

GCSE (9-1) French (1FR1)

Sample Assessment Materials

Paper 1, Speaking
Foundation

First teaching September 2024
First certification from 2026

(Updated July 2025)

GCSE (9-1) French

Sample Assessment Materials

Paper 1, Speaking

Foundation

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

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.

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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 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.

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

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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.

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 - 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
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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.

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

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Time 22–24 minutes, which includes
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**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.

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Time 22–24 minutes, which includes
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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

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- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
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 - 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 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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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 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
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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
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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.

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

**Paper
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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.

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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
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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.

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

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15 minutes' preparation time

**Paper
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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 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.

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 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.

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.

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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 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.

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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.

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

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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 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.

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

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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.

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

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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 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.

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

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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 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.

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

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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 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.

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

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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 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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Pearson

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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Pearson

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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Pearson

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: withthaya prasongsin/Getty Images)

Picture description

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

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

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

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

Compulsory questions related to pictures

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

Questions for Picture 1

(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: withhaya 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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Pearson

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 que 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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Pearson

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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Pearson

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.

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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

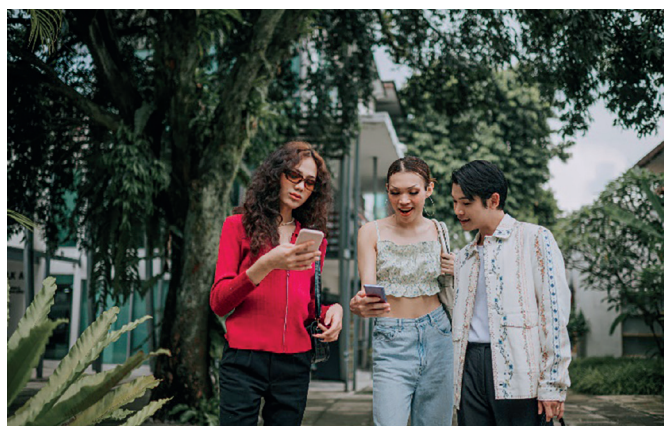
Thematic context: Media and technology

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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Pearson

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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Pearson

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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Pearson

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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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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Pearson

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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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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Pearson

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 ?*

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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:

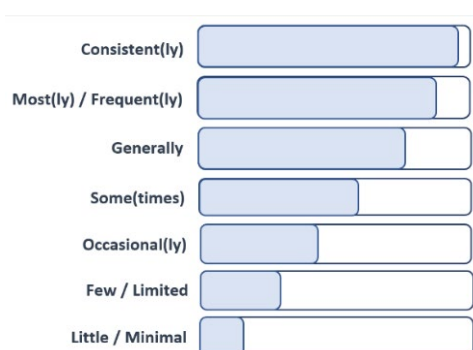
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word 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 impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally make 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 ' <i>déteste</i> ' 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	La télévision dans ma chambre ne marche pas.	Ma chambre fenêtre ne ferme pas.
	The problem with the room is fully communicated.	Despite the incorrect word order, the problem is fully communicated.
1	Télévision mal dans ma chambre.	Ma salle de bain mauvaise.
	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	Ma chambre.	Froid.
	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	Chambre numéro trois, à gauche.	A côté piscine.
	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	Votre chambre près restaurant.	Je rester à chambre numéro deux.
	The addition of <i>Votre chambre</i> causes some ambiguity.	Response partially communicated. The use of an infinitive delays communication.
0	Chambre double.	Ma chambre très grande.
	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	Trois nuits.	Deux et demie semaines.
	The response is fully communicated.	Despite the incorrect structure, the response is fully communicated.
1	Combien est deux nuits.	Pendant la semaine.
	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	La nuit.	Deux.
	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	Oui, la ville est très beau.	J'aime beaucoup.
	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	Adorer la ville.	La ville est j'aime.
	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	Vous aimez la ville ?	C'est une ville.
	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	Il y a un bon restaurant à l'hôtel ?	Quelle heure ouvert ici le restaurant ?
	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	Hôtel restaurant ?	Je désirez le restaurant.
	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	Hôtel restaurant.	Ouvert ?
	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	• Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear.		4	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, 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.		3	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	• One or more bullet point(s) addressed. • Occasional, brief development of ideas to describe different, relevant aspects of the picture. • Some parts of the response are comprehensible; the message sometimes breaks down.		2	• 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.		1	• 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.		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	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.	4	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of three timeframes. • 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.	3	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of at least two timeframes, occasional slip in 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.	2	• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. • Limited success with timeframes. • Limited accuracy with language; many major and minor errors.
1–3	• Gives minimal relevant responses to questions; often not able to respond/relies on 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.	1	• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. • Minimal success with timeframes. • Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	0	No rewardable material.