



# GCSE (9-1) French

**Sample Assessment Materials**

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French (1FR0)

*For first assessment June 2021*

Issue 4

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## Summary of Pearson Edexcel Level 1/2 GCSE in French sample assessment materials Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
<p><b>Paper 1 Listening, Foundation and Higher tiers</b></p> <p>Multiple changes, including amendments to:</p> <ul style="list-style-type: none"> <li>• the length of transcripts</li> <li>• vocabulary, language and expression in transcripts</li> <li>• content of transcripts</li> <li>• questions in the question paper.</li> </ul> <p><b>Specific to Foundation tier:</b></p> <ul style="list-style-type: none"> <li>• question design for questions 3 and 4 has been changed.</li> </ul> <p><b>Specific to Higher tier:</b></p> <ul style="list-style-type: none"> <li>• questions 6 and 7 have been split into two, shorter parts.</li> </ul>	<p>5—31 and 175—202</p>
<p><b>Paper 2 Speaking, Foundation and Higher tiers, General instructions to the teacher and sequencing grids</b></p> <p>The exemplar sequencing grids for Foundation and Higher tiers have been updated to reflect the format used in live assessments since the Summer 2019 series. The instructions on how to use the sequencing grids have also been updated accordingly.</p>	<p>37—39 and 207—209</p>
<p><b>Paper 2 Speaking, Foundation and Higher tiers, teacher role-play cards</b></p> <p>The following teacher questions have been added to the teacher role play cards:</p> <ul style="list-style-type: none"> <li>• for the 5<sup>th</sup> prompt at Foundation tier and the 4<sup>th</sup> prompt at Higher tier, one of the following teacher questions has been added: <i>As-tu une question ?</i> (for informal role play scenarios)  OR <i>Avez-vous une question ?</i> (for formal role play scenarios).</li> <li>• for the 5<sup>th</sup> prompt at Higher tier, one of the following teacher questions has been added: <i>As-tu une autre question ?</i> (for informal role play scenarios)  OR <i>Avez-vous une autre question ?</i> (for formal role play scenarios).</li> </ul>	<p>43—80 and 214—250</p>

<p><b>Paper 3 Reading, Foundation and Higher tiers</b></p> <p>Multiple changes, including amendments to:</p> <ul style="list-style-type: none"> <li>• the length of texts</li> <li>• vocabulary, language and expression in texts and translation</li> <li>• content of texts</li> <li>• questions in the question paper.</li> </ul>	<p>135—152 and 303—325</p>
<p><b>Paper 4 Writing, Foundation and Higher tiers</b></p> <p>Multiple changes, including amendments to:</p> <ul style="list-style-type: none"> <li>• the length of contexts, rubrics and bullet points in questions (shorter)</li> <li>• vocabulary, language and expression in contexts, rubrics and bullet points in questions</li> <li>• content of questions</li> <li>• the language of contexts, rubrics and bullet points in questions 2 Foundation and 2 Higher is written using the grammatically informal register rather than the formal register (even though the questions are still set in a formal context).</li> </ul>	<p>153—173 and 327—349</p>

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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# Introduction

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The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked, **unless** the candidate has replaced it with an alternative response.



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 30 minutes and 5 minutes'  
reading time

Paper Reference **1FR0/1F**

## **French**

**Paper 1: Listening and understanding in French  
Foundation Tier**

### **Transcript**

**Do not return this booklet with the question paper.**

*Turn over* ►

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## SECTION A

### Question 1

#### At the tourist office

**F2:** Est-ce qu'il y a un centre commercial ?

Je voudrais des billets pour le théâtre.

Où se trouve la gare ?

#### The world of work

### Question 2

#### Question 2 Part (i)

**F1:** Le travail est fatigant mais varié.

#### Question 2 Part (ii)

**F1:** Je finis à 16h.

#### Question 2 Part (iii)

**F1:** Le désavantage ? Les heures sont trop longues.



## School life

### Question 3

**M1:** J'oublie toujours mes cahiers... et mon stylo !

**F2:** Je n'écoute pas le prof, les cours sont ennuyeux !

**M2:** J'arrive toujours en retard !

## Ambitions

### Question 4

**M1:** Didier est très gentil, son ambition est de travailler avec des enfants.

**F1:** Amélie cherche un apprentissage, elle veut faire un travail utile.

**M2:** Khalida voudrait être chanteuse, elle chante tout le temps !

## A shopping trip

### Question 5

#### Question 5 Part (a)

**F2:** On va à Auchan, c'est un hypermarché.

#### Question 5 Part (b)

**F2:** On y va en voiture, parce que c'est loin.

#### Question 5 Part (c)

**F2:** On y va samedi, c'est fermé le dimanche.

#### Question 5 Part (d)

**F2:** Après on va manger au nouveau restaurant.

## Using the internet

### Question 6

**F1:** Tu utilises souvent Internet, Sabrina ?

**F2:** J'aime faire des recherches pour mes devoirs, c'est très facile et rapide.

**F1:** Et toi, Louis ?

**M1:** Je télécharge souvent de la musique. C'est ma passion ! J'aime aussi chatter avec les copains.

## Protecting the environment

### Question 7

**F1:** J'arrête la télé et l'ordinateur quand je ne les utilise pas. Mes parents n'ont pas de voiture, ce qui est bien. Moi, j'ai un vélo que j'utilise tous les jours. Ma mère et moi, nous recyclons nos vieux vêtements.

## Young French people and free time

### Question 8

**M2:** L'activité préférée des jeunes est de sortir avec des amis. Le samedi après-midi, ils aiment faire les magasins. Les activités les moins populaires ? Très peu de jeunes aiment lire, ou passer du temps en famille.

## Futuroscope

### Question 9

**M1:** 45 millions de visiteurs ont visité le Futuroscope en 30 ans. Sur le site web, vous trouverez les horaires, les prix et un plan du parc. Pour des informations sur les attractions, demandez quand vous arrivez au parc. On offre des réductions aux familles dans les hôtels. Il y a des restaurants, des magasins, des spectacles pour toute la famille. Le parc est ouvert tous les jours d'avril à septembre, même le dimanche et le lundi.

## Finding a job

### Question 10

**F2:** Tu as vu ? Un hôtel à Grenoble cherche des jeunes pour travailler pendant les vacances d'été.

**M1:** C'est quoi comme travail ?

**F2:** C'est un grand hôtel avec piscine et gymnase. On cherche quelqu'un pour travailler à la réception.

**M1:** Il y a d'autres détails ?

**F2:** Oui, il faut avoir 18 ans et parler bien anglais. C'est parfait pour toi !

**M1:** Je commencerais quand ?

**F2:** Le 1er juin.

**M1:** Je vais appeler, ça m'intéresse beaucoup.

## My primary school

### Question 11

**M2:** Mon école primaire était petite. Les institutrices étaient très gentilles. Maintenant je vais au collège. Je prends le bus pour y aller. Je suis sportif. Je n'aime pas regarder le sport, je préfère jouer. Je joue au foot mais à l'école primaire, je ne faisais pas de sport. J'étais gros, j'adorais la pizza et évidemment les frites. Je passais mon temps à jouer avec des petites voitures. J'adorais !

## Zinedine Zidane

### Question 12

**M1:** Zinedine est né à Marseille mais sa famille vient d'Algérie. Il a commencé à jouer au foot à 4 ans. Puis à 16 ans, il est devenu joueur de foot professionnel. Depuis 2006, il ne joue plus au foot. Maintenant, il aide les jeunes dans les quartiers les plus pauvres.

## SECTION B

## Mon collège

### Question 13

**F1:** Les cours ne sont pas intéressants. Dans la bibliothèque on a seulement deux ordinateurs. La salle de sports est bien. On organise beaucoup de voyages, j'adore ! Je ne vais pas dans les clubs. Mes devoirs ne prennent pas beaucoup de temps. Mais rentrer, ça prend une heure ! C'est long.

## Mes amis

### Question 14

**M2:** Didier n'arrête pas de parler même en classe. J'aime bien Mehdi, il est calme et il a beaucoup de patience avec moi. Jean-Lou est très rigolo, il a beaucoup de confiance en lui, ce qui est bien pour impressionner les filles. Solomon me donne ses vieux jeux-vidéo et il m'achète des bonbons. Jamel est mon meilleur ami, il est un peu impatient et il parle tout le temps, mais je l'aime bien.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

**Sample assessment material for first assessment**  
**June 2021**

Time: 30 minutes and 5 minutes'  
reading time

Paper Reference **1FR0/1F**

**French**

**Paper 1: Listening and understanding in French**

**Foundation Tier**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in French.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

## Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
- There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

At the tourist office

1 What does this person ask about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input type="checkbox"/>	A swimming pool
<input type="checkbox"/>	B shopping centre
<input type="checkbox"/>	C station
<input type="checkbox"/>	D park
<input type="checkbox"/>	E castle
<input type="checkbox"/>	F theatre
<input type="checkbox"/>	G museum

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## The world of work

2 What does Haafizah say about her job in a sports centre?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

(i) Haafizah finds the work...

<input type="checkbox"/>	<b>A</b> tiring.
<input type="checkbox"/>	<b>B</b> boring.
<input type="checkbox"/>	<b>C</b> difficult.
<input type="checkbox"/>	<b>D</b> repetitive.

(ii) She finishes at...

<input type="checkbox"/>	<b>A</b> 06:00.
<input type="checkbox"/>	<b>B</b> 15:00.
<input type="checkbox"/>	<b>C</b> 16:00.
<input type="checkbox"/>	<b>D</b> 18:00

(iii) The disadvantage is...

<input type="checkbox"/>	<b>A</b> the hours.
<input type="checkbox"/>	<b>B</b> the salary.
<input type="checkbox"/>	<b>C</b> the clients.
<input type="checkbox"/>	<b>D</b> the uniform.

(Total for Question 2 = 3 marks)

### School life

3 What do these three people say about their behaviour at school?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

<input type="checkbox"/>	<b>A</b> I talk a lot.
<input type="checkbox"/>	<b>B</b> I never do homework.
<input type="checkbox"/>	<b>C</b> I don't listen to the teacher.
<input type="checkbox"/>	<b>D</b> I never finish work.
<input type="checkbox"/>	<b>E</b> I always forget books.
<input type="checkbox"/>	<b>F</b> I eat in class.
<input type="checkbox"/>	<b>G</b> I'm always late.

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



### Ambitions

4 What do the parents of Didier, Amélie and Khalida say about their children's ambitions?

Complete the sentences. Use the correct word or phrase from the box.

work in a garage      earn a lot of money      work in IT      be a singer  
go to university      do an apprenticeship      work with children

- (a) Didier wants to ..... (1)
- (b) Amélie wants to ..... (1)
- (c) Khalida wants to ..... (1)

**(Total for Question 4 = 3 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### A shopping trip

5 You are going shopping with your French friend. What does she tell you?

Listen to the recording and answer the following questions **in English**. You do not need to write in full sentences.

(a) What kind of shop are you going to? (1)

---

(b) How will you get there? (1)

---

(c) On which day are you going? (1)

---

(d) What are you going to do when you finish shopping? (1)

---

**(Total for Question 5 = 4 marks)**

---

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Using the internet

6 Sabrina and Louis are talking about using the internet.

What do they do online?

Complete the sentences. Use the correct word or phrase from the box.

meets people    posts photos    shopping    downloads music  
does research    chats    watches films

(a) Sabrina ..... (1)

(b) Louis: ..... and ..... (2)

**(Total for Question 6 = 3 marks)**

### Protecting the environment

7 What does Karinne mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input type="checkbox"/>	<b>A</b> saving water
<input type="checkbox"/>	<b>B</b> cycling
<input type="checkbox"/>	<b>C</b> plastic bags
<input type="checkbox"/>	<b>D</b> recycling paper
<input type="checkbox"/>	<b>E</b> saving electricity
<input type="checkbox"/>	<b>F</b> using public transport
<input type="checkbox"/>	<b>G</b> recycling clothes

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Young French people and free time

8 Listen to this report and answer the following questions **in English**. You do not need to write in full sentences.

(a) What is the most popular activity? (1)

---

(b) What do they like to do on Saturday afternoons? (1)

---

(c) Name **one** of the least popular activities. (1)

---

**(Total for Question 8 = 3 marks)**

---

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## Futuroscope

9 You hear this advert for the theme park, Futuroscope.

Listen to the advert and complete the sentences by putting a cross ☒ in the correct box for each question.

(i) In the last 30 years there have been...

<input type="checkbox"/>	<b>A</b> 2 million visitors.
<input type="checkbox"/>	<b>B</b> 5 million visitors.
<input type="checkbox"/>	<b>C</b> 13 million visitors.
<input type="checkbox"/>	<b>D</b> 45 million visitors.

(ii) On arrival, you should ask for information about...

<input type="checkbox"/>	<b>A</b> the attractions.
<input type="checkbox"/>	<b>B</b> buying tickets.
<input type="checkbox"/>	<b>C</b> opening times.
<input type="checkbox"/>	<b>D</b> getting a map.

(iii) Families get reductions for the ...

<input type="checkbox"/>	<b>A</b> restaurants.
<input type="checkbox"/>	<b>B</b> shops.
<input type="checkbox"/>	<b>C</b> hotels.
<input type="checkbox"/>	<b>D</b> shows.

(iv) In summer the theme park is open...

<input type="checkbox"/>	<b>A</b> every day.
<input type="checkbox"/>	<b>B</b> every day except Sunday.
<input type="checkbox"/>	<b>C</b> every day except Monday.
<input type="checkbox"/>	<b>D</b> every day except Tuesday.

**(Total for Question 9 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Finding a job

10 Sami and Rachida are discussing a job possibility for Sami.

Listen to the conversation and answer the following questions **in English**.

You do not need to write in full sentences.

(a) When is the job for? (1)

(b) What is the **exact** job available? (1)

(c) Give **one** requirement for the job. (1)

(d) What is the starting date? (1)

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### My primary school

11 Cédric is talking about when he was at primary school and now. What does he mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input type="checkbox"/>	<b>A</b> where he used to live
<input type="checkbox"/>	<b>B</b> his primary school teachers
<input type="checkbox"/>	<b>C</b> where his school is
<input type="checkbox"/>	<b>D</b> his favourite football team
<input type="checkbox"/>	<b>E</b> his primary school friends
<input type="checkbox"/>	<b>F</b> what he used to like eating
<input type="checkbox"/>	<b>G</b> his favourite childhood toys

(Total for Question 11 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



### Zinedine Zidane

**12** You hear this report about the footballer, Zinedine Zidane.

Listen to the report and answer the following questions **in English**. You do not need to write in full sentences.

(a) Which country does his family come from? (1)

---

(b) What happened when he was 16? (1)

---

(c) When did he stop playing football? (1)

---

(d) What does he do now? (1)

---

**(Total for Question 12 = 4 marks)**

---

**TOTAL FOR SECTION A = 40 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**SECTION B**

**Mon collège**

**13** Rokia parle de son collège.

Complète les phrases en choisissant un mot ou des mots dans la case. Il y a des mots que tu n'utiliseras pas.

près	beaucoup	clubs		
équipement sportif	intéressants	voyages	loin	
ordinateurs	dessin	peu	ennuyeux	

- (a) Les cours sont ..... (1)
- (b) Il n'y a pas assez d' ..... (1)
- (c) Elle aime participer aux ..... (1)
- (d) Elle passe ..... de temps à faire ses devoirs. (1)
- (e) Elle habite ..... du collège.

**(Total for Question 13 = 5 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## Mes amis

14 Khalil parle de ses amis.

Comment sont ses amis ? Choisis entre : **amusant**, **patient**, **bavard** et **généreux**.  
Chacun des mots peut être utilisé plusieurs fois.

- (a) Didier est ..... (1)
- (b) Mehdi est ..... (1)
- (c) Jean-Lou est ..... (1)
- (d) Solomon est ..... (1)
- (e) Jamel est ..... (1)

(Total for Question 14 = 5 marks)

---

**TOTAL FOR SECTION B = 10 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**



# GCSE French Foundation tier

## Paper 1 Mark scheme

### SECTION A

Question number	Answer	Mark
1	B, C, F	(3)

Question number	Answer	Mark
2(i)	A	(1)

Question number	Answer	Mark
2(ii)	C	(1)

Question number	Answer	Mark
2(iii)	A	(1)

Question number	Answer	Mark
3	E, C, G	(3)

Question number	Answer	Mark
4(Didier)	work with children	(1)

Question number	Answer	Mark
4(Amélie)	do an apprenticeship	(1)

Question number	Answer	Mark
4(Khalida)	be a singer	(1)

Question number	Answer	Reject	Mark
5(a)	a hypermarket; a big supermarket	a supermarket (on its own); Auchan	(1)

Question number	Answer	Mark
5(b)	by car	(1)

Question number	Answer	Mark
5(c)	Saturday	(1)

Question number	Answer	Reject	Mark
5(d)	go to a restaurant / eat at the restaurant	lunch	(1)

Question number	Answer	Mark
6(a)	does research	(1)

Question number	Answer	Mark
6(b)	downloads music (1) chats (1) (any order)	(2)

Question number	Answer	Mark
7	B, E, G	(3)

Question number	Answer	Reject	Mark
8(a)	going out with friends / spending time with friends	their friends	(1)

Question number	Answer	Mark
8(b)	(going) shopping	(1)

Question number	Answer	Reject	Mark
8(c)	Any <b>one</b> of the following: reading  spending time / being with family / family time	family (on its own)	(1)

Question number	Answer	Mark
9(i)	D	(1)

Question number	Answer	Mark
9(ii)	A	(1)

Question number	Answer	Mark
9(iii)	C	(1)

Question number	Answer	Mark
9(iv)	A	(1)

Question number	Answer	Reject	Mark
10(a)	the summer holidays / in summer	the holidays on its own	(1)

Question number	Answer	Mark
10(b)	at the (hotel) reception / (work as) receptionist	(1)

Question number	Answer	Reject	Mark
10(c)	Any <b>one</b> of the following: have to be (over) 18 / (over) 18 / minimum age 18  have to speak English	18 (on its own) be English	(1)

Question number	Answer	Reject	Mark
10(d)	1st of June	December	(1)

Question number	Answer	Mark
11	B, F, G	(3)

Question number	Answer	Reject	Mark
12(a)	Algeria	France	(1)

Question number	Answer	Mark
12(b)	Became a professional football player / footballer	(1)

Question number	Answer	Mark
12(c)	2006	(1)

Question number	Answer	Reject	Mark
12(d)	helps young people (in the poor(est) areas)	helps poor (on its own) / poorest areas (on its own)	(1)

## SECTION B

Question number	Answer	Mark
13(a)	ennuyeux	(1)

Question number	Answer	Mark
13(b)	ordinateurs	(1)

Question number	Answer	Mark
13(c)	voyages	(1)

Question number	Answer	Mark
13(d)	peu	(1)

Question number	Answer	Mark
13(e)	loin	(1)

Question number	Answer	Mark
14(a)	bavard	(1)

Question number	Answer	Mark
14(b)	patient	(1)



<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>14(c)</b>	amusant	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>14(d)</b>	généreux	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>14(e)</b>	bavard	<b>(1)</b>



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French  
General instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

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## General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

**The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.**

### **Task 1: Role play**

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

**At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.**

### **Task 2: Picture-based task**

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

**At the end of the picture-based task, the speaking assessment will move to the conversation.**

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

### **Task 3: Conversation**

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

#### **Conversation Part 1**

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

#### **Conversation Part 2**

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.

## GCSE French Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

**Candidate 1** Foundation tier (Candidate selection for Conversation Part 1: Theme 3)

- Role play FR1
- Picture card FP3
- Conversation Part 1: (Candidate selection) Theme 3
- Conversation Part 2: Theme 4 OR Theme 5

Where consecutive candidates select the same theme for Task 3 Conversation Part 1, the sequencing grid will allocate a different range of tasks.

For example (continuing to follow the sequencing grid below):

**Candidate 2** Foundation tier (Candidate selection Theme 3)

- Role play FR3
- Picture card FP8
- Conversation Part 1: (Candidate selection) Theme 3
- Conversation part 2: Theme 1 OR Theme 5

The candidate selection of theme and topic for Conversation Part 1 is known in advance of the speaking assessment and this determines the allocation of tasks. Please arrange and conduct assessments as per the prescribed sequence, based on each candidate's chosen Conversation Part 1 Theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day where your tests finished the day before. For example, if on day one your final test on the sequencing grid was candidate 7, start day two with candidate 8 and so on.

If tests are being conducted on a particular day by more than one teacher, each teacher should start at the beginning of the sequence.

### Themes

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

## Sequencing grid – SAMPLE

Candidate Order	Candidate Selection	Task 1		Task 2		Task 3	
		Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection	Conversation Part 1
<b>Candidate 1</b>	<b>Theme 1</b>	FR3 (Theme 2)	FR3 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 1	Theme 3 or Theme 4
	<b>Theme 2</b>	FR5 (Theme 4)	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 2	Theme 1 or Theme 5
	<b>Theme 3</b>	FR1 (Theme 1)	FR1 (Theme 1)	FP3 (Theme 2)	Theme 3	Theme 3	Theme 4 or Theme 5
	<b>Theme 4</b>	FR4 (Theme 3)	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 4	Theme 2 or Theme 5
	<b>Theme 5</b>	FR9 (Theme 2)	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 5	Theme 1 or Theme 3
<b>Candidate 2</b>	<b>Theme 1</b>	FR10 (Theme 4)	FR10 (Theme 4)	FP4 (Theme 2)	Theme 1	Theme 1	Theme 3 or Theme 5
	<b>Theme 2</b>	FR2 (Theme 1)	FR2 (Theme 1)	FP10 (Theme 5)	Theme 2	Theme 2	Theme 3 or Theme 4
	<b>Theme 3</b>	FR3 (Theme 2)	FR3 (Theme 2)	FP8 (Theme 4)	Theme 3	Theme 3	Theme 1 or Theme 5
	<b>Theme 4</b>	FR7 (Theme 3)	FR7 (Theme 3)	FP6 (Theme 1)	Theme 4	Theme 4	Theme 2 or Theme 5
	<b>Theme 5</b>	FR6 (Theme 1)	FR6 (Theme 1)	FP2 (Theme 3)	Theme 5	Theme 5	Theme 2 or Theme 4
<b>Candidate 3</b>	<b>Theme 1</b>	FR8 (Theme 3)	FR8 (Theme 3)	FP7 (Theme 4)	Theme 1	Theme 1	Theme 2 or Theme 5
	<b>Theme 2</b>	FR4 (Theme 3)	FR4 (Theme 3)	FP1 (Theme 1)	Theme 2	Theme 2	Theme 4 or Theme 5
	<b>Theme 3</b>	FR5 (Theme 4)	FR5 (Theme 4)	FP9 (Theme 5)	Theme 3	Theme 3	Theme 1 or Theme 2
	<b>Theme 4</b>	FR1 (Theme 1)	FR1 (Theme 1)	FP3 (Theme 2)	Theme 4	Theme 4	Theme 3 or Theme 5
	<b>Theme 5</b>	FR9 (Theme 2)	FR9 (Theme 2)	FP5 (Theme 3)	Theme 5	Theme 5	Theme 1 or Theme 4
<b>Candidate 4</b>	<b>Theme 1</b>	FR10 (Theme 4)	FR10 (Theme 4)	FP6 (Theme 3)	Theme 1	Theme 1	Theme 2 or Theme 5
	<b>Theme 2</b>	FR2 (Theme 1)	FR2 (Theme 1)	FP10 (Theme 5)	Theme 2	Theme 2	Theme 3 or Theme 4
	<b>Theme 3</b>	FR5 (Theme 4)	FR5 (Theme 4)	FP4 (Theme 2)	Theme 3	Theme 3	Theme 1 or Theme 5
	<b>Theme 4</b>	FR3 (Theme 2)	FR3 (Theme 2)	FP2 (Theme 1)	Theme 4	Theme 4	Theme 3 or Theme 5
	<b>Theme 5</b>	FR7 (Theme 3)	FR7 (Theme 3)	FP8 (Theme 4)	Theme 5	Theme 5	Theme 1 or Theme 2
<b>Candidate 5</b>	<b>Theme 1</b>	FR9 (Theme 2)	FR9 (Theme 2)	FP5 (Theme 3)	Theme 1	Theme 1	Theme 4 or Theme 5
	<b>Theme 2</b>	FR8 (Theme 3)	FR8 (Theme 3)	FP7 (Theme 4)	Theme 2	Theme 2	Theme 1 or Theme 5
	<b>Theme 3</b>	FR10 (Theme 4)	FR10 (Theme 4)	FP1 (Theme 1)	Theme 3	Theme 3	Theme 2 or Theme 5
	<b>Theme 4</b>	FR6 (Theme 1)	FR6 (Theme 1)	FP9 (Theme 5)	Theme 4	Theme 4	Theme 2 or Theme 3
	<b>Theme 5</b>	FR1 (Theme 1)	FR1 (Theme 1)	FP3 (Theme 2)	Theme 5	Theme 5	Theme 3 or Theme 4



## Sequencing grid – SAMPLE

Candidate Order	Candidate Selection	Task 1		Task 2		Task 3	
		Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection	Teacher Selection	
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2		
<b>Candidate 6</b>	Theme 1	FR4 (Theme 3)	FP4 (Theme 2)	Theme 1	Theme 4 or Theme 5		
	Theme 2	FR5 (Theme 4)	FP10 (Theme 5)	Theme 2	Theme 1 or Theme 3		
	Theme 3	FR2 (Theme 1)	FP8 (Theme 4)	Theme 3	Theme 2 or Theme 5		
	Theme 4	FR3 (Theme 2)	FP6 (Theme 3)	Theme 4	Theme 1 or Theme 5		
	Theme 5	FR10 (Theme 4)	FP2 (Theme 1)	Theme 5	Theme 2 or Theme 3		
<b>Candidate 7</b>	Theme 1	FR9 (Theme 2)	FP7 (Theme 4)	Theme 1	Theme 3 or Theme 5		
	Theme 2	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 1 or Theme 5		
	Theme 3	FR3 (Theme 2)	FP9 (Theme 5)	Theme 3	Theme 1 or Theme 4		
	Theme 4	FR6 (Theme 1)	FP3 (Theme 2)	Theme 4	Theme 3 or Theme 5		
	Theme 5	FR7 (Theme 3)	FP1 (Theme 1)	Theme 5	Theme 2 or Theme 4		
<b>Candidate 8</b>	Theme 1	FR8 (Theme 3)	FP10 (Theme 5)	Theme 1	Theme 2 or Theme 4		
	Theme 2	FR1 (Theme 1)	FP8 (Theme 4)	Theme 2	Theme 3 or Theme 5		
	Theme 3	FR2 (Theme 1)	FP4 (Theme 2)	Theme 3	Theme 4 or Theme 5		
	Theme 4	FR9 (Theme 2)	FP6 (Theme 3)	Theme 4	Theme 1 or Theme 5		
	Theme 5	FR10 (Theme 4)	FP2 (Theme 1)	Theme 5	Theme 2 or Theme 3		
<b>Candidate 9</b>	Theme 1	FR5 (Theme 4)	FP9 (Theme 5)	Theme 1	Theme 2 or Theme 3		
	Theme 2	FR4 (Theme 3)	FP7 (Theme 4)	Theme 2	Theme 1 or Theme 5		
	Theme 3	FR3 (Theme 2)	FP6 (Theme 1)	Theme 3	Theme 4 or Theme 5		
	Theme 4	FR7 (Theme 3)	FP3 (Theme 2)	Theme 4	Theme 1 or Theme 5		
	Theme 5	FR6 (Theme 1)	FP5 (Theme 3)	Theme 5	Theme 2 or Theme 4		
<b>Candidate 10</b>	Theme 1	FR8 (Theme 3)	FP4 (Theme 2)	Theme 1	Theme 4 or Theme 5		
	Theme 2	FR4 (Theme 3)	FP2 (Theme 1)	Theme 2	Theme 4 or Theme 5		
	Theme 3	FR10 (Theme 4)	FP10 (Theme 5)	Theme 3	Theme 1 or Theme 2		
	Theme 4	FR1 (Theme 1)	FP6 (Theme 3)	Theme 4	Theme 2 or Theme 5		
	Theme 5	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3		

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# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR1

### Topic: Work

#### Instructions to candidates:

You are asking for a summer holiday job in a hotel in France. The teacher will play the role of the hotel manager and will speak first.

You must address the manager as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Dans un hôtel. Vous cherchez un job pour les vacances d'été.***

1. Type de travail désiré
2. Travailler en France – raison
3. !
4. Travailler ici – combien de temps
5. ? Hôtel – uniforme

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR1

### Topic: Work

#### Instructions to teacher:

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

#### Begin the role play with the following introduction:

*Dans un hôtel. Vous cherchez un job pour les vacances d'été.*

1	<b><i>Je peux vous aider ?</i></b> Allow the candidate to say what kind of job s/he is looking for.
2	<b><i>Pourquoi voulez-vous travailler en France ?</i></b> Allow the candidate to say why s/he wants to work in France.
3	<b><i>!</i></b> <b><i>Quelle est votre date de naissance ?</i></b> Allow the candidate to provide his/her date of birth.
4	<b><i>Pendant combien de temps voulez-vous travailler ici ?</i></b> Allow the candidate to say how long s/he wants to work there. <b><i>D'accord.</i></b>
5	<b><i>?</i></b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to ask about a uniform. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR2

### Topic: Cultural life

#### Instructions to candidates:

You are planning to go to a music festival with your French friend. The teacher will play the role of your friend and will speak first.

You must address your French friend as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Tu vas à un festival de musique avec ton ami(e) français(e). Tu parles avec ton ami(e).***

1. Aller au festival – raison
2. Festival – combien de temps
3. !
4. Vêtements nécessaires – type
5. ? Camping – opinion



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR2

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *tu*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Tu vas à un festival de musique avec ton ami(e) français(e). Tu parles avec ton ami(e).*

1	<b><i>Pourquoi veux-tu aller au festival ?</i></b> Allow the candidate to tell you why s/he wants to go to the festival.
2	<b><i>On va y rester combien de temps ?</i></b> Allow the candidate to say how long s/he will stay at the festival.
3	<b><i>!</i></b> <b><i>Quel est le prix des billets pour le festival ?</i></b> Allow the candidate to say how much the festival tickets cost.
4	<b><i>Quelle sorte de vêtements est-ce que je prends ?</i></b> Allow the candidate to say which type of clothes to take. <b><i>D'accord.</i></b>
5	<b><i>?</i></b> <b><i>As-tu une question ?</i></b> Allow the candidate to ask your opinion of camping. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR3

### Topic: Travel and tourist transactions

#### Instructions to candidates:

You are going to eat at a restaurant in France with your English friend. The teacher will play the part of the waiter/waitress and will speak first.

You must address the waiter/waitress as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Vous êtes dans un restaurant en France avec un(e) ami(e) anglais(e). Vous parlez au serveur/à la serveuse.***

1. Table – nombre de personnes
2. Table – où
3. !
4. Cuisine française – opinion
5. ? Wifi – ici

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR3

### Topic: Travel and tourist transactions

#### Instructions to teacher:

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

#### Begin the role play with the following introduction:

*Vous êtes dans un restaurant en France avec un(e) ami(e) anglais(e). Vous parlez au serveur/à la serveuse.*

1	<b><i>Bonjour monsieur/mademoiselle. Je peux vous aider ?</i></b> Allow the candidate to ask for a table for ... (state number) people.
2	<b><i>Où préférez-vous vous asseoir ?</i></b> Allow the candidate to say where s/he wants to sit.
3	<b><i>!</i></b> <b><i>Vous prenez le menu à quel prix ?</i></b> Allow the candidate to say which menu s/he chooses.
4	<b><i>Qu'est-ce que vous pensez de la cuisine française ?</i></b> Allow the candidate to give his/her opinion of French food. <b><i>Ah, bon.</i></b>
5	<b><i>?</i></b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to ask you about internet connection. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR4

### Topic: Who am I?

#### Instructions to candidates:

You are staying with a French family. You are talking about your friends with one of the children in the family. The teacher will play the role of the French family member and will speak first.

You must address the French family member as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Tu restes chez une famille française. Tu parles de tes amis avec un jeune membre de la famille.***

1. Meilleur(e) ami(e) – description physique
2. Ton ami(e) – anniversaire (date)
3. !
4. Activité ensemble
5. ? Ami(e) – nom



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

*Turn over* ►

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## STIMULUS FR4

Topic: Who am I?

Instructions to teacher:

- Address the candidate as *tu*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Tu restes chez une famille française. Tu parles de tes amis avec un jeune membre de la famille.*

1	<b><i>Comment est ton/ta meilleur(e) ami(e) physiquement ?</i></b> Allow the candidate to describe his/her best friend physically.
2	<b><i>Quelle est la date de son anniversaire ?</i></b> Allow the candidate to say when his/her friend's birthday is.
3	<b><i>!</i></b> <b><i>Tu le/la connais depuis combien de temps ?</i></b> Allow the candidate to say how long they have known one another.
4	<b><i>Quelle activité est-ce que vous aimez faire ensemble ?</i></b> Allow the candidate to say what activities they do together. <b><i>C'est bien, ça.</i></b>
5	<b><i>?</i></b> <b><i>As-tu une question ?</i></b> Allow the candidate to ask the name of your friend. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR5

### Topic: Travel and tourist transactions

#### Instructions to candidates:

You are in a tourist information office in France talking about your visit to the town. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Dans l'office de tourisme d'une ville française. Vous parlez de votre séjour en France.***

1. Visite désirée
2. Durée du séjour
3. !
4. Visiter cette région – raison
5. ? Hôtels – renseignements

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR5

**Topic: Travel and tourist transactions**

**Instructions to teacher:**

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

**Begin the role play with the following introduction:**

***Dans l'office de tourisme d'une ville française. Vous parlez de votre séjour en France.***

1	<b><i>Je peux vous aider, monsieur/mademoiselle ?</i></b> Allow the candidate to say which visit s/he would like to make.
2	<b><i>Vous passez combien de temps ici ?</i></b> Allow the candidate to say how long they are spending here.
3	<b><i>!</i></b> <b><i>Qu'est-ce que vous aimez faire ?</i></b> Allow the candidate to say what s/he is interested in doing.
4	<b><i>Pourquoi est-ce que vous visitez cette région ?</i></b> Allow the candidate to say why they are visiting this area. <b><i>D'accord.</i></b>
5	<b><i>?</i></b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to ask for information about hotels. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR6

### Topic: Travel and tourist transactions

#### Instructions to candidates:

You are telephoning a hotel in France to book accommodation. The teacher will play the part of the receptionist and will speak first.

You must address the receptionist as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Vous téléphonez à un hôtel en France pour réserver des chambres pour votre famille. Vous parlez au/à la réceptionniste.***

1. Réserver – nombre de chambres
2. Chambre – type
3. !
4. Visite en France – raison
5. ? Petit déjeuner – prix



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR6

### Topic: Travel and tourist transactions

#### Instructions to teacher:

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

#### Begin the role play with the following introduction:

*Vous téléphonez à un hôtel en France pour réserver des chambres. Vous parlez au/à la réceptionniste.*

1	<b>Âllo. Hôtel du Parc. Je peux vous aider ?</b> Allow the candidate to say how many rooms s/he wants.
2	<b>Quel type de chambre(s) voulez-vous ?</b> Allow the candidate to say which type of room s/he wants.
3	<b>!</b> <b>Quelle est la date d'arrivée ?</b> Allow the candidate to give the arrival date.
4	<b>Pourquoi allez-vous en France ?</b> Allow the candidate to give a reason for his/her visit. <b>Très bien.</b>
5	<b>?</b> <b>Avez-vous une question ?</b> Allow the candidate to ask the price of breakfast. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR7

### Topic: Daily life

#### Instructions to candidates:

You are in a clothes shop in France. The teacher will play the role of the sales assistant and will speak first.

You must address the sales assistant as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Au magasin de mode en France. Vous parlez avec le vendeur/la vendeuse.***

1. Vêtement désiré
2. Vêtement – description
3. !
4. Occasion spéciale
5. ? Vêtement – essayer

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR7

Topic: Daily life

Instructions to teacher:

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Au magasin de mode en France. Vous parlez avec le vendeur/la vendeuse.*

1	<b>Bonjour. Je peux vous aider ?</b> Allow the candidate to say which article(s) of clothing s/he is looking for.
2	<b>Quelle sorte de (name the item of clothing)... cherchez-vous ?</b> Allow the candidate to describe the item of clothing s/he wants.
3	<b>!</b> <b>Combien voulez-vous payer ?</b> Allow the candidate to say how much s/he would like to spend.
4	<b>C'est pour quelle occasion ?</b> Allow the candidate to say what occasion the item of clothing is for. <b>D'accord.</b>
5	<b>?</b> <b>Avez-vous une question ?</b> Allow the candidate to ask about trying on the item of clothing. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR8

### Topic: Ambitions

#### Instructions to candidates:

You want to work in France during the summer and go to an agency to find out more. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Dans une agence de travail en France. Vous parlez avec l'employé/e.***

1. Visite à l'agence – raison
2. Type de travail préféré
3. !
4. Qualités personnelles
5. ? Commencer – quand



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR8

### Topic: Ambitions

#### Instructions to teacher:

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

#### Begin the role play with the following introduction:

*Dans une agence de travail en France. Vous parlez avec l'employé(e).*

1	<b>Bonjour. Je peux vous aider ?</b> Allow the candidate to say why s/he has come to the agency.
2	<b>Quel type de travail vous intéresse ?</b> Allow the candidate to say which sort of work interests him/her.
3	<b>!</b> <b>Vous restez combien de temps en France ?</b> Allow the candidate to say how s/he is staying in France.
4	<b>Parlez-moi de vos qualités personnelles.</b> Allow the candidate to tell you about their personal qualities. <b>C'est très bien.</b>
5	<b>?</b> <b>Avez-vous une question ?</b> Allow the candidate to ask you when s/he can start work. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR9

### Topic: What school is like

#### Instructions to candidates:

You are talking about school and school life with your French penfriend. The teacher will play the part of the penfriend and will speak first.

You must address your French penfriend as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Chez ton/ta correspondant(e). Tu parles avec lui/elle de la routine scolaire.***

1. Cours – heure (commencer)
2. Activité – récréation
3. !
4. Professeurs – opinion
5. ? Déjeuner – collègue

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR9

Topic: What school is like

Instructions to teacher:

- Address the candidate as *tu*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Chez ton/ta correspondant(e). Tu parles avec lui/elle de la routine scolaire.*

1	<b><i>Tes cours commencent à quelle heure ?</i></b> Allow the candidate to say at what time the school day starts.
2	<b><i>Qu'est-ce que tu fais pendant la récréation ?</i></b> Allow the candidate to say what s/he does during his/her break.
3	<b><i>!</i></b> <b><i>À quel club aimes-tu aller au collège?</i></b> Allow the candidate to say which club s/he likes to attend at school.
4	<b><i>Que penses-tu de tes profs?</i></b> Allow the candidate to say give his/her opinion of his/her teachers. <b><i>D'accord.</i></b>
5	<b><i>?</i></b> <b><i>As-tu une question ?</i></b> Allow the candidate to ask you about lunch at your school. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FR10

### Topic: School activities

#### Instructions to candidates:

Your French exchange partner is staying with you and you are talking about a school trip that you will go on together. The teacher will play the role of your exchange partner and will speak first.

You must address your French exchange partner as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Tu es chez toi pendant un échange scolaire. Tu parles avec ton/ta correspondant(e) français(e) d'une excursion.***

1. Excursion – destination
2. Déjeuner – arrangements
3. !
4. Excursion préférée – pourquoi
5. ? Visites scolaires – opinion



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS FR10

**Topic: School activities**

**Instructions to teacher:**

- Address the candidate as *tu*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

**Begin the role play with the following introduction:**

***Tu es chez toi pendant un échange scolaire. Tu parles avec ton/ta correspondant(e) français(e) d'une excursion scolaire que vous allez faire ensemble.***

1	<b><i>Où allons-nous pour cette excursion ?</i></b> Allow the candidate to say where they will be going.
2	<b><i>Qu'est-ce qu'on fait pour le déjeuner ?</i></b> Allow the candidate to say what you will do for lunch.
3	! <b><i>On part à quelle heure ?</i></b> Allow the candidate to say the departure time.
4	<b><i>Quel type d'excursion préfères-tu, et pourquoi ?</i></b> Allow the candidate to say the type of trip s/he prefers and why. <b><i>D'accord.</i></b>
5	? <b><i>As-tu une question ?</i></b> Allow the candidate to ask you what you think of school trips. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP1

### Topic: Work



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Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur le travail avec les autres
- un travail que tu as fait
- ton travail à l'avenir
- la profession que tu détestes

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS FP1

### Topic: Work



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1. Décris-moi la photo.

[Autre chose ?]

2. Moi, j'aime travailler avec les autres. Et toi, quel est ton avis ?

[Pourquoi (pas) ? / Autre chose ?]

3. Parle-moi d'un petit job que tu as fait.

[Autre chose ?]

4. Quelle sorte de travail vas-tu faire à l'avenir ?

[Pourquoi ? / Autre chose ?]

5. Quelle est la profession que tu détestes ?

[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS FP2

Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur la cantine dans ton collège
- tes activités pendant la pause déjeuner hier
- tes projets pour célébrer la fin des examens
- ta matière préférée



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
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## STIMULUS FP2

### Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

1. Décris-moi la photo.

[Autre chose ?]

2. Moi, je pense que la cantine au collège est très bien. Et toi, quelle est ton opinion ?

[Pourquoi (pas) ? / Autre chose ?]

3. Qu'est-ce que tu as fait pendant la pause déjeuner hier ?

[Autre chose ?]

4. Comment vas-tu célébrer la fin des examens ?

[Pourquoi ? / Autre chose ?]

5. Quelle matière préfères-tu ?

[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

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### Instructions

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## STIMULUS FP3

### Topic: Bringing the world together



(Source: Image used under Creative Commons Attribution-ShareAlike License)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les compétitions sportives
- un événement sportif que tu as vu
- un sport que tu vas pratiquer pendant les prochaines vacances
- les activités pour les organisations charitables

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
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## STIMULUS FP3

### Topic: Bringing the world together



(Source: Image used under Creative Commons Attribution-ShareAlike License)

1. Décris-moi la photo.

[Autre chose ?]

2. J'aime les compétitions sportives. Et toi ?

[Pourquoi (pas) / Autre chose ?]

3. Parle-moi d'un événement sportif que tu as vu.

[Autre chose ?]

4. Quelle activité vas-tu faire pendant les prochaines vacances ?

[Pourquoi ? / Autre chose ?]

5. Tu aimes participer aux activités pour les organisations charitables ?

[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

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## STIMULUS FP4

### Topic: Cultural life



(Source: © 2015 Margaret Lawson)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les fêtes
- la célébration de ton dernier anniversaire
- une fête que tu vas célébrer l'année prochaine
- ton loisir préféré



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
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## STIMULUS FP4

### Topic: Cultural life



(Source: © 2015 Margaret Lawson)

1. Décris-moi la photo.

[Autre chose ?]

2. Je n'aime pas les fêtes. Et toi, quel est ton avis ?

[Pourquoi (pas) ? / Autre chose ?]

3. Comment as-tu célébré ton dernier anniversaire ?

[Autre chose ?]

4. Parle-moi d'une fête que tu vas célébrer l'année prochaine.

[Pourquoi ? / Autre chose ?]

5. Quel est ton loisir préféré ?

[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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## STIMULUS FP5

### Topic: Ambitions



(Source: © wavebreakmedia / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- rester au collège après 16 ans. Ton opinion
- travail comme volontaire
- tes projets pour septembre
- aller à l'université ou trouver un travail

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
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## STIMULUS FP5

### Topic: Ambitions



(Source: © wavebreakmedia / Shutterstock)

1. Décris-moi la photo.

[Autre chose ?]

2. Rester au collège après 16 ans, c'est bien. Quel est ton avis ?

[Pourquoi (pas) ? / Autre chose ?]

3. Est-ce que tu as travaillé comme volontaire ?

[Autre chose ?]

4. Qu'est-ce que tu vas faire en septembre prochain ?

[Pourquoi ? / Autre chose ?]

5. Est-ce que tu préfères aller à l'université ou trouver un travail ?

[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

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## STIMULUS FP6

Topic: Town, region and country



(Source: © Chris Pancewicz / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les villes
- ce que tu as fait dans ta région récemment
- une région que tu voudrais visiter à l'avenir
- ton opinion sur la campagne.



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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- The picture-based task is recommended to last between two-and-a-half to three minutes.
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## STIMULUS FP6

Topic: Town, region and country



(Source: © Chris Pancewicz / Alamy Stock Photo)

1. Décris-moi la photo.  
[Autre chose ?]
2. J'aime les villes. Et toi ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Qu'est-ce que tu as fait dans ta région récemment ?  
[Autre chose ?]
4. Quelle région voudrais-tu visiter à l'avenir ?  
[Pourquoi ? / Autre chose ?]
5. Est-ce que tu aimes la campagne ?  
[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

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## STIMULUS FP7

### Topic: Holidays



(Source: © Prisma Bildagentur AG / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les vacances à la plage
- tes vacances l'année dernière
- les activités que tu vas faire pendant les grandes vacances
- ton opinion sur la durée des vacances d'été

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
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## STIMULUS FP7

### Topic: Holidays



(Source: © Prisma Bildagentur AG / Alamy Stock Photo)

1. Décris-moi la photo.  
[Autre chose ?]
2. Moi, j'aime les vacances à la plage. Et toi ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi de tes vacances l'année dernière.  
[Autre chose ?]
4. Quelles activités vas-tu faire pendant les grandes vacances ?  
[Pourquoi ? / Autre chose ?]
5. Est-ce que les vacances d'été sont trop longues, à ton avis ?  
[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

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## STIMULUS FP8

### Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur le recyclage à la maison
- le recyclage que tu as fait la semaine dernière
- les activités que tu vas faire pour aider l'environnement à l'avenir
- comment tu vas au collège



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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## STIMULUS FP8

### Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

1. Décris-moi la photo.  
[Autre chose ?]
2. Moi, j'aime faire du recyclage à la maison. Et toi, tu aimes ça?  
[Pourquoi (pas) ? / Autre chose ?]
3. Qu'est-ce que tu as recyclé la semaine dernière ?  
[Autre chose ?]
4. Qu'est-ce que tu vas faire pour aider l'environnement à l'avenir ?  
[Pourquoi ? / Autre chose ?]
5. Comment vas-tu au collège ?  
[Pourquoi ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

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## STIMULUS FP9

### Topic: School activities



(Source: © Bob Daemrich / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les cours de musique
- un concert que tu as vu
- les activités scolaires que tu vas faire l'année prochaine
- les clubs à l'école que tu préfères

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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## STIMULUS FP9

### Topic: School activities



(Source: © Bob Daemrich / Alamy Stock Photo)

1. Décris-moi la photo.  
[Autre chose ?]
2. Moi, j'aime beaucoup les cours de musique. Et toi, tu aimes ça?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'un concert que tu as vu.  
[Autre chose ?]
4. Quelles activités scolaires vas-tu faire l'année prochaine ?  
[Pourquoi ? / Autre chose ?]
5. Quel club à l'école est-ce que tu préfères ?  
[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Foundation Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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## STIMULUS FP10

### Topic: Daily life



(Source: © Syda Productions / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les portables
- comment tu as utilisé les ordinateurs au collège récemment
- comment tu vas utiliser la technologie à l'avenir
- ton opinion sur les réseaux sociaux



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 19 to 21 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2F**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Foundation Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

*Turn over* ►

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## STIMULUS FP10

### Topic: Daily life



(Source: © Syda Productions / Shutterstock)

1. Décris-moi la photo.  
[Autre chose ?]
2. J'aime avoir mon portable. Et toi, tu aimes ça?  
[Pourquoi (pas) ? / Autre chose ?]
3. Qu'est-ce que tu as fait sur l'ordinateur au collège récemment ?  
[Autre chose ?]
4. Comment vas-tu utiliser la technologie à l'avenir ?  
[Pourquoi ? / Autre chose ?]
5. Tu aimes aller sur les réseaux sociaux ?  
[Pourquoi (pas) ? / Autre chose ?]

# GCSE French Foundation tier

## Paper 2 Mark scheme

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier - Part 1

### Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Partially clear / Pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

### Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

## Foundation card 1 (FR1)

Dans un hôtel. Vous cherchez un job pour les vacances d'été.

Prompt 1: Sorte de travail désiré

Question 1: *Je peux vous aider ?*

Mark	Descriptor	
0	<b>Je cherche un travail.</b>	<b>Sorte de travail intéressant.</b>
	No rewardable communication because response does not communicate type of work wanted.	Highly ambiguous. Lack of verb makes it unclear that they <b>want</b> to work at the hotel.
1	<b>Travail je désiré réception.</b>	<b>Je désire réceptionniste, s'il te plaît.</b>
	Communication is partially clear because of inaccurate word order and inaccurate pronunciation of ' <b>désiré</b> ' rather than ' <b>désire</b> '.	Communication is ambiguous. It could mean that the candidate is looking for the receptionist rather than asking for a job as a receptionist. Inappropriate use of register for the context ( <b>s'il te plaît</b> ). However wording gives enough meaning within the context for one mark.
2	<b>Je veux travail comme serveur.</b>	<b>Je voudrais travailler au cuisine.</b>
	Clearly communicated despite minor error (travail instead of travailler)	Clearly communicated despite minor error (au, instead of à la)

Prompt 2: Travailler en France - raison

Question 2: *Pourquoi voulez-vous travailler en France ?*

Mark	Descriptor	
0	<b>La monnaie.</b>	<b>C'est plus vite.</b>
	Highly ambiguous. The candidate appears to have used a cognate for 'money' which is not comprehensible as an answer to this prompt.	No rewardable communication; the answer is unrelated to the prompt.
1	<b>Parler français.</b>	<b>Raison France bon.</b>
	Ambiguous. The lack of a verb added to the infinitive casts doubt as to whether the candidate is saying that s/he wants to work in France <i>because</i> s/he speaks French or <i>because</i> s/he <i>wishes</i> to speak French.	Partially clear. Lack of verb makes the response imprecise but the wording gives the statement enough meaning for one mark within the context of the question.
2	<b>J'aime la France.</b>	<b>Avoir de l'argent.</b>
	Clearly communicated response to the prompt.	Clearly communicated response, in spite of the lack of a finite verb or ' <i>pour</i> ' at the start of the utterance.

**Prompt 3: !****Question 3: Quelle est votre date de naissance ?**

Mark	Descriptor	
0	<b>J'ai seize ans.</b>	<b>Naissance en Angleterre.</b>
	No rewardable communication; although the candidate gives his/her age, this is not a response to the question asked.	No rewardable communication; the student gives the place of birth but not the date of birth as required by the question.
1	<b>Deux mille un.</b>	<b>Le dix-sept juin.</b>
	Partially clear. The candidate has given a valid year but without further detail (i.e. the month).	Partially clear. The candidate has given the date of their birthday but not the year of their birth.
2	<b>Le trente juin deux mille un.</b>	<b>Dix janvier deux cent deux.</b>
	Clearly communicated.	Clearly communicated despite the omission of the definite article and the error in using 'cent' rather than 'mille'.

**Prompt 4: Travailler - combien de temps****Question 4: Pendant combien de temps voulez-vous travailler ici ?**

Mark	Descriptor	
0	<b>Trois temps.</b>	<b>Deux heures.</b>
	No rewardable communication. The response is not meaningful.	Highly ambiguous. It is not evident that the student has understood the prompt and the response is inappropriate in the context.
1	<b>Voulez-vous deux semaines.</b>	<b>Pendant l'été.</b>
	Partially clear. A clear timescale is given but clarity is marred by the repetition of part of the question which is not correct as part of the response.	Partially clear; a valid period is given, but the response lacks an indication of e.g. names of months or number of weeks.
2	<b>Pour juillet et août.</b>	<b>Je voudrais travailler trois semaines.</b>
	Clearly communicated; this response is unambiguous.	The response is clearly communicated.

**Prompt 5: ? Hôtel - uniforme?**

Mark	Descriptor	
0	<b>Je porte hôtel uniforme.</b>	<b>Hôtel uniforme ?</b>
	No rewardable communication. The candidate has not asked a question.	Highly ambiguous. Not clear what the candidate is asking about uniforms, i.e. whether the intention is to know what the uniform is like, whether it is expensive, or whether there is a uniform.
1	<b>Je dois uniforme ?</b>	<b>Qu'est-ce qu'il y a uniforme ?</b>
	Communication is only partially clear due to the omission of an infinitive, e.g. to buy, to wear etc.	Communication is ambiguous as an inappropriate question form has been used, ( <i>Qu'est-ce qu'il y a ...</i> instead of <i>est-ce qu'il y a ...</i> )
2	<b>Je dois porter un uniforme ?</b>	<b>Est-ce qu'il y a un uniforme à le hôtel ?</b>
	Clearly communicated. Has asked a clear question.	Clearly communicated despite minor error (à le hôtel instead of à l'hôtel).



## Assessment criteria for the Foundation tier - Part 2

### Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Limited response to set questions, likely to consist of single-word answers</li><li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond</li><li>• A straightforward opinion may be expressed but without justification</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed</li><li>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond</li><li>• Straightforward, brief opinions are given but without justification</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>

#### Additional guidance

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.



## Picture-based task: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1-2	<ul style="list-style-type: none"> <li>Limited accuracy when responding to set questions; minimal success when referring to past, present and future events</li> <li>Individual words and phrases are coherent when responding to set questions; high-frequency of errors prevent meaning being conveyed throughout most of the conversation</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li> <li>Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li> <li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
7-8	<ul style="list-style-type: none"> <li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li> <li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li> </ul>

### Additional guidance

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on clarity.

#### Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

#### Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Foundation tier - Part 3

### Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates limited information relevant to the topics and questions</li><li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification</li><li>• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the topics and questions</li><li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification</li><li>• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>

## **Additional guidance**

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

## Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"> <li>• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question</li> <li>• Short, undeveloped responses, many incomplete</li> <li>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question</li> <li>• Short responses, any development depends on teacher prompting</li> <li>• Limited ability to sustain communication, pace is mostly slow and hesitant</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li> <li>• Occasionally able to initiate and develop responses independently but regular prompting needed</li> <li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation</li> <li>• Sometimes able to initiate and develop the conversation independently, some prompting needed</li> <li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li> </ul>

### Additional guidance

**Rephrasing/repair strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rehearsed language:** language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

## Conversation: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"> <li>• Uses straightforward, individual words/phrases; limited evidence of language manipulation</li> <li>• Limited accuracy, minimal success when referring to past, present and future events</li> <li>• Individual words and phrases are coherent; high-frequency of errors prevent meaning being conveyed throughout much of the conversation</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Uses straightforward, repetitive, grammatical structures</li> <li>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li> <li>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li> <li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li> <li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li> <li>• Generally accurate grammatical structures, generally successful references to past, present and future events</li> <li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication</li> </ul>

### Additional guidance

**Complex grammatical structures** are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.





Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

**Sample assessment material for first assessment  
June 2021**

Time: 45 minutes

Paper Reference **1FR0/3F**

**French**

**Paper 3: Reading and understanding in French**

**Foundation Tier**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in French.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*  
– *you should spend approximately 10 minutes on the translation question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### Going out

1 Read these opinions on a website.

The screenshot shows a website with the URL www.desexcursions.fr. It contains four opinion boxes:

- Marilou : J'adore acheter des vêtements. Le week-end, je vais au centre commercial.
- Thomas : Je déteste aller en ville avec mes copains. Je préfère aller au parc, c'est très amusant.
- Francette : J'aime aller à la plage. J'aime aussi aller chez ma grand-mère.
- Karim : Je pense que rester à la maison, c'est ennuyeux. Je préfère faire du vélo, loin de la ville.

Who says what about their days out? Enter either **Marilou**, **Thomas**, **Francette** or **Karim**. You can use each person more than once.

- (a) ..... likes cycling. (1)
- (b) ..... likes going to the park. (1)
- (c) ..... thinks staying at home is boring. (1)
- (d) ..... likes the beach. (1)
- (e) ..... likes shopping for clothes. (1)
- (f) ..... likes visiting a grandmother. (1)

**(Total for Question 1 = 6 marks)**

## A new sports centre

2 Read the advert below.

### Centre sportif Charles de Gaulle

Nous sommes au centre-ville, près de la gare

Le tarif d'entrée pour les adultes est de 10€ (Enfants 5€).

Le centre est ouvert tous les jours, de 9h à 21h  
piscine, gymnase, courts de tennis,  
en juillet – une nouvelle patinoire.

Le week-end : cours pour enfants (natation, gymnastique, basket)

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

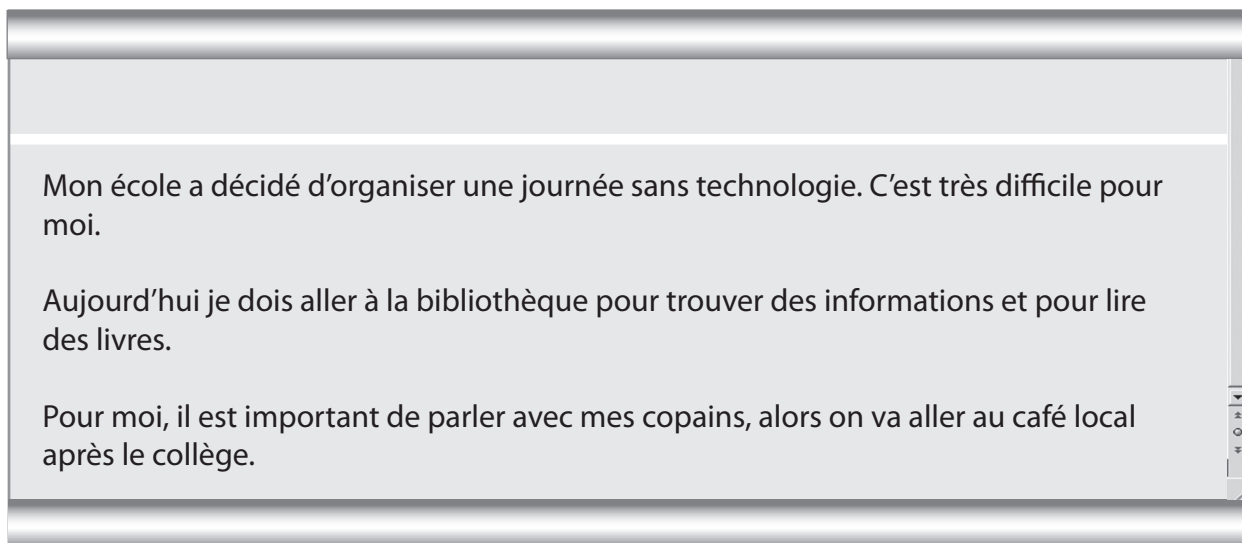
€5      every day      railway station      €10      skating rink      gym  
post office      swimming      tennis      weekends only      sauna

- (a) The sports centre is near the ..... (1)
- (b) It costs children ..... to get in. (1)
- (c) The sports centre is open ..... (1)
- (d) The new ..... opens in July. (1)
- (e) ..... lessons are available. (1)

**(Total for Question 2 = 5 marks)**

### Media and technology at school

3 (a) Read this blog by Jean-Luc.



Answer the following questions **in English**. You do not need to write in full sentences.

(i) What does Jean-Luc think about the technology-free day? (1)

(ii) Give **one** reason why he has to go to the library. (1)

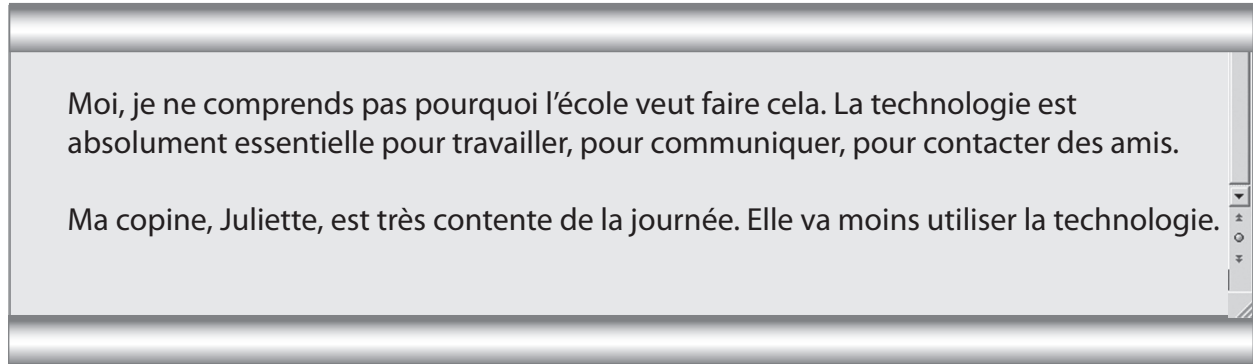
(iii) What is important for him? (1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(b) The blog continues.



(i) Name **one** use of technology that Jean-Luc mentions.

(1)

(ii) How does his friend Juliette feel about the day?

(1)

**(Total for Question 3 = 5 marks)**

### Le temps des secrets by Marcel Pagnol

4 Read the extract from the text below.

Marcel, 11 years old, tells his family about meeting a girl, Isabelle.

- J'ai rencontré une fille, Isabelle. Elle a douze ans. Elle est grande. Elle habite aux Bêlions. Elle est très jolie.
- Tu l'aimes ? dit la tante Rose.
- Comme ci, comme ça, répond Marcel.
- Je pense, dit l'oncle, que cette fille a les cheveux bruns.
- Oui ! Son père est un poète et il est très célèbre ! dit Marcel. Je suis entré dans la maison et il y a un piano énorme, donc je pense que son père est très riche.

Put a cross ☒ in the correct box.

(i) Isabelle is...

<input type="checkbox"/>	<b>A</b> 10 years old.
<input type="checkbox"/>	<b>B</b> 12 years old.
<input type="checkbox"/>	<b>C</b> 14 years old.
<input type="checkbox"/>	<b>D</b> 16 years old.

(ii) Marcel says that the girl...

<input type="checkbox"/>	<b>A</b> is small.
<input type="checkbox"/>	<b>B</b> has fair hair.
<input type="checkbox"/>	<b>C</b> is pretty.
<input type="checkbox"/>	<b>D</b> has a sense of humour.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iii) Marcel...

<input type="checkbox"/>	<b>A</b> likes Isabelle a lot.
<input type="checkbox"/>	<b>B</b> dislikes Isabelle.
<input type="checkbox"/>	<b>C</b> does not trust Isabelle.
<input type="checkbox"/>	<b>D</b> thinks Isabelle is 'so-so'.

(iv) Marcel says Isabelle's father...

<input type="checkbox"/>	<b>A</b> looks like Isabelle.
<input type="checkbox"/>	<b>B</b> has brown hair.
<input type="checkbox"/>	<b>C</b> writes poetry.
<input type="checkbox"/>	<b>D</b> is a friend of his uncle's.

(v) Marcel saw a piano, which made him think that...

<input type="checkbox"/>	<b>A</b> Isabelle's father liked music.
<input type="checkbox"/>	<b>B</b> Isabelle was a musician.
<input type="checkbox"/>	<b>C</b> Isabelle's house was big.
<input type="checkbox"/>	<b>D</b> Isabelle's father was rich.

(Total for Question 4 = 5 marks)

### An international event

5 Read the post below.



En septembre il y a un grand festival international de musique pour des jeunes musiciens européens. Cette année le festival va être dans le nord de la France. Le festival a commencé en septembre 2012 avec seulement cinq groupes. Cette année les organisateurs ont invité vingt groupes.

Les spectateurs peuvent rester au camping, ou passer le temps plus confortablement dans un hôtel dans la ville. Mais attention ! Il pleut beaucoup dans cette région !

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where exactly in France will the festival be held this year? (1)

(b) How many groups have been invited to take part this year? (1)

(c) What will the weather probably be like? (1)

**(Total for Question 5 = 3 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



**Le Petit Nicolas by Jean-Jacques Sempé and René Goscinny**

6 Read the extract from the text. Nicolas interrupts an argument.

Dans le salon, papa parle à maman. Il a des papiers devant lui sur la table. Papa lit des documents et il n'est pas content.

« C'est incroyable », dit papa, « nous dépensons beaucoup, et moi, je ne suis pas multimillionnaire ! Je pense que la boulangerie et la poissonnerie sont chères. »

Maman dit que papa doit faire du shopping avec elle parce qu'il ne va pas aux magasins. En plus il ne connaît pas le prix de la nourriture.

Je monte dans ma chambre et je suis très triste.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How does Nicolas' father feel when he reads the documents?

(1)

(b) Name one shop that seems expensive.

(1)

(c) What does the mother say the father should do?

(1)

(d) How is Nicolas feeling when he goes back to his room?

(1)

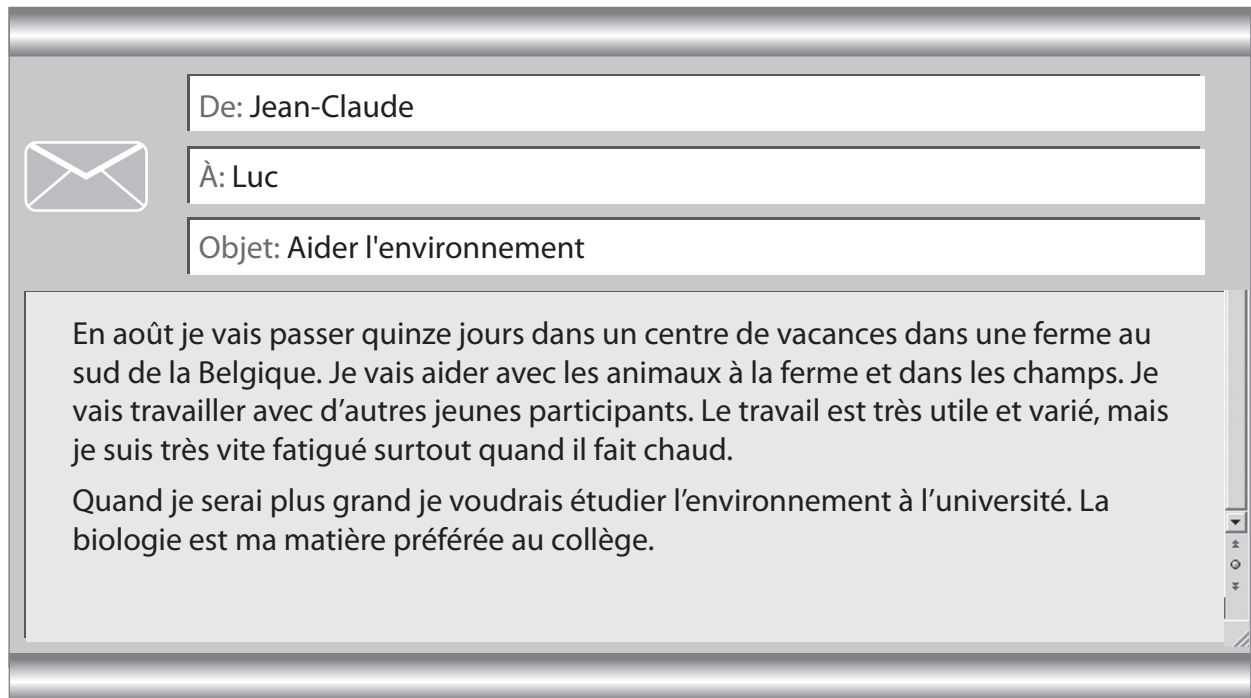
**(Total for Question 6 = 4 marks)**

**TOTAL FOR SECTION A = 28 MARKS**

## SECTION B

### Aider l'environnement

7 Lis cet email de Jean-Claude.



De: Jean-Claude

À: Luc

Objet: Aider l'environnement

En août je vais passer quinze jours dans un centre de vacances dans une ferme au sud de la Belgique. Je vais aider avec les animaux à la ferme et dans les champs. Je vais travailler avec d'autres jeunes participants. Le travail est très utile et varié, mais je suis très vite fatigué surtout quand il fait chaud.

Quand je serai plus grand je voudrais étudier l'environnement à l'université. La biologie est ma matière préférée au collège.

Complète chaque phrase en utilisant un mot de la case. Attention ! Il y a des mots que tu n'utiliseras pas.

facile	personnes âgées	fatigant	deux semaines	ferme
une semaine	jeunes gens	amusant	planète	
	maison	ennuyeux		

- (a) Jean-Claude va passer ..... au sud de la Belgique. (1)
- (b) Il va habiter dans une ..... (1)
- (c) Il va travailler avec des ..... (1)
- (d) Il trouve le travail ..... quand il fait chaud. (1)
- (e) La protection de la ..... est importante pour Jean-Claude. (1)

**(Total for Question 7 = 5 marks)**

## Mon emploi d'été

8 Lis cet article. Christine décrit son emploi d'été.

Le mois dernier j'ai travaillé dans un grand magasin. C'était une expérience assez positive mais j'ai voulu travailler dans un restaurant.

La directrice était continuellement de mauvaise humeur. Mais mes collègues avec qui je travaillais étaient tous sympa.

Je travaillais à la caisse au rayon des vêtements, ce qui était ennuyeux, je n'aimais pas ! Quelquefois je servais les clients dans le café, et c'était plus intéressant et amusant. Dans le futur, je voudrais avoir mon propre restaurant ici en France. Je voudrais faire un apprentissage comme chef de cuisine puis ouvrir un restaurant français.

Mets une croix ☒ dans la case correcte.

(i) Christine a...

<input type="checkbox"/>	<b>A</b> adoré le job.
<input type="checkbox"/>	<b>B</b> trouvé le job assez bien.
<input type="checkbox"/>	<b>C</b> détesté le job.
<input type="checkbox"/>	<b>D</b> trouvé le job très fatigant.

(ii) Elle voulait travailler dans...

<input type="checkbox"/>	<b>A</b> un bureau.
<input type="checkbox"/>	<b>B</b> un magasin.
<input type="checkbox"/>	<b>C</b> un restaurant.
<input type="checkbox"/>	<b>D</b> une banque.

(iii) Ses collègues étaient...

<input type="checkbox"/>	<b>A</b> ennuyeux.
<input type="checkbox"/>	<b>B</b> gentils.
<input type="checkbox"/>	<b>C</b> de mauvaise humeur.
<input type="checkbox"/>	<b>D</b> intéressants.

(iv) Elle a aimé travailler...

<input type="checkbox"/>	<b>A</b> à la caisse.
<input type="checkbox"/>	<b>B</b> au rayon des vêtements.
<input type="checkbox"/>	<b>C</b> au café.
<input type="checkbox"/>	<b>D</b> au restaurant.

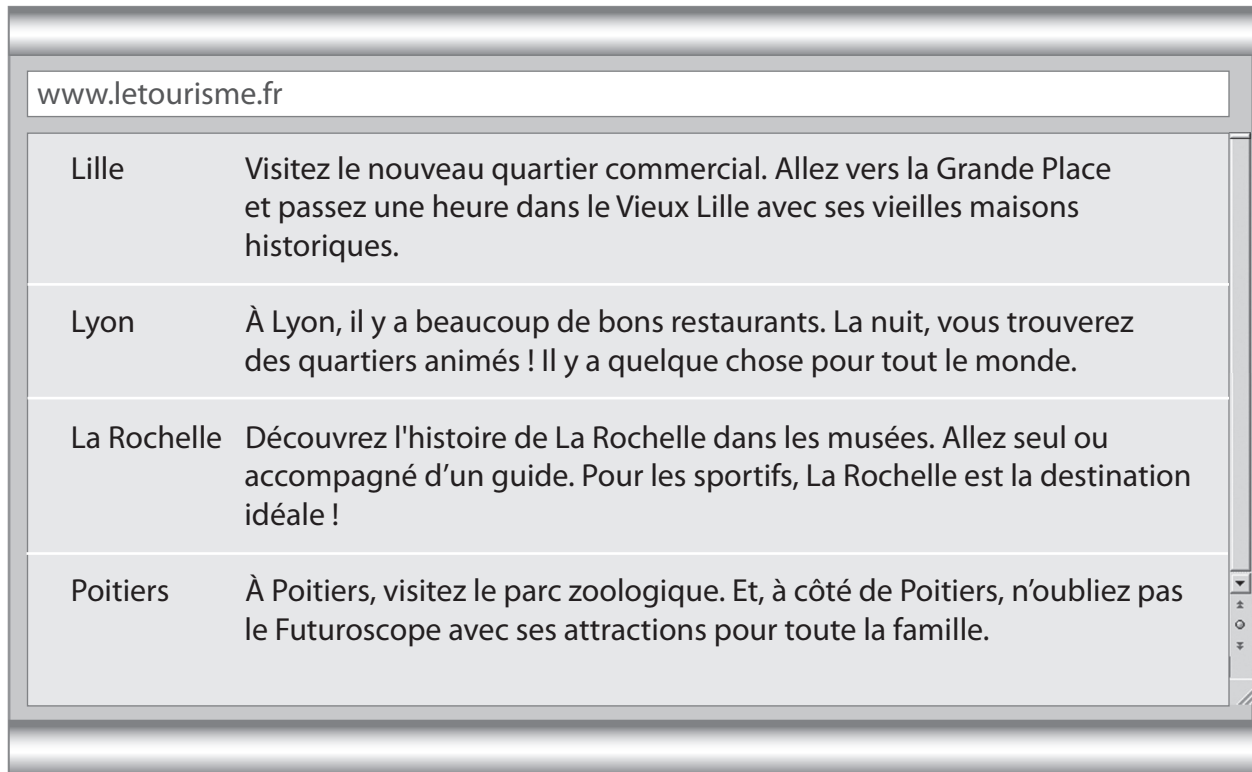
(v) Dans l'avenir, elle voudrait...

<input type="checkbox"/>	<b>A</b> être chef de cuisine internationale.
<input type="checkbox"/>	<b>B</b> travailler à l'étranger.
<input type="checkbox"/>	<b>C</b> ouvrir un petit magasin.
<input type="checkbox"/>	<b>D</b> avoir son propre restaurant.

**(Total for Question 8 = 5 marks)**

## Le tourisme

9 Lis ces descriptions sur un site de tourisme.



www.letourisme.fr	
Lille	Visitez le nouveau quartier commercial. Allez vers la Grande Place et passez une heure dans le Vieux Lille avec ses vieilles maisons historiques.
Lyon	À Lyon, il y a beaucoup de bons restaurants. La nuit, vous trouverez des quartiers animés ! Il y a quelque chose pour tout le monde.
La Rochelle	Découvrez l'histoire de La Rochelle dans les musées. Allez seul ou accompagné d'un guide. Pour les sportifs, La Rochelle est la destination idéale !
Poitiers	À Poitiers, visitez le parc zoologique. Et, à côté de Poitiers, n'oubliez pas le Futuroscope avec ses attractions pour toute la famille.

Quelle est la ville correcte ? Choisis entre : **Lille, Lyon, La Rochelle** et **Poitiers**.  
Chacun des mots peut être utilisé plusieurs fois.

- (a) On peut bien manger à ..... (1)
- (b) Si vous aimez faire du sport, ..... est pour vous. (1)
- (c) Pour faire du shopping dans un centre moderne,  
allez à ..... (1)
- (d) Les touristes qui aiment les vieux bâtiments peuvent  
aller à ..... (1)
- (e) Si vous aimez les animaux, il faut aller à ..... (1)

(Total for Question 9 = 5 marks)

**TOTAL FOR SECTION B = 15 MARKS**



# GCSE French Foundation tier

## Paper 3 Mark scheme

### SECTION A

Question number	Answer	Mark
1(a)	Karim	(1)

Question number	Answer	Mark
1(b)	Thomas	(1)

Question number	Answer	Mark
1(c)	Karim	(1)

Question number	Answer	Mark
1(d)	Francette	(1)

Question number	Answer	Mark
1(e)	Marilou	(1)

Question number	Answer	Mark
1(f)	Francette	(1)

Question number	Answer	Mark
2(a)	railway station	(1)

Question number	Answer	Mark
2(b)	€5	(1)

Question number	Answer	Mark
2(c)	every day	(1)

Question number	Answer	Mark
2(d)	skating rink	(1)

Question number	Answer	Mark
2(e)	swimming	(1)

Question number	Answer	Mark
3(a)(i)	(very) difficult (for him)	(1)

Question number	Answer	Mark
3(a)(ii)	to read books OR to find information	(1)

Question number	Answer	Mark
3(a)(iii)	talk/chat/speak to friends	(1)

Question number	Answer	Mark
3(b)(i)	work OR communicate OR contact friends	(1)

Question number	Answer	Mark
3(b)(ii)	happy OR she wants to use technology less now	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	D	(1)

Question number	Answer	Mark
4(iv)	C	(1)

Question number	Answer	Mark
4(v)	D	(1)

Question number	Answer	Mark
5(a)	(in the) north	(1)

Question number	Answer	Reject	Mark
5(b)	twenty	any other number	(1)

Question number	Answer	Mark
5(c)	wet/rain/rainy (accept not great / bad / not good / not fine)	(1)

Question number	Answer	Mark
6(a)	not happy	(1)



Question number	Answer	Mark
6(b)	baker's or fish shop	(1)

Question number	Answer	Mark
6(c)	go shopping (with her) / go to the shops	(1)

Question number	Answer	Mark
6(d)	sad	(1)

## SECTION B

Question number	Answer	Mark
7(a)	deux semaines	(1)

Question number	Answer	Mark
7(b)	ferme	(1)

Question number	Answer	Mark
7(c)	jeunes gens	(1)

Question number	Answer	Mark
7(d)	fatigant	(1)

Question number	Answer	Mark
7(e)	planète	(1)

Question number	Answer	Mark
8(i)	B	(1)

Question number	Answer	Mark
8(ii)	C	(1)

Question number	Answer	Mark
8(iii)	B	(1)

Question number	Answer	Mark
8(iv)	C	(1)

Question number	Answer	Mark
8(v)	D	(1)

Question number	Answer	Mark
9(a)	Lyon	(1)

Question number	Answer	Mark
9(b)	La Rochelle	(1)

Question number	Answer	Mark
9(c)	Lille	(1)

Question number	Answer	Mark
9(d)	Lille	(1)

Question number	Answer	Mark
9(e)	Poitiers	(1)

### SECTION C

Question number	Indicative content	Mark
10	<p>I go to school by bus.</p> <p>I love maths because it's interesting.</p> <p>I hate history as we have too much homework.</p> <p>I work three hours every evening.</p> <p>Last week I didn't go out.</p>	(7)

Mark	Descriptor
0	No rewardable communication.
1-2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3-4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <b>frequent</b> use of incorrect words, omitted <b>phrases</b> , incorrect tenses.
5-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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**Sample assessment material for first assessment**  
**June 2021**

Time: 1 hour 10 minutes

Paper Reference **1FR0/4F**

**French**

**Paper 4: Writing in French**

**Foundation Tier**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3, and 4. In Question 3, answer **either** Question 3(a) **or** Question 3(b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 10 minutes on the translation question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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1/1



  
**Pearson**

## Le sport

1



(Source: Ben Pipe Photography)

Écris une description de la photo **et** exprime ton opinion sur le sport.

Écris 20–30 mots environ **en français**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 12 marks)**

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.





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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 3 = 20 marks)**

## Le collège

4 Traduis les phrases suivantes **en français**.

(a) I like my school.

(2)

(b) There are lots of clubs.

(2)

(c) Usually, lessons start at 8.00.

(2)

(d) My favourite subject is English, but I do not like geography.

(3)

(e) Last year I played tennis, but now I prefer football.

(3)

**(Total for Question 4 = 12 marks)**

**TOTAL FOR PAPER = 60 MARKS**

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

# GCSE French Foundation Tier

## Paper 4 Mark scheme

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Foundation tier

### Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some relevant, basic information without development</li><li>• Uses language to inform, give short descriptions and express opinions with limited success</li><li>• Uses limited selection of common, familiar vocabulary and expression with frequent repetition</li></ul>
3–4	<ul style="list-style-type: none"><li>• Mostly relevant information, minimal extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with variable success</li><li>• Uses small selection of common, familiar vocabulary and expression with some repetition</li></ul>
5–6	<ul style="list-style-type: none"><li>• Relevant information with occasional extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with some success</li><li>• Uses small selection of common, familiar vocabulary and expression with little repetition</li></ul>

## Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Produces simple, short sentences in isolation</li><li>• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Produces simple, short sentences with little linking</li><li>• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
5–6	<ul style="list-style-type: none"><li>• Produces simple sentences with some linking</li><li>• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication</li></ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see **Additional guidance** below).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Limited information given likely to consist of single words and phrases</li><li>• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</li><li>• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts</li><li>• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some brief information given, basic points made without development</li><li>• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</li><li>• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts</li><li>• Occasional appropriate use of register and style</li></ul>
5–6	<ul style="list-style-type: none"><li>• Some relevant information given appropriate to the task, basic points made with little development</li><li>• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</li><li>• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material</li><li>• Mostly appropriate use of register and style, mostly sustained</li></ul>
7–8	<ul style="list-style-type: none"><li>• Relevant information given appropriate to the task, basic points made with some development</li><li>• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</li><li>• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</li><li>• Appropriate use of register and style sustained</li></ul>

## **Additional guidance**

***Independently selected ... vocabulary and expression:*** Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

***Register and style definition: Formal*** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Repetitive use of minimal selection of straightforward grammatical structures</li> <li>• Produces individual words/set phrases</li> <li>• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Use of a restricted range of straightforward grammatical structures, frequent repetition</li> <li>• Produces simple, short sentences, which are not linked</li> <li>• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces simple, short sentences with minimal linking</li> <li>• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, occasional repetition</li> <li>• Produces predominantly simple sentences occasionally linked together</li> <li>• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication</li> </ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.



Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

### Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

#### Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of some key points and ideas</li><li>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li><li>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li><li>• Appropriate use of register and style is evident but with occasional inconsistency</li></ul>

Mark	Descriptor
10–12	<ul style="list-style-type: none"> <li>• Communicates information relevant to the task with expansion of key points and ideas</li> <li>• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li> <li>• Appropriate use of register and style throughout with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: Informal register and style** – examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Uses straightforward grammatical structures, some repetition</li><li>• Produces brief, simple sentences, limited linking of sentences</li><li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Uses mostly straightforward grammatical structures, occasional repetition</li><li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li><li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
5–6	<ul style="list-style-type: none"><li>• Different examples of straightforward grammatical structures are evident</li><li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li><li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li></ul>
7–8	<ul style="list-style-type: none"><li>• Some variation of grammatical structures, occasional complex structure</li><li>• Produces frequently extended sentences, well linked together</li><li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li></ul>

#### Additional guidance

**Complex** grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 4 – Foundation tier (12 marks)

### Translation mark grids and example responses

**Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	J'aime mon collègue.
4(b)	Il y a beaucoup de clubs.
4(c)	D'habitude, les cours commencent à 8h00.

**Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>Some words are communicated but the overall meaning of the sentence is not communicated</li></ul>
2	<ul style="list-style-type: none"><li>The meaning of the sentence is partially communicated</li><li>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</li></ul>
3	<ul style="list-style-type: none"><li>The meaning of the sentence is fully communicated</li><li>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</li></ul>

Question number	Example response
4(d)	Ma matière préférée est l'anglais, mais je n'aime pas la géographie.
4(e)	La semaine dernière, j'ai joué au tennis, mais maintenant je préfère le football.

## **Additional guidance**

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.





# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 40 minutes and 5 minutes'  
reading time

Paper Reference **1FR0/1H**

## **French**

**Paper 1: Listening and understanding in French**

**Higher Tier**

### **Transcript**

**Do not return this booklet with the question paper.**

Turn over ►

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## SECTION A

### Mon collègue

#### Question 1

**F1:** Les cours ne sont pas intéressants. Dans la bibliothèque on a seulement deux ordinateurs. La salle de sports est bien. On organise beaucoup de voyages, j'adore ! Je ne vais pas dans les clubs. Mes devoirs ne prennent pas beaucoup de temps. Mais rentrer, ça prend une heure ! C'est long.

### Mes amis

#### Question 2

**M2:** Didier n'arrête pas de parler même en classe. J'aime bien Mehdi, il est calme et il a beaucoup de patience avec moi. Jean-Lou est très rigolo, il a beaucoup de confiance, ce qui est bien pour impressionner les filles. Solomon me donne ses vieux jeux-vidéo et il m'achète des bonbons. Jamel est mon meilleur ami, il est un peu impatient et il parle tout le temps, mais je l'aime bien.

## SECTION B

### Futuroscope

#### Question 3

**M1:** 45 millions de visiteurs ont visité le Futuroscope en 30 ans. Sur le site web, vous trouverez les horaires, les prix et un plan du parc. Pour des informations sur les attractions, demandez quand vous arrivez au parc. On offre des réductions aux familles dans les hôtels. Il y a des restaurants, des magasins, des spectacles pour toute la famille. Le parc est ouvert tous les jours d'avril à septembre, même le dimanche et le lundi.

### My primary school

#### Question 4

**M2:** Mon école primaire était petite. Les institutrices étaient très gentilles. Maintenant je vais au collège. Je prends le bus pour y aller. Je suis sportif. Je n'aime pas regarder le sport, je préfère jouer. Je joue au foot mais à l'école primaire, je ne faisais pas de sport. J'étais gros, j'adorais la pizza et évidemment les frites. Je passais mon temps à jouer avec des petites voitures. J'adorais !

### A national holiday

#### Question 5

**F2:** Ça commence le matin avec un grand marché. On vend de tout, surtout de la nourriture : italienne, africaine, chinoise et des spécialités locales, comme des crêpes et des saucisses. Tout est délicieux, mais moi, je préfère les crêpes. L'après-midi on organise des compétitions, et le soir des concerts. Entre 20h et 21h il y a un grand concert sur la grande place puis à 22h un feu d'artifice et à 23h un bal ! J'adore danser !

## Apprenticeships

### Question 6

#### Part (a)

**F1:** Les jeunes Français peuvent quitter le collège à 14 ans pour devenir apprentis. Certains disent que 14 ans, c'est trop jeune pour prendre cette décision ou que les jeunes auront moins de chances de trouver un bon emploi s'ils quittent l'école.

#### Part (b)

**F1:** Écoutons Thierry.

**M1:** Moi, j'ai choisi de faire un apprentissage de mécanicien. Je passe 15 jours dans un garage et 15 jours à l'école professionnelle. Maintenant, je suis plus travailleur. Je reçois aussi un petit salaire, ça me donne de l'indépendance. Je me sens plus adulte. Le monde du travail me plaît.

### An interview with Sinclair

### Question 7

#### Part (a)

**F2:** Tu voulais être musicien quand tu étais jeune ?

**M2:** Je voulais travailler dans le cinéma. Et puis à 15 ans, la musique est devenue ma passion: je passais tout mon temps à écrire de la musique et à jouer de la musique. Mon père jouait dans un orchestre et ma mère donnait des cours de piano et donc ça m'a influencé.

#### Part (b)

**F2:** Quand as-tu commencé à jouer devant le public ?

**M2:** Tout a commencé au lycée. J'ai joué dans un groupe avec deux copains et on a donné quelques concerts. J'écrivais aussi des chansons pour une fille que j'adorais.

**F2:** Que penses-tu de ton succès ?

**M2:** J'ai travaillé longtemps dans le métier, et j'ai travaillé dur donc je crois que j'ai mérité ce succès !

## Internet safety

### Question 8

#### Part (a)

**M1:** Écoutons Rachid.

**M2:** Mes parents me font confiance. Je passe beaucoup de temps sur internet. Ils ne regardent pas ce que je fais, ils ne sont pas stricts.

**M1:** Cléo ?

**F1:** Mon frère et moi, utilisons des réseaux sociaux, mes parents les utilisent aussi. Ils veulent toujours savoir ce qu'on fait en ligne. À l'école on nous parle beaucoup des dangers de l'internet.

### Question 8

#### Part (b)

**M1:** Loïc ?

**M3:** J'ai accepté mes parents comme amis sur ma page. L'ordinateur est dans le salon, ils voient ce que je fais.

**M1:** Mathilde ?

**F2:** À l'école on devrait nous donner plus d'informations. Le harcèlement est un grand problème pour les jeunes. Moi, j'ai mon propre ordinateur et mes parents ne peuvent pas voir mon réseau social. Je n'ai jamais posté de photos.

## The Tour de France

### Question 9

#### Part (a)

**F1:** Le Tour de France est le troisième plus grand événement sportif au monde, et les meilleurs cyclistes y participent. Pendant trois semaines en juillet, 22 équipes de toutes nationalités du monde entier traversent la France. 12 millions de spectateurs de tous les âges vont voir le Tour en France. Quand le Tour passe dans un village, c'est comme une fête ou un carnaval. Des millions de téléspectateurs regardent le Tour dans 190 pays.

### Question 9

#### Part (b)

**F1:** Malheureusement, certains cyclistes utilisent des drogues et c'est un problème pour les organisateurs. Récemment, on a commencé à utiliser de nouveaux tests. Maintenant on teste les cheveux car le test est plus facile et plus rapide à faire. Avant les cyclistes savaient s'ils allaient être testés mais maintenant on a des tests surprise et les cyclistes ne savent pas à l'avance s'ils seront choisis. En 2014, pas un seul cycliste n'a été testé positif.

## Fair trade

### Question 10

#### Part (i)

**F2:** Ma mère achète des produits du commerce équitable quand elle le peut, même s'il faut payer un peu plus. Mon père est d'accord, il croit que tout le monde devrait le faire. Il dit que seulement 1 Français sur 3 achète responsable et qu'il faut réduire les prix pour encourager le commerce équitable.

### Question 10

#### Part (ii)

**F2:** Mon frère, David, ne pense même pas à acheter du chocolat du commerce équitable. Il n'écoute jamais quand on lui parle de ça. Ma sœur, Amélie, est pour le commerce équitable, mais elle a toujours des excuses pour ne pas en acheter. Je crois que plus de gens vont en acheter à l'avenir.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

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**Sample assessment material for first assessment  
June 2021**

Time: 40 minutes and 5 minutes'  
reading time

Paper Reference **1FR0/1H**

**French**

**Paper 1: Listening and understanding in French**

**Higher Tier**

**You do not need any other materials**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in French.
- Questions in Section B are set in English..
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 50.
- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
- There will be a pause between each question.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Mon collège

1 Rokia parle de son collège.

Complète les phrases en choisissant un mot ou des mots dans la case. Il y a des mots que tu n'utiliseras pas.

près	beaucoup	clubs	équipement sportif
intéressants	voyages	loin	ordinateurs
dessin	peu	ennuyeux	

- (a) Les cours sont ..... (1)
- (b) Il n'y a pas assez d'..... (1)
- (c) Elle aime participer aux ..... (1)
- (d) Elle passe ..... de temps à faire ses devoirs. (1)
- (e) Elle habite ..... du collège. (1)

(Total for Question 1 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



## Mes amis

2 Khalil parle de ses amis.

Comment sont ses amis ? Choisis entre : **amusant**, **patient**, **bavard** et **généreux**.  
Chacun des mots peut être utilisé plusieurs fois.

- (a) Didier est ..... (1)
- (b) Mehdi est ..... (1)
- (c) Jean-Lou est ..... (1)
- (d) Solomon est ..... (1)
- (e) Jamel est ..... (1)

(Total for Question 2 = 5 marks)

**TOTAL FOR SECTION A = 10 MARKS**

## SECTION B

### Futuroscope

3 You hear this advert on the radio for Futuroscope.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(i) In the last 30 years there have been...

<input type="checkbox"/>	<b>A</b> 2 million visitors.
<input type="checkbox"/>	<b>B</b> 5 million visitors.
<input type="checkbox"/>	<b>C</b> 13 million visitors.
<input type="checkbox"/>	<b>D</b> 45 million visitors.

(ii) On arrival, you should ask for information about...

<input type="checkbox"/>	<b>A</b> the attractions.
<input type="checkbox"/>	<b>B</b> buying tickets.
<input type="checkbox"/>	<b>C</b> opening times.
<input type="checkbox"/>	<b>D</b> getting a map.

(iii) Families get reductions for the ...

<input type="checkbox"/>	<b>A</b> restaurants.
<input type="checkbox"/>	<b>B</b> shops.
<input type="checkbox"/>	<b>C</b> hotels.
<input type="checkbox"/>	<b>D</b> shows.

(iv) In summer the theme park is open...

<input type="checkbox"/>	<b>A</b> every day.
<input type="checkbox"/>	<b>B</b> every day except Sunday.
<input type="checkbox"/>	<b>C</b> every day except Monday.
<input type="checkbox"/>	<b>D</b> every day except Tuesday.

**(Total for Question 3 = 4 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### My primary school

- 4 Cédric is talking about when he was at primary school and now. What does he mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input type="checkbox"/>	<b>A</b> where he used to live
<input type="checkbox"/>	<b>B</b> his primary school teachers
<input type="checkbox"/>	<b>C</b> where his school is
<input type="checkbox"/>	<b>D</b> his favourite football team
<input type="checkbox"/>	<b>E</b> his primary school friends
<input type="checkbox"/>	<b>F</b> what he used to like eating
<input type="checkbox"/>	<b>G</b> his favourite childhood toys

(Total for Question 4 = 3 marks)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**  
**QUESTION 5 BEGINS ON THE NEXT PAGE.**

### A national holiday

5 Catherine is being interviewed about a national holiday in France. What does she say?

Listen to the interview and put a cross ☒ in the correct box for each question.

(i) In the morning there is a...

<input type="checkbox"/>	<b>A</b> concert.
<input type="checkbox"/>	<b>B</b> competition.
<input type="checkbox"/>	<b>C</b> dance.
<input type="checkbox"/>	<b>D</b> market.

(ii) She mostly likes to eat...

<input type="checkbox"/>	<b>A</b> local specialities.
<input type="checkbox"/>	<b>B</b> Italian dishes.
<input type="checkbox"/>	<b>C</b> African dishes.
<input type="checkbox"/>	<b>D</b> Chinese dishes.

(iii) The firework display is at...

<input type="checkbox"/>	<b>A</b> 20.00.
<input type="checkbox"/>	<b>B</b> 21.00.
<input type="checkbox"/>	<b>C</b> 22.00.
<input type="checkbox"/>	<b>D</b> 23.00.

(Total for Question 5 = 3 marks)

## Apprenticeships

6 You hear this news report and interview on French radio.

Listen to the recording and answer the following questions **in English**. You do not need to write in full sentences.

### (Part a)

(i) What are young French people allowed to do if they want to do an apprenticeship?

(1)

(ii) Give **one** reason why some people are against this.

(1)

### (Part b)

Listen to Thierry talking about his experience doing an apprenticeship.

(i) How is Thierry's time divided?

(1)

(ii) How has being an apprentice changed him? Give **two** examples.

(2)

**(Total for Question 6 = 5 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### An interview with Sinclair

7 You are listening to an interview with Sinclair, a famous French musician. Listen to the interview and answer the following questions **in English**. You do not need to write in full sentences.

#### Part (a)

(i) What was his dream job when he was a little boy? (1)

(ii) How did he show his passion for music when he was 15? Give **one** example. (1)

(iii) How did his parents influence his decision to become a musician? Give **one** detail. (1)

#### Part (b)

(i) How did he develop his musical talents in sixth-form college? Give **one** example. (1)

(ii) Why does he think he deserves his success? Give **one** detail. (1)

**(Total for Question 7 = 5 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**  
**QUESTION 8 BEGINS ON THE NEXT PAGE.**



## Internet safety

- 8 You hear this discussion among some young people about internet safety. Listen to the discussion and put a cross ☒ in the correct box for each question.

### Part (a)

- (i) Rachid's parents...

<input type="checkbox"/>	<b>A</b> trust him.
<input type="checkbox"/>	<b>B</b> limit his time online.
<input type="checkbox"/>	<b>C</b> check what he does online.
<input type="checkbox"/>	<b>D</b> are very strict.

- (ii) Cléo's parents...

<input type="checkbox"/>	<b>A</b> do not let her brother use social media.
<input type="checkbox"/>	<b>B</b> hate social media.
<input type="checkbox"/>	<b>C</b> want to know what she does online.
<input type="checkbox"/>	<b>D</b> think social media are dangerous.

- (iii) Cléo learns about internet safety...

<input type="checkbox"/>	<b>A</b> from her parents.
<input type="checkbox"/>	<b>B</b> at school.
<input type="checkbox"/>	<b>C</b> from her brother.
<input type="checkbox"/>	<b>D</b> from reading about it.

**Part (b)**

(i) Loïc's parents...

<input type="checkbox"/>	<b>A</b> can see his social network page.
<input type="checkbox"/>	<b>B</b> know a lot about the internet.
<input type="checkbox"/>	<b>C</b> let him have his computer in his room.
<input type="checkbox"/>	<b>D</b> do not accept his use of social media.

(ii) Mathilde feels...

<input type="checkbox"/>	<b>A</b> the internet is more positive than negative.
<input type="checkbox"/>	<b>B</b> there is a lot of online bullying.
<input type="checkbox"/>	<b>C</b> parents should see everything.
<input type="checkbox"/>	<b>D</b> she is well informed at school.

(iii) Mathilde...

<input type="checkbox"/>	<b>A</b> does not post photos.
<input type="checkbox"/>	<b>B</b> doesn't use a computer.
<input type="checkbox"/>	<b>C</b> only posts family photos.
<input type="checkbox"/>	<b>D</b> has to share her computer.

**(Total for Question 8 = 6 marks)**

## The Tour de France

9 You hear this report on TV about the Tour de France.

Listen to the report and answer the following questions **in English**. You do not need to write in full sentences.

### Part (a)

(i) What do you learn from the report about the Tour de France as a major sporting event? Give **one** detail. (1)

---

(ii) Where do the 22 cycling teams come from? (1)

---

(iii) What shows that the Tour is very popular in France? Give **two** details. (2)

---

(iv) How do we know that the Tour is popular all over the world? Give **one** detail. (1)

---

DO NOT WRITE IN THIS AREA

**Part (b)**

The report continues.

(i) What new drug test has been introduced? (1)

---

(ii) For what reason was the new drug test introduced? Give **one** detail. (1)

---

(iii) How have the drug tests changed? Give **two** details. (2)

---

---

(iv) What was the result of the new drugs test in 2014? (1)

---

**(Total for Question 9 = 10 marks)**

---

### Fair trade

10 You hear Solange talking about her family's attitude to fair trade.

Put a cross ☒ in each one of the **two** correct boxes for each question.

(i) What does Solange say about her parents?

<input type="checkbox"/>	<b>A</b> Her mother will pay higher prices for fair trade goods.
<input type="checkbox"/>	<b>B</b> Her father disagrees with her mother.
<input type="checkbox"/>	<b>C</b> Her mother never buys fair trade products.
<input type="checkbox"/>	<b>D</b> Her father thinks most people do buy fair trade products.
<input type="checkbox"/>	<b>E</b> Her father recommends reducing fair trade prices.

(ii) What does Solange say about her brother and sister?

<input type="checkbox"/>	<b>A</b> David only buys fair trade chocolate.
<input type="checkbox"/>	<b>B</b> Her brother is not interested in fair trade.
<input type="checkbox"/>	<b>C</b> Her sister, Amélie, is not interested in fair trade.
<input type="checkbox"/>	<b>D</b> Her sister finds excuses not to buy fair trade.
<input type="checkbox"/>	<b>E</b> Amélie is going to buy more fair trade products.

(Total for Question 10 = 4 marks)

**TOTAL FOR SECTION B = 40 MARKS**

**TOTAL FOR PAPER = 50 MARKS**



# GCSE French Higher tier

## Paper 1 Mark scheme

### SECTION A

Question number	Answer	Mark
1(a)	ennuyeux	(1)

Question number	Answer	Mark
1(b)	ordinateurs	(1)

Question number	Answer	Mark
1(c)	voyages	(1)

Question number	Answer	Mark
1(d)	peu	(1)

Question number	Answer	Mark
1(e)	loin	(1)

Question number	Answer	Mark
2(a)	bavard	(1)

Question number	Answer	Mark
2(b)	patient	(1)

Question number	Answer	Mark
2(c)	amusant	(1)

Question number	Answer	Mark
2(d)	généreux	(1)

Question number	Answer	Mark
2(e)	bavard	(1)

## SECTION B

Question number	Answer	Mark
3(i)	D	(1)

Question number	Answer	Mark
3(ii)	A	(1)

Question number	Answer	Mark
3(iii)	C	(1)

Question number	Answer	Mark
3(iv)	A	(1)

Question number	Answer	Mark
4	B, F, G	(3)

Question number	Answer	Mark
5(i)	D	(1)

Question number	Answer	Mark
5(ii)	A	(1)

Question number	Answer	Mark
5(iii)	C	(1)

Question number	Answer	Reject	Mark
6(a)(i)	leave school at 14 / go to (technical) college at 14	leave school / go to college	(1)

Question number	Answer	Reject	Mark
6(a)(ii)	Any <b>one</b> of the following: (14 is) too young (to choose / make such a decision) or have less chance of getting a good job	they are young they will get a good job they should stay at school	(1)



Question number	Answer	Mark
6(b)(i)	Any <b>one</b> of the following: (spends) half his time at school, half at work / in work place or two weeks at school then two weeks at work / in a garage / in work place	(1)

Question number	Answer	Reject	Mark
6(b)(ii)	Any <b>two</b> of the following: works harder / he now works hard  he is more independent  he feels like a grown-up / an adult / he is more grown up	he works hard he is dependent on his parents he works with grown ups he gets a salary	(2)

Question number	Answer	Reject	Mark
7(a)(i)	Work in cinema	loved the cinema	(1)

Question number	Answer	Reject	Mark
7(a)(ii)	Any <b>one</b> of the following: spent all his time composing / writing (music) or spent all his time playing music	he liked writing his mother played music	(1)

Question number	Answer	Reject	Mark
7(a)(iii)	Any <b>one</b> of the following: his father played / plays in an orchestra or his mother gave piano lessons / played the piano  <b>(accept present or past tense)</b>	his father (no reference to his job)  his mother likes the piano	<b>(1)</b>

Question number	Answer	Mark
7(b)(i)	Any <b>one</b> of the following: formed a group with his friends / played in a band played at concerts or wrote songs (for a girl he liked / loved)	<b>(1)</b>

Question number	Answer	Mark
7(b)(ii)	Any <b>one</b> of the following: he has worked as a musician / in the music industry / in this job / profession for a long time or (he has) worked hard (for it)	<b>(1)</b>

Question number	Answer	Mark
8(a)(i)	A	<b>(1)</b>

Question number	Answer	Mark
8(a)(ii)	C	<b>(1)</b>

Question number	Answer	Mark
8(a)(iii)	B	<b>(1)</b>

Question number	Answer	Mark
8(b)(i)	A	<b>(1)</b>

Question number	Answer	Mark
8(b)(ii)	B	<b>(1)</b>

Question number	Answer	Mark
8(b)(iii)	A	<b>(1)</b>

Question number	Answer	Reject	Mark
9(a)(i)	Any <b>one</b> of the following: third biggest sporting event in the world or the <b>best</b> cyclists take part	number 3 lots of cyclists take part	(1)

Question number	Answer	Reject	Mark
9(a)(ii)	(from) all over the world	they are good cyclists they cycle for three weeks	(1)

Question number	Answer	Reject	Mark
9(a)(iii)	Any <b>two</b> from the following: 12 million go to watch it <b>(need to refer to the fact that they are physically present)</b> or in the villages it is like a party / festival	12 million people watch it (on TV) all ages take part	(2)

Question number	Answer	Reject	Mark
9(a)(iv)	Any <b>one</b> of the following: millions of people watch it on TV or it is watched on TV in 190 countries	millions of people watch it <b>(no reference to TV, or watching all over the world)</b>	(1)

Question number	Answer	Reject	Mark
9(b)(i)	test hair	any other source, e.g. test blood / urine, etc.	(1)

Question number	Answer	Reject	Mark
9(b)(ii)	Any <b>one</b> of the following: because the test is easier or quicker  <b>(must have the comparative, i.e. not easy / quick)</b>	there are more drugs in hair	<b>(1)</b>

Question number	Answer	Reject	Mark
9(b)(iii)	Any <b>two</b> of the following:  they have introduced spot / random / surprise testing  riders / cyclists don't know (in advance) if they will be tested  riders / cyclists used to know if they would be tested but not now	they were tested before and after  cyclists know if they will be tested	<b>(2)</b>

Question number	Answer	Reject	Mark
9(b)(iv)	no one tested positive / not a single cyclist was positive	more people were tested	<b>(1)</b>

Question number	Answer	Mark
10(i)	A, E	<b>(2)</b>

Question number	Answer	Mark
10(ii)	B, D	<b>(2)</b>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French  
General instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

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## General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

**The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.**

### **Task 1: Role play**

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

**At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.**

### **Task 2: Picture-based task**

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

**At the end of the picture-based task, the speaking assessment will move to the conversation.**

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

### **Task 3: Conversation**

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

#### **Conversation Part 1**

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

#### **Conversation Part 2**

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  - answer questions freely, in turn allowing them to produce extended sequences of speech
  - develop conversations and discussions
  - give and justify own thoughts and opinions
  - refer to past, present and future events.



## GCSE French Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

**Candidate 1** Higher tier (Candidate selection for Conversation Part 1: Theme 3)

- Role play HR1
- Picture card HP3
- Conversation Part 1: (Candidate selection) Theme 3
- Conversation Part 2: Theme 4 OR Theme 5

Where consecutive candidates select the same theme for Task 3 Conversation Part 1, the sequencing grid will allocate a different range of tasks.

For example (continuing to follow the sequencing grid below):

**Candidate 2** Higher tier (Candidate selection for Conversation Part 1: Theme 3)

- Role play HR3
- Picture card HP8
- Conversation Part 1: (Candidate selection) Theme 3
- Conversation part 2: Theme 1 OR Theme 5

The candidate selection of theme and topic for Conversation Part 1 is known in advance of the speaking assessment and this determines the allocation of tasks. Please arrange and conduct assessments as per the prescribed sequence, based on each candidate's chosen Conversation Part 1 Theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day where your tests finished the day before. For example, if on day one your final test on the sequencing grid was candidate 7, start day two with candidate 8 and so on.

If tests are being conducted on a particular day by more than one teacher, each teacher should start at the beginning of the sequence.

### Themes

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

## Sequencing grid – SAMPLE

Candidate Order	Candidate Selection	Task 1		Task 2		Task 3		
		Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection	Conversation Part 1	Teacher Selection
<b>Candidate 1</b>	<b>Theme 1</b>	HR3 (Theme 2)	HR3 (Theme 2)	HP9 (Theme 5)	HP9 (Theme 5)	Theme 1	Theme 1	Theme 3 or Theme 4
	<b>Theme 2</b>	HR5 (Theme 4)	HR5 (Theme 4)	HP5 (Theme 3)	HP5 (Theme 3)	Theme 2	Theme 2	Theme 1 or Theme 5
	<b>Theme 3</b>	HR1 (Theme 1)	HR1 (Theme 1)	HP3 (Theme 2)	HP3 (Theme 2)	Theme 3	Theme 3	Theme 4 or Theme 5
	<b>Theme 4</b>	HR4 (Theme 3)	HR4 (Theme 3)	HP1 (Theme 1)	HP1 (Theme 1)	Theme 4	Theme 4	Theme 2 or Theme 5
	<b>Theme 5</b>	HR9 (Theme 2)	HR9 (Theme 2)	HP7 (Theme 4)	HP7 (Theme 4)	Theme 5	Theme 5	Theme 1 or Theme 3
<b>Candidate 2</b>	<b>Theme 1</b>	HR10 (Theme 4)	HR10 (Theme 4)	HP4 (Theme 2)	HP4 (Theme 2)	Theme 1	Theme 1	Theme 3 or Theme 5
	<b>Theme 2</b>	HR2 (Theme 1)	HR2 (Theme 1)	HP10 (Theme 5)	HP10 (Theme 5)	Theme 2	Theme 2	Theme 3 or Theme 4
	<b>Theme 3</b>	HR3 (Theme 2)	HR3 (Theme 2)	HP8 (Theme 4)	HP8 (Theme 4)	Theme 3	Theme 3	Theme 1 or Theme 5
	<b>Theme 4</b>	HR7 (Theme 3)	HR7 (Theme 3)	HP6 (Theme 1)	HP6 (Theme 1)	Theme 4	Theme 4	Theme 2 or Theme 5
	<b>Theme 5</b>	HR6 (Theme 1)	HR6 (Theme 1)	HP2 (Theme 3)	HP2 (Theme 3)	Theme 5	Theme 5	Theme 2 or Theme 4
<b>Candidate 3</b>	<b>Theme 1</b>	HR8 (Theme 3)	HR8 (Theme 3)	HP7 (Theme 4)	HP7 (Theme 4)	Theme 1	Theme 1	Theme 2 or Theme 5
	<b>Theme 2</b>	HR4 (Theme 3)	HR4 (Theme 3)	HP1 (Theme 1)	HP1 (Theme 1)	Theme 2	Theme 2	Theme 4 or Theme 5
	<b>Theme 3</b>	HR5 (Theme 4)	HR5 (Theme 4)	HP9 (Theme 5)	HP9 (Theme 5)	Theme 3	Theme 3	Theme 1 or Theme 2
	<b>Theme 4</b>	HR1 (Theme 1)	HR1 (Theme 1)	HP3 (Theme 2)	HP3 (Theme 2)	Theme 4	Theme 4	Theme 3 or Theme 5
	<b>Theme 5</b>	HR9 (Theme 2)	HR9 (Theme 2)	HP5 (Theme 3)	HP5 (Theme 3)	Theme 5	Theme 5	Theme 1 or Theme 4
<b>Candidate 4</b>	<b>Theme 1</b>	HR10 (Theme 4)	HR10 (Theme 4)	HP6 (Theme 3)	HP6 (Theme 3)	Theme 1	Theme 1	Theme 2 or Theme 5
	<b>Theme 2</b>	HR2 (Theme 1)	HR2 (Theme 1)	HP10 (Theme 5)	HP10 (Theme 5)	Theme 2	Theme 2	Theme 3 or Theme 4
	<b>Theme 3</b>	HR5 (Theme 4)	HR5 (Theme 4)	HP4 (Theme 2)	HP4 (Theme 2)	Theme 3	Theme 3	Theme 1 or Theme 5
	<b>Theme 4</b>	HR3 (Theme 2)	HR3 (Theme 2)	HP2 (Theme 1)	HP2 (Theme 1)	Theme 4	Theme 4	Theme 3 or Theme 5
	<b>Theme 5</b>	HR7 (Theme 3)	HR7 (Theme 3)	HP8 (Theme 4)	HP8 (Theme 4)	Theme 5	Theme 5	Theme 1 or Theme 2
<b>Candidate 5</b>	<b>Theme 1</b>	HR9 (Theme 2)	HR9 (Theme 2)	HP5 (Theme 3)	HP5 (Theme 3)	Theme 1	Theme 1	Theme 4 or Theme 5
	<b>Theme 2</b>	HR8 (Theme 3)	HR8 (Theme 3)	HP7 (Theme 4)	HP7 (Theme 4)	Theme 2	Theme 2	Theme 1 or Theme 5
	<b>Theme 3</b>	HR10 (Theme 4)	HR10 (Theme 4)	HP1 (Theme 1)	HP1 (Theme 1)	Theme 3	Theme 3	Theme 2 or Theme 5
	<b>Theme 4</b>	HR6 (Theme 1)	HR6 (Theme 1)	HP9 (Theme 5)	HP9 (Theme 5)	Theme 4	Theme 4	Theme 2 or Theme 3
	<b>Theme 5</b>	HR1 (Theme 1)	HR1 (Theme 1)	HP3 (Theme 2)	HP3 (Theme 2)	Theme 5	Theme 5	Theme 3 or Theme 4

## Sequencing grid – SAMPLE

Candidate Order	Candidate Selection	Task 1		Task 2		Task 3		
		Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection	Conversation Part 1	Teacher Selection
<b>Candidate 6</b>	<b>Theme 1</b>	HR4 (Theme 3)	HR4 (Theme 3)	HP4 (Theme 2)	HP4 (Theme 2)	Theme 1	Theme 1	Theme 4 or Theme 5
	<b>Theme 2</b>	HR5 (Theme 4)	HR5 (Theme 4)	HP10 (Theme 5)	HP10 (Theme 5)	Theme 2	Theme 2	Theme 1 or Theme 3
	<b>Theme 3</b>	HR2 (Theme 1)	HR2 (Theme 1)	HP8 (Theme 4)	HP8 (Theme 4)	Theme 3	Theme 3	Theme 2 or Theme 5
	<b>Theme 4</b>	HR3 (Theme 2)	HR3 (Theme 2)	HP6 (Theme 3)	HP6 (Theme 3)	Theme 4	Theme 4	Theme 1 or Theme 5
	<b>Theme 5</b>	HR10 (Theme 4)	HR10 (Theme 4)	HP2 (Theme 1)	HP2 (Theme 1)	Theme 5	Theme 5	Theme 2 or Theme 3
<b>Candidate 7</b>	<b>Theme 1</b>	HR9 (Theme 2)	HR9 (Theme 2)	HP7 (Theme 4)	HP7 (Theme 4)	Theme 1	Theme 1	Theme 3 or Theme 5
	<b>Theme 2</b>	HR5 (Theme 4)	HR5 (Theme 4)	HP5 (Theme 3)	HP5 (Theme 3)	Theme 2	Theme 2	Theme 1 or Theme 5
	<b>Theme 3</b>	HR3 (Theme 2)	HR3 (Theme 2)	HP9 (Theme 5)	HP9 (Theme 5)	Theme 3	Theme 3	Theme 1 or Theme 4
	<b>Theme 4</b>	HR6 (Theme 1)	HR6 (Theme 1)	HP3 (Theme 2)	HP3 (Theme 2)	Theme 4	Theme 4	Theme 3 or Theme 5
	<b>Theme 5</b>	HR7 (Theme 3)	HR7 (Theme 3)	HP1 (Theme 1)	HP1 (Theme 1)	Theme 5	Theme 5	Theme 2 or Theme 4
<b>Candidate 8</b>	<b>Theme 1</b>	HR8 (Theme 3)	HR8 (Theme 3)	HP10 (Theme 5)	HP10 (Theme 5)	Theme 1	Theme 1	Theme 2 or Theme 4
	<b>Theme 2</b>	HR1 (Theme 1)	HR1 (Theme 1)	HP8 (Theme 4)	HP8 (Theme 4)	Theme 2	Theme 2	Theme 3 or Theme 5
	<b>Theme 3</b>	HR2 (Theme 1)	HR2 (Theme 1)	HP4 (Theme 2)	HP4 (Theme 2)	Theme 3	Theme 3	Theme 4 or Theme 5
	<b>Theme 4</b>	HR9 (Theme 2)	HR9 (Theme 2)	HP6 (Theme 3)	HP6 (Theme 3)	Theme 4	Theme 4	Theme 1 or Theme 5
	<b>Theme 5</b>	HR10 (Theme 4)	HR10 (Theme 4)	HP2 (Theme 1)	HP2 (Theme 1)	Theme 5	Theme 5	Theme 2 or Theme 3
<b>Candidate 9</b>	<b>Theme 1</b>	HR5 (Theme 4)	HR5 (Theme 4)	HP9 (Theme 5)	HP9 (Theme 5)	Theme 1	Theme 1	Theme 2 or Theme 3
	<b>Theme 2</b>	HR4 (Theme 3)	HR4 (Theme 3)	HP7 (Theme 4)	HP7 (Theme 4)	Theme 2	Theme 2	Theme 1 or Theme 5
	<b>Theme 3</b>	HR3 (Theme 2)	HR3 (Theme 2)	HP6 (Theme 1)	HP6 (Theme 1)	Theme 3	Theme 3	Theme 4 or Theme 5
	<b>Theme 4</b>	HR7 (Theme 3)	HR7 (Theme 3)	HP3 (Theme 2)	HP3 (Theme 2)	Theme 4	Theme 4	Theme 1 or Theme 5
	<b>Theme 5</b>	HR6 (Theme 1)	HR6 (Theme 1)	HP5 (Theme 3)	HP5 (Theme 3)	Theme 5	Theme 5	Theme 2 or Theme 4
<b>Candidate 10</b>	<b>Theme 1</b>	HR8 (Theme 3)	HR8 (Theme 3)	HP4 (Theme 2)	HP4 (Theme 2)	Theme 1	Theme 1	Theme 4 or Theme 5
	<b>Theme 2</b>	HR4 (Theme 3)	HR4 (Theme 3)	HP2 (Theme 1)	HP2 (Theme 1)	Theme 2	Theme 2	Theme 4 or Theme 5
	<b>Theme 3</b>	HR10 (Theme 4)	HR10 (Theme 4)	HP10 (Theme 5)	HP10 (Theme 5)	Theme 3	Theme 3	Theme 1 or Theme 2
	<b>Theme 4</b>	HR1 (Theme 1)	HR1 (Theme 1)	HP6 (Theme 3)	HP6 (Theme 3)	Theme 4	Theme 4	Theme 2 or Theme 5
	<b>Theme 5</b>	HR9 (Theme 2)	HR9 (Theme 2)	HP7 (Theme 4)	HP7 (Theme 4)	Theme 5	Theme 5	Theme 1 or Theme 3

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# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR1

### Topic: Cultural life

#### Instructions to candidates:

You are at a leisure centre in France speaking to a young person you have met there. The teacher will play the part of the young person and will speak first.

You must address the young person as *tu*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Tu es au centre de loisirs. Tu parles avec une jeune personne.***

1. Par semaine – nombre de visites
2. Ce centre de loisirs – raison
3. !
4. ? Faire du sport – raison
5. ? Football – opinion

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR1

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *tu*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Tu es au centre de loisirs. Tu parles avec une jeune personne.*

1	<b>Combien de fois par semaine viens-tu ici ?</b> Allow the candidate to say how often s/he comes to the centre.
2	<b>Pourquoi aimes-tu venir ici ?</b> Allow the candidate to say why s/he likes to come to this leisure centre.
3	<b>!</b> <b>Dis-moi ce que tu as fait ce matin.</b> Allow the candidate to say what s/he has done this morning. <b>Ah, c'est bien, ça.</b>
4	<b>?</b> <b>As-tu une question ?</b> Allow the candidate to ask you why you do sport. <i>Give an appropriate brief response</i>
5	<b>?</b> <b>As-tu une autre question ?</b> Allow the candidate to ask your opinion of football. <i>Give an appropriate brief response.</i>



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR2

### Topic: Travel and tourist transactions

#### Instructions to candidates:

You lost your bag in Paris this morning and are reporting the loss at a nearby lost property office. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Au bureau des objets trouvés. Vous parlez avec l'employé(e).***

1. Sac – description
2. Contenu du sac
3. !
4. ? Sac – ici
5. ? Revenir – quand

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR2

**Topic: Travel and tourist transactions**

**Instructions to teacher:**

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

**Begin the role play with the following introduction:**

*Au bureau des objets trouvés. Vous parlez avec l'employé(e).*

1	<b><i>Pouvez-vous décrire le sac, Monsieur/ Mademoiselle ?</i></b> Allow the candidate to describe the bag.
2	<b><i>Qu'est-ce qu'il y a dans votre sac ?</i></b> Allow the candidate to say what the bag contains.
3	<b>!</b> <b><i>Qu'est-ce que vous avez fait ce matin ?</i></b> Allow the candidate to say what s/he has done this morning. <b><i>D'accord.</i></b>
4	<b>?</b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to ask you if the bag has been found/is at the office. <b><i>Je suis désolé(e), nous n'avons pas trouvé votre sac.</i></b>
5	<b>?</b> <b><i>Avez-vous une autre question ?</i></b> Allow the candidate to ask you when s/he should come back. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR3

### Topic: Daily life

#### Instructions to candidates:

You have a problem with your Smartphone whilst in France and go to a mobile phone shop. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Vous êtes dans un magasin de portables pour demander de l'aide. Vous parlez avec le vendeur/la vendeuse.***

1. Problème de Smartphone – description
2. !
3. Séjour – durée
4. ? Possibilité de réparation
5. ? Réparation – coût

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR3

Topic: Daily life

Instructions to teacher:

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Vous êtes dans un magasin de portables pour demander de l'aide. Vous parlez avec le vendeur/la vendeuse.*

1	<b><i>Je peux vous aider ?</i></b> Allow the candidate to describe the problem with his/her Smartphone.
2	<b><i>!</i></b> <b><i>Qu'est-ce que vous avez fait avec récemment ?</i></b> Allow the candidate to say what s/he has done with his/her Smartphone recently.
3	<b><i>Je vois. Vous-êtes ici pendant combien de temps ?</i></b> Allow the candidate to say how long s/he is here for. <b><i>Je suis d'accord avec vous !</i></b>
4	<b><i>?</i></b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to ask you if his/her Smartphone can be repaired. <b><i>On va essayer.</i></b>
5	<b><i>?</i></b> <b><i>Avez-vous une autre question ?</i></b> Allow the candidate to ask you the cost of the repair. <i>Give an appropriate brief response.</i>



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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## STIMULUS HR4

**Topic: Town, region and country**

### Instructions to candidates

You are staying in France on holiday and go to the tourist office for some information. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

### Task

***Vous êtes à l'office de tourisme dans une ville en France. Vous parlez avec l'employé(e).***

1. Activités – informations
2. !
3. Le soir, activité préférée – raison
4. ? Restaurants – recommandation
5. ? Dernier métro – quand

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR4

**Topic: Town, region and country**

**Instructions to teacher:**

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

**Begin the role play with the following introduction:**

***Vous êtes à l'office de tourisme dans une ville en France. Vous parlez avec l'employé(e).***

1	<b><i>Je peux vous aider ?</i></b> Allow the candidate to ask for information on activities in the town.
2	<b>!</b> <b><i>Qu'est-ce que vous avez déjà fait pendant vos vacances en France ?</i></b> Allow the candidate to say what s/he has already done during his/her holidays in France. <b><i>Ah, c'est bien.</i></b>
3	<b><i>Qu'est-ce que vous préférez faire le soir et pourquoi ?</i></b> Allow the candidate to explain what s/he likes doing in the evening and why. <b><i>Très bien.</i></b>
4	<b>?</b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to ask for information on restaurants. <i>Give an appropriate brief response.</i>
5	<b>?</b> <b><i>Avez-vous une autre question ?</i></b> Allow the candidate to ask you the time of the last metro train. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
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- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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## STIMULUS HR5

### Topic: What school is like

#### Instructions to candidates:

You are at a French school during an exchange visit, talking to your penfriend about school. The teacher will play the role of the penfriend and will speak first.

You must address your penfriend as *tu*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Tu es dans un collège en France. Tu parles avec ton/ta correspondant(e).***

1. Uniforme – description
2. Ton activité extrascolaire
3. !
4. ? Discipline ici – opinion
5. ? Devoirs – importance

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR5

Topic: What school is like

Instructions to teacher:

- Address the candidate as *tu*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Tu es dans un collège en France. Tu parles avec ton/ta correspondant(e).*

1	<b>Comment est l'uniforme de ton collègue.</b> Allow the candidate to talk about his/her school uniform.
2	<b>Quelle activité extrascolaire fais-tu après les cours ?</b> Allow the candidate to say what activity s/he does after lessons.
3	<b>!</b> <b>Qu'est-ce que tu as déjà fait comme voyage avec ton collègue ?</b> Allow the candidate to talk about what kind of trip s/he has already done with his/her school. <b>C'est très bien.</b>
4	<b>?</b> <b>As-tu une question ?</b> Allow the candidate to ask you for your opinion of the discipline in your school. <i>Give an appropriate brief response.</i>
5	<b>?</b> <b>As-tu une autre question ?</b> Allow the candidate to ask you about the importance of homework. <i>Give an appropriate brief response.</i>



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
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## STIMULUS HR6

### Topic: Travel and tourist transactions

#### Instructions to candidates:

You are at the reception of a hotel in France. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *vous*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Vous êtes à la réception d'un hôtel en France. Vous parlez avec le/la réceptionniste.***

1. Réservation – chambre
2. Vacances en France – raison
3. !
4. ? Petit déjeuner – heures
5. ? Restaurant – recommandation

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR6

**Topic: Travel and tourist transactions**

**Instructions to teacher:**

- **Address the candidate as *vous*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.**

**Begin the role play with the following introduction:**

***Vous êtes à la réception d'un hôtel en France. Vous parlez avec le/la réceptionniste.***

1	<b><i>Je peux vous aider ?</i></b> Allow the candidate to book a room.
2	<b><i>Pourquoi venez-vous passer vos vacances en France ?</i></b> Allow the candidate to say why s/he comes on holidays in France.
3	<b>!</b> <b><i>Qu'est-ce que vous avez fait depuis votre arrivée en France ?</i></b> Allow the candidate to say what s/he has done since his/her arrival in France. <b><i>Très bien.</i></b>
4	<b>?</b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to state the timings for breakfast. <i>Give an appropriate brief response.</i>
5	<b>?</b> <b><i>Avez-vous une autre question ?</i></b> Allow the candidate to ask you to recommend a restaurant. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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## STIMULUS HR7

### Topic: Work

#### Instructions to candidates:

You are looking for a temporary job in France. The teacher will play the role of the job agency employee and will speak first.

You must address the employee as *vous*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

**À l'agence pour l'emploi. Vous parlez avec un(e) employé(e).**

1. Type de travail désiré
2. Travailler en France – raison
3. !
4. ? Jours de travail – combien
5. ? S'habiller – comment

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR7

### Topic: Work

#### Instructions to teacher:

- Address the candidate as *vous*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

#### Begin the role play with the following introduction:

*À l'agence pour l'emploi. Vous parlez avec un/e employé/e.*

1	<b><i>Je peux vous aider ?</i></b> Allow the candidate to say what type of job s/he is looking for
2	<b><i>Pourquoi avez-vous envie de travailler en France ?</i></b> Allow the candidate to say why s/he wants to work in France.
3	<b><i>!</i></b> <b><i>Parlez-moi du travail que vous avez déjà fait.</i></b> Allow the candidate to say what work experience s/he has. <b><i>Très bien.</i></b>
4	<b><i>?</i></b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to ask you how many days the work is for. <i>Give an appropriate brief response.</i>
5	<b><i>?</i></b> <b><i>Avez-vous une autre question ?</i></b> Allow the candidate to ask you about the dress code. <i>Give an appropriate brief response.</i>



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- You may ask for questions to be repeated.
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## STIMULUS HR8

### Topic: What school is like

#### Instructions to candidates:

You are talking about extracurricular activities with a French penfriend. The teacher will play the part of the penfriend and will speak first.

You must address your penfriend as *tu*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Tu parles des activités extrascolaires dans ton collège avec ton/ta correspondant(e) français(e).***

1. Ton collège – activités extrascolaires
2. !
3. Activités extrascolaires – opinion
4. ? Activité extrascolaire préférée
5. ? Équipement au collège – opinion

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR8

Topic: What school is like

Instructions to teacher:

- Address the candidate as *tu*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Tu parles des activités extrascolaires dans ton collège avec ton/ta correspondant(e) français(e).*

1	<p><b><i>Qu'est-ce qu'on peut faire dans ton collège après les cours ?</i></b></p> <p>Allow the candidate to tell you about extracurricular activities.</p>
2	<p><b>!</b></p> <p><b><i>Qu'est-ce que tu as fait comme activité après tes cours hier ?</i></b></p> <p>Allow the candidate to say what s/he did after lessons yesterday.</p>
3	<p><b><i>Que penses-tu des activités extrascolaires dans ton collège ?</i></b></p> <p>Allow the candidate to give his/her opinion about extracurricular activities in his/her school.</p> <p><b><i>D'accord.</i></b></p>
4	<p><b>?</b></p> <p><b><i>As-tu une question ?</i></b></p> <p>Allow the candidate to ask you what your favourite activity after school is.</p> <p><i>Give an appropriate brief response</i></p>
5	<p><b>?</b></p> <p><b><i>As-tu une autre question ?</i></b></p> <p>Allow the candidate to ask for your opinion of your school equipment.</p> <p><i>Give an appropriate brief response.</i></p>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR9

### Topic: Who am I?

#### Instructions to candidates:

You are talking about friends and family with your French penfriend. The teacher will play the part of the penfriend and will speak first.

You must address your penfriend as *tu*.

You will talk to the examiner using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Tu parles de tes copains et de ta famille avec ton/ta correspondant(e) français(e).***

1. Famille – bon rapport (avec qui)
2. Meilleur(e) ami(e) – description
3. !
4. ? Famille ou amis – préférence
5. ? Copains – importance

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR9

Topic: Who am I?

Instructions to teacher:

- Address the candidate as *tu*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

*Tu parles de tes copains et de la famille avec ton/ta correspondant(e) français(e).*

1	<b><i>Avec qui dans ta famille est-ce que tu t'entends bien ?</i></b> Allow the candidate to say which family member s/he gets on with.
2	<b><i>Décris-moi ton/ta meilleur(e) ami(e).</i></b> Allow candidate to describe his/her best friend.
3	<b><i>!</i></b> <b><i>Qu'est-ce que tu as fait récemment avec tes copains ?</i></b> Allow the candidate to say what s/he has recently done with his/her friends. <b><i>Formidable.</i></b>
4	<b><i>?</i></b> <b><i>As-tu une question ?</i></b> Allow the candidate to ask if you prefer family or friends. <i>Give an appropriate brief response.</i>
5	<b><i>?</i></b> <b><i>As-tu une autre question ?</i></b> Allow the candidate to ask you about the importance of friends. <i>Give an appropriate brief response.</i>



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HR10

### Topic: Cultural life

#### Instructions to candidates:

You are at a French tourist office buying tickets for a concert. You are talking to the employee. The teacher will play the role of the employee and will speak first.

You must address the employee as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

#### Task

***Vous êtes à un office de tourisme en France. Vous achetez des billets pour un concert. Vous parlez avec l'employé(e).***

1. Concert – réservation
2. Ce concert – raison
3. !
4. ? Concert – transport
5. ? Concert – durée

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 1: Role play**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
- The statements/questions may be repeated but no more than twice.

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## STIMULUS HR10

### Topic: Cultural life

#### Instructions to teacher:

- **Address the candidate as *vous*.**
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

#### Begin the role play with the following introduction:

***Vous êtes à un office de tourisme en France. Vous achetez des billets pour un concert. Vous parlez avec l'employé(e).***

1	<b><i>Je peux vous aider ?</i></b> Allow the candidate to say that s/he wishes to book seats for a concert.
2	<b><i>Pourquoi voulez-vous aller à ce concert ?</i></b> Allow the candidate to tell you why/s/he wants to go to this concert.
3	<b>!</b> <b><i>C'était comment le dernier concert que vous êtes allé(e) voir ?</i></b> Allow the candidate to tell you what the last concert s/he went to was like. <b><i>Ah, c'est bien.</i></b>
4	<b>?</b> <b><i>Avez-vous une question ?</i></b> Allow the candidate to ask you about transport to the concert. <i>Give an appropriate brief response.</i>
5	<b>?</b> <b><i>Avez-vous une autre question ?</i></b> Allow the candidate to ask you about the length of the concert. <i>Give an appropriate brief response.</i>

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP1

### Topic: Work



(Source: © wavebreakmedia / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur le travail du dimanche
- un travail que tu as fait
- une profession que tu détesterais avoir
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP1

### Topic: Work



(Source: © wavebreakmedia / Shutterstock)

1. Décris-moi la photo.  
[Autre chose ?]
2. Je pense que travailler le dimanche est une bonne idée. Quelle est ton opinion ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'un travail que tu as fait.  
[Autre chose ?]
4. Quelle est la profession que tu détesterais le plus ?  
[Pourquoi ? / Autre chose ?]
5. Quelle est ta profession idéale, à ton avis ?  
[Pourquoi ? / Autre chose ?]



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP2

### Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les repas à l'école
- une leçon intéressante que tu as eue récemment
- les matières que tu choisiras l'année prochaine
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP2

Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

1. Décris-moi la photo.  
[Autre chose ?]
2. Je pense qu'on mange sainement à la cantine. Quel est ton avis ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'une leçon intéressante que tu as eue récemment.  
[Autre chose ?]
4. Qu'est-ce que tu choisiras comme matières l'année prochaine ?  
[Pourquoi ? / Autre chose ?]
5. Qu'est-ce que tu aimes le plus dans ton collège ?  
[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP3

### Topic: Bringing the world together



(Source: Image used under Creative Commons Attribution-ShareAlike License)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- si le sport est bon pour la santé
- un grand événement sportif que tu as vu
- un événement que tu iras voir l'année prochaine
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP3

### Topic: Bringing the world together



(Source: Image used under Creative Commons Attribution-ShareAlike License)

1. Décris-moi la photo.

[Autre chose ?]

2. Le sport garantit de rester en bonne santé. Quelle est ton opinion ?

[Pourquoi (pas) ? / Autre chose ?]

3. Parle-moi d'un grand événement sportif que tu as vu.

[Autre chose ?]

4. Parle-moi d'un événement que tu iras voir l'année prochaine.

[Pourquoi ? / Autre chose ?]

5. Tu préfères participer à une compétition ou la regarder à la télé ?

[Pourquoi (pas) ? / Autre chose ?]



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP4

### Topic: Cultural life



(Source: © 2015 Margaret Lawson)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- la popularité des fêtes. Ton opinion
- ton expérience d'une fête récente
- comment tu fêteras la fin de tes études
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP4

### Topic: Cultural life



(Source: © 2015 Margaret Lawson)

1. Décris-moi la photo.  
[Autre chose ?]
2. À mon avis, les fêtes sont populaires aujourd'hui ? Quel est ton avis ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi de ton expérience d'une fête récente.  
[Autre chose ?]
4. Comment fêteras-tu la fin de tes études ?  
[Pourquoi ? / Autre chose ?]
5. Quelle activité culturelle préfères-tu, la lecture ou la musique ?  
[Pourquoi (pas) ? / Autre chose ?]



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP5

### Topic: Ambitions



(Source: © wavebreakmedia / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les recherches pour ses études en ligne
- le métier que tu voulais faire quand tu étais plus jeune
- les études idéales que tu aimerais faire
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP5

### Topic: Ambitions



(Source: © wavebreakmedia / Shutterstock)

1. Décris-moi la photo.

[Autre chose ?]

2. Je pense que les recherches en ligne quand on étudie sont super. Et toi ?

[Pourquoi (pas) ? / Autre chose ?]

3. Quel métier voulais-tu faire quand tu étais plus jeune ?

[Autre chose ?]

4. Quelles seraient les études idéales pour toi ?

[Pourquoi ? / Autre chose ?]

5. Qu'est-ce que tu fais pour t'aider à étudier ?

[Pourquoi (pas) ? / Autre chose ?]



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP6

Topic: Town, region and country



(Source: © Chris Pancewicz / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- la ville ou la campagne - ta préférence
- un endroit que tu as visité récemment
- où tu aimerais habiter dans l'avenir
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP6

### Topic: Town, region and country



(Source: © Chris Pancewicz / Alamy Stock Photo)

1. Décris-moi la photo.  
[Autre chose ?]
2. Tu préfères la ville ou la campagne ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'un endroit que tu as visité récemment.  
[Autre chose ?]
4. Où aimerais-tu habiter dans l'avenir ?  
[Pourquoi ? / Autre chose ?]
5. Tu préfères visiter une grande ville comme Paris ou une petite ville de province ?  
[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP7

### Topic: Holidays



(Source: © Prisma Bildagentur AG / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les grandes vacances
- tes dernières meilleures vacances
- les activités que tu feras quand tu iras en vacances avec tes amis
- !



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP7

### Topic: Holidays



(Source: © Prisma Bildagentur AG / Alamy Stock Photo)

1. Décris-moi la photo.  
[Autre chose ?]
2. Moi, je trouve que les grandes vacances sont trop longues. Quelle est ton opinion ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi de tes dernières meilleures vacances.  
[Autre chose ?]
4. Que feras-tu quand tu iras en vacances avec tes amis ?  
[Pourquoi ? / Autre chose ?]
5. Tu préfères aller dans un pays étranger ou rester chez toi quand tu es en vacances ?  
[Pourquoi (pas) ? / Autre chose ?]



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP8

### Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les gens qui ne font pas de recyclage
- comment tu as protégé l'environnement récemment
- le problème qui va devenir le plus grave pour la planète à l'avenir
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP8

### Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

1. Décris-moi la photo.  
[Autre chose ?]
2. Je pense que les gens qui ne font pas de recyclage sont paresseux. Quel est ton avis ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Dis-moi comment tu as protégé l'environnement récemment.  
[Autre chose ?]
4. Quel sera le problème qui va devenir le plus grave pour la planète à l'avenir ?  
[Pourquoi ? / Autre chose ?]
5. Qu'est-ce que tu aimes faire en plus pour protéger l'environnement ?  
[Pourquoi (pas) ? / Autre chose ?]

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP9

### Topic: School activities



(Source: © Bob Daemrich / Alamy Stock Photo)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les activités culturelles au collège
- le meilleur voyage scolaire que tu as fait
- une activité culturelle que tu feras l'année prochaine au lycée
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which  
includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP9

### Topic: School activities



(Source: © Bob Daemrich / Alamy Stock Photo)

1. Décris-moi la photo.  
[Autre chose ?]
2. Moi, j'aime bien les activités culturelles au collège. Et toi, tu aimes ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi du meilleur voyage scolaire que tu as fait.  
[Autre chose ?]
4. Quelle activité culturelle feras-tu l'année prochaine au lycée ?  
[Pourquoi ? / Autre chose ?]
5. Tu aimes les échanges scolaires avec l'étranger ?  
[Pourquoi (pas) ? / Autre chose ?]



# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first assessment  
June 2021

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## French

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the candidate**

**Higher Tier**

**You do not need any other materials.**

### Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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## STIMULUS HP10

Topic: Daily life



(Source: © Syda Productions / Shutterstock)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur les portables
- une occasion où la technologie a été très utile pour toi
- ce qu'on pourra faire avec l'aide de la technologie dans l'avenir
- !

# Pearson Edexcel Level 1/Level 2 GCSE (9–1)

**Sample assessment material for first assessment  
June 2021**

Time: 22 to 24 minutes (total) which includes 12 minutes' preparation time

Paper Reference **1FR0/2H**

## **French**

**Paper 2: Speaking in French**

**Task 2: Picture-based task**

**Instructions to the teacher**

**Higher Tier**

**You do not need any other materials.**

### **Instructions**

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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## STIMULUS HP10

### Topic: Daily life



(Source: © Syda Productions / Shutterstock)

1. Décris-moi la photo.  
[Autre chose ?]
2. Selon moi, les portables sont-ils indispensables. Es-tu d'accord ?  
[Pourquoi (pas) ? / Autre chose ?]
3. Parle-moi d'une occasion où la technologie a été très utile pour toi.  
[Autre chose ?]
4. Dans l'avenir, qu'est-ce qu'on pourra faire avec l'aide des nouvelles technologies, à ton avis ?  
[Pourquoi ? / Autre chose ?]
5. A ton avis, quels sont les inconvénients de la technologie ?  
[Pourquoi (pas) ? / Autre chose ?]



## GCSE French Higher tier

### Paper 2 Mark scheme

#### General guidance on using levels-based mark schemes

##### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

##### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Higher tier - Part 1

### Role play - Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Partially clear / Pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

### Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 6 (HR6) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

## Higher card 6 (HR6)

**Vous êtes à la réception d'un hôtel en France. Vous parlez avec le/la réceptionniste**

### Prompt 1: Réservation - chambre

#### Question 1: *Je peux vous aider ?*

Mark	Descriptor	
0	<b>Réservation.</b> No rewardable communication. No detail of reservation is given.	<b>Une chambre.</b> Highly ambiguous. Lack of verb and subject makes it unclear that candidate wants to book a room.
	<b>Je réservé chambre.</b> Communication is ambiguous. Pronunciation of réservé makes it unclear if the booking has been done or needs to be done.	<b>Réserve une chambre.</b> Communication is only partially clear because of the absence of a clear verb formation or subject.
2	<b>Je voudrais réserve une chambre.</b> Clearly communicated despite error on second verb (réserve instead of réserver).	<b>C'est possible réserver une chambre ?</b> Clearly communicated despite anglicised structure.

### Prompt 2: *Vacances en France - raison*

#### Question 2: *Pourquoi venez-vous passer vos vacances en France?*

Mark	Descriptor	
0	<b>Mes vacances.</b> No rewardable communication. The candidate has not answered the question.	<b>Vacancies ici bien.</b> Anglicised pronunciation of key word ('vacancies' instead of 'vacances') prevents communication.
	<b>Raison parce que bon.</b> Partially clear. Lack of verb makes the response imprecise but the wording gives the statement some meaning in the context of the question.	<b>Aimer climat chaud.</b> Ambiguous ; the verb ('aimer') has not been changed to make it clear who is doing the action, ('j'aime') and lack of definite pronoun ('le climat') makes it unclear whether the candidate likes hot weather in general or comes to France because of the hot weather.
2	<b>J'aime le France.</b> Clearly communicated despite minor gender error ('le' instead of 'la').	<b>Parce que la France est belle.</b> Clearly communicated.

**Prompt 3: !****Question 3: *Qu'est-ce que vous avez fait depuis votre arrivée en France?***

Mark	Descriptor	
0	<b>La ville est grand.</b>	<b>Aller la ville.</b>
	No rewardable communication. Question has not been answered.	Highly ambiguous. Absence of subject and clear past tense form of verb makes it unclear as to who has done the action and when.
1	<b>Visité le region.</b>	<b>J'avez du shopping.</b>
	Communication is only partially clear due to unclear use of past tense and lack of subject; anglicised pronunciation of 'region.'	Partially clear; incorrect use of verb ('j'avez' instead of 'j'ai fait'). Use of the word 'shopping' however gives the statement some meaning in the context of the question.
2	<b>J'ai visité la château.</b>	<b>Je suis allé/e à ville.</b>
	Clearly communicated despite minor gender error ('la')	Clearly communicated despite minor error ('à' rather than 'en')

**Prompt 4: ? *Petit déjeuner - heures***

Mark	Descriptor	
0	<b>Petit déjeuner ?</b>	<b>Le déjeuner à quelle heure ?</b>
	No rewardable communication. Key detail missing (what time).	Highly ambiguous. Missed out the word, 'petit' therefore the candidate is asking about lunch rather than breakfast.
1	<b>Petit déjeuner heure ?</b>	<b>Quel temps est le petit déjeuner ?</b>
	Communication is only partially clear due to absence of verb and question word.	Communication is ambiguous due to use of vocabulary, i.e. 'temps' for 'time'.
2	<b>A quelle heure est le petit déjeuner ?</b>	<b>Les heures du petit déjeuner, s'il vous plait.</b>
	Clearly communicated.	Clearly communicated despite not having a question form or using interrogative intonation.



**Prompt 5: ? Restaurant - recommendation**

Mark	Descriptor	
0	<b>Où est le restaurant ?</b>	<b>J'aime les bons restaurants.</b>
	No rewardable communication. Not asking for a recommendation but is asking a different question.	Highly ambiguous. Candidate has not asked an appropriate question.
1	<b>Je voudrais un restaurant.</b>	<b>Tu as bon restaurant ?</b>
	Communication is ambiguous; doubt as to whether candidate wants a restaurant recommended or wants to know where the restaurant is in the hotel.	Communication is ambiguous ; doubt as to whether candidate is asking whether the restaurant in the hotel is good or whether they can recommend a hotel. Inappropriate register for the context ('tu as' instead of 'vous avez').
2	<b>Vous pouvez recommander un restaurant ?</b>	<b>Il y a un bon restaurant près d'ici ?</b>
	Clearly communicated	Clearly communicated

## Assessment criteria for the Higher tier - Part 2

### Picture-based task - Higher tier (24 marks)

There are two mark grids to be applied to this task, which are:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary</li><li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions effectively and gives justification which is mostly developed</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to the set questions with consistently fluent and developed responses</li><li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions with ease and gives fully-developed justification</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

#### Additional guidance

**Adaptation of language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

## Picture-based task: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li><li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li><li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li></ul>
5–6	<ul style="list-style-type: none"><li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions</li><li>• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication</li></ul>
7–8	<ul style="list-style-type: none"><li>• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions</li><li>• Responses are coherent, any errors do not hinder the clarity of the communication</li></ul>

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

#### Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

#### Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

#### Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Assessment criteria for the Higher tier - Part 3

### Conversation - Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
4-6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
7-9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
10-12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech</li><li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions</li><li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

## **Additional guidance**

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

## Conversation: interaction and spontaneity - Higher tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"><li>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li><li>Occasionally able to initiate and develop responses independently but regular prompting needed</li><li>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li></ul>
4-6	<ul style="list-style-type: none"><li>Responds spontaneously to some questions, interacting naturally for parts of the conversation</li><li>Sometimes able to initiate and develop the conversation independently, some prompting needed</li><li>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li></ul>
7-9	<ul style="list-style-type: none"><li>Responds to most questions spontaneously, resulting in mostly natural interaction</li><li>Mostly able to initiate and develop the conversation independently</li><li>Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation</li></ul>
10-12	<ul style="list-style-type: none"><li>Responds spontaneously and with ease to questions, resulting in natural interaction</li><li>Consistently able to initiate and develop the conversation independently</li><li>Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow</li></ul>

### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

## Conversation: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li> <li>Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li> <li>Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li> <li>Generally accurate grammatical structures, generally successful references to past, present and future events</li> <li>Generally coherent speech although errors occur that sometimes hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Manipulates a variety of grammatical structures, some variety of complex structures</li> <li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events</li> <li>Predominantly coherent speech; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Manipulates a wide variety of grammatical structures, frequent use of complex structures</li> <li>Consistently accurate grammatical structures, consistently successful references to past, present and future events</li> <li>Fully coherent speech; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

**Sample assessment material for first assessment**

**June 2021**

Time: 1 hour

Paper Reference **1FR0/3H**

**French**

**Paper 3: Reading and understanding in French**

**Higher Tier**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in French.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

## Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 15 minutes on the translation question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### An international event

1 Read the blog post below.

En septembre il y a un grand festival international de musique pour des jeunes musiciens européens. Cette année le festival va être dans le nord de la France. Le festival a commencé en septembre 2012 avec seulement cinq groupes. Cette année les organisateurs ont invité vingt groupes.

Les spectateurs peuvent rester au camping, ou passer le temps plus confortablement dans un hôtel dans la ville. Mais attention ! Il pleut beaucoup dans cette région !

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where exactly in France will the festival be held this year? (1)

(b) How many groups have been invited to take part this year? (1)

(c) What will the weather probably be like? (1)

**(Total for Question 1 = 3 marks)**

**Le Petit Nicolas by Jean-Jacques Sempé and René Goscinny**

2 Read the extract from the text. Nicolas interrupts an argument.

Dans le salon, papa parle à maman. Il a des papiers devant lui sur la table. Papa lit des documents et il n'est pas content.

« C'est incroyable », dit papa, « nous dépensons beaucoup, et moi, je ne suis pas multimillionnaire ! Je pense que la boulangerie et la poissonnerie sont chères. »

Maman dit que papa doit faire du shopping avec elle parce qu'il ne va pas aux magasins. En plus il ne connaît pas le prix de la nourriture.

Je monte dans ma chambre et je suis très triste.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How does Nicolas' father feel when he reads the documents? (1)

(b) Name one shop that seems expensive. (1)

(c) What does the mother say the father should do? (1)

(d) How is Nicolas feeling when he goes back to his room? (1)

**(Total for Question 2 = 4 marks)**

### An internet chat forum

3 Read the comments.

**Comment utilisez-vous les langues ?**

Adaline: Toute petite, je parlais allemand avec ma mère et français avec mon père. Maintenant j'apprends l'espagnol et le russe. À l'avenir, je voudrais être interprète à Bruxelles. Ça sera super bien !

Taalib: Pendant mon enfance, je parlais l'arabe, mais je comprenais le français. Je n'apprends pas l'anglais au collège, mais je passe des heures sur Internet, sur des sites anglais donc, ça va.

Lucas: Je trouve les langues difficiles et pénibles. Je préfère écrire et lire, je n'aime pas parler. Je déteste quand on me parle rapidement ! Malheureusement, mes parents ne m'encourageaient pas à faire assez d'efforts avec les langues.

Answer the questions **in English**. You do not need to write in full sentences.

- (a) Who prefers reading a language rather than speaking it? (1)
- 
- (b) Who speaks four languages? (1)
- 
- (c) How does Taalib learn English? (1)
- 
- (d) What does Lucas say about his parents' attitude to his language learning? (1)
- 
- (e) What would Adaline like to do in the future? (1)
- 

**(Total for Question 3 = 5 marks)**

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**BLANK PAGE**  
**QUESTION 4 BEGINS ON THE NEXT PAGE.**

### Né Maudit by Arthur Ténor

4 Read the text. In this story, Arthur is making an important visit.

J'ai sonné à la porte.

J'ai paniqué : j'étais venu sans rien. Pas de fleurs, pas de chocolats, pas de gâteau.

Une dame âgée a ouvert la porte. Son visage m'a surpris parce qu'elle avait le même visage que moi !

« Entrez, asseyez-vous », dit-elle. « Vous voulez un café ? »

« Oui. Merci d'avoir accepté de me voir. Je sais depuis vingt ans que vous habitez ici. »

Elle m'a souri tristement.

« Pourquoi avez-vous décidé de m'écrire ? » a-t-elle demandé.

« Parce que j'étais très malade le mois dernier », ai-je répondu.

« Moi aussi j'ai eu envie de vous écrire quand j'ai été à l'hôpital l'an dernier », a-t-elle répondu.

Put a cross ☒ in the correct box.

(i) As he waits outside the house, Arthur feels...

<input type="checkbox"/>	<b>A</b> cheerful.
<input type="checkbox"/>	<b>B</b> nervous.
<input type="checkbox"/>	<b>C</b> annoyed.
<input type="checkbox"/>	<b>D</b> excited.

(ii) As a gift, Arthur brings...

<input type="checkbox"/>	<b>A</b> flowers.
<input type="checkbox"/>	<b>B</b> chocolates.
<input type="checkbox"/>	<b>C</b> cake.
<input type="checkbox"/>	<b>D</b> nothing.

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(iii) What surprises Arthur about the woman?

<input type="checkbox"/>	<b>A</b> she looks like him
<input type="checkbox"/>	<b>B</b> she smiles at him
<input type="checkbox"/>	<b>C</b> she offers him coffee
<input type="checkbox"/>	<b>D</b> she is friendly

(iv) How long has Arthur known that the woman lived in this house?

<input type="checkbox"/>	<b>A</b> since last month
<input type="checkbox"/>	<b>B</b> since last year
<input type="checkbox"/>	<b>C</b> for twenty years
<input type="checkbox"/>	<b>D</b> for two months

(v) Why did Arthur decide to contact the woman?

<input type="checkbox"/>	<b>A</b> because he was worried
<input type="checkbox"/>	<b>B</b> because he was in hospital
<input type="checkbox"/>	<b>C</b> because he has been ill
<input type="checkbox"/>	<b>D</b> because he was sad

(Total for Question 4 = 5 marks)

## A school in French-speaking Africa

5 Read what teenagers say about schools in Burkina Faso.

### L'école au Burkina Faso

Ibrahim : Dans un pays comme le Burkina Faso, l'éducation est essentielle. Et au Burkina Faso, on trouve plus de soixante langues, mais la langue officielle dans les écoles est le français.

Aicha : Les élèves, surtout en pleine campagne, doivent faire beaucoup de kilomètres à pied pour venir à l'école. La pause à midi dure trois heures à cause de la chaleur, il est impossible de travailler.

Adama : Seulement un garçon sur deux va à l'école primaire et moins d'une fille sur trois. Les enfants qui ne vont pas à l'école à la campagne travaillent aux champs avec leur famille. Les enfants qui habitent en ville et ne vont pas à l'école doivent trouver un emploi.

Miriam : À l'école, les élèves étudient la lecture, les maths et les sciences. On apprend aussi aux enfants à planter des arbres et à élever des poulets, ce qui est très utile pour les enfants.

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Who says what about schools in Burkina Faso?

Enter either **Ibrahim, Aicha, Adama** or **Miriam** in the gaps below.

- (a) ..... says that fewer girls than boys attend primary school. (1)
- (b) ..... says that French is spoken in schools. (1)
- (c) ..... says that children are taught how to look after chickens. (1)
- (d) ..... says that many children in the countryside have a very long walk to the nearest school. (1)

Answer the following questions **in English**. You do not need to write in full sentences.

- (e) Why is there a three-hour break at lunchtime in schools? (1)
- .....
- (f) What do the children in towns do if they do not go to school? (1)
- .....

**(Total for Question 5 = 6 marks)**

## An internet article

6 Read this article about Mothers' Day in France.

La Fête des mères en France a lieu normalement au mois de mai mais la date est différente dans chaque pays en Europe et elle change chaque année. En France il est traditionnel d'inviter la mère et la grand-mère au restaurant et de leur offrir des fleurs et d'autres cadeaux.

C'est à l'école où les enfants commencent à préparer la Fête. Ils font des petits cadeaux en classe, dessins, colliers, poèmes et les mères adorent ! D'après un sondage récent, la plupart des mères préfèrent ces petits objets aux cadeaux chers qu'on peut acheter dans les magasins un mois avant la Fête des mères. Envoyer une carte est une idée assez nouvelle et elle vient des États-Unis.

La Fête des mères est une tradition très importante dans toutes les familles mais certains pensent que la fête est beaucoup trop commerciale et qu'on nous encourage à dépenser trop d'argent.

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(i) What does this article tell us?

Put a cross ☒ next to each one of the **three** correct boxes.

(3)

<input type="checkbox"/>	<b>A</b> Mothers' Day in France is normally in May.
<input type="checkbox"/>	<b>B</b> It is the same date in all European countries.
<input type="checkbox"/>	<b>C</b> It is traditional to have a big family meal at home.
<input type="checkbox"/>	<b>D</b> Schools get children to make gifts for their mothers.
<input type="checkbox"/>	<b>E</b> Mothers really like Mothers' Day poems written by their children.
<input type="checkbox"/>	<b>F</b> Mothers prefer to receive flowers as a present.
<input type="checkbox"/>	<b>G</b> Lots of gifts suddenly appear in shops the week before Mothers' Day.

Answer the following questions **in English**. You do not need to write in full sentences.

(ii) Where did the idea of sending cards originate?

(1)

(iii) What do some people not like about Mothers' Day? Give **one** detail.

(1)

(Total for Question 6 = 5 marks)

**TOTAL FOR SECTION A = 28 MARKS**

## SECTION B

### Mon emploi d'été

7 Lis cet article. Christine décrit son emploi d'été.

Le mois dernier j'ai travaillé dans un grand magasin. C'était une expérience assez positive mais j'ai voulu travailler dans un restaurant.

La directrice était continuellement de mauvaise humeur ! Mais mes collègues avec qui je travaillais étaient tous sympa !

Je travaillais à la caisse au rayon des vêtements, ce qui était ennuyeux, je n'aimais pas. Quelquefois je servais les clients dans le café, et c'était plus intéressant et amusant. Dans le futur, je voudrais avoir mon propre restaurant ici en France. Je voudrais faire un apprentissage comme chef de cuisine puis ouvrir un restaurant français.

Mets une croix ☒ dans la case correcte.

(i) Christine a...

<input type="checkbox"/>	<b>A</b> adoré le job.
<input type="checkbox"/>	<b>B</b> trouvé le job assez bien.
<input type="checkbox"/>	<b>C</b> détesté le job.
<input type="checkbox"/>	<b>D</b> trouvé le job très fatigant.

(ii) Elle voulait travailler dans...

<input type="checkbox"/>	<b>A</b> un bureau.
<input type="checkbox"/>	<b>B</b> un magasin.
<input type="checkbox"/>	<b>C</b> un restaurant.
<input type="checkbox"/>	<b>D</b> une banque.

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(iii) Ses collègues étaient...

<input type="checkbox"/>	<b>A</b> ennuyeux.
<input type="checkbox"/>	<b>B</b> gentils.
<input type="checkbox"/>	<b>C</b> de mauvaise humeur.
<input type="checkbox"/>	<b>D</b> intéressants.

(iv) Elle a aimé travailler...

<input type="checkbox"/>	<b>A</b> à la caisse.
<input type="checkbox"/>	<b>B</b> au rayon des vêtements.
<input type="checkbox"/>	<b>C</b> au café.
<input type="checkbox"/>	<b>D</b> au restaurant.

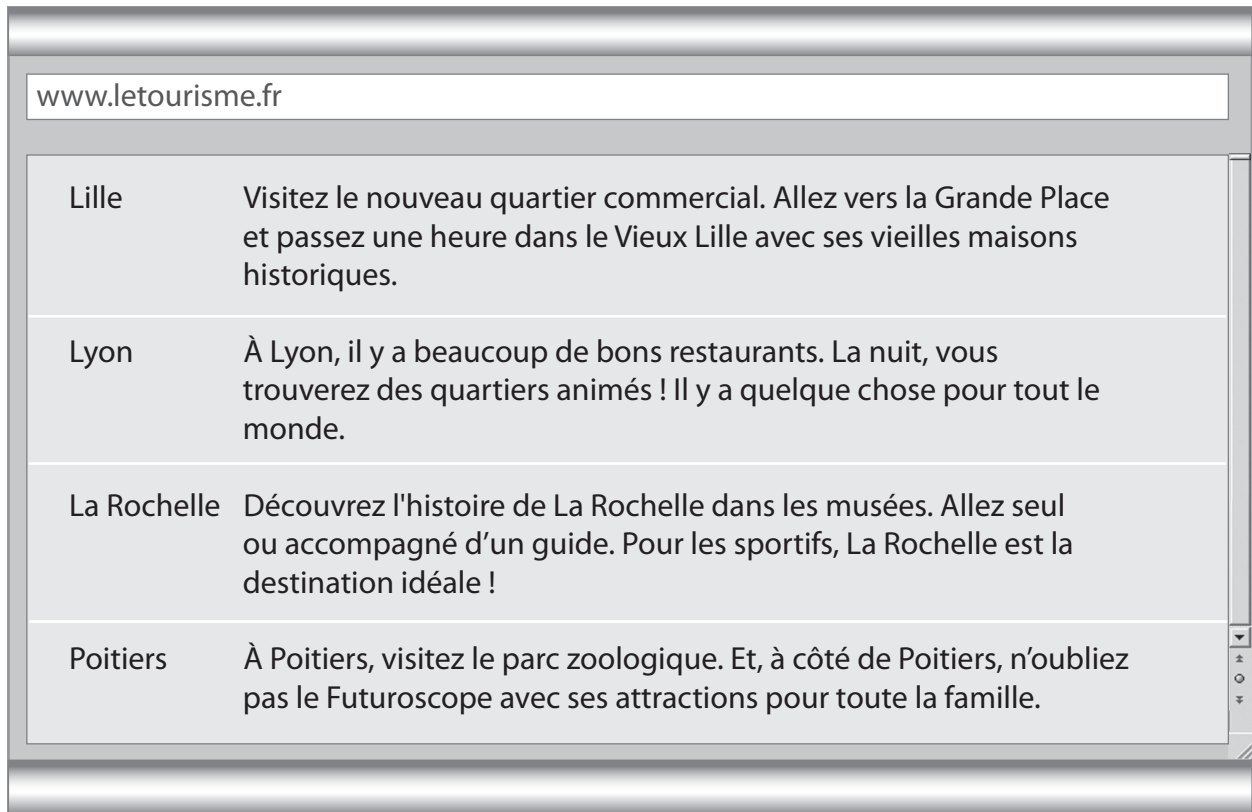
(v) Dans l'avenir, elle voudrait...

<input type="checkbox"/>	<b>A</b> être chef de cuisine internationale.
<input type="checkbox"/>	<b>B</b> travailler à l'étranger.
<input type="checkbox"/>	<b>C</b> ouvrir un petit magasin.
<input type="checkbox"/>	<b>D</b> avoir son propre restaurant.

(Total for Question 7 = 5 marks)

## Le tourisme

8 Lis ces descriptions sur un site de tourisme.



www.letourisme.fr	
Lille	Visitez le nouveau quartier commercial. Allez vers la Grande Place et passez une heure dans le Vieux Lille avec ses vieilles maisons historiques.
Lyon	À Lyon, il y a beaucoup de bons restaurants. La nuit, vous trouverez des quartiers animés ! Il y a quelque chose pour tout le monde.
La Rochelle	Découvrez l'histoire de La Rochelle dans les musées. Allez seul ou accompagné d'un guide. Pour les sportifs, La Rochelle est la destination idéale !
Poitiers	À Poitiers, visitez le parc zoologique. Et, à côté de Poitiers, n'oubliez pas le Futuroscope avec ses attractions pour toute la famille.

Quelle est la ville correcte ? Choisissez : **Lille, Lyon, La Rochelle et Poitiers**. Chacun des mots peut être utilisé plusieurs fois.

- (a) On peut bien manger à ..... (1)
- (b) Si vous aimez faire du sport, ..... est pour vous. (1)
- (c) Pour faire du shopping dans un centre moderne, allez à ..... (1)
- (d) Les touristes qui aiment les vieux bâtiments peuvent aller à ..... (1)
- (e) Si vous aimez les animaux, il faut aller à ..... (1)

**(Total for Question 8 = 5 marks)**

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**QUESTION 9 BEGINS ON THE NEXT PAGE.**

## L'organisation « Médecins sans frontières

9 Lis cette page Web.

### **Médecins sans frontières : La vaccination contre la rougeole\* au Congo.**

Il y a eu une campagne de vaccination contre la rougeole\* pendant trois semaines, du 27 juin au 16 juillet. C'est l'organisation « Médecins sans frontières » qui a organisé la campagne dans quatre régions. Malheureusement, dans ces régions, les routes ne sont pas bonnes. On peut seulement aller dans certaines zones à pied ou en moto.

Les médecins ont vacciné presque 38 000 enfants. Deux tiers des enfants vaccinés étaient âgés de moins de 5 ans. Plus de la moitié des enfants les plus jeunes ont passé un examen de malnutrition, pour savoir combien d'enfants étaient mal nourris. Plus de 500 enfants ont eu un résultat positif.

Récemment, la rougeole\* a touché plus de 700 enfants dans cette région. Si on ne fait rien, les enfants peuvent en mourir. Heureusement cette maladie est facile à éviter par la vaccination.

**\*la rougeole = measles**

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Réponds aux questions **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

(a) Quelles sont les difficultés pour les médecins au Congo ? Donnez **deux** détails. (2)

.....

.....

(b) Quelle proportion des personnes vaccinées avaient moins de cinq ans ? (1)

.....

.....

(c) Qu'est-ce que les médecins ont découvert sur la malnutrition ? (1)

.....

.....

(d) Quelle est une conséquence si la rougeole n'est pas arrêtée ? (1)

.....

.....

**(Total for Question 9 = 5 marks)**

---

**TOTAL FOR SECTION B = 15 MARKS**

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# GCSE French Higher tier

## Paper 3 Mark scheme

### SECTION A

Question number	Answer	Mark
1(a)	(in the) north	(1)

Question number	Answer	Reject	Mark
1(b)	twenty	any other number	(1)

Question number	Answer	Mark
1(c)	wet/rain/rainy (accept not great / bad / not good / not fine)	(1)

Question number	Answer	Mark
2(a)	not happy	(1)

Question number	Answer	Mark
2(b)	baker's or fish shop	(1)

Question number	Answer	Mark
2(c)	go shopping (with her) / go to the shops	(1)

Question number	Answer	Mark
2(d)	sad	(1)

Question number	Answer	Mark
3(a)	Lucas	(1)

Question number	Answer	Mark
3(b)	Adaline	(1)

Question number	Answer	Mark
3(c)	on the internet OR online	(1)

Question number	Answer	Mark
3(d)	his parents / they didn't encourage him (to make any effort)	(1)

Question number	Answer	Reject	Mark
3(e)	become an interpreter (in Brussels)	work in Brussels	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	D	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	C	(1)

Question number	Answer	Mark
4(v)	C	(1)

Question number	Answer	Mark
5(a)	Adama	(1)

Question number	Answer	Mark
5(b)	Ibrahim	(1)

Question number	Answer	Mark
5(c)	Miriam	(1)

Question number	Answer	Mark
5(d)	Aicha	(1)

Question number	Answer	Reject	Mark
5(e)	because of the heat / it is too hot (to work)	work is difficult	(1)

Question number	Answer	Mark
5(f)	they (have to) find a job	(1)

Question number	Answer	Mark
6(i)	A, D, E	(3)

Question number	Answer	Mark
6(ii)	America / the United States/ USA	(1)

Question number	Answer	Mark
6(iii)	Any one from:  it is too commercial / commercialised OR people are encouraged to spend too much	(1)

## SECTION B

Question number	Answer	Mark
7(i)	B	(1)

Question number	Answer	Mark
7(ii)	C	(1)

Question number	Answer	Mark
7(iii)	B	(1)

Question number	Answer	Mark
7(iv)	C	(1)

Question number	Answer	Mark
7(v)	D	(1)

Question number	Answer	Mark
8(a)	Lyon	(1)

Question number	Answer	Mark
8(b)	La Rochelle	(1)

Question number	Answer	Mark
8(c)	Lille	(1)

Question number	Answer	Mark
8(d)	Lille	(1)

Question number	Answer	Mark
8(e)	Poitiers	(1)

Question number	Answer	Mark
9(a)	certaines zones ne sont pas accessibles  on doit aller dans des zones à pied ou en moto / on peut seulement aller dans ces zones à pied et en moto	(2)

Question number	Answer	Mark
9(b)	deux tiers	(1)

Question number	Answer	Mark
9(c)	(500) des enfants étaient mal nourris	(1)

Question number	Answer	Mark
9(d)	la rougeole peut être fatale / les enfants peuvent (en) mourir	(1)

## SECTION C

Question Number	Indicative content	Mark
10	The French government has banned mobile phones at school. However, I continue to use my phone in lessons and it's not a problem. I do not have a paper diary and I note down my homework on my smartphone. There will perhaps be less cheating if mobile phones are banned during/in the exams.	(7)

Mark	Descriptor
0	No rewardable communication.
1-3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <b>frequent</b> use of incorrect words, omitted <b>phrases</b> , incorrect tenses.
4-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.





Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**

**Level 1/Level 2 GCSE (9–1)**

**Sample assessment material for first teaching  
April 2020**

Morning/Aft (Time: 1 hour 20 minutes)

Paper Reference **1FR0/4H**

**French**

**Paper 4: Writing in French**

**Higher Tier**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question*  
– *you should spend approximately 15 minutes on the translation question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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### Les ambitions

(b) Un site Internet français pour les jeunes cherche ton opinion sur les ambitions.

Écris à ce site Internet.

Tu **dois** faire référence aux points suivants :

- la sorte de personne que tu es
- le travail que tu as déjà fait
- pourquoi un travail intéressant est important
- tes projets pour l'avenir.

Écris 80–90 mots environ **en français**.

(20)

Area with horizontal dotted lines for writing the response.

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**(Total for Question 1 = 20 marks)**



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**(Total for Question 2 = 28 marks)**



# GCSE French Higher Tier

## Paper 4 Mark scheme

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment criteria for the Higher tier

### Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>

Mark	Descriptor
7–9	<ul style="list-style-type: none"> <li>• Communicates information relevant to the task, with development of some key points and ideas</li> <li>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li> <li>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li> <li>• Appropriate use of register and style is evident but with occasional inconsistency</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Communicates information relevant to the task with expansion of key points and ideas</li> <li>• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li> <li>• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li> <li>• Appropriate use of register and style throughout, with minimal inconsistency</li> </ul>

### Additional guidance

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: Informal register and style** – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

## Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.



**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see **Additional guidance** below).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li><li>• Some effective adaptation of language to narrate, inform, interest/convince</li><li>• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</li><li>• Appropriate use of register and style with the occasional inconsistency</li></ul>
5–8	<ul style="list-style-type: none"><li>• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li><li>• Frequently effective adaptation of language to narrate, inform, interest/convince</li><li>• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</li><li>• Appropriate use of register and style with few inconsistencies</li></ul>
9–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li><li>• Mostly effective adaptation of language, to narrate, inform, interest/convince</li><li>• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</li><li>• Predominantly appropriate use of register and style</li></ul>

Mark	Descriptor
13–16	<ul style="list-style-type: none"> <li>Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</li> <li>Consistently effective adaptation of language to narrate, inform, interest/convince</li> <li>Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language</li> <li>Consistent use of appropriate register and style throughout</li> </ul>

### Additional guidance

**Creative use of language** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Adaptation of language to narrate, inform, interest/convince:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

**Register and style definition: Formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li><li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li><li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Some variation of grammatical structures, including some repetitive instances of complex language</li><li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li><li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Uses a variety of grammatical structures, including some different examples of complex language</li><li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li><li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li></ul>
10–12	<ul style="list-style-type: none"><li>• Uses a wide variety of grammatical structures, including complex language</li><li>• Fluent response throughout with extended, well-linked sentences</li><li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li></ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to reread in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

### Question 3 – Higher tier (12 marks)

#### Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</li><li>• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</li><li>• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</li></ul>
7–9	<ul style="list-style-type: none"><li>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</li><li>• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• The meaning of the passage is fully communicated</li><li>• Consistently accurate language and structures, any errors do not hinder clarity</li></ul>

Question number	Example response
3	Olivier habite près de son collègue et il arrive toujours de bonne heure le matin. Il n'aime pas le collège; il est fort en maths, mais il a trouvé les sciences difficiles. Cependant, pour moi, l'éducation est importante, parce que je veux aller à l'université et trouver un bon emploi plus tard. Je pense qu'en travaillant dur, je réussirai.

#### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that ***hinder clarity***:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to reread in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that ***prevent meaning being conveyed***:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

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