
General Certificate of Secondary Education
Specification B (Modular)
French
Module 4 Speaking Test
Teacher's Booklet



Tuesday 6 May – Friday 23 May 2003

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The Conversation Cards and Role Play Cards are not reproduced □
separately as this booklet contains all the information needed.

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INSTRUCTIONS FOR TEACHERS

This booklet is for the use of the teacher who will conduct the Speaking Tests in French. In order that teachers have time to prepare for the tests, the examination material may be opened, if the teacher so wishes, up to three working days before the three-week period in which tests for each language are to be conducted. For the 2003 examination, therefore, teachers may have access to the material from **Wednesday 30 April** onwards. However, the conduct of the tests must **not** take place until **Tuesday 6 May**.

GENERAL

The Head of Centre is responsible for appointing the examiners to conduct the Speaking Tests. Normally this will be the candidates' own teacher; however, if this is not possible, another teacher should be appointed.

The Speaking Tests may be conducted at any time between the **6 and 23 May 2003**. They are recorded on cassette tapes supplied by AQA. As soon as all the tests for each language are completed, the tapes must be posted **immediately**, together with the Attendance/Mark Lists, to the appropriate examiner using the label(s) supplied.

The Speaking Test consists of one role play and a conversation. Foundation Tier tests will last up to 5 minutes and Higher Tier tests will last up to 8 minutes.

Candidates should be allowed a preparation time of 5 minutes (Foundation Tier) or 8 minutes (Higher Tier). Normally, this will be during the previous candidate's test. Candidates must be supervised during their preparation time.

Candidates are not allowed to use a dictionary at any time during their preparation period or test. They may make notes during their preparation period and these may be taken into the test. Any notes used must be handed to the teacher at the end of the role play.

ALLOCATION OF CARDS TO CANDIDATES

There are 6 Foundation Role Play Cards, labelled Card 1 to Card 6, 6 Higher Role Play Cards labelled Card 7 to Card 12 and 6 Conversation Cards, labelled Card A to Card F. Cards must be allocated to candidates according to the table below.

Foundation Tier candidates must have only the Foundation Tier Role Play and Conversation Cards; Higher Tier candidates must have only the Higher Tier Role Play and Conversation Cards.

The cards are changed after every third candidate. If a break in testing occurs (e.g. overnight, lunch etc.) in the sequence of three, **you must start again after the break at the beginning of the next series of three in order to maintain security**. In other words, the candidate whose test is after the break should not have the same cards as the candidate who was examined before the break.

In the table below *Candidate Order* refers to the sequence in which candidates are examined by each teacher (not for the centre as a whole).

Candidate Order	Foundation Role Play Cards 1 – 6	Higher Role Play Cards 7 – 12	Conversation Cards A – F
1, 2, 3	1	10	A
4, 5, 6	2	9	B
7, 8, 9	3	11	E
10, 11, 12	4	12	C
13, 14, 15	5	8	D
16, 17, 18	6	7	F
19, 20, 21	1	11	D
22, 23, 24	5	9	F
25, 26, 27	4	7	B
28, 29, 30	3	12	A
31, 32, 33	2	10	C
34, 35, 36	6	8	E
37, 38, 39	1	11	B
40, 41, 42	4	10	F
43, 44, 45	5	9	D
46, 47, 48	2	8	A
49, 50, 51	3	7	C
52, 53, 54	6	12	E
55, 56, 57	2	11	F
58, 59, 60	5	7	A
61, 62, 63	6	10	B
64, 65, 66	4	12	E
67, 68, 69	3	9	D
70, 71, 72	1	8	C

If there are more candidates than this table allows for, you should begin again with Number 1.

Turn over ►

GUIDANCE FOR TEACHERS

Role Plays

General

Six Role Play Cards are provided at each tier. Candidates' instructions on the Role Play Cards are in English at Foundation Tier and French at Higher Tier.

Each candidate completes one Role Play, and cards must be allocated to candidates in the sequence prescribed on page 3.

The **teacher's script** is brief and **prescriptive**. Teachers should not alter it other than to help the role along when a candidate is unable to cope with a particular task. If a candidate is unable to cope, the teacher should move the role on with an appropriate phrase, without providing the vocabulary needed for the next task. The candidate will not receive credit for saying something which has been provided by the teacher in the form of a prompt. The prompt should be clear and present no hurdles of understanding to the candidate.

Higher Tier Role Play

In each Role Play there are **two teacher interventions**, i.e. two questions from the teacher to which the candidate has to respond without the opportunity for preparation. These are printed in bold in this booklet. Each teacher intervention is worth two marks and requires **one detail** from the candidate. A large exclamation mark on the candidate's card indicates where in the Role Play the candidate can expect the teacher intervention.

The **teacher interventions may not be altered in any way**. Each intervention may be repeated once if the candidate has failed to understand it but may not be re-worded.

Conversation

Six different Conversation Cards are provided at each tier. Each candidate has one card which should be allocated according to the sequence prescribed on page 3.

There are **two topics** on each card, one from Group A and one from Group B, as follows:

Group A	Group B
Self, Family and Friends	The Environment
Education	Health
Career and Future Plans	Youth Culture

Candidates must cover both topics.

Suggested questions are provided for teachers, showing a range of the type of questions which could be asked on each topic, but these are not prescriptive and teachers are free to develop the conversation in their own way as long as they stay within the two topic areas. Teachers should provide opportunities for candidates to use a variety of tenses where appropriate.

In the Conversation teachers are free to use whichever form of address they normally use with their candidates, informal or formal.

At Foundation Tier the Conversation should last between 2 and 4 minutes and at Higher Tier 5 to 7 minutes. On occasion with candidates of the lowest ability it may not be appropriate to take the full amount of time. However, the maximum time limit should not be exceeded. Any material beyond the time limit will not be assessed.

The topics on the Conversation Cards are the same for both tiers but the questions should be pitched according to tier. The Foundation Tier topics are printed in English and the Higher Tier topics are printed in French. The suggested questions provided give examples of three types of questions;

- those most appropriate to the beginning of a conversation at Foundation Tier
- those which should be asked of a Foundation Tier candidate in the latter part of the Conversation, or a Higher Tier candidate at the start of the Conversation
- those only appropriate for Higher Tier candidates.

Candidates should be given roughly equal opportunity and time on both topics on the card since communication marks are awarded for each topic separately. If only one topic is covered, therefore, the candidate will not have access to the full range of marks. While examiners will be generous in interpreting the relevance to the specified topics of what a candidate says, **if a candidate clearly addresses neither topic, no marks can be awarded.**

As far as possible a conversation should be an interchange between teacher and candidate, and not a monologue. There should be an appropriate balance between pre-learnt material and spontaneous conversation, between too few and too many questions.

ROLE-PLAYING SITUATIONS
FOUNDATION TIER

FOUNDATION TIER
ROLE PLAY 1**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

Vous êtes à l'office de tourisme à Dieppe. Moi, je suis l'employé(e). Commencez!

Candidate's Instructions	Teacher's Script
1 Say you would like a brochure of the area.	1 <i>Voilà, monsieur/mademoiselle.</i>
2 Say how long you will be staying in Dieppe.	2 <i>Ah bon, monsieur/mademoiselle.</i>
3 Say two activities you like.	3 <i>Bon.</i>
4 Ask if they have a map of the town.	4 <i>Sur la table, là-bas, monsieur/mademoiselle.</i>

FOUNDATION TIER**ROLE PLAY 2****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

Vous êtes à la gare. Moi, je suis l'employé(e) au guichet. Commencez!

Candidate's Instructions	Teacher's Script
1 Say what kind of ticket you want.	1 <i>Bon.</i>
2 Say which day you want to travel.	2 <i>Oui, monsieur/mademoiselle.</i>
3 Say what time you want to leave.	3 <i>Oui, c'est possible.</i>
4 Ask if you can pay by credit card.	4 <i>Naturellement, monsieur/mademoiselle.</i>

FOUNDATION TIER**ROLE PLAY 3****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

Vous êtes dans une ville en France. Vous parlez à un(e) passant(e). Moi, je suis le/la passant(e). Commencez!

Candidate's Instructions	Teacher's Script
1 Say you are looking for a bank.	1 <i>C'est tout près, monsieur/mademoiselle.</i>
2 Say you want to change some money.	2 <i>Oui, monsieur/mademoiselle.</i>
3 Ask when the bank closes.	3 <i>Dans une demi-heure, monsieur/mademoiselle.</i>
4 Say you will go now.	4 <i>Au revoir, monsieur/mademoiselle.</i>

FOUNDATION TIER
ROLE PLAY 4**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

Vous êtes à une gare routière en France. Vous parlez à l'employé(e). Moi, je suis l'employé(e). Commencez!

Candidate's Instructions	Teacher's Script
1 Say where you want to go.	1 <i>Oui, monsieur/mademoiselle.</i>
2 Ask what time the bus leaves.	2 <i>A deux heures, monsieur/mademoiselle.</i>
3 Ask how much the ticket costs.	3 <i>20 euros, monsieur/mademoiselle.</i>
4 Ask where the toilets are.	4 <i>A gauche, monsieur/mademoiselle.</i>

FOUNDATION TIER
ROLE PLAY 5**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

Vous êtes dans un hôtel en France. Vous parlez au/à la réceptionniste. Moi, je suis le/la réceptionniste. Commencez!

Candidate's Instructions	Teacher's Script
1 Say what kind of rooms you want.	1 <i>Oui, monsieur/mademoiselle.</i>
2 Say for how many nights.	2 <i>Oui, c'est possible.</i>
3 Ask what time breakfast is.	3 <i>De 7 à 9 heures, monsieur/mademoiselle.</i>
4 Ask where the restaurant is.	4 <i>Au premier étage.</i>

FOUNDATION TIER
ROLE PLAY 6**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

Vous parlez à votre ami(e) français(e). Moi, je suis votre ami(e). Commencez!

Candidate's Instructions	Teacher's Script
1 Say what your favourite programme is.	1 <i>Bon.</i>
2 Say why you like it.	2 <i>Ah oui.</i>
3 Say you do not like going to the cinema.	3 <i>Moi non plus.</i>
4 Ask your friend if he/she watches much television.	4 <i>Seulement le samedi.</i>

ROLE-PLAYING SITUATIONS
HIGHER TIER

HIGHER TIER
ROLE PLAY 7**TEACHER'S ROLE**

- **It is essential that you are clear about the tasks which the candidate must accomplish.**
 - **The teacher's interventions may not be altered in any way.**
 - **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
 - **Remember that if you supply key vocabulary, candidates cannot be rewarded for it.**
-

The teacher will invite the candidate to start by saying the following:

*Votre voiture est tombée en panne. Vous êtes à la gare routière. Vous parlez à l'employé(e).
Moi, je suis l'employé(e). **Commencez!***

Candidate's Instructions	Teacher's Script
1 Dites où vous allez.	1 Oui, monsieur / mademoiselle.
2 Expliquez combien et quelle sorte de billets vous voulez.	2 Oui, monsieur / mademoiselle. A quelle heure voulez-vous partir?
3 !	3 Il y a un car à (insert appropriate time).
4 Expliquez pourquoi vous prenez le car.	4 Ah oui. Où est votre voiture maintenant?
5 !	5 Ah, bon.
6 Posez une question sur les hôtels tout près.	6 Il y a un bon hôtel tout près. C'est à 300 mètres. A gauche.

HIGHER TIER
ROLE PLAY 8**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

The teacher will invite the candidate to start by saying the following:

Vous êtes à l'office de tourisme en France. Moi, je suis l'employé(e). Commencez!

Candidate's Instructions	Teacher's Script
1 Dites combien de temps vous êtes en ville.	1 <i>Oui. Vous restez où?</i>
2 !	2 <i>Ah bon.</i>
3 Décrivez les deux brochures que vous voulez.	3 <i>Voilà!</i>
4 Expliquez les deux excursions que vous voudriez faire.	4 <i>Quand voulez-vous faire ces excursions, monsieur/mademoiselle?</i>
5 !	5 <i>Bon. C'est possible.</i>
6 Posez une question sur les théâtres et les cinémas en ville.	6 <i>Voilà un programme pour le mois, monsieur/mademoiselle.</i>

HIGHER TIER
ROLE PLAY 9**TEACHER'S ROLE**

- **It is essential that you are clear about the tasks which the candidate must accomplish.**
 - **The teacher's interventions may not be altered in any way.**
 - **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
 - **Remember that if you supply key vocabulary, candidates cannot be rewarded for it.**
-

The teacher will invite the candidate to start by saying the following:

*Vous arrivez avec votre famille dans un hôtel en France. Vous parlez au/à la réceptionniste.
Moi, je suis le/la réceptionniste. Commencez!*

Candidate's Instructions	Teacher's Script
1 Expliquez pourquoi vous êtes arrivés tard.	1 <i>Ah bon.</i>
2 Dites quelles chambres vous voulez pour vous et votre famille.	2 <i>Oui. C'est pour combien de temps?</i>
3 !	3 <i>Ça va.</i>
4 Dites ce que vous voudriez faire comme activités dans l'hôtel. (Donnez deux détails).	4 <i>Voici un dépliant.</i>
5 Posez une question sur les heures des repas à l'hôtel.	5 <i>Le petit déjeuner est de 7h à 9h et le dîner de 19.00h à 22.00h, monsieur/mademoiselle. Où voulez-vous manger ce soir?</i>
6 !	6 <i>D'accord.</i>

HIGHER TIER
ROLE PLAY 10**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

The teacher will invite the candidate to start by saying the following:

Vous parlez à un agent de police. Moi, je suis l'agent. Commencez!

Candidate's Instructions	Teacher's Script
1 Dites exactement où vous avez vu l'accident.	1 <i>Quel temps faisait - il au moment de l'accident?</i>
2 !	2 <i>Bon.</i>
3 Donnez deux détails sur ce que vous avez vu.	3 <i>Le cycliste, il était blessé où?</i>
4 !	4 <i>Oui, je comprends.</i>
5 Donnez deux détails sur le cycliste.	5 <i>Bon.</i>
6 Demandez des nouvelles du cycliste.	6 <i>Il va assez bien, merci.</i>

HIGHER TIER
ROLE PLAY 11**TEACHER'S ROLE**

- **It is essential that you are clear about the tasks which the candidate must accomplish.**
 - **The teacher's interventions may not be altered in any way.**
 - **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
 - **Remember that if you supply key vocabulary, candidates cannot be rewarded for it.**
-

The teacher will invite the candidate to start by saying the following:

Vous parlez à un(e) employé(e) dans un magasin. Moi, je suis l'employé(e). Commencez!

Candidate's Instructions	Teacher's Script
1 Dites ce que vous voulez faire.	1 <i>Pour combien de personnes?</i>
2 !	2 <i>Bon. Ça va.</i>
3 Dites pour combien de jours et demandez le prix.	3 <i>20 euros par jour, monsieur/mademoiselle.</i>
4 Dites à quelle heure et quel jour vous voulez les vélos.	4 <i>Bon. Et où voulez-vous faire une promenade à vélo?</i>
5 !	5 <i>C'est très intéressant.</i>
6 Demandez les heures d'ouverture du magasin.	6 <i>Tous les jours de huit heures à dix-huit heures, monsieur/mademoiselle.</i>

HIGHER TIER
ROLE PLAY 12**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

The teacher will invite the candidate to start by saying the following:

Vous parlez à votre ami(e) français(e). Moi, je suis votre ami(e). Commencez!

Candidate's Instructions	Teacher's Script
1 Dites ce que vous préférez regarder à la télévision et pourquoi.	1 <i>Vous regardez la télé combien d'heures par semaine?</i>
2 !	2 <i>Ah bon.</i>
3 Dites ce que vous aimez comme musique et pourquoi.	3 <i>Ah bon. Quelles sortes de films est-ce que vous préférez?</i>
4 !	4 <i>Moi aussi.</i>
5 Dites ce que vous avez fait comme sport le week-end dernier. (Donnez deux détails).	5 <i>C'est bon ça.</i>
6 Posez une question à votre ami(e) sur le sport.	6 <i>(Respond appropriately).</i>

**SUGGESTED QUESTIONS FOR
CONVERSATION**

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION TOPIC A1

Self, Family and Friends

Foundation Tier

- 1 Il y a combien de personnes dans ta famille?
- 2 C'est quand ton anniversaire?
- 3 Tu as des frères ou des sœurs? Comment s'appellent-ils?
- 4 Que fait ton père / ta mère dans la vie?
- 5 Fais-moi une description de ton / ta meilleur(e) ami(e).
- 6 Qu'est-ce que tu fais pendant la récréation au collège?

Foundation / Higher Tier

- 7 Qu'est-ce que tu as fait avec tes ami(e)s samedi dernier?
- 8 Qu'est-ce que tu aimes faire avec ta famille à la maison?
- 9 Qu'est-ce que tu vas faire avec tes ami(e)s le week-end prochain? Pourquoi?
- 10 Tu sors souvent avec ta famille? Où vas-tu et pourquoi?

Higher Tier

- 11 Comment est ton / ta meilleur(e) ami(e)? Décris son caractère!
- 12 Qu'est-ce que tu aimes faire quand tu sors avec ton/ta meilleur(e) ami(e)? Pourquoi?
- 13 Tu t'entends bien avec tous les membres de ta famille ou est-ce qu'il y a quelquefois des problèmes?
- 14 Tu préfères sortir avec des ami(e)s ou avec tes parents? Pourquoi?
- 15 Où es-tu allé(e) en vacances avec ta famille / tes ami(e)s l'année dernière? Tu t'es bien amusé(e)? Pourquoi?
- 16 Où travaille ton père / ta mère / ton frère / ta sœur? Il / elle aime le travail? Pourquoi / pourquoi pas?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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CONVERSATION TOPIC A2

Education

Foundation Tier

- 1 Comment s'appelle ton collègue?
- 2 A quelle heure vas-tu au collège?
- 3 Il y a combien d'étudiants à ton collège?
- 4 Décris ton uniforme scolaire?
- 5 Qu'est-ce que tu fais pendant la récréation au collège?
- 6 Tu as combien de cours par jour?

Foundation / Higher Tier

- 7 Quelle est ta matière préférée et pourquoi?
- 8 Qu'est-ce que tu feras l'année prochaine? Pourquoi?
- 9 Qu'est-ce que tu as fait avant de venir au collège ce matin?
- 10 Quels cours as-tu fait au collège hier? Tu as aimé ces cours? Pourquoi / pourquoi pas?

Higher Tier

- 11 Est-ce que tu t'entends bien avec tous les profs au collège? Pourquoi / pourquoi pas?
- 12 Qu'est-ce que tu as aimé le mieux et le moins au collège? Pourquoi?
- 13 Qu'est-ce que tu as fait pendant tes années scolaires pour profiter de ton collège?
- 14 Tu as fait des visites scolaires? Où es-tu allé(e)? Tu t'es bien amusé(e)?
- 15 Quels sports préférerais-tu faire au collège si tu pouvais choisir? Pourquoi?
- 16 Quels règlements au collège est-ce que tu aimerais changer? Pourquoi?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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CONVERSATION TOPIC A3

Career and Future Plans

Foundation Tier

- 1 Où veux-tu travailler plus tard dans la vie?
- 2 Où vas-tu passer les vacances cet été?
- 3 Où veux-tu habiter à l'avenir?
- 4 Tu as un petit emploi? Où travailles-tu?
- 5 Quand quittes-tu le collège?
- 6 Quelle sorte d'emploi veux-tu plus tard dans la vie?

Foundation / Higher Tier

- 7 Tu veux aller à l'université? Pourquoi / pourquoi pas?
- 8 Tu voudrais travailler à l'étranger? Pourquoi / pourquoi pas?
- 9 Tu as fait un stage? Qu'est-ce que tu as fait?
- 10 Tu veux habiter plus tard en ville ou à la campagne?

Higher Tier

- 11 Quelle serait la carrière idéale pour toi? Pourquoi?
- 12 Tu vas voyager plus tard dans la vie? Où et pourquoi?
- 13 Qu'est-ce que tu voudrais faire comme passe-temps plus tard dans la vie? Pourquoi?
- 14 Tu veux te marier et avoir des enfants? Pourquoi / pourquoi pas?
- 15 Qu'est-ce que tu achèterais si tu avais beaucoup d'argent? Pourquoi?
- 16 Tu auras le même emploi pour toute ta vie crois-tu? Pourquoi / pourquoi pas?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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CONVERSATION TOPIC B1

The Environment

Foundation Tier

- 1 Où habites-tu exactement?
- 2 Décris ton village / ta ville.
- 3 Tu aimes ton village / ta ville?
- 4 Quels sont les problèmes avec l'environnement dans ton village / ta ville?
- 5 Comment vas-tu au collège? Tous les jours?
- 6 Il y a de la pollution dans ta ville / ton village? Quels sont les problèmes?

Foundation / Higher Tier

- 7 Qu'est-ce que tu as fait pour aider avec l'environnement?
- 8 Que pensent tes ami(e)s des problèmes avec l'environnement?
- 9 Est-ce qu'il y a des problèmes avec la circulation dans ta ville? Lesquels?
- 10 Quel est ton moyen de transport préféré? Pourquoi?

Higher Tier

- 11 Quels sont les plus grands problèmes avec l'environnement aujourd'hui, crois-tu?
- 12 Qu'est-ce que tu as fait récemment pour aider avec l'environnement?
- 13 Qu'est-ce que tu feras à l'avenir pour aider avec les problèmes de l'environnement?
- 14 Est-ce que les problèmes avec l'environnement augmentent tous les jours? Pourquoi / pourquoi pas?
- 15 Quel est ton opinion sur les transports publics dans ta région?
- 16 L'environnement est un problème pour le gouvernement et pas pour nous? Qu'en penses-tu?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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CONVERSATION TOPIC B2

Health

Foundation Tier

- 1 Qu'est-ce que tu aimes manger et boire pour le petit déjeuner?
- 2 Où est-ce que tu manges à midi?
- 3 Tu manges les repas le soir à table ou devant la télé? Pourquoi?
- 4 A quelle heure tu te lèves / tu te couches d'habitude pendant la semaine / le week-end?
- 5 Qu'est-ce que tu aimes faire comme sport?
- 6 Tu bois de l'alcool? Tu fumes? Quand?

Foundation / Higher Tier

- 7 Est-ce que tu penses que l'alcool est bon pour la santé / les cigarettes sont bonnes pour la santé?
- 8 Qu'est-ce que tu as fait comme sport la semaine dernière? Pourquoi?
- 9 Qu'est-ce que tu vas faire à l'avenir pour te tenir en forme?
- 10 Qu'est-ce que tu as mangé hier soir? C'était bon pour la santé? Pourquoi / pourquoi pas?

Higher Tier

- 11 Qu'est-ce que tu préfères manger et boire. Pourquoi?
- 12 Tu as des ami(e)s qui fument et boivent de l'alcool? Qu'en penses-tu?
- 13 Qu'est-ce que tu as fait pour te tenir en forme pendant la semaine dernière?
- 14 Tu as été malade / a eu un accident récemment? Qu'est-ce qui s'est passé?
- 15 Tu préfères manger au restaurant ou à la maison? Pourquoi?
- 16 Est-ce que tu auras le temps à l'avenir de te tenir en forme? Pourquoi / pourquoi pas?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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CONVERSATION TOPIC B3**Youth Culture****Foundation Tier**

- 1 Qu'est-ce que tu aimes comme sport?
- 2 Qu'est-ce que tu aimes comme musique?
- 3 Qu'est-ce que tu aimes porter comme vêtements?
- 4 Qu'est-ce que tu aimes faire pendant ton temps libre?
- 5 Tu t'entends bien avec tes frères / sœurs / ami(e)s? Toujours?
- 6 Tu gagnes de l'argent? Comment?

Foundation / Higher Tier

- 7 Qu'est-ce que tu as aimé comme passe-temps quand tu étais plus jeune?
- 8 Tu préfères manger avec ta famille ou tout(e) seul(e) dans ta chambre? Pourquoi?
- 9 Qu'est-ce que tu as fait avec l'argent que tu as gagné récemment?
- 10 Avec qui est-ce que tu iras en vacances à l'avenir? Pourquoi?

Higher Tier

- 11 Que penses-tu des publicités à la télévision?
- 12 Tu crois que c'est une bonne idée d'avoir un petit emploi? Pourquoi / pourquoi pas?
- 13 Qu'est-ce que tu voudrais changer dans ta vie?
- 14 Est-ce que les drogues sont un grand problème aujourd'hui? Qu'en penses-tu?
- 15 Est-ce que c'est une bonne idée de faire des économies quand tu es jeune? Qu'en penses-tu?
- 16 Il sera difficile de trouver un emploi à l'avenir crois-tu? Pourquoi / pourquoi pas?

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet “Instructions for the Specification B AQA Examinations for Certification in 2003”, which is issued to all centres in the Spring Term.

CHECKLIST

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2003 Module 4. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card. (c) Complete the Attendance Mark List as instructed on the form. (d) Start the test. (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate.
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

* F = Foundation
H = Higher