



Pearson
Edexcel

GCSE (9-1) French (1FR1)

Sample Assessment Materials

Paper 1, Speaking
Higher

First teaching September 2024
First certification from 2026

(Updated 8 May 2024)

GCSE (9-1) French

Sample Assessment Materials

Paper 1, Speaking

Higher

- General instructions to teachers
- Student and Teacher-Examiner cards
- Mark schemes

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French
General instructions to the teacher
Higher tier

Sample assessment material for first teaching September 2024
Time: 25-27 minutes, made up of 15 minutes' preparation time and
10-12 minutes' examination time

General instructions to the teacher conducting the assessment

A. Order and timings

- The examination is made up of three tasks.
- The tasks must be conducted in the following order: read aloud, role play, picture task.
- The total examination will last between 10 and 12 minutes.

B. Allocation of cards

- Teachers must use the sequencing tool provided by Pearson for the allocation of the picture card, read aloud passage and role-play stimulus card. This has been designed to help ensure that each candidate covers a broad range of vocabulary from the specification.
- The subject matter of the stimulus cards should not cause offence or distress to the candidate. The teacher needs to decide in advance of the examination if any offence or distress might be caused. In this event, the teacher should indicate this in the sequencing tool, and an alternative set of cards will be generated for that candidate.

C. Preparation and notes

- Candidates must be allowed 15 minutes' preparation time under supervised conditions to prepare for the read aloud, role play and the picture task. During the first 14 minutes, they should not practise the read aloud passage out loud. Candidates will be offered a further 1-minute preparation time in the examination room, in which they may practice out loud words / phrases / sentences / the entire text if they wish.
- The preparation time must be immediately before the examination time.
- Candidates must not write on the roleplay or picture stimuli.
- Candidates may annotate the read aloud passage in order to help them with pronunciation.
- Candidates may make notes on one sheet of A4 paper. They must write their name, candidate number and centre number on the sheet.
- Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.
- 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.

D. Conduct of the exam

- Recording of the exam must start as the candidate begins their 1-minute preparation time to practise the read aloud task out loud. Teachers should state the candidate number at the start of the recording.
- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.
- The teacher should announce, 'The test will now begin; please read the text' once the 1-minute preparation is finished and before commencing the first task.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum number of marks available.
- The speaking assessment will begin with the read aloud (thematic context allocated by Pearson), followed by the role play (setting allocated by Pearson) and finally the picture task (thematic context pre-selected by candidate; picture card and conversation starter subject allocated by Pearson).

Task-specific instructions

Task 1: Read aloud

- The thematic context for the read aloud will be allocated by Pearson using the sequencing tool.
- At the start of the 1-minute preparation time in the exam room, the teacher should start the recording. The candidate may choose to read some or all of the text out loud during this time, or may prefer to continue silent preparation.
- At the end of the 1-minute preparation time in the exam room, the teacher should announce, 'The test will now begin; please read the text', before moving to the assessed read aloud task.
- The read aloud stimulus must be handed over by the candidate before moving on to the follow-up questions.
- The read aloud and follow-up questions are recommended to last between two and two-and-a-half minutes.
- The purpose of the read aloud is to assess understanding and application of sound-symbol correspondences through reading language aloud using clear and comprehensible pronunciation.
- The follow-up questions assess the ability to express likes /dislikes /preferences / opinions related to the content of the read aloud passage.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

At the end of the read aloud, the speaking assessment will move to the role play task.

Task 2: Role play

- The setting for the role play task will be allocated by Pearson using the sequencing tool.
- The role play is recommended to last between one and 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.
- The teacher will read out a short introduction to the role play, as printed on the teacher card, and then commence the first question.
- 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 twice.
- The role play card should be handed over by the candidate once the task is completed.

At the end of the role play, the speaking assessment will move to the picture task.

Task 3: Picture task

- The thematic context for the picture task will be pre-selected by the candidate. This pre-selection will be in the form of a choice of one from two thematic contexts, randomly generated by Pearson.
- Within the thematic context selected, the picture card will be allocated by Pearson using the sequencing tool.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- The purpose of the description element of the picture task is to assess communication and linguistic accuracy through providing description of a visual stimulus.
- The teacher should start by asking the candidate which picture they have chosen and once their response is clear, continue with the instruction, 'Describe the picture.'
- To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, the teacher should ask the two compulsory questions related to the picture the candidate described.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The compulsory questions assess the ability to talk about personal experiences related to the content of the picture.
- A starter subject for the conversation is mandated on the teacher card and you must begin with this subject. You should then develop the conversation with questions extending from this subject and the broader thematic context.

- Three suggested questions, one in each of present, past and future tense are provided as support to the teacher. These are not compulsory, and teachers are free to use alternative questions suited to the level of their candidate(s).

- Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. They should allow the conversation to evolve, asking a range of questions appropriate to the thematic context and the interests and experiences of the student, which enable students to:
 - produce extended sequences of speech
 - develop the conversation
 - give and justify own thoughts and opinions
 - refer to past, present and future events
 - develop their responses as well as they are able
 - demonstrate the full range of their ability.

- In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.

- The conversation on the broader thematic context assesses the ability to interact with the teacher in a way that demonstrates communication skills and a range of linguistic proficiency, in terms of vocabulary and grammar.

- The conversation is recommended to last between five and five-and-a-half minutes. Teacher-examiners should be mindful of this time recommendation and encourage candidates to produce sufficient responses to fill the recommended time.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Clara has contributed to a blog about family relationships.

Read out the text below to your teacher.

Dans ma famille, nous sommes sept.

J'ai des frères jumeaux qui ont huit ans et deux demi-sœurs.

On aime bien passer du temps ensemble et on fait souvent la fête à la maison.

Pour les anniversaires, je pense qu'organiser un grand repas chez nous est plus agréable que d'aller au restaurant.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in French

Task 1: Read aloud

Higher tier HRA1

Instructions to the teacher

Thematic context: My personal world

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Dans ma famille, nous sommes sept.

J'ai des frères jumeaux qui ont huit ans et deux demi-sœurs.

On aime bien passer du temps ensemble et on fait souvent la fête à la maison.

Pour les anniversaires, je pense qu'organiser un grand repas chez nous est plus agréable que d'aller au restaurant.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Comment aimes-tu fêter ton anniversaire ?

Q2. Quel est ton avis sur les restaurants ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Read aloud

Léa has contributed to a blog about healthy living.

Read out the text below to your teacher.

J'essaie d'être en bonne santé.

Je mange beaucoup de fruits et de légumes et je bois de l'eau.

J'évite de manger des frites et de la viande rouge car je pense que c'est malsain.

Demain, mes amis vont manger dans un restaurant mais moi je vais aller à la piscine.

- Once you have read the text to your teacher, you **must** hand this card to them.;
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in French

Task 1: Read aloud

Higher tier HRA2

Instructions to the teacher

Thematic context: Lifestyle and wellbeing

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

J'essaie d'être en bonne santé.

Je mange beaucoup de fruits et de légumes et je bois de l'eau.

J'évite de manger des frites et de la viande rouge car je pense que c'est malsain.

Demain, mes amis vont manger dans un restaurant mais moi je vais aller à la piscine.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Est-ce que tu aimes aller à la piscine ?

Q2. Quel est ton avis sur la viande ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Yanis has contributed to a blog about where he lives.

Read out the text below to your teacher.

Dans mon quartier, on peut faire beaucoup de choses.

Moi, je vais souvent au centre commercial et à la piscine.

Ma ville est célèbre pour ses bâtiments historiques et ses musées.

Il y a trop de gens qui viennent ici et je pense que le tourisme est mauvais pour l'environnement.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in French

Task 1: Read aloud

Higher tier HRA3

Instructions to the teacher

Thematic context: My neighbourhood

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **‘The test will now begin. Please read the text.’**

The candidate should read aloud the following text.

Dans mon quartier, on peut faire beaucoup de choses.

Moi, je vais souvent au centre commercial et à la piscine.

Ma ville est célèbre pour ses bâtiments historiques et ses musées.

Il y a trop de gens qui viennent ici et je pense que le tourisme est mauvais pour l’environnement.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Qu’est-ce que tu aimes faire dans ton quartier ?

Q2. Quel est ton avis sur le tourisme ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Lucas has contributed to a blog about technology.

Read out the text below to your teacher.

Je vais sur Internet tous les jours.

Il est vraiment difficile de vivre et de travailler sans technologie.

À mon avis, les portables sont utiles dans notre vie mais je sais qu'il faut être très prudent.

Beaucoup de personnes ont des problèmes de harcèlement sur les réseaux sociaux, surtout les jeunes.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in French

Task 1: Read aloud

Higher tier HRA4

Instructions to the teacher

Thematic context: Media and technology

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Je vais sur Internet tous les jours.

Il est vraiment difficile de vivre et de travailler sans technologie.

À mon avis, les portables sont utiles dans notre vie mais je sais qu'il faut être très prudent.

Beaucoup de personnes ont des problèmes de harcèlement sur les réseaux sociaux, surtout les jeunes.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Qu'est-ce que tu aimes faire sur Internet ?

Q2. Quel est ton avis sur les portables ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Emma has contributed to a blog about her future plans.

Read out the text below to your teacher.

Je vais bientôt aller au lycée.

C'est difficile de choisir quoi étudier car beaucoup de matières me plaisent.

Je pense qu'il faut faire de longues études à l'université si on veut un bon emploi.

Plus tard dans la vie, j'aimerais travailler à l'étranger, voyager souvent et gagner un bon salaire.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in French

Task 1: Read aloud

Higher tier HRA5

Instructions to the teacher

Thematic context: Studying and my future

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Je vais bientôt aller au lycée.

C'est difficile de choisir quoi étudier car beaucoup de matières me plaisent.

Je pense qu'il faut faire de longues études à l'université si on veut un bon emploi.

Plus tard dans la vie, j'aimerais travailler à l'étranger, voyager souvent et gagner un bon salaire.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Est-ce que tu aimerais travailler à l'étranger ?

Q2. Quel est ton avis sur l'université ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Thomas has contributed to a blog about travelling.

Read out the text below to your teacher.

Je suis français et je parle trois langues.

Avec ma famille, on aime voyager et découvrir des cultures différentes.

Quand nous allons en vacances à l'étranger, je pense qu'il est important de parler avec les gens.

Si nous mangeons dans un restaurant, nous choisissons toujours des plats traditionnels de la région.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in French

Task 1: Read aloud

Higher tier HRA6

Instructions to the teacher

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **‘The test will now begin. Please read the text.’**

The candidate should read aloud the following text.

Je suis français et je parle trois langues.

Avec ma famille, on aime voyager et découvrir des cultures différentes.

Quand nous allons en vacances à l'étranger, je pense qu'il est important de parler avec les gens.

Si nous mangeons dans un restaurant, nous choisissons toujours des plats traditionnels de la région.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them. You should then ask the following questions.

Q1. Est-ce que tu aimes parler une autre langue ?

Q2. Quel est ton avis sur les vacances à l'étranger ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP1

Setting: At the hospital

Scenario:

- You are at a hospital in France, and you are talking to a doctor.
- Your teacher will play the part of the doctor and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what is wrong with you.
2. Say who is with you.
3. Say how long you will be staying in France.
4. Ask a question about the hospital.
5. Ask a question about medication.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

Paper reference

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP1

Setting: At the hospital

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a hospital in France. I will play the part of the doctor and will speak first.

1	<p><i>Bonjour. Je peux vous aider ?</i></p> <p>Allow the candidate to say what is wrong with them.</p>
2	<p><i>Alors, vous êtes avec qui ?</i></p> <p>Allow the candidate to say who they are at the hospital with.</p>
3	<p><i>Et vous allez rester en France combien de temps ?</i></p> <p>Allow the candidate to say how long they are staying in France for.</p>
4	<p><i>D'accord. Vous avez une question ?</i></p> <p>Allow the candidate to ask a question about the hospital.</p>
5	<p><i>Give an appropriate brief answer. Vous avez une autre question ?</i></p> <p>Allow the candidate to ask a question about medication.</p> <p><i>Give an appropriate brief answer.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP2

Setting: At the café

Scenario:

- You are in a café in France with a friend.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what drink you want.
2. Ask the price of something on the menu.
3. Say what your favourite food is.
4. Say what activities you will do tomorrow in the town.
5. Ask a question about closing times of the café.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

Paper reference

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP2

Setting: At the café

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a café in France with a friend. I will play the part of the employee and will speak first.

1	<p><i>Bonjour. Qu'est-ce que vous voulez boire ?</i></p> <p>Allow the candidate to say what drink they want.</p>
2	<p><i>D'accord. Vous avez une question?</i></p> <p>Allow the candidate to ask for the price of something on the menu.</p> <p><i>Give an appropriate brief response.</i></p>
3	<p><i>Quel est votre plat préféré ?</i></p> <p>Allow the candidate to say what their favourite food is.</p>
4	<p><i>Vous avez des projets pour demain ?</i></p> <p>Allow the candidate to say what they will do tomorrow.</p>
5	<p><i>Vous avez une autre question ?</i></p> <p>Allow the candidate to ask about closing times of the café.</p> <p><i>Give an appropriate brief response.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP3

Setting: In town

Scenario:

- You are in a town in France with your family and you speak to a passer-by to ask for directions.
- Your teacher will play the part of the passer-by and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say why you are in France.
2. Say what you think of the town.
3. Ask for directions to a place you want to visit.
4. Say how long you will want to spend there.
5. Ask about transport options.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

Paper reference

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP3

Setting: In town

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a town in France with your family and you speak to a passer-by to ask for directions. I will play the part of the passer-by and will speak first.

1	<p><i>Bonjour. Vous êtes en visite ici ?</i></p> <p>Allow the candidate to say why they are in France.</p>
2	<p><i>Ah oui ? Vous aimez cette ville ?</i></p> <p>Allow the candidate to give their opinion of the town.</p>
3	<p><i>Vous avez une question ?</i></p> <p>Allow the candidate to ask for directions.</p> <p><i>Give an appropriate brief response.</i></p>
4	<p><i>Vous voulez y rester combien de temps ?</i></p> <p>Allow the candidate to say how long they want to spend there.</p>
5	<p><i>Parfait ! Vous avez une autre question ?</i></p> <p>Allow the candidate to ask about transport options.</p> <p><i>Give an appropriate brief response.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP4

Setting: Leisure centre

Scenario:

- You are at a leisure centre in France.
- The teacher will play the part of an employee at the leisure centre and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what activity you want to do at the leisure centre.
2. Say how long you want to book it for.
3. Tell the employee what your plans are for this evening.
4. Ask a question about opening times.
5. Ask a question about payment.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

Paper reference

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP4
Setting: Leisure centre

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a leisure centre in France. I will play the part of an employee at the leisure centre and will speak first.

1	<p><i>Bonjour. Je peux vous aider ?</i></p> <p>Allow the candidate to say what activity they want to do at the leisure centre.</p> <p><i>Très bien.</i></p>
2	<p><i>Vous voulez réserver pour combien de temps ?</i></p> <p>Allow the candidate to say for how long they want to book it.</p> <p><i>Pas de problème.</i></p>
3	<p><i>Quelles activités allez-vous faire ce soir ?</i></p> <p>Allow the candidate to tell you what they plan to do this evening.</p> <p><i>Intéressant.</i></p>
4	<p><i>Vous avez une question ?</i></p> <p>Allow the candidate to ask a question about opening times.</p> <p><i>Give an appropriate brief response.</i></p>
5	<p><i>Vous avez une autre question ?</i></p> <p>Allow the candidate to ask about payment.</p> <p><i>Give an appropriate brief response.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP5
Setting: Tourist information office

Scenario:

- You are at a tourist information office in France.
- The teacher will play the part of an employee at the tourist information office and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say why you are at the tourist information office.
2. Say where you are staying.
3. Say what you will do tomorrow.
4. Ask a question about the town.
5. Ask for a recommendation for a restaurant.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

Paper reference

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP5
Setting: Tourist information office

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a tourist information office in France. I will play the part of an employee at the tourist information office and will speak first.

1	<p><i>Bonjour. Je peux vous aider ?</i></p> <p>Allow the candidate to say why they are at the tourist information office.</p> <p><i>Ah, oui !</i></p>
2	<p><i>Vous restez où en ville ?</i></p> <p>Allow the candidate to say where they are staying.</p> <p><i>Très bien.</i></p>
3	<p><i>Qu'est-ce que vous allez faire demain ?</i></p> <p>Allow the candidate to say what they will do tomorrow.</p> <p><i>Intéressant.</i></p>
4	<p><i>Vous avez une question ?</i></p> <p>Allow the candidate to ask a question about the town.</p> <p><i>Give an appropriate brief response.</i></p>
5	<p><i>Vous avez une autre question ?</i></p> <p>Allow the candidate to ask about a recommendation for a restaurant.</p> <p><i>Give an appropriate brief response.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP6

Setting: Theatre

Scenario:

- You are at a theatre booking office in France.
- The teacher will play the part of an employee and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what type of show you want to watch.
2. Ask about the price for young people.
3. Say why your friend is paying.
4. Say what you will do after the show.
5. Ask a question about the show times.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 2: Role play

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

Paper reference

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP6

Setting: Theatre

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a theatre in France. I will play the part of an employee at the theatre and will speak first.

1	<p><i>Bonjour. Je peux vous aider ?</i></p> <p>Allow the candidate to say what type of show they want to watch.</p> <p><i>Très bien.</i></p>
2	<p><i>Vous avez une question ?</i></p> <p>Allow the candidate to ask about the price for young people.</p> <p><i>Give an appropriate brief response.</i></p>
3	<p><i>C'est votre ami qui paie ?</i></p> <p>Allow the candidate to say why their friend is paying.</p> <p><i>Très bien.</i></p>
4	<p><i>Qu'est-ce que vous allez faire après ?</i></p> <p>Allow the candidate to tell you what they are going to do after the show.</p> <p><i>Intéressant.</i></p>
5	<p><i>Vous avez une autre question ?</i></p> <p>Allow the candidate to ask a question about the show times.</p> <p><i>Give an appropriate brief response.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image no AL1286811 / Pearson Asset Library

Picture 2



Source: Image no AL1000726 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Image no AL1286811 / Pearson Asset Library

Picture 2



Source: Image no AL1000726 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu aimes faire à la maison ?*
- Qu'est-ce que tu as mangé hier soir ?*

Questions for Picture 2

- Où est-ce que tu aimes aller avec tes ami(e)s ?*
- Qu'est-ce que tu as fait sur ton portable hier ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **REGULAR ACTIVITIES**, for example: *Parle-moi de ta vie quotidienne.*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi de ce que tu as fait la dernière fois que tu es sorti(e) avec ta famille / tes ami(e)s.*

(future tense) *Comment voudrais-tu contribuer à la société à l'avenir ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
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 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image no AL1000726 / Pearson Asset Library

Picture 2



Source: SolStock/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Image no AL1000726 / Pearson Asset Library

Picture 2



Source: SolStock/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Où est-ce que tu aimes aller avec tes ami(e)s ?

(b) Qu'est-ce que tu as fait sur ton portable hier ?

Questions for Picture 2

(a) Qu'est-ce que tu aimes faire dehors ?

(b) Où es-tu allé(e) en voiture récemment ?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example: *Décris ton ou ta meilleur(e) ami(e)*.
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi de ce que tu as fait la dernière fois que tu es sorti(e) avec ta famille / tes ami(e)s.*

(future tense) *Comment voudrais-tu contribuer à la société à l'avenir ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: SolStock/Getty Images

Picture 2



Source: Image no AL1286811 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: SolStock/Getty Images

Picture 2



Source: Image no AL1286811 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu aimes faire dehors ?*
- Où es-tu allé(e) en voiture récemment ?*

Questions for Picture 2

- Qu'est-ce que tu aimes faire à la maison ?*
- Qu'est-ce que tu as mangé hier soir ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PASTIMES / HOBBIES**, for example: *Parle moi des activités que tu fais pendant ton temps libre.*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi de ce que tu as fait la dernière fois que tu es sorti(e) avec ta famille / tes ami(e)s.*

(future tense) *Comment voudrais-tu contribuer à la société à l'avenir ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image no AL1350478 / Pearson Asset Library

Picture 2



Source: Image no AL1485030 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Image no AL1350478 / Pearson Asset Library

Picture 2



Source: Image no AL1485030 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- (Et) les personnes ?
- (Et) c'est où ?
- (Et) que font-ils ?
- Autre chose ?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu penses des sports d'équipe ?*
- Qu'est-ce que tu as fait comme sport(s) au collège récemment ?*

Questions for Picture 2

- Quelle(s) activité(s) sportive(s) peut-on faire dans ton quartier ?*
- Qu'est-ce que tu as fait cette semaine pour rester en forme ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **HEALTHY EATING**, for example: *Qu'est-ce que tu penses du fastfood ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Qu'est-ce que tu as fait pour maintenir ton bien-être récemment ?*

(future tense) *Qu'est-ce que tu feras dans ta vie pour être en meilleure santé ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image no AL1485030 / Pearson Asset Library

Picture 2



Source: withthaya prasongsin/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Image no AL1485030 / Pearson Asset Library

Picture 2



Source: withthaya prasongsin/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Quelle(s) activité(s) sportive(s) peut-on faire dans ton quartier ?*
- Qu'est-ce que tu as fait cette semaine pour rester en forme ?*

Questions for Picture 2

- Qu'est-ce que tu manges normalement le soir ?*
- Qu'est-ce que tu as fait récemment pour être en bonne santé ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FITNESS**, for example: *À ton avis, qu'est-ce qu'il faut faire pour être en forme ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Qu'est-ce que tu as fait pour maintenir ton bien-être récemment ?*

(future tense) *Qu'est-ce que tu feras dans ta vie pour être en meilleure santé ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: withthaya prasongsin/Getty Images

Picture 2



Source: Image no AL1350478 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: wittaya prasongsin/Getty Images

Picture 2



Source: Image no AL1350478 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu manges normalement le soir ?*
- Qu'est-ce que tu as fait récemment pour être en bonne santé ?*

Questions for Picture 2

- Qu'est-ce que tu penses des sports d'équipe ?*
- Qu'est-ce que tu as fait comme sport(s) au collège récemment ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCHOOL SPORTS**, for example: *Quel est ton avis sur l'importance du sport au collège ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Qu'est-ce que tu as fait pour maintenir ton bien-être récemment ?*

(future tense) *Qu'est-ce que tu feras dans ta vie pour être en meilleure santé ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image n° AL28836 / Pearson Asset Library

Picture 2



Source: Image n° AL1375994 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Instructions to teacher **Picture task HPT7**
Picture 1



Source: Image n° AL28836 / Pearson Asset Library

Thematic context: My neighbourhood
Picture 2



Source: Image n° AL1375994 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce qu'il y a d'intéressant dans ton quartier ?*
- Qu'est-ce que tu as fait avec tes ami(e)s le week-end dernier ?*

Questions for Picture 2

- Quelle(s) sorte(s) de magasins est-ce qu'il y a dans ton quartier ?*
- Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) dans ta ville / ton quartier ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **OUTDOOR ACTIVITIES**, for example: *Qu'est-ce qu'il y a à faire dehors dans ton quartier ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Qu'est-ce que tu as fait récemment pour protéger l'environnement ?*

(future tense) *Qu'est-ce que tu voudrais voir dans ton centre commercial idéal ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image n° AL1375994 / Pearson Asset Library

Picture 2



Source: alistair berg/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Image n° AL1375994 / Pearson Asset Library

Picture 2



Source: alistair berg/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Quelle(s) sorte(s) de magasins est-ce qu'il y a dans ton quartier ?*
- Qu'est-ce que tu as fait la dernière fois que tu es sorti(e) dans ta ville ou dans ton quartier ?*

Questions for Picture 2

- Que fais-tu pour protéger l'environnement ?*
- Qu'est-ce que tu as fait la dernière fois que tu es allé(e) au parc / à la plage / à la campagne ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **LOCAL FACILITIES FOR YOUNG PEOPLE**, for example: *Qu'est-ce qu'il y a à faire pour les jeunes dans ton quartier ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Qu'est-ce que tu as fait récemment pour protéger l'environnement ?*

(future tense) *Qu'est-ce que tu voudrais voir dans ton centre commercial idéal ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: alistair berg/Getty Images

Picture 2



Source: Image n° AL28836 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: alistair berg/Getty Images

Picture 2



Source: Image n° AL28836 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Que fais-tu pour protéger l'environnement ?

(b) Qu'est-ce que tu as fait la dernière fois que tu es allé(e) au parc / à la plage / à la campagne ?

Questions for Picture 2

(a) Qu'est-ce qu'il y a d'intéressant dans ton quartier ?

(b) Qu'est-ce que tu as fait avec tes ami(e)s le week-end dernier ?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about their **LOCAL AREA**, for example: *Parle-moi de ton quartier.*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Qu'est-ce que tu as fait récemment pour protéger l'environnement ?*

(future tense) *Qu'est-ce que tu voudrais voir dans ton centre commercial idéal ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: sturti / gettyimages

Picture 2



Source: Edwin Tan / gettyimages

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: sturti / gettyimages

Picture 2



Source: Edwin Tan / gettyimages

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu aimes faire sur Internet ?*
- Qu'est-ce que tu as fait le week-end dernier avec tes ami(e)s ?*

Questions for Picture 2

- Qu'est-ce que tu aimes faire sur ton portable ?*
- Où es-tu allé(e) récemment avec tes ami(e)s ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **MUSIC**, for example: *Qui est ton artiste préféré(e) et pourquoi ?*
- Use the candidate's responses to continue the conversation within the thematic context, and the interests and experiences of the candidate.
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'un film que tu as regardé récemment.*

(future tense) *Quel(le) artiste voudrais-tu voir en concert à l'avenir ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Edwin Tan / gettyimages

Picture 2



Source: Image no AL1529173 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Edwin Tan / gettyimages

Picture 2



Source: Image no AL1529173 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu aimes faire sur ton portable ?*
- Où es-tu allé(e) récemment avec tes ami(e)s ?*

Questions for Picture 2

- Qu'est-ce que tu aimes faire avec tes ami(e)s ?*
- Qu'est-ce que tu as regardé à la télé récemment ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **GAMING**, for example: *Qu'est-ce que tu penses des jeux vidéo ? Pourquoi ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'un film que tu as regardé récemment.*

(future tense) *Quel(le) artiste voudrais-tu voir en concert à l'avenir ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image no AL1529173 / Pearson Asset Library

Picture 2



Source: sturti / gettyimages

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Image no AL1529173 / Pearson Asset Library

Picture 2



Source: sturti / gettyimages

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu aimes faire avec tes ami(e)s ?*
- Qu'est-ce que tu as regardé à la télé récemment ?*

Questions for Picture 2

- Qu'est-ce que tu aimes faire sur Internet ?*
- Qu'est-ce que tu as fait le week-end dernier avec tes ami(e)s ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

You must begin the follow-on conversation by asking the candidate to talk about **SOCIAL MEDIA**, for example: *Quels sont les avantages et les inconvénients des réseaux sociaux selon toi ?*

- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'un film que tu as regardé récemment.*

(future tense) *Quel(le) artiste voudrais-tu voir en concert à l'avenir ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image n° AL1185368 / Pearson Asset Library

Picture 2



Source: Image n° AL1540418 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Image n° AL1185368 / Pearson Asset Library

Picture 2



Source: Image n° AL1540418 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu penses de l'uniforme scolaire ?*
- Qu'est-ce que tu as eu comme cours hier ?*

Questions for Picture 2

- Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?*
- Où es-tu allé(e) avec tes ami(e)s après les cours hier ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCHOOL LIFE**, for example: *Qu'est-ce que tu penses de ton collègue ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'une visite scolaire récente.*

(future tense) *Qu'est-ce que tu as l'intention de faire après le collège ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Image n° AL1540418 / Pearson Asset Library

Picture 2



Source: Drazen_/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Image n° AL1540418 / Pearson Asset Library

Picture 2



Source: Drazen_/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?*
- Où es-tu allé(e) avec tes ami(e)s après les cours hier ?*

Questions for Picture 2

- Qu'est-ce que tu voudrais faire après le collège ?*
- Quel magasin est-ce que tu as visité récemment ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **POST-16 CHOICES**, for example: *À ton avis, est-ce qu'il est important d'aller à l'université pour avoir un bon travail ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'une visite scolaire récente.*

(future tense) *Qu'est-ce que tu as l'intention de faire après le collège ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Drazen_/Getty Images

Picture 2



Source: Image n° AL1185368 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Drazen_/Getty Images

Picture 2



Source: Image n° AL1185368 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- (Et) les personnes ?
- (Et) c'est où ?
- (Et) que font-ils ?
- Autre chose ?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu voudrais faire après le collège ?*
- Quel magasin est-ce que tu as visité récemment ?*

Questions for Picture 2

- Qu'est-ce que tu penses de l'uniforme scolaire ?*
- Qu'est-ce que tu as eu comme cours hier ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **EXTRA CURRICULAR ACTIVITIES**, for example: *Qu'est-ce que tu penses des visites/ clubs/ activités/ voyages au collège? Pourquoi?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'une visite scolaire récente.*

(future tense) *Qu'est-ce que tu as l'intention de faire après le collège?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Caia Image / gettyimages

Picture 2



Source: Jutta Klee / plainpicture

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Caia Image / gettyimages

Picture 2



Source: Jutta Klee / plainpicture

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Qu'est-ce que tu fais normalement pendant les vacances scolaires ?*
- Qu'est-ce que tu as fait comme activité(s) en dehors récemment ?*

Questions for Picture 2

- Où est-ce que tu aimes aller avec tes ami(e)s ?*
- Quel(s) moyen(s) de transport as-tu utilisé récemment ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURIST ACTIVITIES WHERE THEY LIVE**, for example: *Est-ce que ta région est intéressante pour les touristes ? Pourquoi / Pourquoi pas ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'une visite récente au parc / à la plage / à la campagne.*

(future tense) *Comment est-ce que tu voudrais passer tes prochaines vacances ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
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- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Jutta Klee / plainpicture

Picture 2



Source: Mike Kemp / gettyImages

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Jutta Klee / plainpicture

Picture 2



Source: Mike Kemp / gettyimages

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

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- *(Et) les personnes ?*
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- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Où est-ce que tu aimes aller avec tes ami(e)s ?*
- Quel(s) moyen(s) de transport as-tu utilisé récemment ?*

Questions for Picture 2

- Où est-ce que tu voudrais aller en vacances ?*
- Comment as-tu passé tes dernières vacances scolaires ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURISM**, for example: *Quels sont les avantages et les inconvénients du tourisme ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'une visite récente au parc / à la plage / à la campagne.*

(future tense) *Comment est-ce que tu voudrais passer tes prochaines vacances ?*

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Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample Assessment Material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

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YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



Source: Mike Kemp / gettyimages

Picture 2



Source: Caia Image / gettyimages

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Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

French

Paper 1: Speaking in French

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample Assessment Material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

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- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
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- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Source: Mike Kemp / gettyimages

Picture 2



Source: Caia Image / gettyimages

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- Où est-ce que tu voudrais aller en vacances ?*
- Comment as-tu passé tes dernières vacances scolaires ?*

Questions for Picture 2

- Qu'est-ce que tu fais normalement pendant les vacances scolaires ?*
- Qu'est-ce que tu as fait comme activité(s) en dehors récemment ?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TRANSPORT**, for example: *Quels sont les avantages et les inconvénients de voyager en avion/ en train/ en voiture ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the student the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Parle-moi d'une visite récente au parc / à la plage / à la campagne.*

(future tense) *Comment est-ce que tu voudrais passer tes prochaines vacances ?*

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at <https://www.multilingprofiler.net/>

GCSE French Speaking Higher tier

Paper 1 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should 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 heard in the student's response for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a level, you should consider 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 band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 5–6 with a small amount of band 7–8 material, it would be placed in band 5–6 but be awarded a mark of 6 because of the band 7–8 content.
- You must also use the *Additional guidance*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

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 response; you will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO1)/(AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: Picture task with conversation only)

A **minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Adjective agreement	La mer est vert. Mon frère est intelligente.	Verb agreement	L'année dernière, ma tante acheté une voiture.
Gender	Dans le ville il y a un piscine.	Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Contractions	Ma maison est près de le parc.	Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Word order (incorrect)	Je n'ai mangé pas à midi.	Constructions	Je n'entends pas avec ma sœur. En France il y a chaud en été.
Mother-tongue interference	Mon père est un professeur.	Mother-tongue interference	C'est mon anniversaire, je suis 16 ans.
		Tenses (inappropriate)	Je vais parti en vacances.

Major errors – prevents meaning being conveyed	
Verb agreement	Nous allez au cinéma ce soir.
Tenses (incorrect)	Demain il est allé au collège en bus.
Incorrect verb formation	J'alle au marché. Je recève des cadeaux.
Vocabulary	Ma mère est courante, J'aime la nation et le tennis.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and possessive adjectives	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office. Il y a un museum en ville.

Glossary of terms

AO2 grid (Picture description task only):

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all three task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids (Picture task and conversation)

Complex language includes features such as:

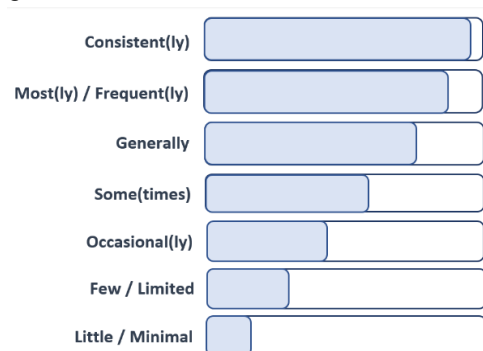
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used that is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Differentiation terms within the mark scheme (AO1, AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “frequent development...” equates to higher marks “frequent errors...” would conversely equate to lower marks.

Assessment criteria for the Higher tier – Task 1

Read aloud – Higher tier (12 marks)

Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – Read aloud – Higher tier

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have little or no impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their French accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible, and SSCs are accurate. When assessing the read aloud, examiners should not initially look at the text when they are listening, but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainty.

To exemplify application of the marking criteria for the read aloud text, HRA1 has been selected to demonstrate how lapses in pronunciation of single or multiple sounds (SSCs) impact negatively on comprehensibility. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria in the mark grid.

HRA1

Dans ma famille, nous sommes sept.

J'ai des frères jumeaux qui ont huit ans et deux demi-sœurs.

On aime bien passer du temps ensemble et on fait souvent la fête à la maison.

Pour les anniversaires, je pense qu'organiser un grand repas chez nous est plus agréable que d'aller au restaurant.

Examples of how lapses in SSCs impact on comprehensibility and cause the message to break down.

Original text	Transcription of mispronunciation	Impact
nous sommes	nousse sommesse	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering a phrase incomprehensible.
qui ont huit ans	kwi onte houit anse	
Jumeaux	jumux / joumauxe	
Deux	douxe (could be 'twelve')	Mispronunciation creating a completely different French word that makes the message unclear.
on fait souvent la fete	on faite souvent la fête (verb could be fêter, rather than faire)	
repas	repasse (could be from verb 'repasser')	
chez	chese (could be 'chair')	
je pense	je/j'ai pensé	Mispronunciation of verb endings impacting on the comprehensibility of present/past/imperfect tenses.
on aime	on aimé	
ensemble	English pronunciation	The English pronunciation of these cognates would make it difficult for the message to be understood, even for a very sympathetic French speaker.
restaurant		
organiser		
grand		
agréable		

Part 2 – Short interaction based on text – Higher tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.

Students can only gain a maximum of one mark for a one-word answer. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of mark grid

To exemplify application of the marking criteria for the short interaction, read aloud HRA1 has been selected to demonstrate a possible range of performance. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Question 1: Comment aimes-tu fêter ton anniversaire ?

Mark	Possible responses	Application of mark descriptor
2	J'aime aller au cinéma avec mes copains.	Response fully communicated. The candidate has answered the question and supported the opinion with appropriate information.
1	Un gâteau chocolat.	Some ambiguity: the response does not fully communicate what the student likes to do on their birthday but implies that they like eating chocolate cake so one mark is awarded.
0	ton anniversaire.	No rewardable material.

Question 2: Quel est ton avis sur les restaurants ?

Mark	Possible responses	Application of mark descriptor
2	Je n'aime pas les restaurants, parce que c'est cher	Response fully communicated.
1	C'est délicieux	Some ambiguity; the response does not fully communicate what the student thinks of restaurants but implies that they like food within restaurants so one mark is awarded.
0	On mange un repas.	Not a full response to the question.

Assessment criteria for the Higher tier – Task 2

Role play – Higher tier (10 marks)

There is one mark grid to be applied to this task. 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. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Students can only gain a maximum of one mark for a one-word answer. Examiners **must** use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of the role play mark grid

To exemplify application of the marking criteria, Higher role play 5 (HRP5) 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 role play card 5 (HRP5)

You are at a tourist information office in France. I will play the part of an employee at the tourist information office.

Prompt 1: Say why you are at the tourist information office.

Question: Bonjour. Je peux vous aider ?

Mark	Descriptor	
2	Je chercher une banque.	Je voudrais un plan de la ville.
	Despite the incorrect verb form, the response is fully communicated.	The response is fully communicated.
1	Un plan de la ville ?	J'ai une carte de la région.
	The response is partially communicated. In the context of a tourist information office, a sympathetic native speaker would understand what the candidate wants, even in the absence of a verb.	Some ambiguity is caused by the use of <i>J'ai</i> rather than a phrase such as <i>Avez-vous... ?</i> or <i>Donnez-moi...</i>
0	À l'office de tourisme.	Je suis ici.
	No rewardable communication. The candidate has mentioned the tourist information office but has not answered the question.	No rewardable communication.

Prompt 2: Say where you are staying.

Question: Vous restez où en ville ?

Mark	Descriptor	
2	Je reste en ville centre.	Mon hôtel est près du parc.
	Despite inaccuracy in the word order, the answer to the question is fully communicated.	The response is fully communicated.
1	Où est l'hôtel en centre-ville.	Restez dans un hôtel près du château.
	Response partially communicated. The use of <i>Où est</i> causes ambiguity.	Some ambiguity. The candidate has indicated where they are staying, but the use of <i>Restez</i> delays comprehension.
0	Je reste.	J'aime la ville.
	No rewardable communication.	No rewardable communication. The candidate has not answered the question.

Prompt 3: Say what you will do tomorrow.

Question: Qu'est-ce que vous allez faire demain ?

Mark	Descriptor	
2	Demain aller au château.	Je vais nager dans la piscine.
	Response fully communicated. Despite the use of the infinitive verb, the candidate has clearly communicated tomorrow's activity.	Response fully communicated.
1	Aimer le cinéma.	À la magasin.
	The response is partially communicated, though the use of <i>Aimer</i> causes some ambiguity.	Some ambiguity. Although (despite inaccuracy) the candidate mentions an activity, it is not clear that the candidate is referring to a future timeframe, and no verb has been used.
0	Je allez faire.	Il mange.
	No rewardable communication. The candidate has not referred to a future timeframe, nor to an activity.	No rewardable communication. The candidate has not answered the question.

Prompt 4: Ask a question about the town.

Question: Vous avez une question ?

Mark	Descriptor	
2	Est-ce qu'il y a gare en ville ?	C'est une grande ville ?
	The response is fully communicated. Despite the omission of the article <i>une</i> , the candidate has asked a clear question about the town.	The response is fully communicated; the candidate has asked a clear question about the town.
1	Habite dans la ville ?	Musée dans ville ?
	The response is partially communicated. It is clear that the candidate is asking a question about the town, although the incorrect verb form in the question causes ambiguity as to whether the question is to elicit information from the employee.	The response is partially communicated. The lack of a verb or a question word leads to a delay in communication.
0	Une grande ville.	J'aime cette ville ?
	No rewardable communication. The candidate has made a statement about the town, not asked a question about it.	Although this utterance is phrased as a question, the candidate has not asked a question about the town that is meaningful in the context.

Prompt 5: Ask for a recommendation for a restaurant.

Question: Vous avez une autre question ?

Mark	Descriptor	
2	Vous pouvez recommander un restaurant ?	Il y a un restaurant bon en ville ?
	The response is fully communicated.	Despite the incorrect word order, the response is fully communicated.
1	Je vouloir un bon restaurant.	Qu'est-ce que bon restaurant ?
	The response is partially communicated. The use of <i>vouloir</i> leads to ambiguity.	The response is partially communicated. The use of <i>Qu'est-ce que</i> delays comprehension.
0	Le restaurant est ici ?	J'adore les restaurants.
	No rewardable communication. The candidate has not asked for a recommendation.	No rewardable communication. This is a statement, not a question, and does not ask for a recommendation.

Assessment criteria for the Higher tier – Task 3

Picture task – Higher tier (28 marks)

Part 1 – Picture description task (8marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- Response to stimulus
- Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> • All three bullet points addressed. • Consistent, detailed development of ideas to describe different, relevant aspects of the picture. Response is easily comprehensible; it is rare that the message is not immediately clear. 	4	<ul style="list-style-type: none"> • Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> • All three bullet points addressed. • Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> • A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. Response is comprehensible in some parts; the message may occasionally break down. 	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.	0	No rewardable material.

Part 2 – compulsory questions relating to the picture (4 marks)

Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Students can only gain a maximum of one mark for a one-word answer.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Part 3 – conversation (16 marks)

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:

- AO1: Response to spoken language
- AO3: Linguistic knowledge and accuracy.

Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> • Gives consistently relevant responses to questions. • Develops ideas throughout with consistently extended sequences of speech. • Response is easily comprehensible; it is rare that the message is not immediately clear. 	4	<ul style="list-style-type: none"> • Wide range of vocabulary and grammatical structures, frequent use of complex language. • Consistently successful use of past, present and future timeframes. • Consistently accurate use of language, any errors are minor.
7–9	<ul style="list-style-type: none"> • Gives frequently relevant responses to questions. • Develops ideas with frequently extended sequences of speech. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> • A variety of vocabulary and grammatical structures, some use of complex language. • Frequently successful use of past, present and future timeframes. • Accurate use of language; some minor errors.
4–6	<ul style="list-style-type: none"> • Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of past, present and future timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	<ul style="list-style-type: none"> • Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down. 	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of past, present and future timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.	0	No rewardable material.

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