detail about reality TV.</p> <p><i>Oui, c'est vrai.</i></p>

ROLE-PLAY 17 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1 Describe your region. (Give **two** details).
- 2 Say what there is for young people in your area. (Give **two** details.)
- 3 Describe the weather in your region. (Give **one** detail.)
- 4 Say where you would like to live in the future and why. (Give **one** detail and **one** reason.)
- ? 5 Ask your friend a question about where they live.

ROLE-PLAY 17 (HIGHER TIER)
TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate to describe their region.</p> <p><i>Décris ta région.</i></p> <p>Allow the candidate to describe their region. (Elicit two details.)</p>
2		<p>Ask the candidate what there is for young people in their area.</p> <p><i>Qu'est-ce qu'il y a pour les jeunes dans ta région ?</i></p> <p>Allow the candidate to say what there is for young people in their area. (Elicit two details.)</p>
3		<p>Ask the candidate to describe the weather in their region.</p> <p><i>Quel temps fait-il dans ta région ?</i></p> <p>Allow the candidate to give one detail about the weather in their region.</p>
4		<p>Ask the candidate where they would like to live in the future and why.</p> <p><i>Où est-ce que tu voudrais habiter à l'avenir ? ... Pourquoi ?</i></p> <p>Allow the candidate to say where they would like to live in the future and why. (Elicit one detail and one reason.)</p>
5	?	<p><i>C'est intéressant, ça.</i></p> <p>Allow the candidate to ask you a question about where you live. (Give an appropriate response.)</p>

ROLE-PLAY 18 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your French friend.

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

You should address your friend as *tu*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1 Describe your school. (Give **two** details.)
- 2 Say something about school rules. (Give **two** details).
- 3 Say how you used technology recently at school. (Give **two** details.)
- 4 Give **one** advantage of the internet.
- ? 5 Ask your friend a question about technology.

ROLE-PLAY 18 (HIGHER TIER)
TEACHER'S ROLE

- You begin the role-play.
 - You should address the candidate as *tu*.
 - You must read out the teacher's role shown below in italics **without any changes**.
-

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

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

1		<p>Ask the candidate to describe their school.</p> <p><i>Ton collègue, il est comment ?</i></p> <p>Allow the candidate to describe their school. (Elicit two details.)</p>
2		<p>Ask the candidate about school rules.</p> <p><i>Parle-moi des règles scolaires.</i></p> <p>Allow the candidate to give two details about school rules.</p>
3		<p>Ask the candidate how they used technology recently at school.</p> <p><i>Comment as-tu utilisé la technologie récemment au collège ?</i></p> <p>Allow the candidate to say how they used technology recently at school. (Elicit two details.)</p>
4		<p>Ask the candidate what they think about the internet.</p> <p><i>Qu'est-ce que tu penses d'Internet ?</i></p> <p>Allow the candidate to give one advantage of the internet.</p>
5	?	<p><i>Oui, c'est vrai.</i></p> <p>Allow the candidate to ask you a question about technology.</p> <p><i>(Give an appropriate response.)</i></p>

Part 2 – Reading aloud

FOUNDATION TIER

CANDIDATE'S CARD

Reading aloud Task 1

When your teacher asks you, read aloud the following text **in French**.

Le collège commence à huit heures.

J'étudie beaucoup de matières et j'aime bien ça.

A la récréation, je parle avec mes amis.

Mon copain est très intelligent.

Plus tard, il veut travailler en France.

You will then be asked four questions **in French** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 1**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Où est ton collègue ?
- Parle-moi de ta matière préférée.
- Quand est-ce que tu fais tes devoirs ?
- Qu'est-ce que tu penses de ton uniforme ?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 2**

When your teacher asks you, read aloud the following text **in French**.

Mon acteur préféré est beau.

Ses films d'action sont très célèbres.

J'adore aussi regarder ses vidéos amusantes sur Internet.

Il habite au Canada, dans une grande maison.

Sa copine est une chanteuse française.

You will then be asked four questions **in French** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 2**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Qu'est-ce que tu penses des films d'action ?
- Quelle est ton opinion de regarder des films en ligne ?
- Quelle sorte de musique aimes-tu ?
- Parle-moi de ton chanteur ou ta chanteuse préféré(e).

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 3**

When your teacher asks you, read aloud the following text **in French**.

La technologie est très utile.

Il y a beaucoup d'applications.

Moi, j'écoute de la musique sur mon téléphone portable.

Je fais aussi mes devoirs sur mon ordinateur.

Mon copain aime faire les courses en ligne.

You will then be asked four questions **in French** that relate to the topic of **Media and technology**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 3**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Qu'est-ce que tu aimes faire sur Internet ?
- Quelle est ton opinion de partager des photos en ligne ?
- Qu'est-ce que tu penses du shopping en ligne ?
- Quand est-ce que tu utilises la technologie au collège ?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 4**

When your teacher asks you, read aloud the following text **in French**.

Mon amie habite près de chez moi.

Elle a presque quinze ans.

Je pense qu'elle est très belle.

Sa famille a un petit chien blanc.

On aime faire des promenades ensemble au parc ou dans la forêt.

You will then be asked four questions **in French** that relate to the topic of **Identity and relationships with others**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 4**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Où habites-tu ?
- Décris ta personnalité.
- Quelle est ton opinion des animaux ?
- Quand est-ce que tu aimes sortir avec tes amis ?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 5**

When your teacher asks you, read aloud the following text **in French**.

Mon ami fait un effort pour être en bonne santé.

Faire de l'exercice est important.

Son sport préféré est la natation.

Il mange toujours de la nourriture saine.

Au supermarché, il achète souvent des légumes.

You will then be asked four questions **in French** that relate to the topic of **Healthy living and lifestyle**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 5**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Quand est-ce que tu fais du sport ?
- Parle-moi de ton repas préféré.
- Qu'est-ce que tu n'aimes pas manger ?
- Quelle est ton opinion de fumer ?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 6**

When your teacher asks you, read aloud the following text **in French**.

Je vais souvent en ville avec mes copains.

Il y a un cinéma au centre.

J'aime beaucoup faire les magasins.

Pour moi, le shopping est génial.

J'achète surtout des livres et des vêtements de sport.

You will then be asked four questions **in French** that relate to the topic of **Free time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 6**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Quelle sorte de film est-ce que tu préfères ?
- A la maison, qu'est-ce que tu fais dans ton temps libre ?
- Qu'est-ce que tu aimes comme musique ?
- Qu'est-ce que tu penses du sport ?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 7**

When your teacher asks you, read aloud the following text **in French**.

Ma fête préférée, c'est mon anniversaire.

Je célèbre ça à la maison.

J'aime aussi aller danser avec mes amis.

Mon copain, il adore Noël.

Il mange un grand repas traditionnel avec sa famille.

You will then be asked four questions **in French** that relate to the topic of **Customs, festivals and celebrations**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 7**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Quelle est la date de ton anniversaire ?
- Le jour de ton anniversaire, qu'est-ce que tu aimes manger ?
- Décris un bon cadeau d'anniversaire.
- A une fête, quelle sorte de musique est-ce que tu préfères ?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 8**

When your teacher asks you, read aloud the following text **in French**.

J'adore mon collègue et les profs aussi.

Ma prof de mathématiques est super.

Je porte un uniforme vert.

La récréation est à onze heures.

J'aime l'histoire et je veux travailler dans un musée.

You will then be asked four questions **in French** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 8**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Où est ton collègue ?
- Qu'est-ce que tu penses de ton uniforme ?
- Qu'est-ce que tu fais pendant la récréation ?
- Qu'est-ce que tu n'aimes pas comme matières scolaires ?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 9**

When your teacher asks you, read aloud the following text **in French**.

Ma ville est très belle et historique.
Elle se trouve dans le sud de la France.
On peut visiter le château.
Moi, j'adore aller au jardin public.
Ici, il n'y a pas beaucoup de pollution.

You will then be asked four questions **in French** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 9**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Où habites-tu ?
- Parle-moi des magasins dans ta région.
- Qu'est-ce que tu n'aimes pas dans ta région ?
- Qu'est-ce que tu fais pour aider l'environnement ?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 10**

When your teacher asks you, read aloud the following text **in French**.

Hier, j'ai quitté la maison à huit heures avec mon frère.

Alors, nous sommes arrivés au collège en retard.

Mon premier cours était les sciences.

Heureusement, le prof est sympa.

Il est toujours drôle et il aide ses élèves.

A l'avenir, je voudrais travailler dans une école à Paris.

You will then be asked four questions **in French** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 10**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Quel est ton jour préféré au collège ?
- Qu'est-ce que tu penses des règles au collège ?
- Parle-moi des clubs dans ton collège.
- Quelle est ton opinion d'aller à l'université ?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 11**

When your teacher asks you, read aloud the following text **in French**.

J'adore regarder des films.

Mon actrice préférée a récemment gagné un prix à un festival de cinéma.

J'aime la suivre en ligne.

Actuellement elle est dans une émission de télé-réalité.

Elle reçoit beaucoup de votes parce qu'elle est très populaire.

Selon moi, c'est une vraie star !

You will then be asked four questions **in French** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 11**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Parle-moi d'un film que tu aimes.
- Qu'est-ce que tu penses des stars de télé-réalité ?
- Quelle célébrité veux-tu rencontrer ?
- Quels sont les problèmes pour les célébrités ?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 12**

When your teacher asks you, read aloud the following text **in French**.

La technologie est devenue essentielle dans la vie moderne.

Elle est partout : en ligne, en ville, à la campagne, même à la maison.

Les réseaux sociaux sont très populaires, surtout parmi les jeunes.

On peut télécharger de la musique et regarder des vidéos.

Cependant, il y a aussi des dangers.

You will then be asked four questions **in French** that relate to the topic of **Media and technology**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 12

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Qu'est-ce que tu fais en ligne ?
- Quelle sorte de musique est-ce que tu aimes télécharger ?
- Quels sont les dangers de la technologie ?
- Qu'est-ce que tu penses des portables ?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 13**

When your teacher asks you, read aloud the following text **in French**.

J'habite dans une ville industrielle, au nord de l'Angleterre.

Malheureusement, il y a trop de pollution.

Alors, protéger l'environnement est important pour beaucoup de gens.

Ici, on peut recycler, prendre le bus et utiliser des vélos gratuits.

A l'avenir, je vais continuer à vivre dans cette région.

You will then be asked four questions **in French** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 13**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Qu'est-ce que tu aimes faire dans ta région ?
- Parle-moi de ta maison ou ton appartement.
- Qu'est-ce que tu recycles à la maison ?
- Qu'est-ce que tu penses des transports dans ta région ?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 14**

When your teacher asks you, read aloud the following text **in French**.

Le matin je me lève très tôt, à sept heures.

Ensuite, je sors avec ma mère et notre chien pour courir dix kilomètres.

L'année dernière j'ai pris la décision de devenir végétarien.

Mon frère, lui, il est complètement différent.

Il est absolument paresseux et ne mange pas bien !

You will then be asked four questions **in French** that relate to the topic of **Healthy living and lifestyle**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 14**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Parle-moi de l'importance de faire de l'exercice.
- Qu'est-ce que tu fais pour te relaxer à la maison ?
- Qu'est-ce que tu manges pour être en bonne santé ?
- Que penses-tu du fast-food ?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 15**

When your teacher asks you, read aloud the following text **in French**.

Mon passe-temps préféré est la natation.

En novembre, je participe au concours de France.

Je nage depuis quinze ans et je n'ai que seize ans !

Le week-end dernier, je suis allée à la piscine avec mes amies.

Après ça, nous avons vu un film au cinéma qui était formidable.

You will then be asked four questions **in French** that relate to the topic of **Free time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 15**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Quel sport est-ce que tu aimes regarder ?
- Quels sont les avantages de regarder un film au cinéma ?
- Décris-moi un acteur ou une actrice que tu aimes.
- Parle-moi de ta musique préférée.

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 16**

When your teacher asks you, read aloud the following text **in French**.

Le week-end dernier, j'ai fait les magasins avec mon meilleur ami.

Il a acheté le nouveau roman de son auteur préféré.

Moi, je lis souvent des articles sur Internet.

Pendant mon temps libre, je joue en ligne et j'adore aller aux concerts.

La musique est essentielle dans ma vie.

You will then be asked four questions **in French** that relate to the topic of **Free time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 16**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Quelle sorte de magasins est-ce que tu aimes ?
- Qu'est-ce que tu penses des jeux en ligne ?
- Décris-moi ton chanteur ou ta chanteuse préféré(e).
- Quels sont les avantages de faire du sport ?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 17**

When your teacher asks you, read aloud the following text **in French**.

Selon moi, les vacances d'été sont importantes dans la vie.
La plupart des gens vont à l'étranger pour profiter du beau temps.
Ils aiment aussi pratiquer une langue différente.
Récemment, mon meilleur ami est allé en Suisse.
Il a découvert la culture et les traditions de ce pays.

You will then be asked four questions **in French** that relate to the topic of **Travel and tourism, including places of interest**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 17**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Qu'est-ce que tu fais pendant les vacances scolaires quand il fait beau ?
- Tu préfères passer tes vacances d'été avec qui ?
- Quel est l'avantage de parler une langue différente ?
- Qu'est-ce qu'il y a pour les touristes dans ta région ?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 18**

When your teacher asks you, read aloud the following text **in French**.

J'ai de la chance.

J'habite une maison en pleine campagne, près d'un petit lac.

Les magasins sont à quelques minutes.

Mais, ce qui m'intéresse, c'est l'énergie de la grande ville.

Je voudrais habiter au dernier étage d'un grand bâtiment, à Paris
par exemple.

You will then be asked four questions **in French** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 18**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Dans ta région, quelle sorte de magasins aimes-tu ?
- Qu'est-ce qu'il y a pour les jeunes dans ta région ?
- Quels problèmes est-ce qu'il y a dans ta ville ou ton village ?
- Qu'est-ce que tu penses d'habiter à l'étranger ?

Part 3 – Photo cards

FOUNDATION TIER

Card A Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



FOUNDATION TIER

Card A Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card B Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



FOUNDATION TIER

Card C Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



FOUNDATION TIER

Card D Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



FOUNDATION TIER

Card E Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



FOUNDATION TIER

Card F Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



FOUNDATION TIER

Card G Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

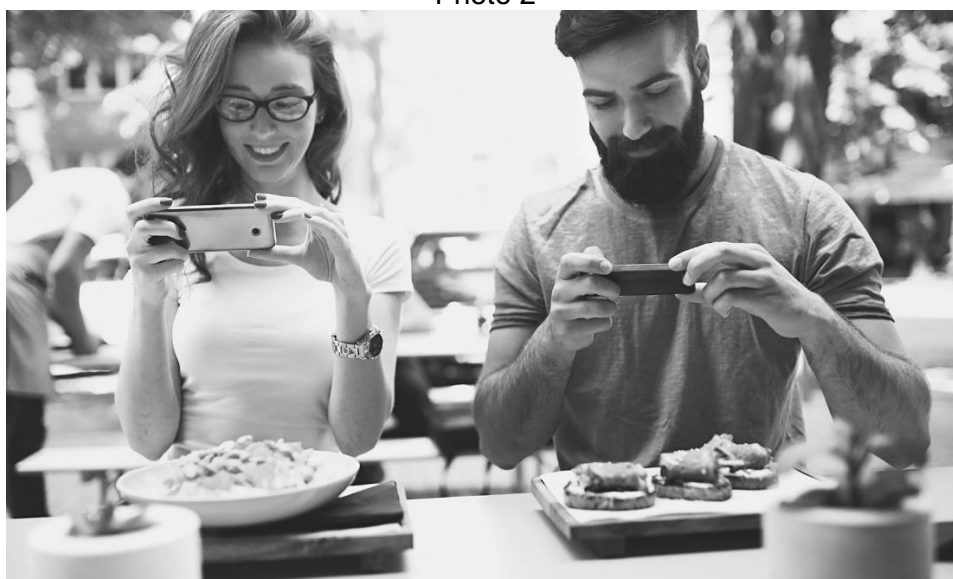
FOUNDATION TIER**Card H Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card H Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER

Card I Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card I Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



HIGHER TIER

Card J Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1

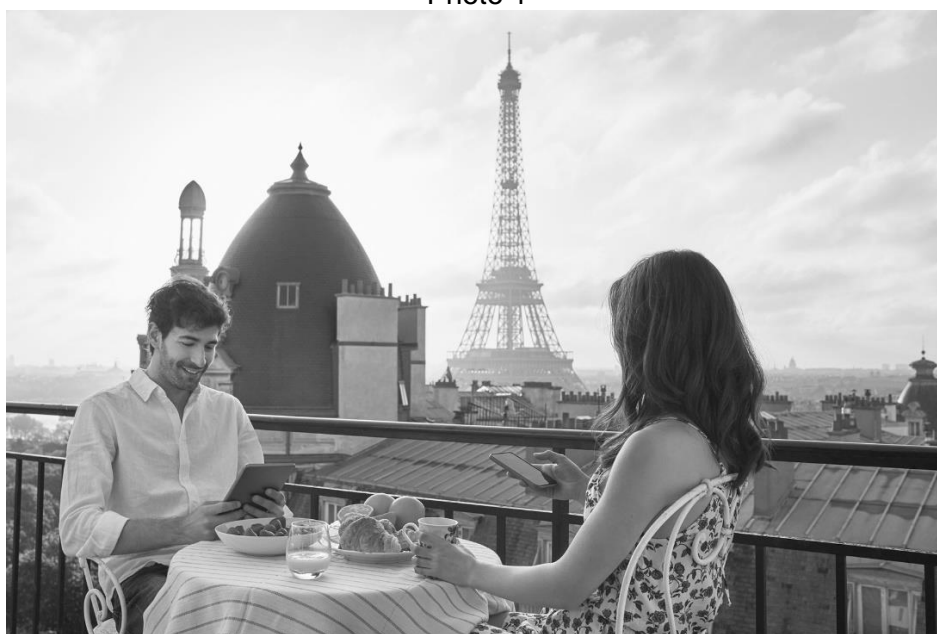
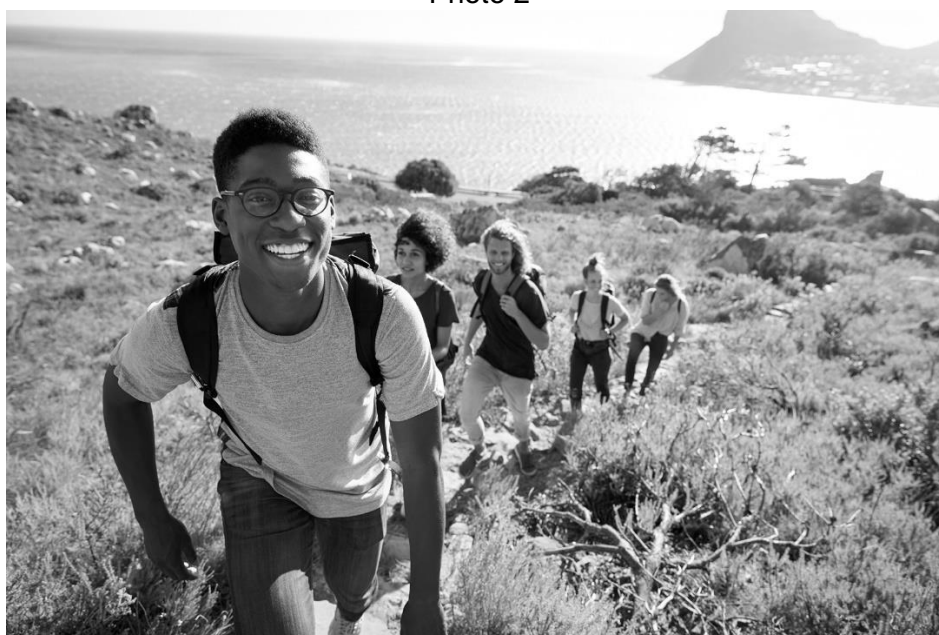


Photo 2



HIGHER TIER

Card K Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



HIGHER TIER

Card L Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



HIGHER TIER

Card M Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



HIGHER TIER**Card N Teacher's Notes****Theme: People and lifestyle**

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



HIGHER TIER**Card O Teacher's Notes****Theme: Popular culture**

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



HIGHER TIER**Card P Teacher's Notes****Theme: Popular culture**

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



HIGHER TIER**Card Q Teacher's Notes****Theme: Communication and the world around us**

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

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

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



HIGHER TIER**Card R Teacher's Notes****Theme: Communication and the world around us**

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

Guidance for teacher-examiners on questioning technique for the Photo card unprepared conversation

In order to score well for AO1, students need to:

- convey as much information as they can
- develop their answers wherever possible
- produce language which is clearly understandable.

As a teacher-examiner, your aim in this part of the test should be to encourage every student to reach their potential. To facilitate this, you need to decide, as the test is progressing, which questions and potentially which aspects of the topics within the theme will elicit the best performance from each student. Higher attaining students may be able to sustain a longer and more developed conversation on a particular topic or aspect of a topic, whereas lower attaining students may need to be asked questions from more topics in order to maintain the conversation for the recommended amount of time for the tier.

All students are different and therefore you should adopt the practice of proceeding through the unprepared conversation based on what the student says, rather than using a pre-set list of questions. You should decide which questions to ask next and how to develop the conversation further by listening carefully to the responses the student has given and by asking appropriate follow-up questions. The student should be given the chance to sustain the conversation as much as possible. The more you speak, the less time will remain for the student to do so. You should consider carefully the type and length of questions you ask.

There are essentially two different types of question: closed and open. Closed questions will elicit short responses such as 'yes', 'no' or a one-word or one-phrase answer (see examples below), while open questions will elicit longer and more developed responses (see examples below).

If it is clear that a student has not understood a question, you may rephrase or simplify the question in order to accommodate the student's response or lack of response. However, if it is apparent that the question has not been understood, it is usually unwise to repeat it more than once since this could waste time and impact on the student's confidence. In this case, it is important that you help the student to continue the conversation. This may mean moving to another more accessible question or even on to another topic within the prescribed theme.

In order to encourage development of a student's response, short prompts can be used eg '*Pourquoi ?*', '*Pourquoi pas ?*'. Lower attaining students are likely to require more frequent prompting in order to sustain the conversation.

When asking questions, you should try to give each student the opportunity to develop their answers, bearing in mind their ability. Students will often feel comfortable when beginning to talk about a different topic area if they are asked '*Parle-moi de ...*' or '*Décris-moi ...*' as this will enable them to use the vocabulary and structures with which they are comfortable. Open questions will enable students to give more information and to provide longer answers, for example:

- *Parle-moi de ton village/ta ville.*
- *Quels sont les avantages d'Internet ?*
- *Qu'est-ce que tu penses de ton collègue ?*
- *Quelle est ton opinion des réseaux sociaux ?*
- *Décris-moi ta célébrité préférée.*

- *Parle-moi d'une fête que tu aimes.*
- *Quels sont les problèmes pour l'environnement dans ta région ?*

More closed questions can be useful for maintaining the flow of the conversation and may often be more helpful for lower attaining students. These may be followed by follow-up questions once the student has provided an initial response. For example:

- *Tu aimes le football ? (student replies Oui/Non) ... Pourquoi (pas) ?*
- *Quand est-ce que tu sors avec tes amis ? (student replies Le week-end) ... Tu vas/vous allez où ? / Où est-ce que tu vas/vous allez ?*
- *Il y a combien d'étudiants dans ta classe de français ? (student replies Vingt-cinq) ... Ils sont sympas ?*
- *Quel est ton film préféré ? (student names a film) ... Pourquoi ?*
- *Tu préfères l'anglais ou les maths ? (student chooses one of them) ... Pourquoi ?*
- *Tu habites où ? (student says Manchester) ... Décris-moi/Parle-moi de Manchester.*
- *Tu penses que c'est important d'aller à l'université ? (student replies Oui/Non) ... Pourquoi (pas) ?*

It is important to adjust your questions to the ability of each student. Asking questions that are likely to need more complex language in the answer may be suitable for higher attaining students, but they may lead to a lack of clarity for those whose linguistic skills are more limited. This will have a bearing on the marks for both AO1 and AO3.

In order to score well for AO3, students need to:

- vary the vocabulary and structures as much as they are able to
- use language accurately.

Students will often use the verb which appears in the question that they are asked, so try to vary the verb used in more common question types. For example:

- *Qu'est-ce que tu aimes (faire) ...? / Qu'est-ce que tu préfères (faire) ...?*
- *Qu'est-ce que tu veux (faire) ...? / Qu'est-ce que tu voudrais (faire) ...?*
- *Tu penses que ...? / Tu crois que ...?*

GCSE French Speaking Test Sequence Chart – Foundation tier

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

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

Candidate Order	Role-play	Reading aloud task	Photo card
1	7	5	H
2	3	1	B
3	6	2	A
4	2	7	E
5	8	4	C
6	4	4	G
7	9	1	C
8	1	5	G
9	8	6	I
10	8	4	F
11	7	3	D
12	1	6	H
13	1	2	E
14	5	3	F
15	2	7	D
16	9	5	B
17	9	9	A
18	5	8	I
19	7	8	I
20	2	9	C

GCSE French Speaking Test Sequence Chart – Higher tier

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

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

Candidate order	Role-play	Reading aloud task	Photo card
1	11	11	K
2	10	17	L
3	13	16	Q
4	10	13	J
5	15	13	M
6	16	14	Q
7	14	12	O
8	18	15	R
9	12	11	N
10	16	18	J
11	13	18	P
12	12	15	N
13	15	13	N
14	11	10	L
15	18	17	M
16	17	14	Q
17	12	10	O
18	18	16	R
19	14	12	P
20	17	10	O

Appendix: Examples of candidate instructions for each part of the task

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GCSE FRENCH

F

Foundation tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Role-play

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE FRENCH

H

Higher tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Role-play

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE FRENCH

F

Foundation tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Reading aloud task

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE FRENCH

H

Higher tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Reading aloud task

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE FRENCH

F

Foundation tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Photo card

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE FRENCH

H

Higher tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Photo card

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.