

# GCSE (9–1) FRENCH

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## Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French (1FR1)  
First teaching from September 2024 | first certification from 2026

Issue 2

## **About Pearson**

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# Summary of Pearson Edexcel Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French Issue 2 changes

## Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
<p><b>Paper 1 Speaking</b> <b>Paper 4 Writing</b></p> <p>A03 mark schemes have been amended to differentiate between the number of timeframes needed to be placed in the different bands. Descriptors have been changed from 'past, present and future timeframes,' for the top and middle bands to:</p> <ul style="list-style-type: none"> <li>• 'use of three timeframes,' in the top bands</li> <li>• 'at least two timeframes' in the middle bands</li> </ul> <p>Lower bands refer simply to 'timeframes,' rather than 'different timeframes,' which can include one timeframe.</p> <p>A definition of the term 'Timeframes' has been added to the marking guidance.</p> <p>Example open response and translation exemplification in the <b>Writing</b> paper has been updated to reflect this change.</p>	<p>214, 286 502, 580 584</p> <p>205, 283 493, 579</p> <p>288-289 291 582-583 586</p>
<p><b>Paper 1 Speaking</b> <b>Paper 4 Writing</b></p> <p>A03 marking guidance has been amended to clarify the definition of constitutes a 'minor' and a 'major' error.</p> <p>Example open response and translation exemplification in the <b>Writing</b> paper has been updated to reflect this change.</p>	<p>204, 282 492, 578</p> <p>288-289 291 582-583 586</p>
<p>The formatting of some questions has been amended for increased accessibility.</p> <ul style="list-style-type: none"> <li>• <b>Paper 1, Speaking:</b> The two pictures in the picture task are now displayed in portrait rather than landscape, on their own page, with the instructions placed on the facing page.</li> <li>• <b>Paper 3, Reading:</b> Any supporting pictures are now displayed above the text rather than beside it.</li> <li>• <b>Paper 3, Reading and Paper 4, Writing</b> (foundation only): Translation tasks now have two answer lines rather than one for each sentence.</li> </ul>	<p>60-196 348-484</p> <p>252, 544 552</p> <p>260, 278</p>

If you need further information on these changes or what they mean, contact us via our website at: <https://qualifications.pearson.com/en/subjects/languages.html>.



# Contents

Introduction	1
General marking guidance	3
<b>Foundation tier</b>	
Paper 1 – Speaking in French – general instructions for teacher plus read aloud, role play and picture task	5
Paper 1 – Speaking in French mark scheme	203
Paper 2 – Listening and understanding in French transcript	215
Paper 2 – Listening and understanding in French question paper	221
Paper 2 – Listening and understanding in French mark scheme	237
Paper 3 – Reading and understanding in French question paper	247
Paper 3 – Reading and understanding in French mark scheme	263
Paper 4 – Writing in French question paper	269
Paper 4 – Writing in French mark scheme	281
<b>Higher tier</b>	
Paper 1 – Speaking in French – general instructions for teacher plus read aloud, role play and picture task	293
Paper 1 – Speaking in French mark scheme	491
Paper 2 – Listening and understanding in French transcript	503
Paper 2 – Listening and understanding in French question paper	511
Paper 2 – Listening and understanding in French mark scheme	527
Paper 3 – Reading and understanding in French question paper	537
Paper 3 – Reading and understanding in French mark scheme	559
Paper 4 – Writing in French question paper	565
Paper 4 – Writing in French mark scheme	577



# Introduction

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

These Sample Assessment Materials have been developed to support this qualification and will be used as the benchmark to develop the assessments students will take.

During the development of these Sample Assessment Materials, we have been grateful to NCELP for providing us with access to their MultiLingProfiler tool<sup>1</sup> to assist us with ensuring all our texts comply with the requirements set out in Appendix 1: Vocabulary and Appendix 2: Grammar of our Pearson Edexcel Level 1/Level 2 GCSE in French (2024) Specification.

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<sup>1</sup>Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at <https://www.multilingprofiler.net/>



# General marking guidance

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



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

Sample assessment material for first teaching September 2024

**Time** 22–24 minutes, which includes  
15 minutes' preparation time and  
7–9 minutes' examination time

**Paper  
reference**

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **General instructions to the teacher**

**Foundation Tier**

**Read these instructions in conjunction with the Specification and  
Administrative Support Guide.**

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## 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 7 and 9 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 role play 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 one-and-a-half and two 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. Where a candidate answers incorrectly, do not repeat the question.
- 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 one-and-a-half to two 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 tenses 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 three and three-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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Foundation Tier

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.**

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**Candidate card FRA1**

**Thematic context: My personal world**

**Read aloud**

**Sarah, your friend from Belgium, has sent you some information about herself.**

**Read out the text below to your teacher.**

J'ai seize ans.

Mon anniversaire, c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

- 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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## 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 one-and-a-half and two minutes.

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## Task 1: Read aloud

### Instructions to the teacher

#### Foundation tier FRA1

#### 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.

J'ai seize ans.

Mon anniversaire, c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

#### 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 pour ton anniversaire ?*

Q2. *Qu'est-ce que tu penses de la télévision ?*

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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Foundation Tier

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.**

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**Candidate card FRA2**

**Thematic context: Lifestyle and wellbeing**

**Read aloud**

**Manon, your friend from Switzerland, has sent you some information about herself.**

**Read out the text below to your teacher.**

Je suis très active.

Je vais au collège à vélo.

Je fais du sport avec mes amis.

Le samedi, je marche beaucoup avec mon chien.

Je mange souvent des légumes et je bois de l'eau.

- 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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## 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 one-and-a-half and two minutes.

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## Task 1: Read aloud

### Instructions to the teacher

#### Foundation tier FRA2

#### 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.

Je suis très active.

Je vais au collège à vélo.

Je fais du sport avec mes amis.

Le samedi, je marche beaucoup avec mon chien.

Je mange souvent des légumes et je bois de l'eau.

#### 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 manger ?*

*Q2. Qu'est-ce que tu penses du sport ?*

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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Foundation Tier

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.**

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**Candidate card FRA3**

**Thematic context: My neighbourhood**

**Read aloud**

**Zoé, your friend from France, has sent you some information about where she lives.**

**Read out the text below to your teacher.**

J'habite près de Paris.

C'est dans le nord de la France.

Ma ville est assez grande et moderne.

Le samedi, je vais au centre commercial.

J'aime aller dans les magasins avec mes amis car c'est amusant.

- 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.

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Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## 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 one-and-a-half and two minutes.

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## Task 1: Read aloud

### Instructions to the teacher

#### Foundation tier FRA3

#### 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.

J'habite près de Paris.

C'est dans le nord de la France.

Ma ville est assez grande et moderne.

Le samedi, je vais au centre commercial.

J'aime aller dans les magasins avec mes amis car c'est amusant.

#### 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 avec tes ami(e)s ?*

Q2. *Qu'est-ce que tu penses de ta ville ou de ton village ?*

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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Foundation Tier

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.**

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**Candidate card FRA4**

**Thematic context: Media and technology**

**Read aloud**

**Jules, your friend from France, has sent you some information about his favourite singer.**

**Read out the text below to your teacher.**

Moi, j'adore Stormzy\*.

C'est mon artiste anglais préféré.

Il chante très bien et sa musique est intéressante.

J'aime regarder ses concerts sur Internet ou à la télé.

Demain, je vais télécharger une vidéo sur mon portable.

*\*you will not be assessed on the pronunciation of this name*

- 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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## 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 one-and-a-half and two minutes.

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## Task 1: Read aloud

### Instructions to the teacher

#### Foundation tier FRA4

#### 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.

Moi, j'adore Stormzy\*.

C'est mon artiste anglais préféré.

Il chante très bien et sa musique est intéressante.

J'aime regarder ses concerts sur Internet ou à la télé.

Demain, je vais télécharger une vidéo sur mon portable.

*\* this name will not be assessed*

#### 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 regarder à la télé ?*

Q2. *Qu'est-ce que tu penses d'Internet ?*

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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Foundation Tier

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.**

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**Candidate card FRA5**

**Thematic context: Studying and my future**

**Read aloud**

**Rachid, your friend from Canada, has sent you some information about his school.**

**Read out the text below to your teacher.**

J'aime bien mon collège.

Il est très grand et moderne.

J'ai beaucoup de travail tous les jours.

Mes leçons de maths sont intéressantes et utiles.

J'adore le français mais les sciences sont un peu difficiles.

- 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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## 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 one-and-a-half and two minutes.

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## Task 1: Read aloud

### Instructions to the teacher

#### Foundation tier FRA5

#### 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.

J'aime bien mon collègue.

Il est très grand et moderne.

J'ai beaucoup de travail tous les jours.

Mes leçons de maths sont intéressantes et utiles.

J'adore le français mais les sciences sont un peu difficiles.

#### 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 comme matières scolaires ?*

*Q2. Qu'est-ce que tu penses de ton collègue ?*

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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Foundation Tier

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.**

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**Candidate card FRA6**

**Thematic context: Travel and tourism**

**Read aloud**

**Your French penfriend, Clara, has sent you a text about her holiday abroad.**

**Read out the text below to your teacher.**

Je suis en vacances.

Le village est très petit.

Aujourd'hui, il fait beau et assez chaud.

Chaque vendredi il y a un grand marché.

Je mange beaucoup de pain ici car il est vraiment délicieux.

- 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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## 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 one-and-a-half and two minutes.

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## Task 1: Read aloud

### Instructions to the teacher

#### Foundation tier FRA6

#### 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 en vacances.

Le village est très petit.

Aujourd'hui, il fait beau et assez chaud.

Chaque vendredi il y a un grand marché.

Je mange beaucoup de pain ici car il est vraiment délicieux.

#### 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 manger ?*

*Q2. Qu'est-ce que tu penses de ta ville ou ton village ?*

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)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.**

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## Candidate card STIMULUS FRP1

### Setting: At the hotel

### Scenario:

- You are in a hotel in Switzerland, and you are reporting a problem.
- Your teacher will play the part of the receptionist 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. Describe the problem with your room.
2. Say where your room is.
3. Say how many nights you are staying for.
4. Give your opinion about the town you are staying in.
5. Ask a question about the restaurant at the hotel.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

### Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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## Teacher card STIMULUS FRP1

**Setting: At the hotel**

**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 hotel in France, and you are reporting a problem. I will play the part of the receptionist and will speak first.

1	<b><i>Bonjour. Je peux vous aider ?</i></b> Allow the candidate to describe a problem with their room.
2	<b><i>Je suis désolé(e). Où est votre chambre ?</i></b> Allow the candidate to say where their room is located.
3	<b><i>D'accord. Vous restez combien de nuits ?</i></b> Allow the candidate to say how many nights they are staying for.
4	<b><i>Merci. Que pensez-vous de la ville ?</i></b> Allow the candidate to say what they think about the town.
5	<b><i>D'accord. Vous avez une question ?</i></b> Allow the candidate to ask you a question about the restaurant. <b><i>Give an appropriate brief response.</i></b>

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.

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## Candidate card STIMULUS FRP2

### Setting: At the cinema

### Scenario:

- You are at a cinema in France and you are buying tickets.
- Your teacher will play the part of the cinema 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 films you like.
2. Say how many tickets you want.
3. Say the date you want to book the tickets for.
4. Say the time you want to book the tickets for.
5. Ask a question about food at the cinema.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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## Teacher card STIMULUS FRP2

**Setting: At the cinema**

**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 cinema in France and you are buying tickets. I will play the part of the receptionist and will speak first.

1	<b><i>Vous aimez quel type de film ?</i></b> Allow the candidate to say what type of films they like. <b><i>Très bien. Je vous recommande le film dans la salle 2.</i></b>
2	<b><i>Vous voulez combien de billets ?</i></b> Allow the candidate to say how many tickets they want.
3	<b><i>C'est pour quelle date ?</i></b> Allow the candidate to give the date for their booking.
4	<b><i>Et à quelle heure ?</i></b> Allow the candidate to say the time they want to book for.
5	<b><i>Parfait ! Vous avez une question ?</i></b> Allow the candidate to ask a question about food facilities. <b><i>Give an appropriate brief response.</i></b>

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.

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## Candidate card STIMULUS FRP3

### Setting: At the shop

### Scenario:

- You are in a clothes shop in France.
- Your teacher will play the part of the shop assistant 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 item of clothing you want.
2. Say what occasion you are buying the item for.
3. Say what date the occasion is.
4. Give your opinion of the item you have been shown.
5. Ask about the price.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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## Teacher card STIMULUS FRP3

**Setting: At the shop**

**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 clothes shop in France. I will play the part of the shop assistant and will speak first.

1	<b><i>Bonjour. Je peux vous aider ?</i></b> Allow the candidate to say what item of clothing they want to buy.
2	<b><i>C'est pour une fête spéciale ?</i></b> Allow the candidate to say for what occasion they are buying the item.
3	<b><i>D'accord. Et c'est quand ?</i></b> Allow the candidate to say what date the occasion is.
4	<b><i>Voilà ! Ça va ?</i></b> Allow the candidate to give their opinion of the item.
5	<b><i>D'accord. Vous avez une question ?</i></b> Allow the candidate to ask about the price. <b><i>Give an appropriate brief response.</i></b>

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.**

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## Candidate card STIMULUS FRP4

### Setting: Train station

### Scenario:

- You are at a train station in France.
- Your teacher will play the part of an employee at the train station 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 ticket you want.
2. Say how old you are.
3. Say who you are travelling with.
4. Tell the employee what you think about France.
5. Ask a question about a café.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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## Teacher card STIMULUS FRP4

**Setting: Train station**

**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 train station in France. I will play the part of an employee at the train station and will speak first.

1	<b><i>Bonjour. Je peux vous aider ?</i></b> Allow the candidate to say what ticket they want. <b><i>Pas de problème.</i></b>
2	<b><i>Quel âge avez-vous ?</i></b> Allow the candidate to say how old they are. <b><i>Très bien.</i></b>
3	<b><i>Avec qui est-ce que vous voyagez ?</i></b> Allow the candidate to say with whom they are travelling. <b><i>Parfait.</i></b>
4	<b><i>Que pensez-vous de la France ?</i></b> Allow the candidate to tell you what they think about France. <b><i>Je comprends.</i></b>
5	<b><i>Vous avez une question ?</i></b> Allow the candidate to ask about a café. <b><i>Give an appropriate brief response.</i></b>

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.**

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## Candidate card STIMULUS FRP5

### Setting: Campsite

### Scenario:

- You are at a campsite in France.
- Your teacher will play the part of an employee at the campsite 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 how long you would like to stay.
2. Say who is with you.
3. Say what activities you want to do.
4. Say why you are in France.
5. Ask a question about shops.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 2: Role play**

**Instructions to the teacher**

**Foundation Tier**

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

### **Instructions**

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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## Teacher card STIMULUS FRP5

### Setting: Campsite

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 campsite in France. I will play the part of an employee at the campsite and will speak first.

1	<b><i>Bonjour. Vous voulez rester combien de temps ?</i></b> Allow the candidate to say how long they want to stay. <b><i>Pas de problème.</i></b>
2	<b><i>Qui est dans votre groupe ?</i></b> Allow the candidate to say who is with them. <b><i>Très bien.</i></b>
3	<b><i>Qu'est-ce que vous voulez faire ici ?</i></b> Allow the candidate to say what activities they want to do. <b><i>Très bien.</i></b>
4	<b><i>Pourquoi êtes-vous en France ?</i></b> Allow the candidate to tell you why they are in France. <b><i>Je comprends.</i></b>
5	<b><i>Vous avez une question ?</i></b> Allow the candidate to ask about shops. <b><i>Give an appropriate brief response.</i></b>

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.

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## Candidate card STIMULUS FRP6

### Setting: Restaurant

#### Scenario:

- You are at a restaurant in France.
- Your teacher will play the part of a restaurant 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 who you want a table for.
2. Say where you want the table.
3. Say what you want to order.
4. Give your opinion of French food.
5. Ask a question about the internet.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

## Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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## Teacher card STIMULUS FRP6

### Setting: Restaurant

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 restaurant in France. I will play the part of a restaurant employee and will speak first.

1	<b><i>Bonjour. Je peux vous aider ?</i></b> Allow the candidate to say who the table is for. <b><i>Très bien.</i></b>
2	<b><i>Vous voulez une table où ?</i></b> Allow the candidate to say where they want to sit. <b><i>Pas de problème.</i></b>
3	<b><i>Qu'est-ce que vous voulez commander ?</i></b> Allow the candidate to say what they want to order. <b><i>Très bien.</i></b>
4	<b><i>Qu'est-ce que vous pensez de la cuisine française ?</i></b> Allow the candidate to give their opinion of French food. <b><i>Je comprends.</i></b>
5	<b><i>Vous avez une question ?</i></b> Allow the candidate to ask a question about the internet. <b><i>Give an appropriate brief response.</i></b>

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT1**

**Thematic context: My personal world**

**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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT1

#### Thematic context: My personal world

#### 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

- (a) *Quel est ton repas préféré ?*
- (b) *Qu'est-ce que tu aimes faire à la maison ?*

### Questions for Picture 2

- (a) *Qu'est-ce que tu aimes boire ?*
- (b) *Où est-ce que tu aimes aller 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.

## 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: *que fais-tu normalement après l'école ?*
- 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 ton anniversaire l'année dernière ?*

(future tense) *Qu'est-ce que tu vas faire avec ta famille / tes ami(e)s le week-end prochain ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT2**

**Thematic context: My personal world**

**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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT2

#### Thematic context: My personal world

#### 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) *Qu'est-ce que tu aimes boire ?*
- (b) *Où est-ce que tu aimes aller avec tes ami(e)s ?*

### Questions for Picture 2

- (a) *Tu préfères la campagne ou la ville ?*
- (b) *Qu'est-ce que tu aimes faire dehors ?*

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.

## 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 un(e) de tes ami(e)s*.
- 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 ton anniversaire l'année dernière ?*

(future tense) *Qu'est-ce que tu vas faire avec ta famille / tes ami(e)s le week-end prochain ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT3**

**Thematic context: My personal world**

**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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT3

#### Thematic context: My personal world

#### 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

(a) *Tu préfères la campagne ou la ville ?*

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

### Questions for Picture 2

(a) *Quel est ton repas préféré ?*

(b) *Qu'est-ce que tu aimes faire à la maison ?*

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.

## 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: *Qu'est-ce que tu aimes faire 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) *Qu'est-ce que tu as fait pour ton anniversaire l'année dernière ?*

(future tense) *Qu'est-ce que tu vas faire avec ta famille / tes ami(e)s le week-end prochain ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT4**

**Thematic context: Lifestyle and wellbeing**

**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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the teacher

**Foundation Tier**

You do not need any other materials.

## 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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT4

Thematic context: Lifestyle and wellbeing

#### 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

- (a) *Qu'est-ce que tu fais comme sport(s) ?*
- (b) *Qu'est-ce que tu penses des sports d'équipe ?*

### Questions for Picture 2

- (a) *Quel(s) sport(s) aimes-tu ?*
- (b) *Quelle(s) activité(s) sportive(s) peut-on faire dans 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.

### 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 manges et bois pour rester sain (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) *Qu'est-ce que tu as fait la semaine dernière pour ton bien-être ?*

(future tense) *Qu'est-ce que tu vas faire à l'avenir pour rester en forme ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT5**

**Thematic context: Lifestyle and wellbeing**

**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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT5

Thematic context: Lifestyle and wellbeing

#### Picture 1



(Source: Image no AL1485030 / Pearson Asset Library)

#### Picture 2



(Source: withhaya 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

(a) *Quel(s) sport(s) aimes-tu ?*

(b) *Quelle(s) activité(s) sportive(s) peut-on faire dans ton quartier ?*

### Questions for Picture 2

(a) *Quel est ton repas préféré ?*

(b) *Qu'est-ce que tu manges normalement le 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.

### 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: *Est-ce que faire de l'exercice est important pour 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) *Qu'est-ce que tu as fait la semaine dernière pour ton bien-être ?*

(future tense) *Qu'est-ce que tu vas faire à l'avenir pour rester en forme ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT6**

**Thematic context: Lifestyle and wellbeing**

**Picture 1**



(Source: withaya 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT6

Thematic context: Lifestyle and wellbeing

#### Picture 1



(Source: withthaya 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

- (a) *Quel est ton repas préféré ?*
- (b) *Qu'est-ce que tu manges normalement le soir ?*

### Questions for Picture 2

- (a) *Qu'est-ce tu fais comme sport(s) ?*
- (b) *Qu'est-ce que tu penses des sports d'équipe ?*

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.

### 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: *Qu'est-ce qu'on peut faire comme sport(s) à ton 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 la semaine dernière pour ton bien-être ?*

(future tense) *Qu'est-ce que tu vas faire à l'avenir pour rester en forme ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT7**

**Thematic context: My neighbourhood**

**Picture 1**



(Source: Image no AL28836 / Pearson Asset Library)

**Picture 2**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT7

#### Thematic context: My neighbourhood

#### Picture 1



(Source: Image no AL28836 / Pearson Asset Library)

#### Picture 2



(Source: Image no 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

- (a) *Quels sont tes magasins préférés ?*
- (b) *Qu'est-ce qu'il y a d'intéressant dans ton quartier ?*

### Questions for Picture 2

- (a) *Qu'est-ce que tu aimes faire en ville ?*
- (b) *Quelle(s) sorte(s) de magasins y a-t-il dans 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.

### 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: *Est-ce que tu aimes aller au parc /à la campagne / à la plage ?*
- 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) *Où es-tu allé(e) avec tes ami(e)s le week-end dernier ?*

(future tense) *Qu'est-ce que tu vas faire à l'avenir pour aider la planète ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT8**

**Thematic context: My neighbourhood**

**Picture 1**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT8

Thematic context: My neighbourhood

#### Picture 1



(Source: Image no 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

- (a) *Qu'est-ce que tu aimes faire en ville ?*
- (b) *Quelle(s) sorte(s) de magasins y a-t-il dans ton quartier ?*

### Questions for Picture 2

- (a) *Qu'est-ce que tu aimes dans ta ville ou dans ta région ?*
- (b) *Que fais-tu pour protéger l'environnement ?*

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.

### 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 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) *Où es-tu allé(e) avec tes ami(e)s le week-end dernier ?*

(future tense) *Qu'est-ce que tu vas faire à l'avenir pour aider la planète ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT9**

**Thematic context: My neighbourhood**

**Picture 1**



(Source: alistair berg / Getty Images)

**Picture 2**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT9

Thematic context: My neighbourhood

#### Picture 1



(Source: alistair berg / Getty Images)

#### Picture 2



(Source: Image no 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) *Qu'est-ce que tu aimes dans ta ville ou dans ta région ?*

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

### Questions for Picture 2

(a) *Quels sont tes magasins préférés ?*

(b) *Qu'est-ce qu'il y a d'intéressant dans 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.

### 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: *Qu'est-ce qu'on peut faire dans ta ville / ton village / 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) *Où es-tu allé(e) avec tes ami(e)s le week-end dernier ?*

(future tense) *Qu'est-ce que tu vas faire à l'avenir pour aider la planète ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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**

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**Candidate STIMULUS**

**Picture task FPT10**

**Thematic context: Media and technology**

**Picture 1**



(Source: sturti / Getty Images)

**Picture 2**



(Source: Edwin Tan / 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 **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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT10

#### Thematic context: Media and technology

#### Picture 1



(Source: sturti / Getty Images)

#### Picture 2



(Source: Edwin Tan / 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) *Quel est ton jeu vidéo préféré ?*
- (b) *Qu'est-ce que tu aimes faire sur Internet ?*

### Questions for Picture 2

- (a) *Quelle est ton appli préférée ?*
- (b) *Qu'est-ce que tu aimes faire sur ton portable ?*

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.

### 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: *Quelle(s) sorte(s) de musique aimes-tu ?*
- 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 regardé à la télé récemment ?*

(future tense) *Comment est-ce que tu vas utiliser la technologie la semaine prochaine ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT11**

**Thematic context: Media and technology**

**Picture 1**



(Source: Edwin Tan / Getty Images)

**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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT11

Thematic context: Media and technology

#### Picture 1



(Source: Edwin Tan / Getty Images)

#### 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

- (a) *Quelle est ton appli préférée ?*
- (b) *Qu'est-ce que tu aimes faire sur ton portable ?*

### Questions for Picture 2

- (a) *Quelle(s) sorte(s) de film aimes-tu ?*
- (b) *Qu'est-ce que tu aimes faire 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.

### 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: *Tu aimes jouer aux jeux vidéo ?*
- 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 regardé à la télé récemment ?*

(future tense) *Comment est-ce que tu vas utiliser la technologie la semaine prochaine ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT12**

**Thematic context: Media and technology**

**Picture 1**



(Source: Image no AL1529173 / Pearson Asset Library)

**Picture 2**



(Source: sturti / 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 **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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT12

#### Thematic context: Media and technology

#### Picture 1



(Source: Image no AL1529173 / Pearson Asset Library)

#### Picture 2



(Source: sturti / 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) *Quelle(s) sorte(s) de film aimes-tu ?*
- (b) *Qu'est-ce que tu aimes faire avec tes ami(e)s ?*

### Questions for Picture 2

- (a) *Quel est ton jeu vidéo préféré ?*
- (b) *Qu'est-ce que tu aimes faire sur Internet ?*

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.

### 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: *Quel est ton avis sur les réseaux sociaux ?*
- 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 regardé à la télé récemment ?*

(future tense) *Comment est-ce que tu vas utiliser la technologie la semaine prochaine ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT13**

**Thematic context: Studying and my future**

**Picture 1**



(Source: Image no AL1185368 / Pearson Asset Library)

**Picture 2**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT13

Thematic context: Studying and my future

#### Picture 1



(Source: Image no AL1185368 / Pearson Asset Library)

#### Picture 2



(Source: Image no 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

- (a) *Quelle est ta matière préférée ?*
- (b) *Qu'est-ce que tu penses de l'uniforme scolaire ?*

### Questions for Picture 2

- (a) *Quelle(s) sorte(s) de livres aimes-tu ?*
- (b) *Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?*

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.

## 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 aimes dans ton 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 hier au collège ?*

(future tense) *Quel type de travail est-ce que tu voudrais faire à l'avenir ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT14**

**Thematic context: Studying and my future**

**Picture 1**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT14

Thematic context: Studying and my future

#### Picture 1



(Source: Image no 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

- (a) *Quelle(s) sorte(s) de livres aimes-tu ?*
- (b) *Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?*

### Questions for Picture 2

- (a) *Quels genres de magasins préfères-tu ?*
- (b) *Qu'est-ce que tu voudrais faire après le collège ?*

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.

### 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: *Est-ce que tu veux continuer tes études au lycée ?*
- 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 hier au collège ?*

(future tense) *Quel type de travail est-ce que tu voudrais faire à l'avenir ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT15**

**Thematic context: Studying and my future**

**Picture 1**



(Source: Drazen\_Getty Images / Pearson Asset Library)

**Picture 2**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT15

Thematic context: Studying and my future

#### Picture 1



(Source: Drazen\_Getty Images / Pearson Asset Library)

#### Picture 2



(Source: Image no 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

- (a) *Quels genres de magasins préfères-tu ?*
- (b) *Qu'est-ce que tu voudrais faire après le collège ?*

### Questions for Picture 2

- (a) *Quelle est ta matière préférée ?*
- (b) *Qu'est-ce que tu penses de l'uniforme scolaire ?*

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.

### 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 fais normalement après l'école ?*
- 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 hier au collège ?*

(future tense) *Quel type de travail est-ce que tu voudrais faire à l'avenir ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT16**

**Thematic context: Travel and tourism**

**Picture 1**



(Source: Caia Image / Getty Images)

**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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT16

#### Thematic context: Travel and tourism

#### Picture 1



(Source: Caia Image / Getty Images)

#### 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

- (a) *Qu'est-ce que tu penses du camping ?*
- (b) *Qu'est-ce que tu fais normalement pendant les vacances scolaires ?*

### Questions for Picture 2

- (a) *Quel est ton moyen de transport préféré ?*
- (b) *Où est-ce que tu aimes aller 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.

### 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: *Qu'est-ce qu'on peut visiter dans ta région ?*
- 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) *Est-ce que tu as visité la plage / le parc / la campagne récemment ?*

(future tense) *Qu'est-ce que tu voudrais faire pour tes vacances idéales ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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.

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**Candidate STIMULUS**

**Picture task FPT17**

**Thematic context: Travel and tourism**

**Picture 1**



(Source: Jutta Klee / plainpicture)

**Picture 2**



(Source: Mike Kemp / 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 **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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT17

Thematic context: Travel and tourism

#### Picture 1



(Source: Jutta Klee / plainpicture)

#### Picture 2



(Source: Mike Kemp / 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) *Quel est ton moyen de transport préféré ?*
- (b) *Où est-ce que tu aimes aller avec tes ami(e)s ?*

### Questions for Picture 2

- (a) *Qu'est-ce que tu aimes faire en ville avec tes ami(e)s ?*
- (b) *Où est-ce que tu voudrais aller en vacances ?*

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.

## 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: *Qu'est-ce qu'il y a pour les touristes dans ta région ?*
- 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) *Est-ce que tu as visité la plage / le parc / la campagne récemment ?*

(future tense) *Qu'est-ce que tu voudrais faire pour tes vacances idéales ?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Foundation Tier

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**

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**Candidate STIMULUS**

**Picture task FPT18**

**Thematic context: Travel and tourism**

**Picture 1**



(Source: Mike Kemp / Getty Images)

**Picture 2**



(Source: Caia Image / 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 **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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1F**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

**Instructions to the teacher**

**Foundation Tier**

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

## **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 three and three-and-a-half minutes.

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## Instructions to teacher

### Picture task FPT18

Thematic context: Travel and tourism

#### Picture 1



(Source: Mike Kemp / Getty Images)

#### Picture 2



(Source: Caia Image / 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) *Qu'est-ce que tu aimes faire en ville avec tes ami(e)s ?*

(b) *Où est-ce que tu voudrais aller en vacances ?*

### Questions for Picture 2

(a) *Qu'est-ce que tu penses du camping ?*

(b) *Qu'est-ce que tu fais normalement pendant les 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.

### 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: *Comment aimes-tu voyager normalement ?*
- 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) *Est-ce que tu as visité la plage / le parc / la campagne récemment ?*

(future tense) *Qu'est-ce que tu voudrais faire pour tes vacances idéales ?*



# GCSE French Speaking Foundation 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** - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

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

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	La mer est vert. Mon frère est intelligente.
Gender	Dans le ville il y a un piscine.
Contractions	Ma maison est près de le parc.
Word order (incorrect)	Je n'ai mangé pas à midi.
Mother-tongue interference	Mon père est un professeur. C'est mon anniversaire, je suis 16 ans.
Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Constructions	En France il y a chaud en été.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Est-ce que nous allez au cinéma ce soir? J'alle au marché. Je recève des cadeaux.
Tenses (incorrect)	Demain il est allé au collège en bus.
Vocabulary	Ma mère est courante.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and reflexive pronoun	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office.

**NB:** these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

## 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 two or more 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:

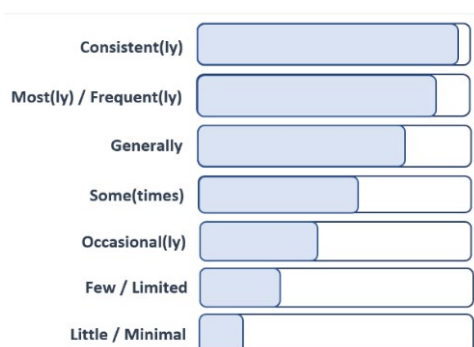
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word 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 which 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. Equally, 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.

**Timeframes** refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

### 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 Foundation tier – Task 1

### Read aloud – Foundation 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 – Foundation tier

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited or no impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
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 initially not 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, FRA1 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.

#### FRA1

J'ai seize ans.

Mon anniversaire c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

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

Original text	Transcription of mispronunciation	Impact
trois	troyze	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering a phrase incomprehensible.
J'aime faire la fete	J'amay ferray la fettay	
seize	siz (could be six)	Mispronunciation creating a completely different French word that makes the message unclear.
ans	Anse (could be 'handle' (anse))	
J'aime	J'aimé	Mispronunciation of verb endings impacting on the comprehensibility of present/past/imperfect tenses.
Je regarde	Je regardé	
Je mange	Je mangé	
Anniversaire	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.
Chocolat		
Prepare		

### Part 2 – Short interaction based on text – Foundation 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 FRA1 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: Qu'est-ce que tu aimes faire pour ton anniversaire ?

Mark	Possible responses	Application of mark descriptor
2	J'aime faire la fête avec mes amis.	Response fully communicated.
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	J'aime ton anniversaire.	No rewardable material.

#### Question 2: Qu'est-ce que tu penses de la télévision ?

Mark	Possible responses	Application of mark descriptor
2	La télévision, c'est génial.	Response fully communicated.
1	Je pense nul.	Some ambiguity: whilst <i>nul</i> clearly communicates a negative opinion, the absence of ' <i>que c'est</i> ' creates some ambiguity, so one mark is awarded.
0	Déteste.	Although the verb 'déteste' communicates the student's opinion, this one-word answer is insufficient to answer the question.

## Assessment criteria for the Foundation tier – Task 2

### Role play – Foundation 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 mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FRP1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria.

### Foundation role play card 1 (FRP1)

**You are in a hotel in France, and you are reporting a problem. I will play the part of the receptionist.**

**Prompt 1: Describe the problem with your room.**

**Question: Bonjour. Je peux vous aider ?**

Mark	Descriptor	
2	<b>La télévision dans ma chambre ne marche pas.</b>	<b>Ma chambre fenêtre ne ferme pas.</b>
	The problem with the room is fully communicated.	Despite the incorrect word order, the problem is fully communicated.
1	<b>Télévision mal dans ma chambre.</b>	<b>Ma salle de bain mauvaise.</b>
	Response partially communicated. The use of <i>mal</i> , and the position of <i>mal</i> in the utterance causes ambiguity.	Some ambiguity. There is no clear description of the problem, and the lack of a verb adds to the ambiguity.
0	<b>Ma chambre.</b>	<b>Froid.</b>
	No rewardable communication. No detail of the problem with the room is given.	No rewardable communication. There is no mention of the room and no clear indication of what the problem is.

**Prompt 2:** Say where your room is.

**Question:** Je suis désolé(e). Où est votre chambre ?

Mark	Descriptor	
2	<b>Chambre numéro trois, à gauche.</b>	<b>A côté piscine.</b>
	The location of the room is fully communicated.	Despite the incorrect grammatical structure (lack of <i>de la</i> ), the location of the room is fully communicated.
1	<b>Votre chambre près restaurant.</b>	<b>Je rester à chambre numéro deux.</b>
	The addition of <i>Votre chambre</i> causes some ambiguity.	Response partially communicated. The use of an infinitive delays communication.
0	<b>Chambre double.</b>	<b>Ma chambre très grande.</b>
	No rewardable communication, the location of the room is not communicated.	No rewardable communication. The candidate has described the room but has said nothing about its location.

**Prompt 3:** Say how many nights you are staying for.

**Question:** D'accord. Vous restez combien de nuits ?

Mark	Descriptor	
2	<b>Trois nuits.</b>	<b>Deux et demie semaines.</b>
	The response is fully communicated.	Despite the incorrect structure, the response is fully communicated.
1	<b>Combien est deux nuits.</b>	<b>Pendant la semaine.</b>
	Response partially communicated. A clear length of time is given but clarity is marred by the repetition of part of the question, which is not correct as part of the response.	Some ambiguity. A time period is given and this allows partial communication, but the inclusion of <i>la</i> instead of <i>une</i> leads to lack of clarity.
0	<b>La nuit.</b>	<b>Deux.</b>
	No rewardable communication. No clear number has been stated.	No rewardable communication. One-word answer.

**Prompt 4:** Give your opinion about the town you are staying in.

**Question:** Merci. Que pensez-vous de la ville ?

Mark	Descriptor	
2	<b>Oui, la ville est très beau.</b>	<b>J'aime beaucoup.</b>
	Despite the grammatical error ( <i>beau</i> rather than <i>belle</i> ), the candidate's opinion of the town is fully communicated.	The response is fully communicated.
1	<b>Adorer la ville.</b>	<b>La ville est j'aime.</b>
	Some ambiguity. The use of the infinitive rather than a conjugated verb makes the answer somewhat ambiguous.	Some ambiguity. The word order and presence of two verbs makes the candidate's answer ambiguous. However, the use of <i>Je</i> indicates that this is the candidate's opinion and a positive attitude towards the town is communicated.
0	<b>Vous aimez la ville ?</b>	<b>C'est une ville.</b>
	No rewardable communication. The candidate has merely repeated the question.	No rewardable communication. The candidate has not answered the question.

**Prompt 5:** Ask a question about the restaurant at the hotel.

**Question:** D'accord. Vous avez une question ?

Mark	Descriptor	
2	<b>Il y a un bon restaurant à l'hôtel ?</b>	<b>Quelle heure ouvert ici le restaurant ?</b>
	The candidate has asked a clear question about the restaurant at the hotel.	Despite inaccuracies in the language used, the candidate's question about the restaurant at the hotel is fully communicated.
1	<b>Hôtel restaurant ?</b>	<b>Je désirez le restaurant.</b>
	Response is partially communicated as a question intonation has been used, but the exact nature of the enquiry is not clear.	Some ambiguity. Not phrased as a question, and no interrogative intonation. Communication is delayed by the use of <i>désirez</i> , but the candidate has partially communicated an enquiry about the hotel restaurant.
0	<b>Hôtel restaurant.</b>	<b>Ouvert ?</b>
	No rewardable communication. The nature of the enquiry about the restaurant is not clear and the candidate's utterance is not phrased as a question.	No rewardable communication. Though the candidate asks a question, it is not clear what they are asking about.

## Assessment criteria for the Foundation tier – Task 3

### Picture task – Foundation tier (28 marks)

#### Part 1 – Picture description task (8 marks)

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

- AO2: Response to stimulus
- AO3: 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"> <li>• Two or more bullet points addressed.</li> <li>• Ideas are generally developed, to describe different, relevant aspects of the picture.</li> <li>• Response is generally comprehensible; some messages may be unclear.</li> </ul>	4	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Some development of ideas to describe different, relevant aspects of the picture.</li> <li>• Response is comprehensible in some parts; the message may occasionally break down.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and grammatical structures.</li> <li>• Some accurate language; errors occur, some of them major.</li> </ul>
2	<ul style="list-style-type: none"> <li>• One or more bullet point(s) addressed.</li> <li>• Occasional, brief development of ideas to describe different, relevant aspects of the picture.</li> <li>• Some parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Limited variety of vocabulary and grammatical structures.</li> <li>• Limited accuracy in the language; frequent errors both major and minor.</li> </ul>
1	<ul style="list-style-type: none"> <li>• One or more bullet point(s) addressed.</li> <li>• Little or no development of ideas to describe different, relevant aspects of the picture.</li> <li>• Limited parts of the response are comprehensible; the message often breaks down.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation.</li> <li>• Minimal accuracy in the language; errors throughout, most of them major.</li> </ul>
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.

<b>Mark</b>	<b>AO1: Response to spoken language</b>
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"> <li>• Gives some relevant responses to questions.</li> <li>• Develops ideas with some extended sequences of speech.</li> <li>• Response is generally comprehensible; some messages may be unclear.</li> </ul>	4	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures, occasional use of complex language.</li> <li>• Generally successful use of three timeframes.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Gives occasional relevant responses to questions.</li> <li>• Develops ideas with occasionally extended sequences of speech.</li> <li>• Response is comprehensible in some parts; the message may occasionally break down.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and straightforward grammatical structures.</li> <li>• Some successful use of at least two timeframes. occasional slip in more complex constructions.</li> <li>• Some clear and accurate use of language; some major and minor errors.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond.</li> <li>• Development of ideas is limited; brief responses which the speaker may not be able to sustain.</li> <li>• Limited parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive.</li> <li>• Limited success with timeframes.</li> <li>• Limited accuracy with language; many major and minor errors.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question.</li> <li>• Little or no development of ideas; very brief responses, which the speaker can often not sustain.</li> <li>• Isolated parts of the response are comprehensible; the message frequently breaks down.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation.</li> <li>• Minimal success with timeframes.</li> <li>• Minimal accuracy in the language; errors throughout, both major and minor.</li> </ul>
0	No rewardable material.	0	No rewardable material.

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

Sample assessment material for first teaching September 2024

**Time** 45 minutes, which includes  
5 minutes' reading time

**Paper  
reference**

**1FR1/2F**

## French

### PAPER 2: Listening and understanding in French

**Foundation Tier**

**Transcript**

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

Turn over ►

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## SECTION A

### Listening Comprehension

#### Shopping

##### Question 1

**F2:** Ahmed

**M1:** Je fais les courses au supermarché.

**F2:** Myriam

**F1:** Il y a une boulangerie dans ma ville.

**F2:** Clément

**M2:** J'achète une chemise rouge au centre commercial.

#### Food and drink

##### Question 2

**F1:** Monsieur, je voudrais de l'eau s'il vous plaît.

Le poisson est mon repas préféré ici.

Je prends aussi du fromage, merci.

#### Social media

##### Question 3

**M2:** Je parle avec ma demi-soeur par téléphone mais avec mes amis, je préfère les réseaux sociaux : on regarde des photos, on écoute de la musique, on partage des informations sur les célébrités. Sur mon ordinateur portable, je télécharge des vidéos.

#### School

##### Question 4

**F2:** J'ai d'excellents professeurs au collège, on discute beaucoup. Je vais aux clubs de tennis et de football aussi et j'aime porter un uniforme, c'est pratique !

#### Family and relationships

##### Question 5

**M2:** Je m'entends bien avec ma sœur.

Mon frère travaille beaucoup.

Ma tante, Ana, habite avec sa partenaire. Elles sont actrices.

Ana, sa partenaire et moi faisons souvent du sport ensemble.

## Tourist sites

### Question 6

**F1:** Bonjour Monsieur, quels sont les sites intéressants à visiter ?

**M1:** Le meilleur endroit, c'est le musée régional, Madame. Je recommande aussi la vieille ville. Là-bas, on peut voir d'excellents spectacles mais le château est fermé le lundi, désolé.

## Healthy living

### Question 7

**F2:** Chaque matin, pour rester en forme, je marche une heure dans le parc. Il est important de dormir assez pour ne pas tomber malade. Malheureusement, ma sœur, Eva, mange trop de viande rouge. Hier, elle n'a pas mangé de légumes, comme toujours.

## Protecting the environment

### Question 8

**M2:** Pour les vacances, je préfère prendre le train parce que c'est meilleur que l'avion pour la planète. Quand je vais en ville, c'est à vélo mais jamais en voiture. Pour faire les courses, j'utilise toujours les mêmes sacs en plastique. J'achète mes légumes au marché, mes œufs à la ferme et les fruits viennent de mon jardin. Je ne mange pas de viande et je recycle tout.

## A holiday destination

### Question 9

**M1:** Notre ville est parfaite pour des vacances en famille. Il y a un excellent réseau de trains et de bus pour visiter notre belle région. Vous allez aussi trouver un grand choix de logements à des prix excellents. Le temps est idéal car il y a toujours du soleil.

## My friend

### Question 10

**F1:** Clément ?

**M2:** Mon ami et moi, on déteste le sport et les jeux vidéo mais on adore la musique classique. On aime aussi le cinéma, surtout les films de science-fiction !

**F1:** Yasmina ?

**F2:** Mon amie n'est pas ordinaire. Elle n'est pas toujours sympa mais elle est indépendante.

**F1:** Mohamed ?

**M1:** Mercredi, je vais jouer au foot avec mon ami. Dimanche, on va faire une fête pour mon anniversaire.

## Holiday accommodation

### Question 11(a)

**F1:** Nathan ?

**M1:** Ma famille adore dormir dans les hôtels donc j'ai réservé une chambre dans un excellent hôtel avec un restaurant. Le jardin est absolument parfait !

### Question 11(b)

**M1:** Jade ?

**F1:** Mon mari est handicapé donc nous aimons avoir beaucoup de place pour son fauteuil roulant. Un petit appartement n'est pas pour nous !

**M1:** Pierre ?

**M2:** Nous avons une belle piscine dans notre immeuble de vacances mais malheureusement, il n'y a pas de restaurant. Quand nous voulons manger, nous devons toujours aller en ville.

## SECTION B

### Dictation

#### Instructions

- You will listen to six short sentences.
- For sentences 1 to 3, you must write down the missing words you hear in the gaps provided.
- For each gap you must write one word in French.
- For sentences 4, 5 and 6, you must write down, in French, the whole sentence you hear in the spaces provided.
- For each sentence there will be four or five words.
- The number of each sentence will be announced.
- You will hear each sentence three times.

#### Question 12

You are going to hear someone talking about music.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap you will write one word **in French**.

**Example:** Le groupe est excellent.

- 1 Ma famille aime la musique.
- 2 Je joue du piano\*.
- 3 Mon frère adore le violon\*.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in French**.

**Example:** La chanson est excellente.

- 4 Ma sœur chante bien.
- 5 Demain, j'ai un concert.
- 6 Mon père écoute la radio.

\*Non-vocabulary list words

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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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

Sample assessment material for first teaching September 2024

**Time** 45 minutes, which includes  
5 minutes' reading time

**Paper  
reference**

**1FR1/2F**

### French

#### PAPER 2: Listening and understanding in French

**Foundation Tier**

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

Total Marks

### Instructions

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

### Information

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

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Use the third play of the recording and/or the additional time given at the end of each extract to check your answer.

Turn over ►

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## Instructions

### Section A: Listening comprehension

- You will hear each extract three times. Each extract will end with one, two or three beeps. There will be a pause between each question.
- You may write at any time during the test.

### Section B: Dictation

- You will write in French what you hear in the spaces provided.
- The number of each sentence will be announced.
- You will hear each sentence three times. You may write at any time during the test. There will be a pause between each question.
- You will have 2 minutes to check your answers at the end of this section.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

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

## SECTION A

### Listening comprehension

#### Shopping

1 Ahmed, Myriam and Clément are talking about shopping.

What do they say?

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

(a) Ahmed is at the ...

(1)

<input type="checkbox"/>	<b>A</b> cake shop.
<input type="checkbox"/>	<b>B</b> post office.
<input type="checkbox"/>	<b>C</b> supermarket.

(b) Myriam is talking about a ...

(1)

<input type="checkbox"/>	<b>A</b> bakery.
<input type="checkbox"/>	<b>B</b> pharmacy.
<input type="checkbox"/>	<b>C</b> shopping centre.

(c) Clément is buying a ...

(1)

<input type="checkbox"/>	<b>A</b> shirt.
<input type="checkbox"/>	<b>B</b> pair of trousers.
<input type="checkbox"/>	<b>C</b> jumper.

(Total for Question 1 = 3 marks)

## Food and drink

2 Emma is at her local French restaurant.

Which items does she mention?

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

<input type="checkbox"/>	<b>A</b> pasta
<input type="checkbox"/>	<b>B</b> water
<input type="checkbox"/>	<b>C</b> fish
<input type="checkbox"/>	<b>D</b> cake
<input type="checkbox"/>	<b>E</b> coffee
<input type="checkbox"/>	<b>F</b> cheese

(Total for Question 2 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Social media

3 Lucas is talking about using technology.

What does he say?

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

the phone	his laptop	social networks	
videos	pictures	music	information

(a) Lucas talks to his half-sister on ..... (1)

(b) He shares ..... (1)

(c) He downloads ..... (1)

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

## School

4 Emma is talking about school life.

What does she mention?

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

<input type="checkbox"/>	<b>A</b> teachers
<input type="checkbox"/>	<b>B</b> clubs
<input type="checkbox"/>	<b>C</b> exams
<input type="checkbox"/>	<b>D</b> classroom
<input type="checkbox"/>	<b>E</b> uniform
<input type="checkbox"/>	<b>F</b> breaktime

(Total for Question 4 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## Family and relationships

5 Rachid is talking about his family.

What does he say?

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

(a) Rachid gets on well with his ...

(1)

<input type="checkbox"/>	<b>A</b> mother.
<input type="checkbox"/>	<b>B</b> sister.
<input type="checkbox"/>	<b>C</b> aunt.

(b) Rachid's brother is ...

(1)

<input type="checkbox"/>	<b>A</b> difficult.
<input type="checkbox"/>	<b>B</b> tall.
<input type="checkbox"/>	<b>C</b> hardworking.

(c) Ana is ...

(1)

<input type="checkbox"/>	<b>A</b> an artist.
<input type="checkbox"/>	<b>B</b> an actor.
<input type="checkbox"/>	<b>C</b> a teacher.

(d) Rachid, Ana and her partner like ...

(1)

<input type="checkbox"/>	<b>A</b> playing sports.
<input type="checkbox"/>	<b>B</b> cooking.
<input type="checkbox"/>	<b>C</b> going to concerts.

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

## Tourist sites

6 Inès is in the tourist office and is asking about tourist attractions.

What does the employee say?

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

(a)

The best place to visit	(1)
.....	

(b)

What to see in the old town	(1)
.....	

(c)

When the castle is closed	(1)
.....	

(Total for Question 6 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## Healthy living

7 Clara is talking about her and her sister's lifestyles.

What does she say?

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

(a) Every morning, to stay in shape, Clara ...

(1)

<input type="checkbox"/>	<b>A</b> goes swimming.
<input type="checkbox"/>	<b>B</b> goes to a dance class.
<input type="checkbox"/>	<b>C</b> walks in the park.

(b) Clara thinks it is important to ...

(1)

<input type="checkbox"/>	<b>A</b> drink lots of water.
<input type="checkbox"/>	<b>B</b> sleep enough.
<input type="checkbox"/>	<b>C</b> run every week.

(c) Eva's diet mainly includes ...

(1)

<input type="checkbox"/>	<b>A</b> meat.
<input type="checkbox"/>	<b>B</b> eggs.
<input type="checkbox"/>	<b>C</b> vegetables.

**(Total for Question 7 = 3 marks)**

## Protecting the environment

8 Hugo is talking about helping the environment in a podcast.

What does he say?

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

train	bike	car	plane
vegetables	eggs	fruit	meat
using paper bags	recycling	working in the garden	

- (a) When Hugo goes on holiday, he goes by ..... (1)
- (b) When going to town, he goes by ..... (1)
- (c) When he shops at the market, he buys ..... (1)
- (d) He gets his ..... at the farm. (1)
- (e) He protects the environment by ..... (1)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### A holiday destination

9 Listen to this advert promoting a town.

What is mentioned?

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

<input type="checkbox"/>	<b>A</b> public transport
<input type="checkbox"/>	<b>B</b> airport
<input type="checkbox"/>	<b>C</b> places to eat
<input type="checkbox"/>	<b>D</b> accommodation
<input type="checkbox"/>	<b>E</b> shopping
<input type="checkbox"/>	<b>F</b> the weather

(Total for Question 9 = 3 marks)

## My friend

10 Clément, Yasmina and Mohamed are talking about their friends.

What do they say?

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

(a) Clément and his friend love ...

(1)

<input type="checkbox"/>	<b>A</b> music.
<input type="checkbox"/>	<b>B</b> sport.
<input type="checkbox"/>	<b>C</b> video games.

(b) Clément and his friend also like ...

(1)

<input type="checkbox"/>	<b>A</b> films.
<input type="checkbox"/>	<b>B</b> science.
<input type="checkbox"/>	<b>C</b> concerts.

(c) Yasmina's friend is ...

(1)

<input type="checkbox"/>	<b>A</b> nice.
<input type="checkbox"/>	<b>B</b> independent.
<input type="checkbox"/>	<b>C</b> ordinary.

(d) On Wednesday, Mohamed is going to ...

(1)

<input type="checkbox"/>	<b>A</b> go to a friend's party.
<input type="checkbox"/>	<b>B</b> celebrate his birthday.
<input type="checkbox"/>	<b>C</b> play football.

**(Total for Question 10 = 4 marks)**

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

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## Holiday accommodation

11 (a) Nathan is talking about holiday accommodation preferences.

What does he say?

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

(i) What does Nathan's family like to do? (1)

---

(ii) What does Nathan especially like about the hotel? (1)

---

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(b) Jade and Pierre are talking about holiday accommodation options.

What do they like and dislike?

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

(i) Jade ...

likes ...	.....	(1)
dislikes ...	.....	(1)

(ii) Pierre ...

likes ...	.....	(1)
dislikes ... (1 detail)	.....	(1)

**(Total for Question 11 = 6 marks)**

**TOTAL FOR SECTION A = 40 MARKS**

**SECTION B**

**Dictation**

**12** You are going to hear someone talking about music.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in French**.

**Example:** Le ..... groupe ..... est ..... excellent .....

1 Ma ..... aime la .....

2 Je ..... du .....

3 Mon ..... adore le .....

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in French**.

**Example:** La chanson est excellente .....

4 .....

.....

5 .....

.....

6 .....

.....

**(Total for Question 12 = 10 marks)**

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

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 Listening Foundation tier

### Paper 2 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the French script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a French word or name.

#### SECTION A: LISTENING COMPREHENSION

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

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

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

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

Question number	Answer	Mark
3(a)	the phone	(1)

Question number	Answer	Mark
3(b)	information	(1)

Question number	Answer	Mark
3(c)	videos	(1)

Question number	Answer	Mark
4	A, B, E	(3)

Question number	Answer	Mark
5(a)	B	(1)

Question number	Answer	Mark
5(b)	C	(1)

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

Question number	Answer	Mark
5(d)	A	(1)

Question number	Answer	Mark
6(a)	(regional) museum	(1)

Question number	Answer	Mark
6(b)	(excellent) shows	(1)

Question number	Answer	Mark
6(c)	(on) Monday(s)	(1)

Question number	Answer	Mark
7(a)	C	(1)

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

Question number	Answer	Mark
7(c)	A	(1)

Question number	Answer	Mark
8(a)	train	(1)

Question number	Answer	Mark
8(b)	bike	(1)

Question number	Answer	Mark
8(c)	vegetables	(1)

Question number	Answer	Mark
8(d)	eggs	(1)

Question number	Answer	Mark
8(e)	recycling	(1)

Question number	Answer	Mark
9	A, D, F	(3)

Question number	Answer	Mark
10(a)	A	(1)

Question number	Answer	Mark
10(b)	A	(1)

Question number	Answer	Mark
10(c)	B	(1)

Question number	Answer	Mark
10(d)	C	(1)

Question number	Answer	Reject	Mark
11(a)(i)	(They like to) sleep in hotels.		(1)

Question number	Answer	Reject	Mark
11(a)(ii)	(He likes the) garden.		(1)

Question number	Answer	Reject	Mark
11(b)(i)	likes ... (lots of) space/room (for her husband's wheelchair)		(1)
	dislikes ... small flat(s)/appartement(s)		(1)

Question number	Answer	Reject	Mark
11(b)(ii)	likes ... (the beautiful) swimming pool		(1)
	dislikes ... <b>EITHER</b> (that there is) no restaurant <b>OR</b> (they) have to eat (meals) in town/ go to town to eat		(1)

## Assessment criteria for Section B: Dictation

### SECTION B: DICTATION (10 marks)

Students will listen to a series of short extracts and will transcribe what they hear into French. Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs). The number of rewardable words will then be given a mark on a sliding scale of 1 to 10 as shown in the grid below.

Mark	Number of rewardable words
10	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
0	0

#### Rewardable words encompass the following categories:

- Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):
  - (Ma) famille (aime la) musique.
  - (Je) joue (du) piano\*.
  - (Mon) frère (adore le) violon\*.
  - Ma sœur chante bien.
  - Demain, j'ai un concert.
  - Mon père écoute la radio.
- In acknowledgement that many grammatical/morphological differences cannot be heard when spoken, spellings with **grammatical/morphological inaccuracies**, that do not change the pronunciation of the words, are rewarded. Examples of **grammatically based spelling inaccuracies** that will be rewarded:
  - deux maison* instead of *deux maisons*
  - je veut* instead of *je veux*
- In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
  - double consonants: *addore* instead of *adore*, *fammille* instead of *famille*, *nouriture* instead of *nourriture*
  - extra letter: *sœure* instead of *sœur*

\* Non-vocabulary list words

**Non-rewardable words encompass the following categories:**

4. Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. *violin* instead of *violon*, *frere* instead of *frère*. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.
5. Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, e.g. *seur (sœur)* outside the sentence *Ma **seur** chante bien*; *gatto* in the sentence *Le **gatto (gâteau)** au chocolat est bon*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.

## Exemplification of mark scheme

### Key to the script used in example student answers:

Category 1 (rewardable): words spelled exactly as in the transcript (no bold, underlining, strikethrough or italics)

Category 2 (rewardable): words with grammatical/morphological inaccuracies (**bold, with some parts underlined**)

Category 3 (rewardable): recognisable words with SSCs that have the same sound but different spellings (**bold and italics**)

Category 4 (non-rewardable): words with mis-spellings due to incorrect application of SSC (~~italics and strikethrough~~)

Category 5 (non-rewardable): words written phonetically but which are not recognisable out of context (~~strikethrough~~)

(Words in brackets are part of the rubric and are not part of the test)

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words written exactly as in transcript)	Rewardable Category 2 (words with grammatical /morphological inaccuracies)	Rewardable Category 3 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 4 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 5 (words written phonetically but which are not recognisable out of context)
<b>Example 1</b>	<b>TOTAL: 16/20</b>					
(Ma) <i>famil</i> (aime la) musique.	1	musique			<i>famil</i>	
(Je) joue (du) piano.	2	joue piano				
(Mon) <i>frèrre</i> (adore le) <i>violin</i> .	1			<i>frèrre</i>	<i>violin</i>	
Ma <i>sœure chanter</i> bien.	3	Ma bien		<i>sœure</i>	<i>chanter</i>	
<i>Demian</i> , j'ai un concert.	4	j' ai un concert			<i>Demian</i>	
Mon père <u>écoutes</u> la radio.	5	Mon père la radio	<u>écoutes</u>			

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words written exactly as in transcript)	Rewardable Category 2 (words with grammatical /morphological inaccuracies)	Rewardable Category 3 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 4 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 5 (words written phonetically but which are not recognisable out of context)
<b>Example 2</b>	<b>TOTAL: 12/20</b>					
(Ma) <i>family</i> (aime la) <i>music</i> .	1			<i>music</i>	<i>family</i>	
(Je) <i>joues</i> (du) piano.	2	piano	<i>joues</i>			
(Mon) <i>frere</i> (adore le) <i>violo</i> .	0				<i>frere</i> <i>violo</i>	
Ma sœur <i>chant</i> bien.	3	Ma sœur bien			<i>chant</i>	
<i>Demar</i> , j'ai <i>au</i> <i>consair</i> .	2	j' ai			<i>Demar</i> <i>au</i>	<i>consair</i>
<i>Me</i> <i>paire</i> <i>écoutes</i> la radio.	4	la radio	<i>écoutes</i>	<i>paire</i>	<i>Me</i>	

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words written exactly as in transcript)	Rewardable Category 2 (words with grammatical /morphological inaccuracies)	Rewardable Category 3 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 4 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 5 (words written phonetically but which are not recognisable out of context)
<b>Example 3</b>	<b>TOTAL: 8/20</b>					
(Ma) <i>famillie</i> (aime la) <i>mөөsik</i> .	0				<i>famillie</i>	<i>mөөsik</i>
(Je) <i>joué</i> (du) piano.	1	piano			<i>joué</i>	
(Mon) <i>fréré</i> (adore le) <i>violén</i> .	0				<i>fréré</i> <i>violén</i>	
Ma seur shant <i>bein</i> .	1	Ma			<i>bein</i>	<i>seur</i> <i>shant</i>
<i>Demah</i> , j'ai un <i>cöncer</i> .	3	j' ai un			<i>Demah*</i>	<i>cöncer</i>
Mon <i>paire</i> <i>aykeot</i> <i>lar</i> radio.	3	Mon radio		<i>paire</i>	<i>lar</i>	<i>aykeot</i>

\* It is possible for some words to fall into two categories. For example 'Demah' could have also fallen into category 5.

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/>



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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

Sample assessment material for first teaching September 2024

Time 45 minutes

Paper  
reference

**1FR1/3F**

# French

## PAPER 3: Reading and understanding in French

**Foundation Tier**

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

Total Marks

### Instructions

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

### Information

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

### Advice

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

Turn over ►

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Pearson

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

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

### SECTION A

#### Reading comprehension

#### Weekend activities

1 Read these comments from an internet forum.

**Alex :** Le week-end, je joue au hockey dans une équipe. Après, je fais mes devoirs.

**Enzo :** Moi, je vais en ville avec mon frère ou je sors avec mes amis. Je travaille aussi dans un magasin.

**Clara :** J'aide mon grand-père dans le jardin. Ensuite, je prends un café chaud avec ma mère.

Who says what? Choose the correct answers.

Put a cross  in the correct column for each question.

	Who ...	Alex	Enzo	Clara	
(a)	... works in a shop?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
(b)	... does sport?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
(c)	... has a hot coffee?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
(d)	... goes to town?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
(e)	... helps their grandfather?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
(f)	... does their homework?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)

(Total for Question 1 = 6 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

## A hotel

2 Read the advertisement.

Grand hôtel au centre-ville, près de la gare. Cent soixante-dix chambres, piscine et salle de sport.

Restaurant ouvert pour le repas du soir seulement. Pas de petit-déjeuner ou de déjeuner.

Activités pour enfants. Idéal pour les familles.

Animaux non acceptés.

Put a cross ☒ in each one of the **three** correct boxes.

The hotel ...

<input type="checkbox"/>	<b>A</b> is very small.
<input type="checkbox"/>	<b>B</b> is near the station.
<input type="checkbox"/>	<b>C</b> has a restaurant.
<input type="checkbox"/>	<b>D</b> offers breakfast.
<input type="checkbox"/>	<b>E</b> organises children's activities.
<input type="checkbox"/>	<b>F</b> welcomes pets.

(Total for Question 2 = 3 marks)

### A French town

3 Read the extract from a tourist brochure.

La ville est vieille et très belle. Nous avons un parc naturel et tout le monde adore le château historique.

Il n'y a pas de supermarché mais il y a une petite *épicerie*. C'est pratique pour faire les courses.

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) The town is ...

(1)

<input type="checkbox"/>	<b>A</b> new.
<input type="checkbox"/>	<b>B</b> beautiful.
<input type="checkbox"/>	<b>C</b> busy.

(ii) Everyone loves the ...

(1)

<input type="checkbox"/>	<b>A</b> park.
<input type="checkbox"/>	<b>B</b> supermarket.
<input type="checkbox"/>	<b>C</b> castle.

(b) Which of these is the best translation for the word *épicerie*?

Put a cross ☒ in the correct box.

(1)

<input type="checkbox"/>	<b>A</b> art gallery
<input type="checkbox"/>	<b>B</b> grocery shop
<input type="checkbox"/>	<b>C</b> gymnasium

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

## Healthy living

4 Read these comments from Emma and Yanis on an internet forum.

Complete the following tables **in English**. You do not need to write in full sentences.

**Emma:** Je préfère la **nourriture**\* saine comme le poisson et les fruits. Je n'aime pas les sports d'équipe comme le basketball alors je fais du judo dans un club et je joue au tennis.

\**nourriture* – food

(a) Emma

One thing she likes to eat	.....	(1)
One sport she takes part in	.....	(1)

**Yanis:** Dans ma famille, nous n'aimons pas la viande. Nous sommes végétariens. On mange beaucoup de légumes. Au collège, je joue au football mais je déteste ça. Mon sport préféré, c'est le handball et j'ai une passion pour la natation.

(b) Yanis

One reason why he eats vegetables	.....	(1)
One sport he particularly likes	.....	(1)

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

## French festival in Brighton\*

5 Read the article from a French newspaper.



Venez à la fête française de **Brighton\*** !

Voici le programme :

### **Vendredi soir, 6 juillet**

Fête de la musique : le chanteur français, Luca, va donner un concert au stade.

### **Samedi, 7 juillet**

Marché français : vous allez pouvoir acheter des fromages traditionnels et des pâtisseries.

### **Dimanche, 8 juillet**

Sport : nous allons organiser des matchs de volleyball sur la plage entre des équipes internationales.

\**Brighton* – seaside town in the south of England.

Put a cross ☒ in each one of the **three** correct boxes.

The festival will ...

<input checked="" type="checkbox"/>	<b>A</b> hold a concert in the evening.
<input checked="" type="checkbox"/>	<b>B</b> feature an English band.
<input checked="" type="checkbox"/>	<b>C</b> include a food market.
<input checked="" type="checkbox"/>	<b>D</b> sell traditional bread.
<input checked="" type="checkbox"/>	<b>E</b> organise water sports.
<input checked="" type="checkbox"/>	<b>F</b> hold sporting events.

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

## School life

6 Read the email that Hugo wrote to his French friend.

Salut !

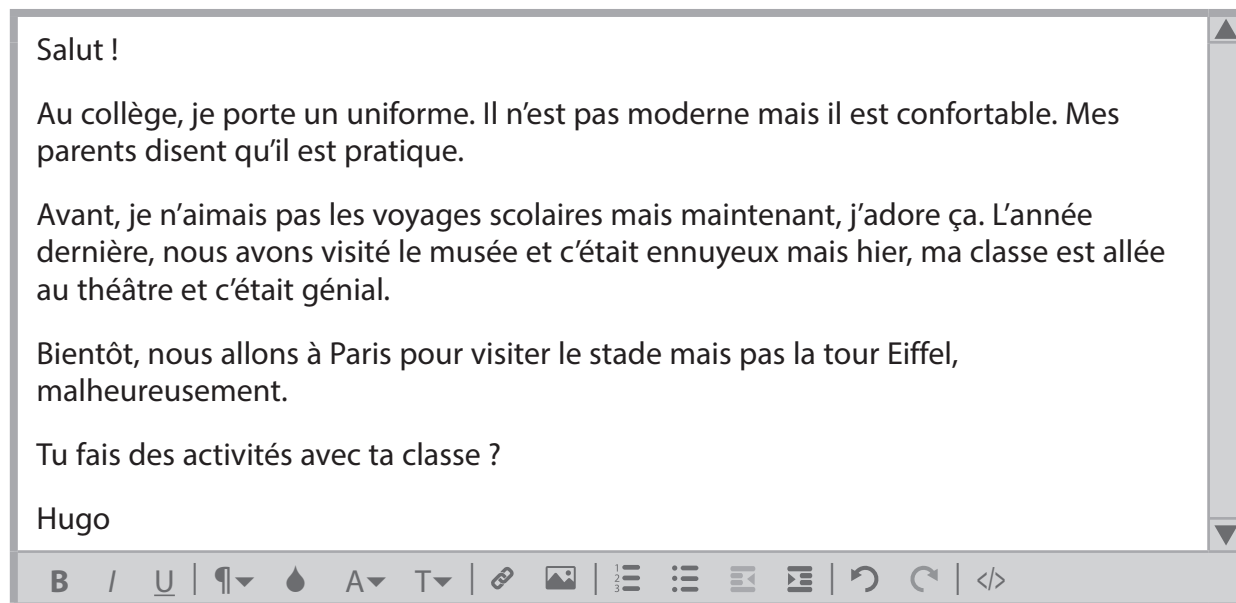
Au collège, je porte un uniforme. Il n'est pas moderne mais il est confortable. Mes parents disent qu'il est pratique.

Avant, je n'aimais pas les voyages scolaires mais maintenant, j'adore ça. L'année dernière, nous avons visité le musée et c'était ennuyeux mais hier, ma classe est allée au théâtre et c'était génial.

Bientôt, nous allons à Paris pour visiter le stade mais pas la tour Eiffel, malheureusement.

Tu fais des activités avec ta classe ?

Hugo



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

comfortable	modern	practical	
museum	Eiffel tower	stadium	theatre

- (a) Hugo thinks his uniform is ..... (1)
- (b) He didn't enjoy visiting the ..... last year. (1)
- (c) Yesterday his class went to the ..... (1)

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

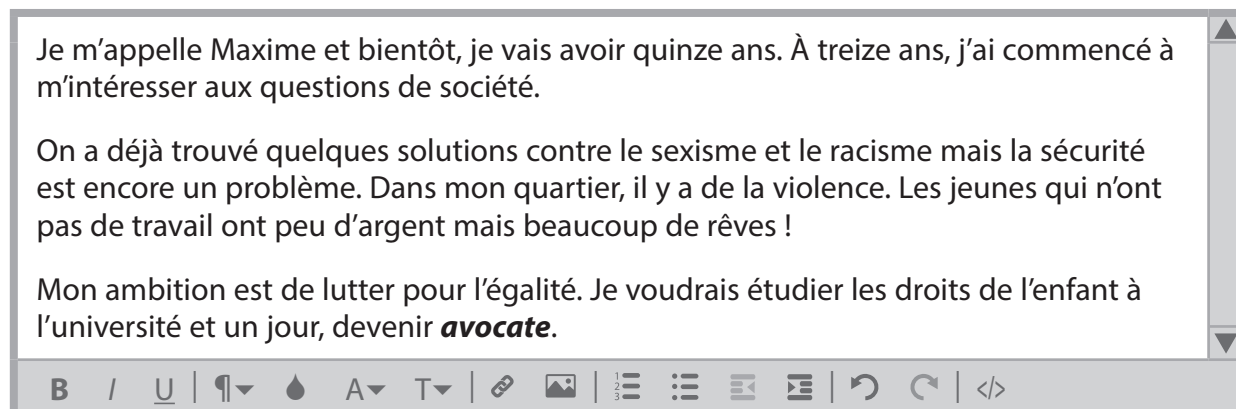
## Helping people

7 Read Maxime's blog about her future career plans.

Je m'appelle Maxime et bientôt, je vais avoir quinze ans. À treize ans, j'ai commencé à m'intéresser aux questions de société.

On a déjà trouvé quelques solutions contre le sexisme et le racisme mais la sécurité est encore un problème. Dans mon quartier, il y a de la violence. Les jeunes qui n'ont pas de travail ont peu d'argent mais beaucoup de rêves !

Mon ambition est de lutter pour l'égalité. Je voudrais étudier les droits de l'enfant à l'université et un jour, devenir **avocate**.



(a) Complete the sentences below.

Put a cross  in the correct box for each question.

(i) Maxime will soon be ...

(1)

<input type="checkbox"/>	<b>A</b> thirteen.
<input type="checkbox"/>	<b>B</b> fourteen.
<input type="checkbox"/>	<b>C</b> fifteen.

(ii) She is concerned there are still issues with ...

(1)

<input type="checkbox"/>	<b>A</b> racism.
<input type="checkbox"/>	<b>B</b> safety.
<input type="checkbox"/>	<b>C</b> sexism.

(iii) In her neighbourhood, young people have a lot of ...

(1)

<input type="checkbox"/>	<b>A</b> work.
<input type="checkbox"/>	<b>B</b> money.
<input type="checkbox"/>	<b>C</b> dreams.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) In the future, Maxime hopes to ...

(1)

<input type="checkbox"/>	<b>A</b> fight for equality.
<input type="checkbox"/>	<b>B</b> raise money for children.
<input type="checkbox"/>	<b>C</b> work for a charity.

(b) Which of these is the best translation for the word **avocat**?

Put a cross  in the correct box.

(1)

<input type="checkbox"/>	<b>A</b> banker
<input type="checkbox"/>	<b>B</b> professor
<input type="checkbox"/>	<b>C</b> lawyer

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

## Busy days

8 Marie writes in her diary.

Ma grand-mère est malade donc je suis allée en ville lui acheter des médicaments. Comme c'était mon anniversaire, j'ai regardé les magasins de vêtements tendances. J'ai vu deux belles jupes et deux pulls rouges mais je n'avais pas assez d'argent alors j'ai acheté un pantalon blanc qui était moins cher.

presents

clothes

medicine

red

beautiful

white

fashionable

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

(i) Marie bought some ..... for her grandmother. (1)

(ii) She saw some ..... skirts. (1)

(iii) She eventually bought some ..... trousers. (1)

DO NOT WRITE IN THIS AREA

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The diary continues.

Demain, je vais faire les magasins avec ma sœur au centre commercial. Le soir, je vais organiser une fête chez ma mère et mon père va venir : il va faire un gâteau. Tous mes amis vont être là ! J'espère avoir des baskets et une robe comme cadeau.

(b) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) Marie is going shopping with her ...

(1)

<input type="checkbox"/>	<b>A</b> father.
<input type="checkbox"/>	<b>B</b> sister.
<input type="checkbox"/>	<b>C</b> friend.

(ii) Marie's party is at her ... house.

(1)

<input type="checkbox"/>	<b>A</b> father's
<input type="checkbox"/>	<b>B</b> friends'
<input type="checkbox"/>	<b>C</b> mother's

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

(i) What will her father make?

(1)

(ii) Name **one item** Marie is hoping to get as a present.

(1)

**(Total for Question 8 = 7 marks)**

## Future education plans

9 Read these comments from an internet forum.

**Fatima :** Je sais exactement ce que je vais faire après le collège. Si c'est possible, je voudrais étudier dans un lycée en Angleterre pour améliorer mon anglais.

**Thomas :** Moi, j'ai déjà décidé. Je vais quitter l'école à seize ans pour faire une formation. Je veux travailler dans une banque comme mon oncle parce que le salaire est très bon.

**Sacha :** L'année prochaine, si je réussis mes examens, je voudrais continuer mes études. J'espère aller à l'université à Paris parce que je voudrais être professeur de maths dans un lycée.

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Complete the following tables **in English**. You do not need to write in full sentences.

(a) Fatima

Her future education plans	<div style="border-bottom: 1px dotted black; height: 20px;"></div>	(1)
Reason why	<div style="border-bottom: 1px dotted black; height: 20px;"></div>	(1)

(b) Thomas

His future education plans	<div style="border-bottom: 1px dotted black; height: 20px;"></div>	(1)
Reason why	<div style="border-bottom: 1px dotted black; height: 20px;"></div>	(1)

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(c) Sacha

His future education plans	.....	(1)
Reason why	.....	(1)

(Total for Question 9 = 6 marks)

**TOTAL FOR SECTION A = 40 MARKS**

**SECTION B**  
**Translation**  
**TV and film**

**10** Translate the following sentences **into English**.

**(10)**

(a) J'aime les comédies à la télévision.

.....  
.....

(b) Mon frère est acteur dans une série.

.....  
.....

(c) Je déteste les tragédies, je préfère les films d'action.

.....  
.....

(d) Hier, j'ai regardé les informations.

.....  
.....

(e) Si j'ai le temps, je vais au cinéma.

.....  
.....

---

**(Total for Question 10 = 10 marks)**

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

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**Picture credits**

**Question 5:** Ollie Millington / Contributor/Getty Images

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## GCSE French Reading Foundation tier

### Paper 3 Mark scheme

#### SECTION A: READING COMPREHENSION

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

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

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

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

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

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

Question number	Answer	Mark
2	B, C, E	(3)

Question number	Answer	Mark
3(a)(i)	B	(1)

Question number	Answer	Mark
3(a)(ii)	C	(1)

Question number	Answer	Mark
3(b)	B	(1)

Question number	Answer	Reject	Mark
4(a)	<b>One thing she likes to eat:</b> <b>EITHER</b> fish <b>OR</b> fruits <b>OR</b> healthy food	Any other food.	(1)
	<b>One sport she takes part in:</b> <b>EITHER</b> judo <b>OR</b> tennis	Basketball/team sport. Any other sports.	(1)

Question number	Answer	Reject	Mark
4(b)	<b>One reason why he eats vegetables:</b> <b>EITHER</b> (He) doesn't like meat. <b>OR</b> (He is) vegetarian.	He/They love(s) pizza.	(1)
	<b>One sport he particularly likes:</b> <b>EITHER</b> handball <b>OR</b> swimming	Football/sport at school. Any other sports.	(1)

Question number	Answer	Mark
5	A, C, F	(3)

Question number	Answer	Mark
6(a)	comfortable	(1)

Question number	Answer	Mark
6(b)	museum	(1)

Question number	Answer	Mark
6(c)	theatre	(1)

Question number	Answer	Mark
7(a)(i)	C	(1)

Question number	Answer	Mark
7(a)(ii)	B	(1)

Question number	Answer	Mark
7(a)(iii)	C	(1)

Question number	Answer	Mark
7(a)(iv)	A	(1)

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

Question number	Answer	Mark
8(a)(i)	medicine	(1)

Question number	Answer	Mark
8(a)(ii)	beautiful	(1)

Question number	Answer	Mark
8(a)(iii)	white	(1)

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

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

Question number	Answer	Mark
8(c)(i)	(a birthday) cake	(1)

Question number	Answer	Mark
8(c)(ii)	<b>EITHER</b> trainers <b>OR</b> (a) dress	(1)

Question number	Answer	Mark
9(a)	<b>Her future education plans:</b> <b>EITHER</b> to study (in a college/Sixth form) <b>OR</b> to study abroad/in England	(1)
	<b>Reason why:</b> <b>EITHER</b> to improve her English (level).	(1)

Question number	Answer	Mark
9(b)	<p><b>His future education plans:</b>  <b>EITHER</b>  to leave school  <b>OR</b>  to do (a) training (course)/an apprenticeship</p> <p><b>Reason why:</b>  <b>EITHER</b>  to work in a bank  <b>OR</b>  to do the same job as his uncle  <b>OR</b>  to get a good salary/wage</p>	<p>(1)</p> <p>(1)</p>

Question number	Answer	Mark
9(c)	<p><b>His future education plans:</b>  <b>EITHER</b>  to continue his studies  <b>OR</b>  to go to university (in Paris)</p> <p><b>Reason why:</b>  to be a (maths) teacher</p>	<p>(1)</p> <p>(1)</p>

## SECTION B: TRANSLATION INTO ENGLISH

### Question 10

Mark	AO2: Response to stimulus
9–10	The meaning of the original language is appropriately transferred. Any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Only isolated words or phrases are appropriately transferred. There are frequent errors and omissions that prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question number	Model response
10(a)	I like comedies on television.
10(b)	My brother is an actor in a series.
10(c)	I hate dramas, I prefer action films.
10(d)	Yesterday, I watched the news.
10(e)	If I have time, I go to the cinema.

## Exemplification of the mark scheme: Translation example responses

### Example Response 1

- (a) *I like watching funny TV.*
- (b) *My brother is an actor in a series.*
- (c) *I hate drama, I prefer action films.*
- (d) *Yesterday, I watched the news.*
- (e) *If I have time, I go to the cinema.*

#### Total marks: 9 marks

The meaning of the original language is appropriately transferred. There are no errors which detract from the overall clarity of the message. Instead of “comedies” the candidate uses “*funny TV*”. Because of this deviation the response sits at the bottom end of the 9-10 mark band instead of achieving full marks.

### Example Response 2

- (a) *I like watching comedies.*
- (b) *My brother is serious actor.*
- (c) *I hate sad films, I prefer films with action.*
- (d) *Yesterday, I watched documentaries.*
- (e) *.... I go to the cinema.*

#### Total marks: 5 marks

Overall, the meaning of parts of the original language is appropriately transferred, such as (a), and parts of the other sentences. Some errors prevent the message being conveyed, (e.g., “*serious*”, “*sad films*”, “*documentaries*”), and sentence (e) is incomplete. The response best sits at the upper end of the 3-5 mark band.

### Example Response 3

- (a) *I like comedy shows on TV.*
- (b) *My brother is acting serious.*
- (c) *I hate tragedies, I prefer....*
- (d) *Tomorrow, I had information.*
- (e) *It's hot, .... cinema.*

#### Total marks: 3 marks

Only isolated words or phrases (e.g., “*My brother*”, “*I prefer*”), are appropriately transferred except for (a), which is appropriately transferred. There are several omissions and frequently incorrect words. For this reason, the best fit mark would be in the lower end of the 3-5 mark band.

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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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

Sample assessment material for first teaching September 2024

Time 1 hour 15 minutes

Paper  
reference

**1FR1/4F**

# French

## PAPER 4: Writing in French

**Foundation Tier**

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

Total Marks

### Instructions

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

### Information

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

### Advice

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

Turn over ►

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(Source: Pearson Asset Library AL1517457)

1 Describe the photo. Write four short sentences **in French**.

(a) (2)

(b) (2)

(c) (2)

(d) (2)

**(Total for Question 1 = 8 marks)**

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box  .

2 (a) Write a review of a café for a website.

You **must** include the following points:

- where the café is
- your opinion of the food
- when you will next visit the café.

Write your answer **in French**. You should aim to write between 40 and 50 words.

(14)

.....

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If you answer Question 2(b), put a cross in the box  .

(b) Write a review of your mobile phone for a website.

You **must** include the following points:

- what your phone looks like
- your opinion of your phone
- how you will use it this weekend.

Write your answer **in French**. You should aim to write between 40 and 50 words.

(14)

Area with horizontal dotted lines for writing the answer.

(Total for Question 2 = 14 marks)



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A large rectangular area with rounded corners, containing 20 horizontal dotted lines for writing.

If you answer Question 3(b), put a cross in the box ☒ .

(b) Write to your friend about transport.

You **must** include the following points:

- public transport where you live
- your opinion of public transport with reasons
- how you went to school last week
- where you will go this summer.

Write your answer **in French**. You should aim to write between 80 and 90 words.

(18)

Area for writing the answer, consisting of multiple horizontal dotted lines.

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(Total for Question 3 = 18 marks)

**4** Translate the following five sentences **into French**.

**(10)**

(a) I love school.

.....  
.....

(b) My favourite subject is History.

.....  
.....

(c) The teacher is interesting and I learn a lot.

.....  
.....

(d) Last year I studied at home every evening.

.....  
.....

(e) If I work well, I can find a good job.

.....  
.....

---

**(Total for Question 4 = 10 marks)**

---

**TOTAL FOR PAPER = 50 MARKS**

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# GCSE French Writing Foundation tier

## Paper 4 Mark scheme

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

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the 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 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.
- You must also use the *Additional guidance*, the *Exemplification of the mark scheme*, 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 answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points. 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 AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does 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 (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: all questions)

**A minor error** - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

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

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	La mer est vert. Mon frère est intelligente.
Spelling (slight)	J'aime le frommage.
Gender	Dans <b>le</b> ville il y a <b>un</b> piscine.
Accents	Mon anniversaire est le deux <b>févri</b> er.
Contractions	Ma maison est près <b>de le</b> parc.
Word order (incorrect)	Je <b>n'ai mangé pas</b> à midi.
Mother-tongue interference	Mon père est <b>un</b> professeur. C'est mon anniversaire, je <b>suis</b> 16 ans.
Relative pronouns	Mon frère, <b>que</b> aime le foot, joue tous les samedis.
Vocabulary	Mon équipe a joué très <b>mauvais</b> . Mon ami est <b>dans</b> France.
Constructions	En France <b>il y a</b> chaud en été.
Missing/incorrect accents	Mon anniversaire est le deux <b>févri</b> er/ <b>fèvri</b> er

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Est-ce que nous <b>allez</b> au cinéma ce soir? J' <b>alle</b> au marché. Je <b>recève</b> des cadeaux
Spelling (misleading)	J'aime la <b>nation</b> et le tennis.
Tenses (incorrect)	<b>Demain il est allé</b> au collège en bus.
Vocabulary	Ma mère est <b>courante</b> .
Use of infinitive instead of conjugated verb	Lucie <b>avoir</b> un accident de voiture.
Mismatch of subject and reflexive pronoun	Je veux <b>s'</b> amuser.
Mother-tongue interference	Mon père travaille dans un <b>office</b> .

**NB:** These are examples only and do not constitute a finite list. Some errors may fall into more than one category.

## Glossary of terms (questions 2 and 3)

### AO2 grids

**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. 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 four task bullet points in question 3 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See Example response 2 in Exemplification of mark schemes for an illustration of this. Candidates may address the task bullet points in any order.

**Development** refers to an additional clause or sentence that elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

**Comprehensible** relates to how easy it is to understand the main points and ideas of the response when read 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

**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.

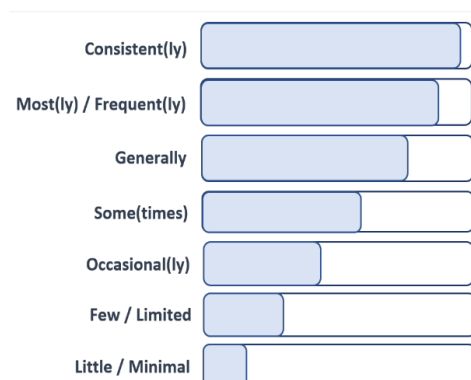
**Variety** refers to the range of vocabulary and grammatical structures listed in the specification for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

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. Equally, 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.

**Timeframes** refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

### Differentiation terms within the mark scheme

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.

## Question 1 – Foundation tier (8 marks)

For this question, students are expected to produce four short sentences describing the picture. The mark grid is applied once to each individual sentence. There is a maximum of 2 marks for each sentence. Students are awarded marks for clear communication and relevance in relation to the picture.

Mark	AO2: Response to stimulus
2	Relevant information clearly communicated in a sentence or clause.
1	Relevant information partially communicated in a sentence or clause.
0	No rewardable material.

### Guidance on application of mark grid for Question 1 Foundation tier

To exemplify application of the marking criteria, the grid below demonstrates a possible range of performances based on the mark grid.

<b>2 marks</b>	La mer est bleue.	Je vois la bleue mer.	Le pere est content.	Le père est contente.	Il y a cinq personnes ils sont camo la plage*
	Relevant information clearly communicated in a complete sentence or clause with a verb; may or may not contain minor errors which does not delay understanding of the sentence such as lack of or incorrect accents, minor spelling errors, incorrect word orders, missing punctuation.				
<b>1 mark</b>	Mer bleu.	Le mer sont bleu.	Le père content.	Le père être content.	Il as cinq personnes.
	Relevant information partially communicated, not a complete sentence or clause with a verb, or some ambiguity due to incorrect forms of verbs or other major errors.				
<b>0 marks</b>	Bleu.	Je vois un arbre.	Content.	Un pear content.	Ils sont camo
	No rewardable material, no relevant information clearly communicated, or not a complete sentence or clause.				

### Specific guidance for Question 1

\*Students can still gain 2 marks for a sentence where only one clause contains clear, relevant information, e.g. *“Il y a cinq personnes ils sont camo la plage.”*

## Question 2 – Foundation tier (14 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

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

Students are expected to produce 40–50 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
7-9	<ul style="list-style-type: none"> <li>• All three bullet points addressed</li> <li>• Some development of ideas</li> <li>• Most of the response is comprehensible; some messages may be unclear.</li> </ul>	5	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and phrases</li> <li>• Simple grammatical structures with some variety, some linking of sentences with conjunctions</li> <li>• Some accurate language, mostly minor errors.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed</li> <li>• Limited development of ideas</li> <li>• Some parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Limited variety of vocabulary and phrases</li> <li>• Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions</li> <li>• Limited accurate language; errors occur, some of which may be major.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• One or more bullet point addressed</li> <li>• Little or no development of ideas</li> <li>• Few parts of the response are comprehensible; the message often breaks down.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Minimal variety of vocabulary and/or phrases in isolation</li> <li>• Minimal use of simple grammatical structures, likely to be repetitive</li> <li>• Minimal accuracy in the language, frequent errors both major and minor.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>

### Question 3 – Foundation tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

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

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> <li>• All four bullet points addressed</li> <li>• Frequent development of ideas</li> <li>• Response is comprehensible; an occasional message may be unclear.</li> </ul>	5	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language</li> <li>• Generally successful use of three timeframes</li> <li>• Generally accurate language; some minor errors, there may be an occasional major error.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>• Three or more bullet points addressed</li> <li>• Some development of ideas</li> <li>• Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences</li> <li>• Some successful use of at least two timeframes</li> <li>• Some accurate language; mostly minor errors with some major errors.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed</li> <li>• Occasional, brief development of ideas</li> <li>• Some parts of response are comprehensible; the message sometimes breaks down.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Limited variety of vocabulary and grammatical structures; short, simple sentences</li> <li>• Limited success with timeframes</li> <li>• Limited accuracy in the language; frequent errors both major and minor.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• One or more bullet point addressed</li> <li>• Little or no extra detail added to ideas</li> <li>• Limited parts of response are comprehensible; the message often breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>		

## Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
  - i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
  - ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
  - iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write to your friend about shopping.

You **must** include the following points:

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip.

Write your answer **in French**. You should aim to write between 80 and 90 words.

## Example response 1: open response questions

*Il y a beaucoup de magasins dans ma village par exemple un boulangerie et un centre commercial. Il a deux restaurants et un enorme centre sportif qui est ideal. A mon avis, j'aime le centre commercial parce que j'adore acheter des vetements la, cest incroyable. Je la visite suvent avec la famille pour faire des magasins. Grâce a l'anniversaire de mon frere, la weekend prochain je vais aller a un cafe avec mon pere pour achete un gateaux chocolat. Reccement, je achete frommage beacoup parce j'adoe manger.*

91 words

Total marks: 15 out of 18	
Response to stimulus (AO2): 11 marks	Linguistic knowledge and accuracy (AO3): 4 marks
<ul style="list-style-type: none"> <li>The candidate has addressed all four bullet points, though not in order of the question, which is appropriate. The candidate is given the benefit of the doubt about going shopping in a café, since they explain what they will purchase there. The response sits in the 11-13 mark band for coverage <b>(1.i)</b>.</li> <li>There is frequent development shown (e.g. "...cest incroyable. Je la visite suvent avec la famille pour faire des magasins", "parce que j'adoe manger", and "Grâce a l'anniversaire de mon frere....pour achete du gateaux chocolat"). For development, the 11-13 mark band best fits <b>(1.i)</b>.</li> <li>The response is generally comprehensible, despite errors which are accounted for in the AO3 grid. The final sentence is a little unclear and results in a delay to understanding. For comprehensibility, the response sits best in the 8-10 mark band <b>(1.i)</b>.</li> </ul> <p>Overall, the best fit approach when considering the three bullet points of this mark grid is at the lower end of the mark band 11-13 for response to stimulus <b>(1.i, 2)</b>.</p>	<ul style="list-style-type: none"> <li>Despite minor errors, there is some variety of vocabulary shown (e.g. "enorme", "ideal", "boulangerie" etc.). Although misspelt <b>(1.ii)</b>, the word 'incroyable' does not appear in the vocabulary list so is given equal but not extra credit for variety <b>(3)</b>. Variation in grammar includes phrases such as "A mon avis", and "Grâce a...". There are some conjunctions and evidence of complex language. The response best sits in mark band 5 for variety <b>(1.iii.)</b>.</li> <li>The response shows some success at using the present and future timeframes but is not successful in using the past timeframe. The response sits best in the 3-4 mark band for use of timeframes.</li> <li>There is some accurate language, but many minor errors such as misspellings, lack of accents or incorrect articles (e.g. "ma village", "suvent" etc.) exist, along with major errors such as the missing 'que' on "parce que", and the use of "qui" in "qui est ideal". Because of this, the response would be placed at the bottom of the 3-4 mark band for accuracy <b>(1.iii)</b>.</li> </ul> <p>The best-fit approach results in this response being placed at the upper end of the mark band 3-4 for linguistic knowledge and accuracy <b>(1.ii, 2)</b>.</p>

## Example response 2: open response questions

*Il y a beaucoup de magasins dans ma village. Il y a un magasin des vêtements et un magasin de sport. Je pense que le magasin des vêtements est bien parce que j'adore acheter des vêtements, c'est génial. Récemment, j'ai acheté les vêtements beaucoup. J'ai acheté une jupe un robe et un pull. Les vêtements sont bon. Cependant ce n'était pas tres sympa. La weekend prochain, je veux aller a un café.*

72 words

Total marks: 10 out of 18	
Response to stimulus: 6 marks	Linguistic knowledge and accuracy: 4 marks
<ul style="list-style-type: none"> <li>The candidate has addressed the first three bullet points but not the final bullet point, instead talking about where they want to go next weekend. The response would therefore sit no higher than the 8-10 mark band for coverage, and for AO2 overall <b>(1.i)</b>.</li> <li>There is little extra detail shown (e.g. “<i>c'est génial</i>”). For development, the 1-4 mark band best fits <b>(1.i)</b>.</li> <li>The response is generally comprehensible, but the message sometimes breaks down (e.g. “<i>Cependant ce n'était pas tres sympa...</i>”). For comprehensibility, the response sits best in the 5-7 mark band <b>(1.i)</b>.</li> </ul> <p>Overall, the best fit approach when considering the three bullet points of this mark grid is in the middle of the 5-7 mark band for response to stimulus <b>(1.i, 2)</b>.</p>	<ul style="list-style-type: none"> <li>There is limited variety of vocabulary and grammatical structures shown, with repetition of some words like “<i>vêtements</i>”. All vocabulary appears in the Foundation tier vocabulary list, which is appropriate <b>(3)</b>. There is the occasional extended sentence using “<i>parce que</i>”. The response would best sit in the 1-2 mark band for variety <b>(1.iii)</b>.</li> <li>The candidate is generally successful at using timeframes (e.g. “<i>j'ai acheté</i>” and “<i>je veux aller</i>”). The response would best sit in the top band for use of timeframes.</li> <li>The language used is generally accurate, but with some minor errors such as incorrect articles (e.g. “<i>ma village</i>”) which detracts from the accuracy of the response <b>(1.iii)</b>. For accuracy, it would be best placed in the 3-4 mark band.</li> </ul> <p>The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy <b>(1.ii, 2)</b>.</p>

## Comparison of example responses 1 and 2

Response to stimulus (AO2):	Linguistic knowledge and accuracy (AO3):
<ul style="list-style-type: none"> <li>Response 1 addresses more task bullet points than Response 2</li> <li>Response 1 shows more development than Response 2</li> <li>Response 1 is more comprehensible than Response 2</li> </ul>	<ul style="list-style-type: none"> <li>Response 1 shows more variety of vocabulary than Response 2</li> <li>Response 1 shows less success at different timeframes than Response 2</li> <li>Response 1 shows less accuracy than Response 2</li> </ul>
<p>Overall, Response 1 scores higher on the AO2 grid when compared with Response 2, but due to application of the best fit approach, both are awarded the same mark for AO3 despite differences in variety, use of timeframes and accuracy.</p>	

### Question 4 – Foundation tier translation (10 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, 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
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.	4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.	2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.	1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
		0	No rewardable material.

## Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 4, Foundation tier in the *Sample Assessment Materials*.

Question number	Question	Model response
4(a)	I love school.	J'adore l'école.
4(b)	My favourite subject is history.	Ma matière préférée est l'histoire.
4(c)	The teacher is interesting and I learn alot.	Le professeur est intéressant et j'apprends beaucoup.
4(d)	Last year, I studied at home every evening.	L'année dernière, j'ai étudié chaque soir chez moi.
4(e)	If I work well, I can find a good job.	Si je travaille bien, je peux trouver un bon métier.

### Example Response 1

- (a) *J'adore l'école.*  
 (b) *Mes matière préféré est l'histoire.*  
 (c) *Le prof est intéressant et j'étudie beaucoup.*  
 (d) *L'année dernière, j'ai étudié a maison chaque soir.*  
 (e) *Si je travail bon, on peut trouver une bonne metier.*

Total marks: 9 out of 10	
Response to stimulus (AO2): 5 marks	Linguistic knowledge and accuracy (AO3): 4 marks
The meaning of the original language is appropriately transferred; only the messages in the second clause of (c) is slightly different from the original meaning, since it refers to 'studying' rather than 'learning' alot.	Grammatical structures and vocabulary are generally accurate; but there are some minor errors (e.g. "mes"), and an occasional major error (e.g. "travail bon").

### Example Response 2

- (a) *J'aime college.*  
 (b) *Mon maiteres préféré est l'histoire.*  
 (c) *Le professeur est intéressant et j.....beaucoup.*  
 (d) *l'annee dernier je vais etudier a mes ...*  
 (e) *Si je traville, je vais au belle travaille.*

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	Linguistic knowledge and accuracy (AO3): 3 marks
The meaning of some parts of the original language is appropriately transferred, but the messages sometimes break down or are incomplete such as in (c), (d) and (e), and the message in (a) is slightly different from the original meaning.	Grammatical structures and vocabulary are sometimes accurate such as in (a), the second part of (b), and the first part of (c). Errors include both minor errors (e.g. "mon maiteres") and major errors (e.g. "...dernier je vais...").

### Example Response 3

- (a) *J'adore le ecole.*  
 (b) *mon subject prefer l'histoire*  
 (c) *le prof est interesant et .....trop*  
 (d) *lannee prochain j'ai.....*  
 (e) *.....*

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	Linguistic knowledge and accuracy (AO3): 1 mark
The meaning of limited parts of the original language is appropriately transferred, such as "le prof est interesant et...". The other messages are frequently unclear and/or incomplete. The candidate did not attempt (e).	There are minimal instances of accurate vocabulary and grammatical structures, with the candidate using English words and French words of incorrect meaning (e.g. "subject", "prochain"). There are both minor errors (e.g. "histoire") and major errors throughout (e.g. "prefer," "trop").

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/>

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

Sample assessment material for first teaching September 2024

**Time** 25–27 minutes, which includes  
15 minutes' preparation time and  
10–12 minutes' examination time

**Paper  
reference**

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **General instructions to the teacher**

**Higher Tier**

**Read these instructions in conjunction with the Specification and  
Administrative Support Guide.**

*Turn over* ►

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## 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 role play 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. Where a candidate answers incorrectly, do not repeat the question.
- 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 tenses 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Higher Tier

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.**

Turn over ►

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**Candidate card HRA1**

**Thematic context: My personal world**

**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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

## 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.

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## Task 1: Read aloud

### Instructions to the teacher

#### Higher tier HRA1

#### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Higher Tier

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.**

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## Candidate card HRA2

**Thematic context: Lifestyle and wellbeing**

**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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

#### Instructions to the teacher

**Higher Tier**

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

### 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.

Turn over ►

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Pearson

## Task 1: Read aloud

### Instructions to the teacher

#### Higher tier HRA2

#### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Higher Tier

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.**

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**Candidate card HRA3**

**Thematic context: My neighbourhood**

**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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

### 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.

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Pearson

## Task 1: Read aloud

### Instructions to the teacher

#### Higher tier HRA3

#### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Higher Tier

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.**

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## Candidate card HRA4

**Thematic context: Media and technology**

**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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

#### Instructions to the teacher

**Higher Tier**

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

### 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.

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## Task 1: Read aloud

### Instructions to the teacher

#### Higher tier HRA4

#### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Higher Tier

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.**

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**Candidate card HRA5**

**Thematic context: Studying and my future**

**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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

#### Instructions to the teacher

**Higher Tier**

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

### 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.

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## Task 1: Read aloud

### Instructions to the teacher

#### Higher tier HRA5

#### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

Instructions to the candidate

Higher Tier

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.**

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**Candidate card HRA6**

**Thematic context: Travel and tourism**

**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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 1: Read aloud

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

## 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.

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## Task 1: Read aloud

### Instructions to the teacher

#### Higher tier HRA6

#### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.**

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## 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

### Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.**

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## 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

#### Instructions to the teacher

Higher Tier

You do not need any other materials.

### Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.

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## 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

#### Instructions to the teacher

Higher Tier

You do not need any other materials.

### Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.

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## Candidate card STIMULUS HRP4

### Setting: Leisure centre

### Scenario:

- You are at a leisure centre in France.
- Your 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

### Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.

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## Candidate card STIMULUS HRP5

### Setting: Tourist information office

#### Scenario:

- You are at a tourist information office in France.
- Your 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

### Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

## Instructions

- The examination is made up of three tasks: one 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.

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## Candidate card STIMULUS HRP6

### Setting: Theatre

### Scenario:

- You are at a theatre booking office in France.
- Your 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 2: Role play

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

### Instructions

- You should open the role play with the introduction provided.
- The 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**. Where a candidate answers incorrectly, do not repeat the question.

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

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT1**

**Thematic context: My personal world**

**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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT1

#### Thematic context: My personal world

#### 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

(a) *Qu'est-ce que tu aimes faire à la maison ?*

(b) *Qu'est-ce que tu as mangé hier soir ?*

### Questions for Picture 2

(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 ?*

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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT2**

**Thematic context: My personal world**

**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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT2

#### Thematic context: My personal world

#### 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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT3**

**Thematic context: My personal world**

**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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT3

#### Thematic context: My personal world

#### 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

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

### Questions for Picture 2

- (a) *Qu'est-ce que tu aimes faire à la maison ?*
- (b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT4**

**Thematic context: Lifestyle and wellbeing**

**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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

## **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT4

#### Thematic context: Lifestyle and wellbeing

#### 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

(a) *Qu'est-ce que tu penses des sports d'équipe ?*

(b) *Qu'est-ce que tu as fait comme sport(s) au collège récemment ?*

### Questions for Picture 2

(a) *Quelle(s) activité(s) sportive(s) peut-on faire dans ton quartier ?*

(b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT5**

**Thematic context: Lifestyle and wellbeing**

**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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT5

#### Thematic context: Lifestyle and wellbeing

#### Picture 1



(Source: Image no AL1485030 / Pearson Asset Library)

#### Picture 2



(Source: withhaya 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

(a) *Quelle(s) activité(s) sportive(s) peut-on faire dans ton quartier ?*

(b) *Qu'est-ce que tu as fait cette semaine pour rester en forme ?*

### Questions for Picture 2

(a) *Qu'est-ce que tu manges normalement le soir ?*

(b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT6**

**Thematic context: Lifestyle and wellbeing**

**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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT6

Thematic context: Lifestyle and wellbeing

#### Picture 1



(Source: withthaya 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

(a) *Qu'est-ce que tu manges normalement le soir ?*

(b) *Qu'est-ce que tu as fait récemment pour être en bonne santé ?*

### Questions for Picture 2

(a) *Qu'est-ce que tu penses des sports d'équipe ?*

(b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT7**

**Thematic context: My neighbourhood**

**Picture 1**



(Source: Image no AL28836 / Pearson Asset Library)

**Picture 2**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

## Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT7

#### Thematic context: My neighbourhood

#### Picture 1



(Source: Image no AL28836 / Pearson Asset Library)

#### Picture 2



(Source: Image no 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

- (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 ?*

### Questions for Picture 2

- (a) *Quelle(s) sorte(s) de magasins est-ce qu'il y a dans ton quartier ?*
- (b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT8**

**Thematic context: My neighbourhood**

**Picture 1**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

## **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT8

Thematic context: My neighbourhood

#### Picture 1



(Source: Image no 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

- (a) *Quelle(s) sorte(s) de magasins est-ce qu'il y a dans ton quartier ?*
- (b) *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

- (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 ?*

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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT9**

**Thematic context: My neighbourhood**

**Picture 1**



(Source: alistair berg / Getty Images)

**Picture 2**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT9

#### Thematic context: My neighbourhood

#### Picture 1



(Source: alistair berg / Getty Images)

#### Picture 2



(Source: Image no 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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT10**

**Thematic context: Media and technology**

**Picture 1**



(Source: sturti / Getty Images)

**Picture 2**



(Source: Edwin Tan / 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 **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.

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

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Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

## **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT10

#### Thematic context: Media and technology

#### Picture 1



(Source: sturti / Getty Images)

#### Picture 2



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

### Questions for Picture 2

- (a) *Qu'est-ce que tu aimes faire sur ton portable ?*
- (b) *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.

### 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 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT11**

**Thematic context: Media and technology**

**Picture 1**



(Source: Edwin Tan / Getty Images)

**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.

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Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT11

Thematic context: Media and technology

#### Picture 1



(Source: Edwin Tan / Getty Images)

#### 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

(a) *Qu'est-ce que tu aimes faire sur ton portable ?*

(b) *Où es-tu allé(e) récemment avec tes ami(e)s ?*

### Questions for Picture 2

(a) *Qu'est-ce que tu aimes faire avec tes ami(e)s ?*

(b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT12**

**Thematic context: Media and technology**

**Picture 1**



(Source: Image no AL1529173 / Pearson Asset Library)

**Picture 2**



(Source: sturti / 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 **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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT12

#### Thematic context: Media and technology

#### Picture 1



(Source: Image no AL1529173 / Pearson Asset Library)

#### Picture 2



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

### Questions for Picture 2

- (a) *Qu'est-ce que tu aimes faire sur Internet ?*
- (b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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**

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**Candidate STIMULUS**

**Picture task HPT13**

**Thematic context: Studying and my future**

**Picture 1**



(Source: Image no AL1185368 / Pearson Asset Library)

**Picture 2**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

#### Instructions to the teacher

**Higher Tier**

You do not need any other materials.

## Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT13

Thematic context: Studying and my future

#### Picture 1



(Source: Image no AL1185368 / Pearson Asset Library)

#### Picture 2



(Source: Image no 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

(a) *Qu'est-ce que tu penses de l'uniforme scolaire ?*

(b) *Qu'est-ce que tu as eu comme cours hier ?*

### Questions for Picture 2

(a) *Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?*

(b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT14**

**Thematic context: Studying and my future**

**Picture 1**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT14

Thematic context: Studying and my future

#### Picture 1



(Source: Image no 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

(a) *Qu'est-ce que tu fais normalement pendant la pause-déjeuner ?*

(b) *Où es-tu allé(e) avec tes ami(e)s après les cours hier ?*

### Questions for Picture 2

(a) *Qu'est-ce que tu voudrais faire après le collège ?*

(b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT15**

**Thematic context: Studying and my future**

**Picture 1**



(Source: Drazen\_Getty Images / Pearson Asset Library)

**Picture 2**



(Source: Image no 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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

## **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT15

Thematic context: Studying and my future

#### Picture 1



(Source: Drazen\_Getty Images / Pearson Asset Library)

#### Picture 2



(Source: Image no 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

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

### Questions for Picture 2

- (a) *Qu'est-ce que tu penses de l'uniforme scolaire ?*
- (b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT16**

**Thematic context: Travel and tourism**

**Picture 1**



(Source: Caia Image / Getty Images)

**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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

## **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT16

#### Thematic context: Travel and tourism

#### Picture 1



(Source: Caia Image / Getty Images)

#### 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

(a) *Qu'est-ce que tu fais normalement pendant les vacances scolaires ?*

(b) *Qu'est-ce que tu as fait comme activité(s) en dehors récemment ?*

### Questions for Picture 2

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

(b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT17**

**Thematic context: Travel and tourism**

**Picture 1**



(Source: Jutta Klee / plainpicture)

**Picture 2**



(Source: Mike Kemp / 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 **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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

## **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT17

Thematic context: Travel and tourism

#### Picture 1



(Source: Jutta Klee / plainpicture)

#### Picture 2



(Source: Mike Kemp / 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) *Quel(s) moyen(s) de transport as-tu utilisé récemment ?*

### Questions for Picture 2

- (a) *Où est-ce que tu voudrais aller en vacances ?*
- (b) *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.

### 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)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## French

### PAPER 1: Speaking in French

#### Task 3: Picture task

Instructions to the candidate

Higher Tier

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.

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**Candidate STIMULUS**

**Picture task HPT18**

**Thematic context: Travel and tourism**

**Picture 1**



(Source: Mike Kemp / Getty Images)

**Picture 2**



(Source: Caia Image / 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 **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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes  
15 minutes' preparation time

Paper  
reference

**1FR1/1H**

## **French**

### **PAPER 1: Speaking in French**

#### **Task 3: Picture task**

#### **Instructions to the teacher**

**Higher Tier**

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

### **Instructions**

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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.

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## Instructions to teacher

### Picture task HPT18

Thematic context: Travel and tourism

#### Picture 1



(Source: Mike Kemp / Getty Images)

#### Picture 2



(Source: Caia Image / 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 voudrais aller en vacances ?*
- (b) *Comment as-tu passé tes dernières vacances scolaires ?*

### Questions for Picture 2

- (a) *Qu'est-ce que tu fais normalement pendant les vacances scolaires ?*
- (b) *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.

### 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 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 ?*



# 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** - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

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

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	La mer est vert. Mon frère est intelligente.
Gender	Dans le ville il y a un piscine.
Contractions	Ma maison est près de le parc.
Word order (incorrect)	Je n'ai mangé pas à midi.
Mother-tongue interference	Mon père est un professeur. C'est mon anniversaire, je suis 16 ans.
Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Constructions	En France il y a chaud en été.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Est-ce que nous allez au cinéma ce soir? J'alle au marché. Je recève des cadeaux.
Tenses (incorrect)	Demain il est allé au collège en bus.
Vocabulary	Ma mère est courante.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and reflexive pronoun	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office.

**NB:** these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

## 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:

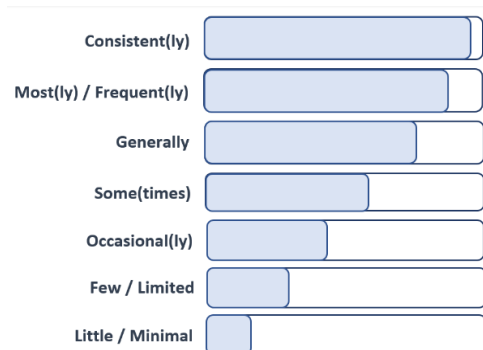
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word 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. Equally, 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.

**Timeframes** refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

### 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 limited 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	doux (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	<b>Je chercher une banque.</b>	<b>Je voudrais un plan de la ville.</b>
	Despite the incorrect verb form, the response is fully communicated.	The response is fully communicated.
1	<b>Un plan de la ville ?</b>	<b>J'ai une carte de la région.</b>
	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	<b>À l'office de tourisme.</b>	<b>Je suis ici.</b>
	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	<b>Je reste en ville centre.</b>	<b>Mon hôtel est près du parc.</b>
	Despite inaccuracy in the word order, the answer to the question is fully communicated.	The response is fully communicated.
1	<b>Où est l'hôtel en centre-ville.</b>	<b>Restez dans un hôtel près du château.</b>
	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	<b>Je reste.</b>	<b>J'aime la ville.</b>
	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	<b>Demain aller au château.</b>	<b>Je vais nager dans la piscine.</b>
	Response fully communicated. Despite the use of the infinitive verb, the candidate has clearly communicated tomorrow's activity.	Response fully communicated.
1	<b>Aimer le cinéma.</b>	<b>À la magasin.</b>
	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	<b>Je allez faire.</b>	<b>Il mange.</b>
	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	<b>Est-ce qu'il y a gare en ville ?</b>	<b>C'est une grande ville ?</b>
	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	<b>Habite dans la ville ?</b>	<b>Musée dans ville ?</b>
	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	<b>Une grande ville.</b>	<b>J'aime cette ville ?</b>
	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	<b>Vous pouvez recommander un restaurant ?</b>	<b>Il y a un restaurant bon en ville ?</b>
	The response is fully communicated.	Despite the incorrect word order, the response is fully communicated.
1	<b>Je vouloir un bon restaurant.</b>	<b>Qu'est-ce que bon restaurant ?</b>
	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	<b>Le restaurant est ici ?</b>	<b>J'adore les restaurants.</b>
	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"> <li>• All three bullet points addressed.</li> <li>• 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.</li> </ul>	4	<ul style="list-style-type: none"> <li>• Wide range of relevant vocabulary and grammatical structures.</li> <li>• Consistently accurate use of language, any errors are minor.</li> </ul>
3	<ul style="list-style-type: none"> <li>• All three bullet points addressed.</li> <li>• Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture.</li> <li>• Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.</li> </ul>	3	<ul style="list-style-type: none"> <li>• A variety of relevant vocabulary and grammatical structures.</li> <li>• Mostly accurate use of language; some minor errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Ideas are generally developed, to describe different, relevant aspects of the picture.</li> <li>• Response is generally comprehensible; some messages may be unclear.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Some development of ideas to describe different, relevant aspects of the picture. Response is comprehensible in some parts; the message may occasionally break down.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and grammatical structures.</li> <li>• Some accurate language; errors occur, some of them major.</li> </ul>
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"> <li>• Gives consistently relevant responses to questions.</li> <li>• Develops ideas throughout with consistently extended sequences of speech.</li> <li>• Response is easily comprehensible; it is rare that the message is not immediately clear.</li> </ul>	4	<ul style="list-style-type: none"> <li>• Wide range of vocabulary and grammatical structures, frequent use of complex language.</li> <li>• Consistently successful use of three timeframes.</li> <li>• Consistently accurate use of language, any errors are minor.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Gives frequently relevant responses to questions.</li> <li>• Develops ideas with frequently extended sequences of speech.</li> <li>• Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.</li> </ul>	3	<ul style="list-style-type: none"> <li>• A variety of vocabulary and grammatical structures, some use of complex language.</li> <li>• Frequently successful use of at least two timeframes.</li> <li>• Accurate use of language; some minor errors.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Gives some relevant responses to questions.</li> <li>• Develops ideas with some extended sequences of speech.</li> <li>• Response is generally comprehensible; some messages may be unclear.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures, occasional use of complex language.</li> <li>• Generally successful use of at least two timeframes.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• Gives occasional relevant responses to questions.</li> <li>• Develops ideas with occasionally extended sequences of speech.</li> <li>• Response is comprehensible in some parts; the message may occasionally break down.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and straightforward grammatical structures.</li> <li>• Some successful use of timeframes, occasional slip in more complex constructions.</li> <li>• Some clear and accurate use of language; some major and minor errors.</li> </ul>
0	No rewardable material.	0	No rewardable material.

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

Sample assessment material for first teaching September 2024

**Time** 60 minutes, which includes  
5 minutes' reading time

**Paper  
reference**

**1FR1/2H**

## French

### PAPER 2: Listening and understanding in French

**Higher Tier**

**Transcript**

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

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## SECTION A

### Listening Comprehension

#### Healthy living

##### Question 1

**F2:** Chaque matin, pour rester en forme, je marche une heure dans le parc. Il est important de dormir assez pour ne pas tomber malade. Malheureusement, ma sœur, Eva, mange trop de viande rouge. Hier, elle n'a pas mangé de légumes, comme toujours.

#### Protecting the environment

##### Question 2

**M2:** Pour les vacances, je préfère prendre le train parce que c'est meilleur que l'avion pour la planète. Quand je vais en ville, c'est à vélo mais jamais en voiture. Pour faire les courses, j'utilise toujours les mêmes sacs en plastique. J'achète mes légumes au marché, mes œufs à la ferme et les fruits viennent de mon jardin. Je ne mange pas de viande et je recycle tout.

#### A holiday destination

##### Question 3

**M1:** Notre ville est parfaite pour des vacances en famille. Il y a un excellent réseau de trains et de bus pour visiter notre belle région. Vous allez aussi trouver un grand choix de logements à des prix excellents. Le temps est idéal car il y a toujours du soleil.

#### My friend

##### Question 4

**F1:** Clément ?

**M2:** Mon ami et moi, on déteste le sport et les jeux vidéo mais on adore la musique classique. On aime aussi le cinéma, surtout les films de science-fiction !

**F1:** Yasmina ?

**F2:** Mon amie n'est pas ordinaire. Elle n'est pas toujours sympa mais elle est indépendante.

**F1:** Mohamed ?

**M1:** Mercredi, je vais jouer au foot avec mon ami. Dimanche, on va faire une fête pour mon anniversaire.

## Using technology

### Question 5

**F1:** Lucas ?

**M2:** J'aime rencontrer de nouvelles personnes sur les réseaux sociaux mais je ne donne jamais d'informations personnelles.

**F1:** Manon ?

**F2:** Mes parents ne me permettent pas de jouer en ligne la nuit. C'est un conseil indispensable.

**F1:** Rachid ?

**M1:** Même quand je fais mes devoirs, je vérifie mon portable mais quand je mange en famille, je le coupe.

## School

### Question 6

**M1:** J'adore mon uniforme et mon collègue mais je déteste les règles strictes et les longues journées. J'aime bien faire les devoirs. L'année prochaine, je vais aller au lycée. Je suis un peu inquiet de rencontrer les nouveaux professeurs mais mes amis vont être là et je vais jouer dans la même équipe de football.

## Living in the countryside

### Question 7

**M1:** Myriam ?

**F2:** Je passe plus de temps à la maison avec ma famille, ce qui est important, mais le matin, je dois prendre le bus à 6h30 pour aller au collège – c'est trop tôt !

**M1:** Théo ?

**M2:** La vie est plus saine et il y a moins de bruit qu'en ville : ça, j'aime bien mais le soir, il n'y a rien à faire pour les jeunes.

**M1:** Chloé ?

**F1:** Je fais beaucoup d'activités dehors donc c'est très bien. Avoir une voiture à la campagne est indispensable. Nous en avons deux et malheureusement, c'est très mauvais pour l'environnement.

## The world of work

### Question 8

#### Question 8(a)

**F1:** Clara ?

**F2:** Ma soeur travaille dans une banque. Elle gagne beaucoup d'argent. Moi, je vais choisir un métier dans le sport, mais pas comme professeur dans une école. Pour moi, le salaire n'est pas le plus important. Il faut bien s'entendre avec ses clients, surtout si le patron n'est pas agréable. Actuellement, je cherche un petit travail. Je ne veux pas travailler le week-end ou le soir. Je suis disponible pendant les grandes vacances.

#### Question 8(b)

**F1:** Mehdi ?

**M2:** Mon rêve serait un métier avec les touristes, alors cet été, je vais travailler dans un musée. J'ai déjà fait une formation dans un grand hôtel. Je parle français et j'étudie l'anglais depuis dix ans. Cette année, je ferai des études de tourisme. Je veux surtout un travail que j'aime. Je n'aimerais pas travailler dans un bureau et je ne veux pas de responsabilités. Je n'aime pas être stressé.

## Treating people fairly

### Question 9

#### Question 9(a)

**F1:** Le but du groupe est de lutter contre les discriminations. Récemment, nous avons organisé un concours pour produire une vidéo contre le harcèlement et on a organisé un concert. Au début, on était seulement 20 étudiants. Maintenant, on a beaucoup plus de membres de tous âges. Nous invitons des associations à venir parler au groupe de sujets importants. On va bientôt créer un site Internet. Tout ça, sans l'aide des professeurs ou des parents !

#### Question 9(b)

**M1:** La France participe à de grands événements internationaux pour faire respecter les diverses communautés – par exemple, la journée pour le droit d'être différent et la journée contre le sexisme. Dans toutes les villes, on organise des repas, des festivals. Cette année, pendant la semaine d'éducation contre le racisme, les élèves dans les écoles ont participé à une grande discussion en ligne. Les Gay Games également étaient populaires : 30 000 personnes sont venues !

## SECTION B

### Dictation

#### Instructions

- You will listen to six short sentences.
- For sentences 1 and 2 you must write down the missing words that you hear in the gaps provided.
- For each gap you must write one word in French.
- For sentences 3 to 6 you must write down the whole sentence that you hear in the spaces provided, in French.
- For each sentence there will be between four and eight words.
- The number of each sentence will be announced.
- You will hear each sentence three times.

#### Question 10

You are going to hear someone talking about food.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap you will write one word **in French**.

**Example:** *J'aime les gâteaux et le chocolat.*

- 1 Le meilleur fruit est la banane\*.
- 2 J'aime aussi les pêches\* et les poires\*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in French**.

**Example:** *Il y a un grand choix de glaces.*

- 3 Je veux devenir végétarien.
- 4 J'évite la viande et le poisson.
- 5 Il faut manger de la nourriture saine.
- 6 On doit boire beaucoup d'eau.

\*Non-vocabulary list words

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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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

Sample assessment material for first teaching September 2024

**Time** 60 minutes, which includes  
5 minutes' reading time

**Paper  
reference**

**1FR1/2H**

### French

#### PAPER 2: Listening and understanding in French

**Higher Tier**

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

Total Marks

### Instructions

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

### Information

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

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Use the third play of the recording and/or the additional time given at the end of each extract to check your answer.

Turn over ►

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## Instructions

### Section A: Listening comprehension

- You will hear each extract three times. Each extract will end with one, two or three beeps. There will be a pause between each question.
- You may write at any time during the test.

### Section B: Dictation

- You will write in French what you hear in the spaces provided.
- The number of each sentence will be announced.
- You will hear each sentence three times. You may write at any time during the test. There will be a pause between each question.
- You will have 2 minutes to check your answers at the end of this section.

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DO NOT WRITE IN THIS AREA

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

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

### SECTION A

#### Listening comprehension

#### Healthy living

1 Clara is talking about her and her sister's lifestyles.

What does she say?

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

(a) Every morning, to stay in shape, Clara ...

(1)

<input type="checkbox"/>	<b>A</b> goes swimming.
<input type="checkbox"/>	<b>B</b> goes to a dance class.
<input type="checkbox"/>	<b>C</b> walks in the park.

(b) Clara thinks it is important to ...

(1)

<input type="checkbox"/>	<b>A</b> drink lots of water.
<input type="checkbox"/>	<b>B</b> sleep enough.
<input type="checkbox"/>	<b>C</b> run every week.

(c) Eva's diet mainly includes ...

(1)

<input type="checkbox"/>	<b>A</b> meat.
<input type="checkbox"/>	<b>B</b> eggs.
<input type="checkbox"/>	<b>C</b> vegetables.

(Total for Question 1 = 3 marks)

## Protecting the environment

2 Hugo is talking about helping the environment in a podcast.

What does he say?

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

train	bike	car	plane
vegetables	eggs	fruit	meat
using paper bags	recycling	working in the garden	

- (a) When Hugo goes on holiday, he goes by ..... (1)
- (b) When going to town, he goes by ..... (1)
- (c) When he shops at the market, he buys ..... (1)
- (d) He gets his ..... at the farm. (1)
- (e) He protects the environment by ..... (1)

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

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DO NOT WRITE IN THIS AREA

### A holiday destination

3 Listen to this advert promoting a town.

What is mentioned?

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

<input type="checkbox"/>	<b>A</b> public transport
<input type="checkbox"/>	<b>B</b> airport
<input type="checkbox"/>	<b>C</b> places to eat
<input type="checkbox"/>	<b>D</b> accommodation
<input type="checkbox"/>	<b>E</b> shopping
<input type="checkbox"/>	<b>F</b> the weather

(Total for Question 3 = 3 marks)

## My friend

4 Clément, Yasmina and Mohamed are talking about their friends.

What do they say?

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

(a) Clément and his friend love ...

(1)

<input type="checkbox"/>	<b>A</b> music.
<input type="checkbox"/>	<b>B</b> sport.
<input type="checkbox"/>	<b>C</b> video games.

(b) Clément and his friend also like ...

(1)

<input type="checkbox"/>	<b>A</b> films.
<input type="checkbox"/>	<b>B</b> science.
<input type="checkbox"/>	<b>C</b> concerts.

(c) Yasmina's friend is ...

(1)

<input type="checkbox"/>	<b>A</b> nice.
<input type="checkbox"/>	<b>B</b> independent.
<input type="checkbox"/>	<b>C</b> ordinary.

(d) On Wednesday, Mohamed is going to ...

(1)

<input type="checkbox"/>	<b>A</b> go to a friend's party.
<input type="checkbox"/>	<b>B</b> celebrate his birthday.
<input type="checkbox"/>	<b>C</b> play football.

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

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

### Using technology

5 Lucas, Manon and Rachid are talking about technology.

What do they say?

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

(a)

Lucas	
How to stay safe on social media	.....

 (1)

(b)

Manon	
Her parents' rule	.....

 (1)

(c)

Rachid	
When he turns off his phone	.....

 (1)

(Total for Question 5 = 3 marks)

DO NOT WRITE IN THIS AREA

## School

6 Thomas is talking about school life.

What does he say?

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

long school days	school uniform	homework	strict rules
teachers	team mates	friends	

(a) Thomas dislikes the ..... and the

.....

(2)

(b) He is worried about meeting his ..... at his new school.

(1)

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

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### Living in the countryside

7 Myriam, Théo and Chloé are talking about the advantages and disadvantages of living in the countryside.

What do they say?

Listen to the podcast and complete the following tables **in English**. You do not need to write in full sentences.

(a) Myriam

Advantage	.....	(1)
Disadvantage	.....	(1)

(b) Théo

Advantage	.....	(1)
Disadvantage	.....	(1)

(c) Chloé

Advantage	.....	(1)
Disadvantage	.....	(1)

**(Total for Question 7 = 6 marks)**

## The world of work

8 Clara and Mehdi are talking about their views on work.

What do they say?

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

(a) Clara

(i) In the future, Clara wants to work in ...

(1)

<input type="checkbox"/>	<b>A</b> technology.
<input type="checkbox"/>	<b>B</b> sport.
<input type="checkbox"/>	<b>C</b> education.

(ii) An important aspect of work for her is to ...

(1)

<input type="checkbox"/>	<b>A</b> get on with her clients.
<input type="checkbox"/>	<b>B</b> have a nice boss.
<input type="checkbox"/>	<b>C</b> have a good salary.

(iii) She wants a part-time job ...

(1)

<input type="checkbox"/>	<b>A</b> in the evenings.
<input type="checkbox"/>	<b>B</b> at the weekends.
<input type="checkbox"/>	<b>C</b> in the summer holidays.

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(b) Mehdi

(i) Mehdi has already worked in a ...

(1)

<input type="checkbox"/>	<b>A</b> tourist office.
<input type="checkbox"/>	<b>B</b> hotel.
<input type="checkbox"/>	<b>C</b> museum.

(ii) He plans to study ...

(1)

<input type="checkbox"/>	<b>A</b> English.
<input type="checkbox"/>	<b>B</b> French.
<input type="checkbox"/>	<b>C</b> tourism.

(iii) He wants a job ...

(1)

<input type="checkbox"/>	<b>A</b> in an office.
<input type="checkbox"/>	<b>B</b> with responsibility.
<input type="checkbox"/>	<b>C</b> he likes.

**(Total for Question 8 = 6 marks)**

### Treating people fairly

- 9 (a) Fatima is talking about an anti-discrimination group she has set up at school.

What does she say?

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

(3)

<input type="checkbox"/>	<b>A</b> The group organised a competition.
<input type="checkbox"/>	<b>B</b> Lots of people joined immediately.
<input type="checkbox"/>	<b>C</b> The group is only for older students.
<input type="checkbox"/>	<b>D</b> Speakers come and give talks.
<input type="checkbox"/>	<b>E</b> Students have already set up a website.
<input type="checkbox"/>	<b>F</b> Students do everything themselves.

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(b) You also hear this report on events to celebrate diversity in France.

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

(i) Name **one** international day that France participates in. (1)

---

(ii) Name **one** type of event that towns organise to celebrate diversity. (1)

---

(iii) What activity was part of the antiracism week in schools? (1)

---

(iv) What shows that the Gay Games were popular? (1)

---

**(Total for Question 9 = 7 marks)**

---

**TOTAL FOR SECTION A = 40 MARKS**

## SECTION B

### Dictation

10 You are going to hear someone talking about food.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in French**.

**Example:** J'..... aime ..... les ..... gâteaux ..... et

le ..... chocolat .....

1 Le .....

est la .....

2 J'aime ..... les .....

et les .....

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in French**.

**Example:** ..... Il y a un grand choix de glaces .....

3 .....

.....

4 .....

.....

5 .....

.....

6 .....

.....

**(Total for Question 10 = 10 marks)**

---

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

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## GCSE French Listening Higher tier

### Paper 2 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the French script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a French word or name.

#### SECTION A: LISTENING COMPREHENSION

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

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

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

Question number	Answer	Mark
2(a)	train	(1)

Question number	Answer	Mark
2(b)	bike	(1)

Question number	Answer	Mark
2(c)	vegetables	(1)

Question number	Answer	Mark
2(d)	eggs	(1)

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

Question number	Answer	Mark
3	A, D, F	(3)

Question number	Answer	Mark
4(a)	A	(1)

Question number	Answer	Mark
4(b)	A	(1)

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

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

Question number	Answer	Reject	Mark
5(a)	don't give personal information/details	don't chat with people you don't know	(1)

Question number	Answer	Reject	Mark
5(b)	don't play at night	tell your parents you are playing/gaming	(1)

Question number	Answer	Reject	Mark
5(c)	(when he is eating) with his family	when he does his homework	(1)

Question number	Answer	Mark
6(a)	<b>ANY ORDER</b> long school days	(1)
	strict rules	(1)

Question number	Answer	Mark
6(b)	his teachers	(1)

Question number	Answer	Reject	Mark
7(a)	<b>Advantage:</b> more time at home/with her family	<b>Advantage:</b> it's important	(1)
	<b>Disadvantage:</b> <b>EITHER</b> has to get the bus at 6.30am/an early bus <b>OR</b> has to get up/go to school early	<b>Disadvantage:</b> has to go to school	(1)

Question number	Answer	Reject	Mark
7(b)	<b>Advantage:</b> <b>EITHER</b> (life is) healthier/health <b>OR</b> less noise	<b>Advantage:</b> life is slow/(there is) no noise	(1)
	<b>Disadvantage:</b> nothing (for young people) to do in the evening	<b>Disadvantage:</b> everything is closed in the evening	(1)

Question number	Answer	Reject	Mark
7(c)	<b>Advantage:</b> (does) lots of (outdoor) activities		(1)
	<b>Disadvantage:</b> <b>EITHER</b> you need a car (in the countryside) <b>OR</b> (having two cars is) bad for the environment	<b>Disadvantage:</b> they have two cars	(1)

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

Question number	Answer	Mark
8(a)(ii)	A	(1)

Question number	Answer	Mark
8(a)(iii)	C	(1)

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

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

Question number	Answer	Mark
8(b)(iii)	C	(1)

Question number	Answer	Mark
9(a)	A, D, F	(3)

Question number	Answer	Reject	Mark
9(b)(i)	<b>EITHER</b> (day for) the right to be different <b>OR</b> (day) against sexism	Isolated words: rights, sexism, awareness	(1)

Question number	Answer	Reject	Mark
9(b)(ii)	<b>EITHER</b> meal(s) <b>OR</b> festival(s)	everywhere/in all the towns	(1)

Question number	Answer	Reject	Mark
9(b)(iii)	an online discussion (between pupils/schools)	an online presentation	(1)

Question number	Answer	Reject	Mark
9(b)(iv)	lots of/30 000 people watched/attended	any other number	(1)

## Assessment criteria for Section B: Dictation

### SECTION B: DICTATION (10 marks)

Students will listen to a series of short extracts and will transcribe what they hear into French. Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs). The number of rewardable words will then be given a mark on a sliding scale of 1 to 10 as shown in the grid below.

Mark	Number of rewardable words
10	28-30
9	25-27
8	22-24
7	19-21
6	16-18
5	13-15
4	10-12
3	7-9
2	4-6
1	1-3
0	0

#### Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):
  1. (Le) meilleur fruit (est la) banane\*.
  2. (J'aime) aussi (les) pêches\* (et les) poires\*.
  3. Je veux devenir végétarien.
  4. J'évite la viande et le poisson.
  5. Il faut manger de la nourriture saine.
  6. On doit boire beaucoup d'eau.
2. In acknowledgement that many grammatical/morphological differences cannot be heard when spoken, spellings with **grammatical/morphological inaccuracies**, that do not change the pronunciation of the words, are rewarded. Examples of **grammatically based spelling inaccuracies** that will be rewarded:
  - *deux maison* instead of *deux maisons*
  - *je veut* instead of *je veux*
3. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
  - double consonants: *addore* instead of *adore*, *fammille* instead of *famille*, *nouriture* instead of *nourriture*
  - extra letter: *sœure* instead of *sœur*

\* Non-vocabulary list words

**Non-rewardable spellings encompass the following categories:**

4. Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. *violin* instead of *violon*, *frere* instead of *frère*. If in doubt, examiners should read the words the students have written back out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.
5. Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, e.g. *seur* (**sœur**) outside the sentence *Ma **seur** chante bien*; *gatto* in the sentence *Le **gatto** (**gâteau**) au chocolat est bon*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.

## Exemplification of mark scheme

### Key to the script used in example student answers:

Category 1 (rewardable): words spelled exactly as in the transcript (no bold, underlining, strikethrough or italics)

Category 2 (rewardable): words with grammatical /morphological inaccuracies (**bold, with some parts underlined**)

Category 3 (rewardable): recognisable words with SSCs that have the same sound but different spellings (**bold and italics**)

Category 4 (non-rewardable): words with mis-spellings due to incorrect application of SSC (~~italics and strikethrough~~)

Category 5 (non-rewardable): words written phonetically but which are not recognisable out of context (~~strikethrough~~)

(Words in brackets are part of the rubric and are not part of the test)

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in transcript)	Rewardable Category 2 (words with grammatical /morphological inaccuracies)	Rewardable Category 3 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 4 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 5 (words written phonetically but which are not recognisable out of context)
<b>Example 1</b>	<b>Total: 28/30</b>					
(Le) <i>meillieur</i> fruit (est la) banane.	2	fruit banane			<i>meillieur</i>	
(J'aime) <i>ausi</i> (les) <u>pêche</u> (et les) <i>poirs</i> .	2		<u>pêche</u>	<i>poirs</i>	<i>ausi</i>	
Je veux <i>devenire</i> végétarien.	4	Je veux végétarien		<i>devenire</i>		
J' <u>évites</u> la viande et le poisson.	7	J' la viande et le poisson	<u>évites</u>			
Il faut <u>mangez</u> de la <i>nourriture</i> saine.	7	Il faut de la saine	<u>mangez</u>	<i>nourriture</i>		
On doit boire beaucoup d' <u>eaux</u> .	6	On doit boire beaucoup d'	<u>eaux</u>			

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in transcript)	Rewardable Category 2 (words with grammatical /morphological inaccuracies)	Rewardable Category 3 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 4 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 5 (words written phonetically but which are not recognisable out of context)
<b>Example 2</b>	<b>Total: 21/30</b>					
(Le) <b>meilleure</b> fruit (est la) <b>bananne</b> .	3	fruit	<b>meilleure</b>	<b>bananne</b>		
(J'aime) aussi (les) <b>peches</b> (et les) <b>pois</b> .	1	aussi			<b>peches</b> <b>pois</b>	
Je <b>vais de venir</b> végétarien.	2	Je végétarien			<b>vais</b>	<b>de venir</b>
J' <b>ai vie</b> la <b>viand</b> et le poisson.	5	J' la et le poisson			<b>ai vie</b> <b>viand</b>	
Il <b>faux mangé</b> de la <b>nouriture seine</b> .	6	Il de la	<b>faux mangé</b>	<b>nouriture</b>		<b>seine</b>
On <b>deux bois</b> beaucoup d'eau.	4	On beaucoup d'eau			<b>deux</b> <b>bois</b>	

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in transcript)	Rewardable Category 2 (words with grammatical /morphological inaccuracies)	Rewardable Category 3 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 4 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 5 (words written phonetically but which are not recognisable out of context)
<b>Example 3</b>	<b>Total: 10/30</b>					
(Le) <i>meillior free</i> (est la) <i>banana</i> .	0				<i>meillior free banana</i>	
(J'aime) aussi (les) <i>pesh</i> (et les) <i>pwars</i> .	1	aussi			<i>pesh pwars*</i>	
<i>J'ai veuť</i> devenir <i>vegeteriar</i> .	2	devenir	<i>veuť</i>		<i>J'ai vegeteriar</i>	
J'ai vit la <i>viond</i> et le <i>poison</i> .	4	J' la et le			<i>viond poison</i>	ai vit
Il <i>for mange</i> della <i>noritur sain</i> .	1	Il			<i>for mange noritur sain</i>	della (2 words – de la)
On doit <i>bwa beacoup doh</i> .	2	On doit			<i>bwa beacoup doh</i> (2 words – d'eau)	

\*It is possible for some words to fall into two categories. For example 'pwars' could have also fallen into category 5.

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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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

Sample assessment material for first teaching September 2024

Time 60 minutes

Paper  
reference

**1FR1/3H**

# French

## PAPER 3: Reading and understanding in French

**Higher Tier**

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

Total Marks

### Instructions

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

### Information

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

### Advice

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

Turn over ►

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

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

### SECTION A

#### Reading comprehension

#### School life

1 Read the email that Hugo wrote to his French friend.

Salut !

Au collège, je porte un uniforme. Il n'est pas moderne mais il est confortable. Mes parents disent qu'il est pratique.

Avant, je n'aimais pas les voyages scolaires mais maintenant, j'adore ça. L'année dernière, nous avons visité le musée et c'était ennuyeux mais hier, ma classe est allée au théâtre et c'était génial.

Bientôt, nous allons à Paris pour visiter le stade mais pas la tour Eiffel, malheureusement.

Tu fais des activités avec ta classe ?

Hugo

B / U | ¶ | 🔍 | A | T | 🔗 | 🖼️ | ☰ | ☰ | ☰ | ☰ | ↺ | ↻ | <>

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

comfortable	modern	practical	
museum	Eiffel tower	stadium	theatre

- (a) Hugo thinks his uniform is ..... (1)
- (b) He didn't enjoy visiting the ..... last year. (1)
- (c) Yesterday his class went to the ..... (1)

**(Total for Question 1 = 3 marks)**

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## Helping people

2 Read Maxime's blog about her future career plans.

Je m'appelle Maxime et bientôt, je vais avoir quinze ans. À treize ans, j'ai commencé à m'intéresser aux questions de société.

On a déjà trouvé quelques solutions contre le sexisme et le racisme mais la sécurité est encore un problème. Dans mon quartier, il y a de la violence. Les jeunes qui n'ont pas de travail ont peu d'argent mais beaucoup de rêves !

Mon ambition est de lutter pour l'égalité. Je voudrais étudier les droits de l'enfant à l'université et un jour, devenir **avocate**.



(a) Complete the sentences below.

Put a cross  in the correct box for each question.

(i) Maxime will soon be ...

(1)

<input type="checkbox"/>	<b>A</b> thirteen.
<input type="checkbox"/>	<b>B</b> fourteen.
<input type="checkbox"/>	<b>C</b> fifteen.

(ii) She is concerned there are still issues with ...

(1)

<input type="checkbox"/>	<b>A</b> racism.
<input type="checkbox"/>	<b>B</b> safety.
<input type="checkbox"/>	<b>C</b> sexism.

(iii) In her neighbourhood, young people have a lot of ...

(1)

<input type="checkbox"/>	<b>A</b> work.
<input type="checkbox"/>	<b>B</b> money.
<input type="checkbox"/>	<b>C</b> dreams.

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(iv) In the future, Maxime hopes to ...

(1)

<input type="checkbox"/>	<b>A</b> fight for equality.
<input type="checkbox"/>	<b>B</b> raise money for children.
<input type="checkbox"/>	<b>C</b> work for a charity.

(b) Which of these is the best translation for the word **avocat**?

Put a cross ☒ in the correct box.

(1)

<input type="checkbox"/>	<b>A</b> banker
<input type="checkbox"/>	<b>B</b> professor
<input type="checkbox"/>	<b>C</b> lawyer

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

### Busy days

3 Marie writes in her diary.

Ma grand-mère est malade donc je suis allée en ville lui acheter des médicaments. Comme c'était mon anniversaire, j'ai regardé les magasins de vêtements tendances. J'ai vu deux belles jupes et deux pulls rouges mais je n'avais pas assez d'argent alors j'ai acheté un pantalon blanc qui était moins cher.

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

presents

clothes

medicine

red

beautiful

white

fashionable

(i) Marie bought some ..... for her grandmother. (1)

(ii) She saw some ..... skirts. (1)

(iii) She eventually bought some ..... trousers. (1)

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The diary continues.

Demain, je vais faire les magasins avec ma sœur au centre commercial. Le soir, je vais organiser une fête chez ma mère et mon père va venir : il va faire un gâteau. Tous mes amis vont être là ! J'espère avoir des baskets et une robe comme cadeau.

(b) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) Marie is going shopping with her ...

(1)

<input type="checkbox"/>	<b>A</b> father.
<input type="checkbox"/>	<b>B</b> sister.
<input type="checkbox"/>	<b>C</b> friend.

(ii) Marie's party is at her ... house.

(1)

<input type="checkbox"/>	<b>A</b> father's
<input type="checkbox"/>	<b>B</b> friends'
<input type="checkbox"/>	<b>C</b> mother's

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

(i) What will her father make?

(1)

(ii) Name **one item** Marie is hoping to get as a present.

(1)

**(Total for Question 3 = 7 marks)**

## An invitation

### 4 Read Charlie's email to Fathia.



Salut Fathia, c'est Charlie. Mon chanteur préféré s'appelle **Grand Corps Malade\***. Son vrai nom, c'est Fabien Marsaud. Il donnera un concert ce soir, j'ai acheté deux billets. Voudrais-tu venir ?

J'apprécie beaucoup le talent que Fabien a pour écrire des chansons. Pour moi, c'est un artiste de **génie\*\***, extrêmement original. Ses paroles sont parfois difficiles à comprendre mais elles m'aident à mieux comprendre la société. Il est vraiment **doué** !

**B** / U | | | | | | | | | | | |

\**Grand Corps Malade* (Tall, Sick Body) – the stage name of the French slam poet and singer Fabien Marsaud.

\*\**génie* – genius

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

(i) What is Charlie inviting Fathia to do?

(1)

(ii) Why does Charlie like Fabien's lyrics?

(1)

(b) Which of these is the best translation of the word ***doué***?

Put a cross ☒ in the correct box.

(1)

<input type="checkbox"/>	<b>A</b> gifted
<input type="checkbox"/>	<b>B</b> humorous
<input type="checkbox"/>	<b>C</b> wealthy

(Total for Question 4 = 3 marks)

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## Eating habits

5 Read Théo's and Dorian's blogs about their eating habits.

Je m'appelle Théo. Avant, je ne mangeais jamais de légumes. Aujourd'hui, c'est différent grâce à la famille de mon amie, Zoé.

Ils ne mettent ni viande ni poisson dans leurs plats. Hier, ils m'ont invité pour le déjeuner et ont préparé une délicieuse recette **sénégalaise\*** avec du riz et des légumes. Depuis ce jour, je mange de la nourriture plus saine.

**B** / U | ¶ | 🔍 | A | T | | 🖼️ | | | | ↻ | ↺ | </>

\**sénégalais(e)* – from Senegal, a country in West Africa.

(a) What does Théo say about his eating habits?

Put a cross  next to each one of the **three** correct statements.

(3)

<input checked="" type="checkbox"/>	<b>A</b> Théo has always loved vegetables.
<input checked="" type="checkbox"/>	<b>B</b> Zoé's family helped Théo change his diet.
<input checked="" type="checkbox"/>	<b>C</b> Zoé's family never cooks meat.
<input checked="" type="checkbox"/>	<b>D</b> Théo invited Zoé's family for lunch.
<input checked="" type="checkbox"/>	<b>E</b> Zoé's family used rice and vegetables in their recipe.
<input checked="" type="checkbox"/>	<b>F</b> Théo no longer eats healthy food.

(b) What does Dorian say about his diet?

Salut ! C'est Dorian.

Auparavant, j'adorais boire du lait au petit-déjeuner mais j'avais souvent mal à la tête et au ventre. Mon médecin m'a alors recommandé de changer ma façon de manger et de devenir végétarien.

Désormais, je prends du thé avec des fruits. Je me sens mieux, je suis toujours en forme !

**B** / U | | A | T | | | | | | | | |

Complete the following tables **in English**. You do not need to write in full sentences.

(i)

The effects of drinking milk (1 detail)

.....

(1)

(ii)

His doctor's recommendation (1 detail)

.....

(1)

(iii)

His current breakfast (1 detail)

.....

(1)

(iv)

How he feels now (1 detail)

(1)

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

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### A successful rugby player

6 Read this text that Louis has written for a school project.

Lorsque notre professeur nous a demandé d'écrire un texte sur une personne que nous respectons beaucoup, j'ai pensé à Richard, le mari de mon frère. Pour moi, c'est un modèle !

Aujourd'hui, Richard a confiance en lui mais quand il était adolescent, il n'était ni grand ni fort. Il n'aimait pas le sport. Un jour, il regardait un match de rugby à la télé et il a vu un joueur qui lui ressemblait. Cela a été une révélation extraordinaire !

(a) What does Louis say?

Put a cross  next to each one of the **two** correct statements.

(2)

<input type="checkbox"/>	<b>A</b> He admires Richard.
<input type="checkbox"/>	<b>B</b> He and Richard are cousins.
<input type="checkbox"/>	<b>C</b> Richard was tall for his age.
<input type="checkbox"/>	<b>D</b> Richard was inspired by someone he saw on TV.

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Louis' text continues.

Richard a décidé de **s'inscrire**\* dans un club. Avec sa petite taille, il était différent des autres joueurs. Au début, sur le terrain, ils ne lui faisaient pas confiance mais Richard a montré qu'il était rapide et efficace.

Il a travaillé dur pour trouver sa place. Après des années passées dans l'équipe nationale, la Fédération de rugby l'a choisi comme président pour le remercier de son travail. Nous sommes fiers de l'avoir dans notre famille !

\**s'inscrire* – to enrol

(b) How do people respond to Richard?

Complete the following tables **in English**. You do not need to write in full sentences.

(i)

How the rugby team reacted to Richard at first
.....

(1)

(ii)

How the Rugby Federation rewarded Richard
.....

(1)

(iii)

How the family feels about Richard
.....

(1)

**(Total for Question 6 = 5 marks)**

## Beaches in Paris

7 Read this online article about artificial beaches in Paris.



Comme chaque année, la capitale invite les touristes à profiter de ses plages en bord de **Seine**\*. Ouvertes du 9 juillet au 21 août, ceux qui aiment le soleil peuvent venir sans réserver.

Des activités gratuites pour les enfants y sont proposées tous les après-midis : jeux, chansons, châteaux de sable ...

Pour vous reposer, nous vous recommandons la bibliothèque de plage où vous pourrez lire un livre. Si vous voulez rester en forme, l'office de tourisme vous donnera le détail de toutes les activités sportives disponibles.

À noter : nous vous proposons un parc naturel avec des animaux en liberté et des voyages en bateau sur la Seine. Pour acheter vos billets, présentez-vous à l'office de tourisme !

\*(La) Seine – a river in Paris

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(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) The beaches are open ...

(1)

<input type="checkbox"/>	<b>A</b> all year.
<input type="checkbox"/>	<b>B</b> in July and August.
<input type="checkbox"/>	<b>C</b> only when the sun is out.

(ii) Children's activities ...

(1)

<input type="checkbox"/>	<b>A</b> are free.
<input type="checkbox"/>	<b>B</b> must be booked.
<input type="checkbox"/>	<b>C</b> are in the mornings.

(iii) To relax, tourists can go to the ...

(1)

<input type="checkbox"/>	<b>A</b> park.
<input type="checkbox"/>	<b>B</b> library.
<input type="checkbox"/>	<b>C</b> tourist office.

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

(i) What is special about the animals in the park?

(1)

(ii) How can tourists book a boat trip?

(1)

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

## A school project

8 Read this article that your Swiss friend has written in his school magazine.

Salut les copains ! Notre classe est partie en montagne le week-end dernier pour travailler sur les problèmes d'environnement et de pollution avec l'aide du président de la région.

Vous avez probablement vu sur Internet les terribles conséquences du changement climatique dans notre pays. De nombreux poissons sont malheureusement morts car il n'y avait pas assez d'eau dans les lacs. Aussi, des feux ont détruit nos forêts et nous avons vu que les animaux étaient malades parce qu'ils mangeaient les sacs en plastique jetés par les touristes.

Dès la semaine prochaine, nous allons travailler dur. Nous allons mettre des **panneaux\*** pour encourager les touristes à ne pas jeter leurs déchets et à ne pas faire de feu.

Voulez-vous nous aider à sauver notre belle planète ? Si vous avez d'autres idées, vous pouvez les envoyer par e-mail au président de la région. Nous devons agir ensemble pour protéger la nature !

\**panneaux* – signs

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

(a) Name **one thing** the class worked on when visiting the mountain reserve. (1)

(b) Why have so many fish died recently? (1)

(c) What made the animals ill? (1)

(d) Name **one thing** tourists are asked not to do? (1)

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(e) How can students share their ideas?

(1)

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

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**TOTAL FOR SECTION A = 40 MARKS**

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**Question 4:** 1301888139 – Stephane Cardinale – Corbis / Contributor (ed)

**Question 7:** 503465451 – Loic Lagarde/Getty Images (RF)

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# GCSE French Reading Higher tier

## Paper 3 Mark scheme

### SECTION A: READING COMPREHENSION

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

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

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

Question number	Answer	Mark
2(a)(i)	C	(1)

Question number	Answer	Mark
2(a)(ii)	B	(1)

Question number	Answer	Mark
2(a)(iii)	C	(1)

Question number	Answer	Mark
2(a)(iv)	A	(1)

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

Question number	Answer	Mark
3(a)(i)	medicine	(1)

Question number	Answer	Mark
3(a)(ii)	beautiful	(1)

Question number	Answer	Mark
3(a)(iii)	white	(1)

Question number	Answer	Mark
3(b)(i)	B	(1)

Question number	Answer	Mark
3(b)(ii)	C	(1)

Question number	Answer	Mark
3(c)(i)	a (birthday) cake	(1)

Question number	Answer	Mark
3(c)(ii)	<b>EITHER</b> trainers <b>OR</b> (a) dress	(1)

Question number	Answer	Reject	Mark
4(a)(i)	attend/go to a concert (with him)	concert	(1)

Question number	Answer	Reject	Mark
4(a)(ii)	they help him to /he can understand society (better)	write songs	(1)

Question number	Answer	Mark
4(b)	A	(1)

Question number	Answer	Mark
5(a)	B, C, E	(3)

Question number	Answer	Mark
5(b)(i)	<b>EITHER</b> (gives him) headaches <b>OR</b> (gives him) tummy/stomach ache	(1)

Question number	Answer	Reject	Mark
5(b)(ii)	<b>EITHER</b> to change the way he eats/his diet <b>OR</b> to become a vegan / eat a vegan diet	to become a vegetarian	(1)

Question number	Answer	Reject	Mark
5(b)(iii)	<b>EITHER</b> tea <b>OR</b> fruit	Any other food or drink.	(1)

Question number	Answer	Mark
5(b)(iv)	<b>EITHER</b> (He feels) better. <b>OR</b> (He feels) healthy/healthier.	(1)

Question number	Answer	Mark
6(a)	A, D	(2)

Question number	Answer	Mark
6(b)(i)	(They) did not trust him/no trust/no confidence.	(1)

Question number	Answer	Reject	Mark
6(b)(ii)	(They) chose him to be president.	They thanked him for his work.	(1)

Question number	Answer	Mark
6(b)(iii)	(They are) proud.	(1)

Question number	Answer	Mark
7(a)(i)	B	(1)

Question number	Answer	Mark
7(a)(ii)	A	(1)

Question number	Answer	Mark
7(a)(iii)	B	(1)

Question number	Answer	Mark
7(b)(i)	They are/run free.	(1)

Question number	Answer	Reject	Mark
7(b)(ii)	<b>EITHER</b> by going to the tourist office <b>OR</b> by buying a ticket (at the tourist office)	Isolated words such as tourist office, ticket.	(1)

Question number	Answer	Mark
8(a)	<b>EITHER</b> environmental problems <b>OR</b> pollution	(1)

Question number	Answer	Mark
8(b)	insufficient/not enough water (in the lakes)	(1)

Question number	Answer	Reject	Mark
8(c)	(They) ate plastic bags (thrown away by tourists).	forest fires	(1)

Question number	Answer	Reject	Mark
8(d)	<b>EITHER</b> (They are asked not to) throw rubbish. <b>OR</b> (They are asked not to) start fires.	throw plastic bags	(1)

Question number	Answer	Reject	Mark
8(e)	by email (to the president of the region)	Isolated words such as president, writing, contacting.	(1)

## SECTION B: TRANSLATION INTO ENGLISH

### Question 9

Mark	AO2: Response to stimulus
9–10	The meaning of the original language is fully and appropriately transferred; any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Intermittent parts of the original language are appropriately transferred. Frequent errors prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question number	Model response
9	I'm doing vocational training in sixth form this year. In the future, I would like to open my own restaurant. My parents and I dream of living in Canada. We are going to Montréal next year and I have already found a job! I will work in a fast food restaurant which needs young people who speak French.

## Exemplification of the mark scheme: Translation example responses

### Example Response 1

*I am doing professional training at high school this year. Later on, I would like to open my own restaurant. Living in Canada is mine and my parents' dream. We leave for Montreal next year and I have already found a job. I will be working in fast food restaurant which needs young people who speak French.*

#### Total marks: 10 marks

The meaning of the original language is fully and appropriately transferred, despite using words which differ from the model response. There aren't any errors which detract from the overall clarity of the message so the response sits in the 9-10 mark band.

### Example Response 2

*I am doing work training at college for a year. Later on, I would like to open my own restaurant. My parents and I dream of living in Canada. We leave Montreal next year and I have already found a job. I can't wait! I will work in a fast food restaurant for children in France.*

#### Total marks: 5 marks

The meaning of most parts of the original language is appropriately transferred, but some errors prevent the message being conveyed (e.g., "for a year", "We leave Montreal"). There is also some use of incorrect words (e.g., "for children in France"). For this reason, the best fit would be at the upper end of the 3-5 mark band.

### Example Response 3

*I do professional training on a bike every year. I would like to have a proper restaurant. My parents and me want to go to Canada. We want to move ..... in Montreal and I have sent a letter. I travel with my fast food job..... French.*

#### Total marks: 2 marks

Intermittent parts of the original language are appropriately transferred (e.g., "My parents and me", "professional training", "restaurant"), but frequent errors such as incorrect words and omitted phrases prevent the message being conveyed (e.g., "on a bike every year", "proper", "sent a letter"). For this reason, the response best sits in the 1-2 mark band.

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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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

Sample assessment material for first teaching September 2024

Time 1 hour 20 minutes

Paper  
reference

**1FR1/4H**

# French

## PAPER 4: Writing in French

**Higher Tier**

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

Total Marks

### Instructions

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

### Information

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

### Advice

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

Turn over ►

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(Total for Question 1 = 18 marks)



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**(Total for Question 2 = 22 marks)**



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# GCSE French Writing Higher tier

## Paper 4 Mark scheme

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

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.
- You must also use the *Additional guidance*, the *Exemplification of the mark scheme*, 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 answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points. 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 AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does 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 (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: all questions)

**A minor error** - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

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

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	La mer est vert. Mon frère est intelligente.
Spelling (slight)	J'aime le frommage.
Gender	Dans le ville il y a un piscine.
Accents	Mon anniversaire est le deux février.
Contractions	Ma maison est près de le parc.
Word order (incorrect)	Je n'ai mangé pas à midi.
Mother-tongue interference	Mon père est un professeur. C'est mon anniversaire, je suis 16 ans.
Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Constructions	En France il y a chaud en été.
Missing/incorrect accents	Mon anniversaire est le deux février/février

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Est-ce que nous allez au cinéma ce soir? J'alle au marché. Je recève des cadeaux.
Spelling (misleading)	J'aime la nation et le tennis.
Tenses (incorrect)	Demain il est allé au collège en bus.
Vocabulary	Ma mère est courante.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and reflexive pronoun	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office.

**NB:** These are examples only and do not constitute a finite list. Some errors may fall into more than one category.

## Glossary of terms (questions 1 and 2)

### AO2 grids

**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. 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 four task bullet points in Question 1 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See *Example response 2 in Exemplification of mark schemes* for an illustration of this. Candidates may address the task bullet points in any order.

**Development** refers to an additional clause or sentence which elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

**Comprehensible** relates to how easy it is to understand the main points and ideas of the response when read 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

**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 which is very different to English in form and/or function.

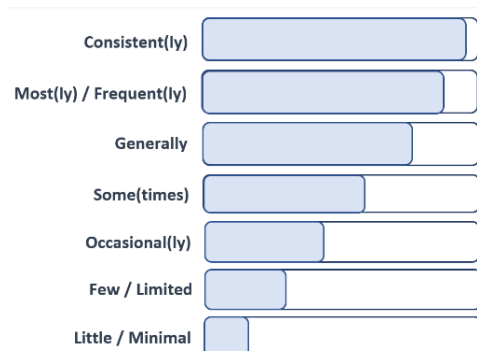
**Variety** refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

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. Equally, 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.

**Timeframes** refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

### Differentiation terms within the mark scheme (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.

## Question 1 – Higher tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

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

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> <li>• All four bullet points addressed</li> <li>• Frequent development of ideas</li> <li>• Response is comprehensible; an occasional message may be unclear.</li> </ul>	5	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language</li> <li>• Generally successful use of three timeframes</li> <li>• Generally accurate language: some minor errors, there may be an occasional major error.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>• Three or more bullet points addressed</li> <li>• Some development of ideas</li> <li>• Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences</li> <li>• Some successful use of at least two timeframes</li> <li>• Some accurate language; mostly minor errors with some major errors.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed</li> <li>• Occasional, brief development of ideas</li> <li>• Some parts of response are comprehensible; the message sometimes breaks down.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Limited variety of vocabulary and grammatical structures; short, simple sentences</li> <li>• Limited success with timeframes</li> <li>• Limited accuracy in the language; frequent errors both major and minor.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• One or more bullet point addressed</li> <li>• Little or no extra detail added to ideas</li> <li>• Limited parts of response are comprehensible; the message often breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>		

## Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
  - i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
  - ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
  - iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write to your friend about shopping.

You **must** include the following points:

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip.

Write your answer **in French**. You should aim to write between 80 and 90 words.

## Example response 1: open response questions

*Il y a beaucoup de magasins dans ma village par exemple un boulangerie et un centre commercial. Il a deux restaurants et un enorme centre sportif qui est ideal. A mon avis, j'aime le centre commercial parce que j'adore acheter des vetements la, cest incroyable. Je la visite suvent avec la famille pour faire des magasins. Grâce a l'aniversaire de mon frere, la weekend prochain je vais aller a un cafe avec mon pere pour achete un gateaux chocolat. Reccement, je achete frommage beacoup parce j'adoe manger.*

91 words

Total marks: 15 out of 18	
Response to stimulus (AO2): 11 marks	Linguistic knowledge and accuracy (AO3): 4 marks
<ul style="list-style-type: none"> <li>The candidate has addressed all four bullet points, though not in order of the question, which is appropriate. The candidate is given the benefit of the doubt about going shopping in a café, since they explain what they will purchase there. The response sits in the 11-13 mark band for coverage <b>(1.i)</b>.</li> <li>There is frequent development shown (e.g. “...cest incroyable. Je la visite suvent avec la famille pour faire des magasins”, “parce que j'adoe manger”, and “Grâce a l'aniversaire de mon frere...pour achete du gateaux chocolat”). For development, the 11-13 mark band best fits <b>(1.i)</b>.</li> <li>The response is generally comprehensible, despite errors which are accounted for in the AO3 grid. The final sentence is a little unclear and results in a delay to understanding. For comprehensibility, the response sits best in the 8-10 mark band <b>(1.i)</b>.</li> </ul> <p>Overall, the best fit approach when considering the three bullet points of this mark grid is at the lower end of the mark band 11-13 for response to stimulus <b>(1.i, 2)</b>.</p>	<ul style="list-style-type: none"> <li>Despite minor errors, there is some variety of vocabulary shown (e.g. “enorme”, “ideal”, “boulangerie” etc.). Although misspelt <b>(1.ii)</b>, the word ‘incroyable’ does not appear in the vocabulary list so is given equal but not extra credit for variety <b>(3)</b>. Variation in grammar includes phrases such as “A mon avis”, and “Grâce a...”. There are some conjunctions and evidence of complex language. The response best sits in mark band 5 for variety <b>(1.iii)</b>.</li> <li>The response shows some success at using the present and future timeframes but is not successful in using the past timeframe. The response sits best in the 3-4 mark band for use of timeframes.</li> <li>There is some accurate language, but many minor errors such as misspellings, lack of accents or incorrect articles (e.g. “ma village”, “suvent” etc.) exist, along with major errors such as the missing ‘que’ on “parce que”, and the use of “qui” in “qui est ideal”. Because of this, the response would be placed at the bottom of the 3-4 mark band for accuracy <b>(1.iii)</b>.</li> </ul> <p>The best-fit approach results in this response being placed at the upper end of the mark band 3-4 for linguistic knowledge and accuracy <b>(1.ii, 2)</b>.</p>

## Example response 2: open response questions

*Il y a beaucoup de magasins dans ma village. Il y a un magasin des vêtements et un magasin de sport. Je pense que le magasin des vêtements est bien parce que j'adore acheter des vêtements, c'est génial. Récemment, j'ai acheté les vêtements beaucoup. J'ai acheté une jupe un robe et un pull. Les vêtements sont bon. Cependant ce n'était pas tres sympa. La weekend prochain, je veux aller a un café.*

72 words

Total marks: 10 out of 18	
Response to stimulus: 6 marks	Linguistic knowledge and accuracy: 4 marks
<ul style="list-style-type: none"> <li>The candidate has addressed the first three bullet points but not the final bullet point, instead talking about where they want to go next weekend. The response would therefore sit no higher than the 8-10 mark band for coverage, and for AO2 overall <b>(1.i)</b>.</li> <li>There is little extra detail shown (e.g. “c'est génial ”). For development, the 1-4 mark band best fits <b>(1.i)</b>.</li> <li>The response is generally comprehensible, but the message sometimes breaks down (e.g. “Cependant ce n'était pas tres sympa...”). For comprehensibility, the response sits best in the 5-7 mark band <b>(1.i)</b>.</li> </ul> <p>Overall, the best fit approach when considering the three bullet points of this mark grid is in the middle of the 5-7 mark band for response to stimulus <b>(1.i, 2)</b>.</p>	<ul style="list-style-type: none"> <li>There is limited variety of vocabulary and grammatical structures shown, with repetition of some words like “vêtements”. All vocabulary appears in the Foundation tier vocabulary list, which is appropriate <b>(3)</b>. There is the occasional extended sentence using “parce que”. The response would best sit in the 1-2 mark band for variety <b>(1.iii)</b>.</li> <li>The candidate is generally successful at using a range of timeframes (e.g. “j'ai acheté” and “je veux aller”). The response would best sit in the top band for use of timeframes.</li> <li>The language used is generally accurate, but with some minor errors such as incorrect articles (e.g. “ma village”) which detracts from the accuracy of the response <b>(1.iii)</b>. For accuracy, it would be best placed in the 3-4 mark band.</li> </ul> <p>The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy <b>(1.ii, 2)</b>.</p>

## Comparison of example responses 1 and 2

Response to stimulus (AO2):	Linguistic knowledge and accuracy (AO3):
<ul style="list-style-type: none"> <li>Response 1 addresses more task bullet points than Response 2</li> <li>Response 1 shows more development than Response 2</li> <li>Response 1 is more comprehensible than Response 2</li> </ul>	<ul style="list-style-type: none"> <li>Response 1 shows more variety of vocabulary than Response 2</li> <li>Response 1 shows less success at different timeframes than Response 2</li> <li>Response 1 shows less accuracy than Response 2</li> </ul>
<p>Overall, Response 1 scores higher on the AO2 grid when compared with Response 2, but due to application of the best fit approach, both are awarded the same mark for AO3 despite differences in variety, use of timeframes and accuracy.</p>	

## Question 2 – Higher tier (22 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

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

Students are expected to produce 130–150 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> <li>• All four bullet points addressed</li> <li>• Consistent development of ideas</li> <li>• Response is easily comprehensible; it is rare that the message is not immediately clear.</li> </ul>	4-5	<ul style="list-style-type: none"> <li>• A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language</li> <li>• Consistently successful use of three timeframes</li> <li>• Consistently accurate language: any errors are minor.</li> </ul>
11-13	<ul style="list-style-type: none"> <li>• All four bullet points addressed</li> <li>• Frequent development of ideas</li> <li>• Response is comprehensible; the occasional message may be unclear.</li> </ul>	2-3	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures, some extended sentences; some complex language</li> <li>• Generally successful use of at least two timeframes</li> <li>• Generally accurate language; mostly minor errors, occasional major errors.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>• Three or more bullet points addressed</li> <li>• Some development of ideas</li> <li>• Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language</li> <li>• Occasional success with timeframes</li> <li>• Some accurate language; frequent errors, some of them major.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed</li> <li>• Occasional, brief development of ideas</li> <li>• Some parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• One or more bullet point addressed</li> <li>• Limited development of ideas, any extra detail is likely to be very brief</li> <li>• Limited parts of the response are comprehensible; the message often breaks down.</li> </ul>		
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>		

### Question 3 – Higher tier translation (10 marks)

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

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, 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
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.	4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.	3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
0	No rewardable material.	1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
		0	No rewardable material.

## Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 3, Higher tier in the *Sample Assessment Materials*.

Question	Model response
I like singing French songs at home. My favourite artist comes from Paris. I always listen to her in the evening. Last month my friends and I went to a concert in town. I want to continue to play an instrument in future because music is very important to me.	<i>J'aime chanter des chansons françaises chez moi. Mon artiste préférée vient de Paris. Je l'écoute toujours le soir. Le mois dernier, mes amis et moi sommes allés à un concert en ville. Je veux continuer à jouer d'un instrument à l'avenir parce que la musique est très importante pour moi.</i>

### Example response 1

*J'aime chanter les chansons Français a la maison. Mon artiste préférée vient de Paris. J'aimerais ecoute d'elle dans la soire. La mois derniere mon amis et moi allés à un concert dans la ville. Je voudrais continuer jouer un instrument dans la avenir parce que la musique ca tres important pour moi.*

Total marks: 8 out of 10	
Response to stimulus (AO2): 5 marks	Linguistic knowledge and accuracy (AO3): 3 marks
The meaning of the original language is consistently and appropriately transferred; there is a little lack of clarity and/or deviation from the original meaning with the use of "j'aimerais".	Grammatical structures and vocabulary are generally accurate, but errors include minor (e.g. "La mois derniere", "tres") and the occasional major error (e.g. "la musique <u>ca tres</u> ..."

### Example response 2

*J'aime chanter les chansons Françaises chez moi. Ma artiste préférée vit à Paris. Je toujours ecoute dans... . Le mois dernier mes amis et moi sommes allées a un concert en ville. Je veux continuer joue un instrument dans le future car musique est très important pour moi.*

Total marks: 7 out of 10	
Response to stimulus (AO2): 3 marks	Linguistic knowledge and accuracy (AO3): 4 marks
The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete, such as "Je toujours ecoute dans...". There is a little deviation in meaning in the verb of the second sentence "vit".	Grammatical structures and vocabulary are generally accurate, though the response contains several minor errors (e.g. <i>le future</i> ).

### Example response 3

*J'aime chant les chantons de francais a moi. Ma artist prefer vengons Paris. Je ecoute suvent le soire. .... ma amis et moi alle un concert a ville. J'aime continuer a joue un instrument a future parce que la musique est important de moi.*

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	Linguistic knowledge and accuracy (AO3): 1 mark
The meaning of some parts of the original language is appropriately transferred (e.g. "...parce que la musique est important..."), but the message sometimes breaks down or is incomplete, such as in the third sentence.	Grammatical structures and vocabulary are limited in accuracy, there are frequent errors both major (e.g. "a moi", "prefer vengons", and minor (e.g. "ma amis", "chant").

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