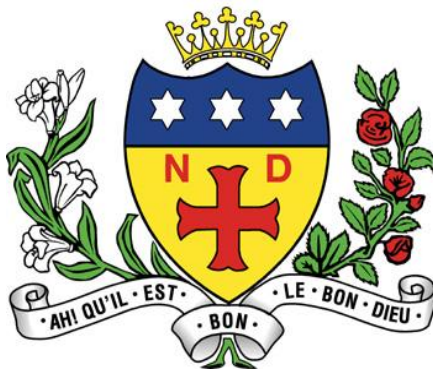


GCSE French

Speaking and Writing Booklet



Speaking:

The speaking exam takes place at the very beginning of the summer term, usually in April.

This booklet contains questions on each thematic context to help you prepare for possible conversation tasks.

It also contains information about the structure of the exam and the mark schemes.

Writing:

By preparing answers to these questions, you will also have a series of high-quality paragraphs / sentences which will be of equal use to you for the essay questions in the writing exam.

Speaking Exam Structure

Foundation tier

The total assessment for the three tasks is 7 to 9 minutes plus 15 minutes' preparation time.

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 1.5 to 2 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 4.5 to 5.5 minutes in total for 28 marks
 - ❖ the picture description with the two compulsory questions is recommended to last 1.5 to 2 minutes for 12 marks
 - ❖ the broader conversation is recommended to last 3 to 3.5 minutes for 16 marks.

Higher tier

The total assessment for the three tasks is 10 to 12 minutes plus 15 minutes' preparation time.

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 2 and 2.5 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 7 to 8 minutes in total for 28 marks
 - ❖ the picture description with the two compulsory questions is recommended to last 2 to 2.5 minutes for 12 marks
 - ❖ the broader conversation is recommended to last 5 to 5.5 minutes for 16 marks.

Name:

Date:

Edexcel GCSE FOUNDATION
SPEAKING EXAM

ROLE PLAY
/ 12

PHOTO CARD
/ 10

CONVERSATION
/ 28

GRAND TOTAL
/ 60

GRADE ACHIEVED

TARGET GRADE

1- READ ALOUD

PART 1 – Read aloud

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have little 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.

/8

PART 2 – Short interaction based on text

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

TOTAL READ ALOUD MARKS AWARDED= /12

2- ROLE PLAY

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

TOTAL ROLE PLAY MARKS AWARDED= /10

3 - PICTURE TASK

PART 1 – Picture description task

Mark	AO2: Response to stimulus	AO3: Linguistic knowledge and accuracy
4	- Two or more bullet points addressed. - Ideas are fully developed, to describe different, relevant aspects of the picture. - Response is generally comprehensible; some messages may be unclear.	- Some variety of vocabulary and grammatical structures. - Generally accurate use of past, present and future tenses. - There may be an occasional major error.
3	- Two or more bullet points addressed. - Some development of ideas to describe different, relevant aspects of the picture. - Response is comprehensible in some parts; the message may occasionally break down.	- Occasional variety of vocabulary and grammatical structures. - Some accurate language; errors occur, some of them major.
2	- One or more bullet point(s) addressed. - Some development of ideas to describe different, relevant aspects of the picture. - Some parts of the response are comprehensible; the message sometimes breaks down.	- Limited variety of vocabulary and grammatical structures. - Limited accuracy in the language; frequent errors both major and minor.
1	- One or more bullet point(s) addressed. - Little or no development of ideas to describe different, relevant aspects of the picture. - Limited parts of the response are comprehensible; the message often breaks down.	- Minimal variety of vocabulary and grammatical structures. - Likely to use individual words and/or phrases in isolation. - Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.	No rewardable material.

/8

PART 2 – Compulsory questions relating to the picture

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

PART 3 - Conversation

Mark	AO1: Response to spoken language	AO3: Linguistic knowledge and accuracy
10–12	- Gives some relevant responses to questions. - Develops ideas with some extended sequences of speech. - Response is generally comprehensible; some messages may be unclear.	- Some variety of vocabulary and grammatical structures, occasional use of complex language. - Generally successful use of past, present and future tenses. - Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	- Gives occasional relevant responses to questions. - Develops ideas with occasionally extended sequences of speech. - Response is comprehensible in some parts; the message may occasionally break down.	- Occasional variety of vocabulary and straightforward grammatical structures. - Some use of past, present and future tenses. - Some accuracy in the language; occasional use of more complex constructions. - Some clear and accurate use of language; some major and minor errors.
4–6	- Gives limited relevant responses to questions. There may be times when the speaker is unable to respond. - Development of ideas is limited; brief responses which the speaker may not be able to sustain. - Limited parts of the response are comprehensible; the message sometimes breaks down.	- Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. - Limited success with different tenses. - Limited accuracy with language; many major and minor errors.
1–3	- Gives minimal relevant responses to questions, often not able to respond/develops an rehearsed language that is irrelevant to the question. - Little or no development of ideas; very brief responses, which the speaker can often not sustain. - Isolated parts of the response are comprehensible; the message frequently breaks down.	- Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. - Minimal accuracy with different tenses. - Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	No rewardable material.

/16

TOTAL PICTURE TASK MARKS AWARDED=

/28

Name:

Date:



ROLE PLAY	/ 12
PHOTO CARD	/ 10
CONVERSATION	/ 28
GRAND TOTAL	/ 60
GRADE ACHIEVED	
TARGET GRADE	

1- READ ALOUD	
PART 1 – Read aloud	
Mark	Descriptor (AO1)
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have little or no impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

PART 2 – Short interaction based on text	
Mark	A01: Response to spoken language
2	Response fully communicated.
1	Response partially communicated; some ambiguity.
0	No rewardable communication.
TOTAL READ ALOUD MARKS AWARDED= /12	

2- ROLE PLAY	
Mark	A01: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

TOTAL ROLE PLAY MARKS AWARDED=

/10

/8

3 - PICTURE TASK

PART 1 - Picture description task

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	- All Free bullet points addressed. - Consistent, detailed development of ideas to describe different, relevant aspects of the picture - Response is easily comprehensible. It is rare that the message is not fully conveyed.	4	- Wide range of relevant vocabulary and grammatical structures. - Consistently accurate use of language, any errors are minor.
3	- All Free bullet points addressed - Present development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. - Response is comprehensible; the occasional message may be unobscured by understated immediacy.	3	- A variety of relevant vocabulary and grammatical structures. - Mostly accurate use of language, some minor errors
2	- Two or more bullet points addressed. - Ideas are generally developed, to describe different, relevant aspects of the picture. - Response is generally comprehensible; some messages may be obscured.	2	- Some variety of vocabulary and grammatical structures. - Generally accurate use of language, some minor errors, there may be an occasional major error.
1	- Two or more bullet points addressed - Some development of ideas to describe different, relevant aspects of the picture. - Response is comprehensible in some parts; the message may occasionally break down.	1	- Occasional variety of vocabulary and grammatical structures. - Some accurate language errors occur, some of them major.
0	No relevant material	0	No relevant material.

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

A01: Response to spoken language		A03: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10-12	• Gives consistently relevant responses to questions. • Gives detailed responses with consistently extended sequences of speech. • Response is easily comprehensible; it is rare that the message is not immediately clear.	4	• Wide range of vocabulary and grammatical structures. • Frequent use of past, present and future tenses. • Consistently successful use of past, present and future tenses. • Considerably accurate use of language, any errors are minor.
7-9	• Gives frequently relevant responses to questions. • Develops ideas with frequently extended sequences of speech. • Response is comprehensible. The occasional message may be somewhat difficult to understand.	3	• A variety of vocabulary and grammatical structures, some use of complex language. • Frequently successful use of past, present and future tenses. • Frequent use of past, present and future tenses. • Accurate use of language, some minor errors.
4-6	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible, some messages may be unclear.	2	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of past, present and future tenses. • Generally accurate use of language, some minor errors, there may be an occasional major error.
1-3	• Gives occasionally relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts, the message may occasionally break down.	1	• Occasional variety of vocabulary and straightforward grammatical structures. • Some use of past, present and future tenses. • Occasionally successful use of past, present and future tenses. • Some clear and accurate use of language, some major and minor errors. • No reusable material.
0	No reusable material.	0	No reusable material.

TOTAL PICTURE TASK MARKS AWARDED=		/28	
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CONTENT	TOPIC	✓
Thematic Context 1 My Personal World	Family	
	Friends	
	Relationships	
	Equality	
Thematic Context 2 Lifestyle and Wellbeing	Physical Wellbeing	
	Mental Wellbeing	
	Food and Drink	
	Sports	
Thematic Context 3 My Neighbourhood	Places in Town	
	Shopping	
	The Natural World	
	Environmental Issues	
Thematic Context 4 Media and Technology	Music	
	TV and Film	
	Social Media and Gaming	
Thematic Context 5 Studying and my Future	School	
	Future Opportunities	
Thematic Context 6 Travel and Tourism	Transport	
	Accommodation	
	Tourist Attractions	

Please note that there can be some overlap between contexts. For example in My Personal World you may be expected to give opinions on sport, music, films, food and drink etc.

Thematic Context 1

My Personal World

Family

1. Parle-moi de toi. *Tell me about yourself.*

2. Parle-moi de ta famille. Fais- moi la description d'une personne dans ta famille. *Tell me about your family. Describe a person in your family.*

3. Quelles activités aimes-tu faire avec ta famille ? *What activities do you like to do with your family?*

4. Qu'est-ce que tu as fait hier chez toi avec ta famille? *What did you do yesterday at home with your family?*

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-
5. Qu'est-ce que tu as fait pour fêter ton dernier anniversaire avec ta famille? *How did you celebrate your last birthday with your family?*

Friends

1. Parle-moi de tes copains. Décris ton meilleur ami. *Tell me about your friends. Describe your best friend.*

2. Qu'est-ce que tu as fait hier avec tes copains? *What did you do last weekend with your friends?*

3. Qu'est-ce que tu vas faire le weekend prochain avec tes copains? *What will you do next weekend with your friends?*

Relationships

1. Tu t'entends bien avec ta famille? Pourquoi/pourquoi pas? *Do you get on well with your family? Why/why not?*

2. Tu as des bons rapports avec tes amis? Est-ce que vous vous disputez? *Do you have good relationships with your friends? Do you argue?*

3. Tu voudrais te marier et avoir des enfants? Pourquoi (pas)? *Would you like to get married and have children? Why (not)?*

4. Décris ton / ta partenaire idéale. *Describe your ideal partner.*

5. Tu penses que le mariage est important ? *Do you think that marriage is important?* (HIGHER)

Equality

1. Est-ce que tu penses que nous avons tous les memes opportunités dans la vie ? *Do you think we all have equal opportunities in life?*

2. Est-ce que tu penses que les jeunes sont plus tolérants des autres groupes dans la société que les adultes ? *Do you think young people are more accepting of other groups in society than adults?*

Thematic Context 2

Lifestyle and Wellbeing

Physical Wellbeing

1. Tu penses que tu es en bonne forme? Pourquoi (pas)? *Do you think you are in good shape? Why (not)?*

2. Qu'est-ce que tu fais comme exercice ? *What do you do for exercise?*

3. C'est comment ton régime alimentaire ? *What is your diet like?*

4. Qu'est-ce que tu as fait la semaine dernière pour garder la forme ? *What did you do last week to keep in shape?*

5. Tu voudrais être plus sain à l'avenir? Pourquoi (pas)? Would you like to be healthier in the future?

Why (not)?

6. Quelle est ton opinion de la drogue/de l'alcool? *What is your opinion of drugs /alcohol?*

7. Pourquoi est-ce que c'est important de rester en forme ? *Why is it important to stay in shape?*
(HIGHER)

Mental Wellbeing

1. Qu'est-ce que tu fais pour te détendre ? Est-ce que la santé mentale est importante pour toi ? *What do you do to relax? Is your mental health important to you?*

2. Quels sont les stress dans la vie moderne ? Tu penses que tu es une personne stressée ? *What are the stresses in modern life? Do you think you are a stressed person?*

Food and Drink

1. Qu'est-ce que tu manges normalement ? *What do you normally eat?*

2. Qu'est-ce que tu aimes/tu n'aimes pas manger? *What do you like/not like to eat?*

3. Qu'est-ce que tu as mangé la dernière fois que tu étais dans un restaurant? *What did you eat the last time you were in a restaurant?*

4. Tu aimes la cuisine étrangère? *Do you like foreign food?*

5. Quel plat est-ce que tu voudrais goûter à l'avenir ? *What dish would you like to try in the future?*

Sports

1. Quel est ton sport préféré? Pourquoi? *What is your favourite sport? Why?*

2. Quels sports est-ce que tu as fait la semaine dernière? *What sports did you do last week?*

3. Tu préfères les sports individuels ou d'équipe? *Do you prefer individual or team sports?*

4. Pourquoi est-ce que c'est important de faire du sport ? *Why is it important to do sport?*

5. Quel nouveau sport est-ce que tu préférerais essayer et pourquoi ? *Which new sport would you like to try? Why?*

Thematic Context 3

My Neighbourhood

Places in Town

1. Qu'est-ce qu'il y a dans ta ville (pour le sport / les touristes / les jeunes etc) ? Tu l'aimes? *What is there in your town (for sport / tourists / young people)? Do you like it?*

2. Quels sont les avantages et les inconvénients de ta ville ? *What are the advantages and disadvantages of your town?*

3. Qu'est-ce qu'on peut faire dans ta ville le weekend ? *What can you do in your town at the weekend?*

4. C'est comment, ta maison? *What is your house like?*

5. Parle-moi de ta maison idéale. *Tell me about your ideal house.*

6. Qu'est-ce que tu as fait le weekend dernier dans ta région? *What did you do last weekend in your area?*

7. Où voudrais-tu habiter à l'avenir? Pourquoi? *Where would you like to live in the future? Why?*

8. Parle-moi d'un évènement récent dans ta région. *Tell me about a recent event in your region*

(HIGHER)

Shopping

1. Est-ce que tu aimes le shopping ? Qu'est-ce que tu achètes normalement ? *Do you like shopping ?
What do you normally buy?*

2. La dernière fois que tu es allé en ville qu'est-ce que tu as acheté ? *The last time you went to town
what did you buy?*

3. Quel est ton magasin préféré dans ta ville ? *What is your favourite shop in your town?*

The Natural World

1. Quel temps fait-il dans ta région? *What is the weather like in your region?*

2. Quel climat préfères-tu? *What type of climate do you prefer?*

3. Qu'est-ce que tu aimes faire quand il fait du soleil ? *What do you like doing when it's sunny?*

4. Est-ce que tu préférerais habiter à la montagne ou au bord de la mer? *Would you prefer to live in the mountains or by the sea?*

Environmental Issues

1. Le transport dans ta ville, c'est comment ? Comment voyages-tu au collège ? *What is the transport in your town like? How do you travel to school?*

2. Qu'est-ce que tu fais pour protéger l'environnement? *What do you do to protect the environment?*

3. Qu'est-ce que tu as fait récemment pour protéger l'environnement? *What have you done recently to protect the environment?*

4. A ton avis est-ce que c'est important de protéger notre environnement? Pourquoi (pas)? *In your opinion is it important to protect our environment? Why (not)?*

5. Quel sont les dangers les plus graves pour la planète? *What are the most serious dangers for the planet?* (HIGHER)

6. Quels sont les problèmes environnementaux dans ta ville ? *What are the environmental problems in your town?* (HIGHER)

Thematic Context 4

Media and Technology

Music

1. Quelle sorte de musique aimes-tu et pourquoi? *What type of music do you like and why?*

2. Qui est ton chanteur préféré et pourquoi? *Who is your favourite singer and why?*

3. Comment écoutes-tu la musique ? *How do you listen to music?*

4. Tu joues d'un instrument? Tu voudrais jouer d'un instrument à l'avenir ? *Do you play an instrument?*
Would you like to play an instrument in the future?

TV and Film

1. Qu'est-ce que tu aimes regarder à la télé? *What do you like watching on TV?*

2. Qu'est-ce que tu vas regarder ce soir ? *What will you watch tonight?*

3. Parle-moi des films que tu aimes regarder au cinéma et pourquoi. *Tell me about the films you like to watch at the cinema and why.*

4. Qui est ton acteur préféré? *Who is your favourite actor?*

-
-
5. Est-ce que tu préfères regarder un film au cinéma ou à la maison ? *Do you prefer to watch a film at the cinema or at home?* (HIGHER)

Social Media and Gaming

1. Comment est-ce que tu utilises la technologie avec tes amis ? *How do you use technology with your friends?*

-
-
-
-
-
2. Tu utilises la technologie au collège ? *Do you use technology at school?*

3. Ton portable est essentiel pour toi? *Is your mobile phone essential to you?* (FOUNDATION)

4. Pourrais-tu vivre sans ton portable ? Est-ce qu'on devrait interdire les portables au collège ? *Could you live without your phone? Should we ban phones in school ?* (HIGHER)

5. Est-ce que tu penses qu'Internet est utile? Quels sont les dangers d'Internet ? *Do you think the Internet is useful? What are the dangers of the Internet?*

6. Qu'est-ce que tu as fait le weekend dernier en ligne? *What did you do last weekend online?*

7. Que penses-tu des réseaux sociaux ? *What do you think of social media?* (HIGHER)

8. Est-ce que nous sommes devenus trop dépendants de la technologie ? *Have we become too dependant on technology ?* (HIGHER)

9. Est-ce que tu voudrais utiliser la technologie au travail à l'avenir ? *Would you like to use technology in your job in the future?*

Thematic Context 5

Studying and my Future

School

1. Décris ton collègue. Qu'est-ce que tu penses des équipements de ton collège ? Tu l'aimes? *Describe your school. What do you think of the facilities in your school? Do you like it?*

2. Tu étudies quelles matières? Quelle est ta matière préférée? *Which subjects do you study? What is your favourite subject?*

3. Il y a des clubs ? Qu'est-ce que tu fais normalement avec tes amis au collège ? *Are there clubs? What do you normally do with your friends at school?*

4. Quelle est ton opinion des professeurs dans ton collège? *What is your opinion of the teachers in your school?*

5. Parle-moi de ta routine scolaire. *Tell me about your school routine.*

6. Qu'est-ce que tu as fait au collège hier? *What did you do at school yesterday?*

7. Que penses-tu des règles scolaires? *What do you think of school rules?*

8. Parle-moi de ton uniforme scolaire. *Tell me about your school uniform.*

9. Qu'est-ce que tu vas faire la semaine prochaine au collège ? *What are you going to do next week at school?*

10. Ton école primaire, c'était comment ? *What was your primary school like?* (HIGHER)

11. Tu as fait une visite scolaire récemment ? *Have you been on a school trip recently?*

Future Opportunities

1. Qu'est-ce que tu vas étudier l'année prochaine ? Tu voudrais aller à l'université plus tard ? *What will you study next year? Would you like to go to university later on?*

2. Quelle sorte de travail est-ce que tu vas faire à l'avenir? *What sort of job will you do in the future?*

3. Comment serait ton travail idéal? *What would your ideal job be like?*

4. Un grand salaire est important pour toi? Si tu avais beaucoup d'argent à l'avenir que ferais-tu? *Is a big salary important to you? If you had a lot of money in the future what would you do? (HIGHER)*

Thematic Context 6

Travel and Tourism

Transport

1. Quel est ton moyen de transport préféré? Pourquoi? *What is your favourite means of transport?*
Why?

2. Comment serait ton voyage idéal ? *What would your ideal journey be like?*

Accommodation

1. Quel type de logement préfères-tu? *What type of accommodation do you prefer?*

2. Comment serait ton hôtel idéal? *What would your ideal hotel be like?*

Tourist Attractions

1. Quelles activités est-ce que tu aimes faire pendant les vacances scolaires ? *What activities do you like to do during the school holidays?*

2. Est-ce que tu aimes passer du temps dehors en vacances ? *Do you like spending time outside on holiday*

3. Où vas-tu normalement en vacances et pourquoi? *Where do you normally go on holiday and why?*

4. Où es-tu allé(e) l'année dernière? *Where did you go last year?*

5. Où voudrais-tu aller en vacances à l'avenir? Pourquoi? *Where would you like to go on holiday in the future? Why?*

6. Est-ce que tu as jamais visité la France ? *Have you ever visited France?*

7. Tu préférerais visiter quelle fête en France? Pourquoi? *Which festival in France would you like to visit? Why?*

8. Est-ce que tu penses que parler une autre langue est important ? *Do you think it is important to speak another language?*
