CCEA GCSE Specimen Assessment Materials for French

Version 3: April 2020

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 5650
CCEA has developed new specifications which comply with criteria for GCSE qualifications. The specimen assessment materials accompanying new specifications are provided to give centres guidance on the structure and character of the planned assessments in advance of the first assessment. It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers’ expectations of candidates’ responses to the types of tasks and questions set at GCSE level. These specimen assessment materials should be used in conjunction with CCEA’s GCSE French specification.
GCSE French
Specimen Assessment Materials

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Version 3: April 2020
SPECIMEN PAPERS

DIVIDER BACK
French
Unit 1: Listening
Foundation Tier

[GFC11]
SPECIMEN PAPER

TIME
35 minutes approx.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
You must answer the questions in the spaces provided.
Do not write outside the boxed area on each page or on blank pages.*
Complete in black ink only. Do not write with a gel pen.

Answer all twelve questions.
You will have 5 minutes to read through the paper after the CD starts.

INFORMATION FOR CANDIDATES
The total mark for this paper is 60.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.
Use of a dictionary is not permitted.

*Relevant for live examinations only
Section A

Answer all questions.

Questions and answers in English.

1 Family life

Your French friend Jean tells you about his family.

Complete the sentences in English.

(a) Jean’s father works as a

.................................................................................. [1]

(b) Jean’s mother’s hair is

.................................................................................. [1]
2 Hobbies

Your French friend Chantal tells you what she does in her spare time.

A

B

C

D

E

F

What activities does Chantal do?

Write the correct letter in the box.

(a) [1]
(b) [1]
(c) [1]
(d) [1]
3 Celebrations

Your French friend, Luc, is making arrangements for his birthday party.

Fill in the gaps in English.

(a) Luc wants to receive a new ________________ . [1]

(b) Luc and his friends want to listen to their favourite ____________ . [1]

(c) Luc’s party has to finish before ________________ . [1]

(d) Luc’s ______________ is going to make the food. [1]

(e) The party is going to start at ________________ . [1]

(f) The living room is very ________________ . [1]
You hear Jacques, a French student talking about his holiday plans.

Write the correct letter in the box.

(a) Jacques is going

A to the seaside.  
B abroad.  
C to the mountains.  

(b) Jacques is going with

A his friends.  
B his school.  
C his family.  

(c) Jacques is going for

A a fortnight.  
B 5 days.  
C 1 week.  

(d) Jacques intends

A sunbathing.  
B relaxing.  
C walking.  

(e) Jacques will travel by

A boat.  
B plane.  
C car.  

(f) Jacques is going to buy a

A hat.  
B t-shirt.  
C postcard.
Your French friend Pauline talks to you about school life.

Tick [✓] the correct boxes.

(a) What two subjects does Pauline like?

(i) [ ] (ii) [ ] (iii) [ ] (iv) [ ] (v) [ ]

(b) What two items do the majority of pupils wear?

(i) [ ] (ii) [ ] (iii) [ ] (iv) [ ] (v) [ ]

[2]
(c) Which **two** after-school clubs does she go to?

(i)  
(ii)  
(iii) 
(iv)  
(v)  

[2] 

(d) Which **two** rules do most pupils not respect?

(i)  
(ii)  
(iii) 
(iv)  
(v)  

[2]
6 Part-time jobs

Listen to these people talking about the advantages and disadvantages of their part-time job.

A saving money
B can do homework
C good for your health
D sore back
E going on holidays

What do they mention?

Write the correct letter in the box.

(a) [ ] [1]

(b) [ ] [1]
Your friend Émilie talks about her daily routine.

Complete the sentences and write your answer in **English**.

(a) Émilie gets up at

______________________________ [1]

(b) Before leaving home, Émilie says goodbye to

______________________________ [1]

(c) During the journey to school Émilie

______________________________ [2]

(d) In the evening Émilie does her homework and she also

______________________________ [2]
Listen to this radio programme about jobs.

Complete the table below in **English**.

<table>
<thead>
<tr>
<th>Job</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Farmer</td>
<td>[1]</td>
<td>[1]</td>
</tr>
<tr>
<td>(b)</td>
<td>[1]</td>
<td>[1]</td>
</tr>
<tr>
<td>(c)</td>
<td>[1]</td>
<td>[1]</td>
</tr>
</tbody>
</table>
Section B

Questions and answers in French.

9 **Les loisirs**

Tu écoutes des étudiants français qui parlent de leurs activités et du temps qu’il fait.

A  [Image of a football]

B  [Image of a sailboat]

C  [Image of a house]

D  [Image of a person swimming]

Qu’est-ce qu’ils font?

Écris la bonne lettre dans la case.

(a)  

(b)  

[1]
10 Ma ville et ma région

Ton ami, Olivier, parle d’où il habite.

Écris la bonne lettre dans la case.

(a) Olivier aime sa ville parce que...

A ses amis habitent tout près.
B il y a beaucoup à faire.
C la ville est très animée. [1]

(b) Le soir, Olivier aime...

A aller au club des jeunes.
B aller voir ses amis.
C faire du patin sur glace. [1]

(c) Olivier va à l’école...

A en voiture.
B à pied.
C à vélo. [1]

(d) Le week-end, Olivier aime

A jouer aux cartes.
B faire du sport.
C faire les magasins. [1]
11 L’environnement

Tu écoutes une émission à la radio au sujet des problèmes de l’environnement.

Coche (✓) les deux bonnes réponses pour chaque personne.

(a) Pour aider l’environnement, Léa recycle

(i) le verre. ☐

(ii) les journaux. ☐

(iii) le plastique. ☐

(iv) le carton. ☐

(v) le papier. ☐ [2]

(b) La pollution dans les grandes villes existe à cause

(i) des écoles ☐

(ii) des usines. ☐

(iii) des touristes. ☐

(iv) de la circulation. ☐

(v) des boîtes. ☐ [2]
(c) Il y a des poubelles spéciales pour

(i) les journaux.

(ii) le carton.

(iii) les bouteilles.

(iv) les déchets.

(v) le bois. [2]
Ton amie décrit son collège avant ta visite.

<table>
<thead>
<tr>
<th>les élèves</th>
<th>le directeur</th>
<th>les bâtiments</th>
<th>les vacances</th>
</tr>
</thead>
<tbody>
<tr>
<td>les professeurs</td>
<td>le secrétariat</td>
<td>les devoirs</td>
<td>les matières</td>
</tr>
</tbody>
</table>

Qu’est-ce qu’elle décrit?

Écris la bonne réponse en français. Utilise les mots dans la case.

(a) ____________________________________________ [1]

(b) ____________________________________________ [1]

(c) ____________________________________________ [1]

(d) ____________________________________________ [1]

(e) ____________________________________________ [1]

(f) ____________________________________________ [1]
French

Unit 1: Listening

Higher Tier

[GFC12]

SPECIMEN PAPER

TIME
45 minutes approx.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
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Do not write outside the boxed area on each page or on blank pages.*
Complete in black ink only. Do not write with a gel pen.

Answer all twelve questions.
You will have 5 minutes to read through the paper after the CD starts.

INFORMATION FOR CANDIDATES
The total mark for this paper is 60.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.
Use of a dictionary is not permitted.

*Relevant for live examinations only
Section A

Answer all questions.

Questions and answers in French.

1 Les loisirs

Tu écoutes des étudiants français qui parlent de leurs activités et du temps qu’il fait.

A  

B  

C  

D  

Qu’est-ce qu’ils font?

Écris la bonne lettre dans la case.

(a) 

(b) 

[1]
2 Ma ville et ma région

Ton ami, Olivier, parle d’où il habite.

Écris la bonne lettre dans la case.

(a) Olivier aime sa ville parce que...

A ses amis habitent tout près.  
B il y a beaucoup à faire.  
C la ville est très animée.  

(b) Le soir, Olivier aime...

A aller au club des jeunes.  
B aller voir ses amis.  
C faire du patin sur glace.

(c) Olivier va à l’école...

A en voiture.  
B à pied.  
C à vélo.

(d) Le week-end, Olivier aime

A jouer aux cartes.  
B faire du sport.  
C faire les magasins.
Tu écoutes une émission à la radio au sujet des problèmes de l'environnement.

Coche (✓) les deux bonnes réponses pour chaque personne.

(a) Pour aider l'environnement, Léa recycle

(i) le verre. [ ]
(ii) les journaux. [ ]
(iii) le plastique. [ ]
(iv) le carton. [ ]
(v) le papier. [ ]

[2]

(b) La pollution dans les grandes villes existe à cause

(i) des écoles. [ ]
(ii) des usines. [ ]
(iii) des touristes. [ ]
(iv) de la circulation. [ ]
(v) des boîtes. [ ]

[2]
(c) Il y a des poubelles spéciales pour

(i) les journaux.

(ii) le carton.

(iii) les bouteilles.

(iv) les déchets.

(v) le bois. [2]
4 **Au collège**

Ton amie décrit son collège avant ta visite.

<table>
<thead>
<tr>
<th>les élèves</th>
<th>le directeur</th>
<th>les bâtiments</th>
<th>les vacances</th>
</tr>
</thead>
<tbody>
<tr>
<td>les professeurs</td>
<td>le secrétariat</td>
<td>les devoirs</td>
<td>les matières</td>
</tr>
</tbody>
</table>

Qu’est-ce qu’elle décrit?

Écris la bonne réponse en français. Utilise les mots dans la case.

(a) ____________________________________________ [1]

(b) ____________________________________________ [1]

(c) ____________________________________________ [1]

(d) ____________________________________________ [1]

(e) ____________________________________________ [1]

(f) ____________________________________________ [1]
Section B

Questions and answers in English

5 The weather

You hear this weather forecast whilst on holidays in France.

A  B  C  D

What weather will there be?

Write the correct letter beside each day of the week.

(a) Monday [1]

(b) Tuesday [1]
French students talk about voluntary work which they do.

Complete the sentences in English in the spaces provided.

(a) Marie works in a ______________________________ . [2]

(b) Jean picks up rubbish in the ______________________ . [2]

(c) Nicole serves food in a ___________________________ . [2]

(d) Claude helps his neighbours in the garden because they are

_________________________________________________________________ [1]

and cannot ________________________________ . [1]
These young people tell you their opinions on wearing a school uniform.

Tick (✓) the correct box.

(a) Germaine says that school uniform is

(i) practical.  
(ii) ugly.  
(iii) strange.  

(b) Paul tells his friends that school uniform is

(i) expensive.  
(ii) cheap.  
(iii) uninteresting.  

(c) Hugo thinks that wearing a uniform makes him feel

(i) happy.  
(ii) proud.  
(iii) older.  

[1]
(d) Marie-Noëlle believes that a uniform makes pupils

(i) look the same. [ ]
(ii) feel they belong. [ ]
(iii) feel they are unimportant. [1] [ ]

(e) Sophie tells her friends

(i) she likes wearing uniform. [ ]
(ii) she hates wearing uniform. [ ]
(iii) she has no opinion about wearing uniform. [1] [ ]

(f) Matthieu says that he likes his uniform because

(i) the jacket is green. [ ]
(ii) the jacket is not compulsory. [ ]
(iii) the jacket is comfortable. [1] [ ]
Young people are discussing their past holidays.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>E</strong></td>
</tr>
<tr>
<td>ate out</td>
<td>went for walks</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>went to a theme park</td>
<td>went sight-seeing</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>G</strong></td>
</tr>
<tr>
<td>went canoeing</td>
<td>did winter sports</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td></td>
</tr>
<tr>
<td>sunbathed</td>
<td></td>
</tr>
</tbody>
</table>

What activities did they do on holidays?

Write the correct letters in the boxes.

(a)   
(b)   
(c)   

[2]
You hear these young people talking about how they relieve stress.

Write **two** methods of relieving stress for each person **in English**.

(a) 1 ____________________________ [1]
    2 ____________________________ [1]

(b) 1 ____________________________ [1]
    2 ____________________________ [1]

(c) 1 ____________________________ [1]
    2 ____________________________ [1]

(d) 1 ____________________________ [1]
    2 ____________________________ [1]
10 Family and relationships

Marie is talking about marriage.

Tick (√) the two correct answers.

(i) Marie wants to get married soon.  

(ii) Marie never wants to get married.  

(iii) Marie does not want to have children.  

(iv) Marie wants to have a small family.  

(v) Marie wants to have a large family.  [2]
11 The environment

Listen to this programme about the environment.

What are they talking about?

A drought
B rubbish
C floods
D air pollution
E deforestation
F water pollution

Write the correct letter in the box.

(a) 
(b) 
(c) 
(d) 

[1] [1] [1] [1]
These people are talking about where they live.

Write **one** advantage and **one** disadvantage in **English** for each place.

<table>
<thead>
<tr>
<th>Place</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Farm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Apartment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THIS IS THE END OF THE QUESTION PAPER
French

Unit 2

Speaking:

Role-play Situations

[GFC21]

SPECIMEN
French

Speaking:
Role-play Situations
Context for Learning 1
(Session A)

[GFC21]
SPECIMEN PAPER

TIME
7–12 minutes and 10 minutes preparation time.

INSTRUCTIONS TO CANDIDATES
You have 10 minutes to prepare the accompanying material.
The use of a dictionary is not permitted.

INFORMATION FOR CANDIDATES
You make your notes on the Candidate Role-play Response Sheet supplied by your teacher, which you then bring into the examination with you.
You must leave the sheet with your teacher at the end of the examination.
The total mark for this examination is 60.

The examination is in three parts.
Part 1: Role-plays carry 10 marks each.
Part 2: Conversation Topic 1 carries 20 marks.
Part 3: Conversation Topic 2 carries 20 marks.

Additional Materials Required
Candidate Role-play Response Sheet will be provided by your teacher.
CONTEXT FOR LEARNING 1 SESSION A

SITUATION A

Myself, my family, relationship and choices

Instructions to the candidate:

You are talking to your French exchange partner about your best friend.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1  Give your best friend's name.
2  Say what he/she looks like.
3  Say what his/her personality is like.
4  Ask your French exchange partner when his/her birthday is.
5  Say how long you have known your best friend.

SITUATION B

Social media and new technology

Instructions to the candidate:

You would like a new mobile phone and are discussing this with your best friend.

Your teacher will play the part of your best friend.

Your teacher will speak first.

1  Say what your parents bought you for Christmas. Give two details.
2  Say you want a new mobile phone for your birthday.
3  Say why you want a new mobile phone.
4  Say how you will use your new mobile phone.
5  Say one advantage of mobile phones.
French

Speaking:
Role-play Situations
Context for Learning 1
(Session B)

[GFC21]
SPECIMEN PAPER

TIME
7–12 minutes and 10 minutes preparation time.

INSTRUCTIONS TO CANDIDATES
You have 10 minutes to prepare the accompanying material.
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Part 1: Role-plays carry 10 marks each.
Part 2: Conversation Topic 1 carries 20 marks.
Part 3: Conversation Topic 2 carries 20 marks.

Additional Materials Required
Candidate Role-play Response Sheet will be provided by your teacher.
CONTEXT FOR LEARNING 1 SESSION B

SITUATION C

Free time, leisure and daily routine

Instructions to the candidate:

While in France you discuss your hobbies and leisure activities with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1 Say what hobby you do in your free time.

2 Say what kind of television programme you like.

3 Say why you like this type of television programme.

4 Ask where the cinema is located.

5 Say when you want to go to the cinema.

SITUATION D

Culture, customs, festivals and celebrations

Instructions to the candidate:

You are talking to your French friend about your birthday.

Your teacher will play the part of your French friend.

Your teacher will speak first.

1 Say when your birthday is.

2 Say what you usually do to celebrate your birthday.

3 Say what you received last year as a birthday present.

4 Say you will go to Paris for your birthday next year.

5 Say why you want to go to Paris. Give two details.
French

Speaking:
Role-play Situations
Context for Learning 1
(Session C)

[GFC21]
SPECIMEN PAPER

TIME
7–12 minutes and 10 minutes preparation time.

INSTRUCTIONS TO CANDIDATES
You have 10 minutes to prepare the accompanying material.
The use of a dictionary is not permitted.

INFORMATION FOR CANDIDATES
You make your notes on Candidate Role-play Response Sheet supplied by your teacher, which you then bring into the examination with you.
You must leave the sheet with your teacher at the end of the examination.
The total mark for this examination is 60.

The examination is in three parts.
Part 1: Role-plays carry 10 marks each.
Part 2: Conversation Topic 1 carries 20 marks.
Part 3: Conversation Topic 2 carries 20 marks.

Additional Materials Required
Candidate Role-play Response Sheet will be provided by your teacher.
SITUATION E

Social media and new technology

Instructions to the candidate:

You are talking to your French friend about new technology.

Your teacher will play the part of your French friend.

Your teacher will speak first.

1 Say how often you go online.

2 Say what you do with your mobile phone.

3 Ask your friend if he/she likes using a computer.

4 Give one advantage of new technology.

5 Give one disadvantage of new technology.

SITUATION F

Free time, leisure and daily routine

Instructions to the candidate:

You are discussing your daily routine with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1 Say what time you wake up at in the morning.

2 Say what you have for breakfast. Give two details.

3 Say how you travel to school.

4 Say you arrived late yesterday.

5 Say what you will do to solve this problem.
French

Speaking:
Role-play Situations
Context For Learning 2
(Session A)

[GFC21]
SPECIMEN PAPER

**TIME**
7–12 minutes and 10 minutes preparation time.

**INSTRUCTIONS TO CANDIDATES**
You have 10 minutes to prepare the accompanying material.
The use of a dictionary is **not** permitted.

**INFORMATION FOR CANDIDATES**
You make your notes on Candidate Role-play Response Sheet supplied by your teacher, which you then bring into the examination with you.
You must leave the sheet with your teacher at the end of the examination.
The total mark for this examination is 60.

The examination is in three parts.
Part 1: Role-plays carry 10 marks each.
Part 2: Conversation Topic 1 carries 20 marks.
Part 3: Conversation Topic 2 carries 20 marks.

**Additional Materials Required**
Candidate Role-play Response Sheet will be provided by your teacher.
CONTEXT FOR LEARNING 2  SESSION A

SITUATION G

My local area and the wider environment

Instructions to the candidate:

While in France you discuss your region with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1 Say where you live.
2 Say what your region is like.
3 Say what there is for young people in your region.
4 Say what there is for tourists in your region.
5 Give one disadvantage about living in your region.

SITUATION H

Social and global issues

Instructions to the candidate:

While in France you are unwell and go to the doctor’s.

Your teacher will play the part of the doctor.

Your teacher will speak first.

1 Say you have a sore stomach.
2 Say what else is wrong with you.
3 Say what you ate recently. Give two details.
4 Ask if you can have something for the pain.
5 Say what you will do tomorrow.
French

Speaking:
Role-play Situations
Context for Learning 2
(Session B)

[GFC21]
SPECIMEN PAPER

TIME
7–12 minutes and 10 minutes preparation time.

INSTRUCTIONS TO CANDIDATES
You have 10 minutes to prepare the accompanying material.
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The examination is in three parts.
Part 1: Role-plays carry 10 marks each.
Part 2: Conversation Topic 1 carries 20 marks.
Part 3: Conversation Topic 2 carries 20 marks.

Additional Materials Required
Candidate Role-play Response Sheet will be provided by your teacher.
SITUATION I

Social and global issues

Instructions to the candidate:

You discuss the environment in Northern Ireland with your French exchange partner who is preparing a presentation for his geography class.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1 Say what the traffic situation is like in Belfast.
2 Say what you do to help the environment.
3 Say what environmental problem is at the coast.
4 Say one advantage of living in the country.
5 Say why it is important to protect the environment.

SITUATION J

Travel and tourism

Instructions to the candidate:

While on holiday in France, you go to the tourist office in the town of Amboise.

Your teacher will play the part of the employee.

Your teacher will speak first.

1 Say you want a street map of the town.
2 Say when you arrived.
3 Ask about transport in the town.
4 Say how long you will be staying for.
5 Say what you want to do in the evening. Give two details.
General Certificate of Secondary Education
2020

French

Speaking:
Role-play Situations
Context for Learning 2
(Session C)

[GFC21]
SPECIMEN PAPER

TIME
7–12 minutes and 10 minutes preparation time.

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Additional Materials Required
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SITUATION K

My local area and the wider environment

Instructions to the candidate:

You have moved house recently and talk to your French friend about your new house.

Your teacher will play the part of your French friend.

Your teacher will speak first.

1. Say where your new house is.
2. Say how far away your new school is.
3. Say how you travel to the town centre.
4. Say why you prefer your new house.
5. Say what your bedroom is like.

SITUATION L

Community involvement

Instructions to the candidate:

While in France, you discuss your school community service club with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1. Say how many pupils go to the club.
2. Say when you meet.
3. Say what you did recently to raise money.
4. Ask your exchange partner if he/she wants to come.
5. Say what you will do with the money. Give two details.
French

Speaking:
Role-play Situations
Context for Learning 3
(Session A)

[GFC21]
SPECIMEN PAPER

TIME
7–12 minutes and 10 minutes preparation time.

INSTRUCTIONS TO CANDIDATES
You have 10 minutes to prepare the accompanying material.
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INFORMATION FOR CANDIDATES
You make your notes on Candidate Role-play Response Sheet supplied by your teacher, which you then bring into the examination with you.
You must leave the sheet with your teacher at the end of the examination.
The total mark for this examination is 60.

The examination is in three parts.
Part 1: Role-plays carry 10 marks each.
Part 2: Conversation Topic 1 carries 20 marks.
Part 3: Conversation Topic 2 carries 20 marks.

Additional Materials Required
Candidate Role-play Response Sheet will be provided by your teacher.
CONTEXT FOR LEARNING 3 SESSION A

SITUATION M

My studies and school life

Instructions to the candidate:

While in France you discuss school subjects with your French exchange partner’s parent.

Your teacher will play the part of the parent.

Your teacher will speak first.

1 Say what your favourite subject is.
2 Say why it is your favourite subject.
3 Say French is useful and fun.
4 Say how many subjects you study.
5 Say what you want to study in the future.

SITUATION N

Extra-curricular activities

Instructions to the candidate:

You discuss clubs and societies in your school with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1 Say what activities take place after school. Give two details.
2 Say when you began singing in the choir.
3 Ask your French exchange partner if he/she wants to go to the school concert.
4 Say what team you are a member of.
5 Say when you will play your next match.
French

Speaking:
Role-play Situations
Context for Learning 3
(Session B)

[GFC21]
SPECIMEN PAPER

TIME
7–12 minutes and 10 minutes preparation time.

INSTRUCTIONS TO CANDIDATES
You have 10 minutes to prepare the accompanying material.
The use of a dictionary is not permitted.

INFORMATION FOR CANDIDATES
You make your notes on Candidate Role-play Response Sheet supplied by your teacher, which you then bring into the examination with you. You must leave the sheet with your teacher at the end of the examination. The total mark for this examination is 60.

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Part 1: Role-plays carry 10 marks each.
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Part 3: Conversation Topic 2 carries 20 marks.

Additional Materials Required
Candidate Role-play Response Sheet will be provided by your teacher.
CONTEXT FOR LEARNING 3  SESSION B

SITUATION O

Part-time jobs and money management

Instructions to the candidate:

You are discussing part-time jobs and pocket money with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1 Say where you work.

2 Say when you work.

3 Say why you like your part-time job.

4 Say how much pocket money you receive.

5 Say what you did at home to earn some money last week.

SITUATION P

Future plans and career

Instructions to the candidate:

While in France you discuss your future plans with your French friend.

Your teacher will play the part of your French friend.

Your teacher will speak first.

1 Say where you will to go to university.

2 Say why you want to go to that university. Give two details.

3 Ask if English is popular in French universities.

4 Say what subject you want to study.

5 Say why it is important to study languages.
French

Speaking:
Role-play Situations
Context for Learning 3
(Session C)

[GFC21]
SPECIMEN PAPER

TIME
7–12 minutes and 10 minutes preparation time.

INSTRUCTIONS TO CANDIDATES
You have 10 minutes to prepare the accompanying material.
The use of a dictionary is not permitted.

INFORMATION FOR CANDIDATES
You make your notes on Candidate Role-play Response Sheet supplied by your teacher, which you then bring into the examination with you.
You must leave the sheet with your teacher at the end of the examination.
The total mark for this examination is 60.

The examination is in three parts.
Part 1: Role-plays carry 10 marks each.
Part 2: Conversation Topic 1 carries 20 marks.
Part 3: Conversation Topic 2 carries 20 marks.

Additional Materials Required
Candidate Role-play Response Sheet will be provided by your teacher.
CONTEXT FOR LEARNING 3 SESSION C

SITUATION Q

My studies and school life

Instructions to the candidate:

You talk to your French exchange partner about your school life.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

1 Say what you do not like about your school.
2 Say when lessons start.
3 Describe your teachers.
4 Say what you like best about your school.
5 Say what colour your uniform is.

SITUATION R

Part-time jobs and money management

Instructions to the candidate:

You discuss part-time jobs with your French friend.

Your teacher will play the part of your French friend.

Your teacher will speak first.

1 Ask your friend what sort of job he/she would like to do.
2 Say what kind of job you want to do. Give two details.
3 Say when you want to work.
4 Say why you can only work then.
5 Say what you did on your work experience.
French
Unit 3: Reading
Foundation Tier

[GFC31]
SPECIMEN PAPER

TIME
50 minutes.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

You must answer the questions in the spaces provided. Do not write outside the boxed area on each page or on blank pages.*

Complete in black ink only. Do not write with a gel pen.

Answer all twelve questions.

INFORMATION FOR CANDIDATES
The total mark for this paper is 60.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question. Use of a dictionary is not permitted.

*Relevant for live examinations only
1 **Newsletter**

You are putting together a newsletter page and two people have written about their families and their homes.

Read the descriptions below.

<table>
<thead>
<tr>
<th><strong>Je m'appelle Marie.</strong> J'habite avec ma mère, ma grand-mère et mes deux frères. J'habite dans une ferme près de Tours.**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Je m’appelle Christophe.</strong> J’habite avec mes parents, ma sœur et mon frère. Nous habitons dans un petit village, en face de l’église.**</td>
</tr>
</tbody>
</table>

Complete the sentences in **English**.

(a) Marie lives with her mother, her ________________ and her two brothers. [1]

(b) Marie lives on a ________________ near Tours. [1]

(c) Christophe lives with his parents, his ________________ and his brother. [1]

(d) Christophe lives opposite the ________________ . [1]
2 Advertisement

Read the information in the grid below about lost pets.

<table>
<thead>
<tr>
<th>Description</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Toby est un petit chat adorable!</td>
<td></td>
</tr>
<tr>
<td>(b) Notre chien Disco a disparu mercredi soir dans le parc Saint-Michel.</td>
<td></td>
</tr>
<tr>
<td>(c) Notre oiseau est perdu depuis deux semaines. Il est petit et rapide.</td>
<td></td>
</tr>
<tr>
<td>(d) Notre tortue a quatorze ans. Elle est très calme et elle aime dormir.</td>
<td></td>
</tr>
</tbody>
</table>

[4]
Read Marie’s blog about the environment.

Je fais tout possible pour conserver notre planète. Je vais au lycée à pied, j’utilise toujours les transports en commun et j’éteins la lumière quand je quitte une pièce. Marie.

Read the statements below.

Tick the **two** correct statements.

(i) Marie is not interested in protecting the planet.

(ii) Marie walks to school.

(iii) Marie recycles plastic bags.

(iv) Marie uses the shower instead of a bath.

(v) Marie uses public transport.

[2]
Restaurant

Farida and Nicolas are in a restaurant. They ask you to help them understand the menu.

Read the menu.

Menu du jour - 3 plats - 15€

Hors d’oeuvres:

   Melon
   ou
   Potage

Plat Principal:

   Poulet rôti avec haricots verts
   ou
   Poisson-frites

Dessert:

   Tarte aux pommes
   ou
   Glace

   Pain à volonté
   Boissons en supplément
Answer the questions below.

Tick [✓] the correct box.

(a) What can you have for your starter?

A  
B  
C  

[1]

(b) What is served with the fish?

A  
B  
C  

[1]

(c) Which one of these desserts is available?

A  
B  
C  

[1]

(d) What is included in the price?

A  
B  
C  

[1]
5 French penpal

You receive this email from your French penpal Clémence describing her recent trip.

Read the email.

Nice, le 7 juillet

Chère Nicole,

Samedi matin nous avons décidé de visiter le Louvre parce que le dessin, c’est ma matière préférée. Après ça, nous avons déjeuné dans un café et puis nous avons fait un peu de shopping en ville. Génial!

Ta copine, Clémence xxx

Tick [✓] the four correct statements.

A Clémence’s time in Paris was unforgettable. [✓] [X] [X] [X]

B Clémence spent a week in Paris. [X] [✓] [X] [X]

C Clémence went to a theme park. [X] [X] [✓] [X]

D Clémence visted her aunt. [X] [X] [X] [✓]

E It rained during Clémence’s visit. [X] [X] [X] [✓]

F Clémence went to the Louvre on Sunday morning. [X] [X] [X] [✓]

G Clémence’s favourite subject is Art. [X] [X] [X] [✓]

H Clémence went shopping in Paris. [X] [X] [X] [✓]

I Clémence did not enjoy her stay. [X] [X] [X] [✓]

[4]
6 Holiday plans

Karim makes an entry on his blog talking about what he plans to do during the holidays.

Read Karim’s blog.

Mes projets pour les vacances…
J’attends les vacances avec impatience! Les examens sont fatigants et j’ai besoin de me relaxer. Je vais trainer en ville avec mes copains. Mon oncle et mes cousins habitent au bord de la mer et je vais leur rendre visite.

Pendant les vacances, j’espère faire de la planche à voile mais je ne sais pas s’il fera du vent. Donc peut-être que ce ne sera pas possible. Je vais poster les photos sur Facebook. Dites-moi que vous les aimez!

Complete the statements below in English.

(a) Karim thinks that exams are ____________________ . [1]

(b) Karim wants to go for a walk in the town with ________________. [1]

(c) Karim’s uncle and cousins live _________________. [1]

(d) During the holidays, Karim hopes to _________________. [1]
Read the information about Martin’s school.


Answer the questions below in English.

(a) What does each of the forty classrooms in Martin’s school have?
   ______________________________________________________________________ [2]

(b) Where do pupils eat their lunch in Martin’s school?
   ______________________________________________________________________ [1]

(c) What do pupils in Martin’s school have to wear?
   ______________________________________________________________________ [1]

(d) What is the rule about mobile phones?
   ______________________________________________________________________ [2]
My school

Jean-Michel has written a short introduction about his school for the school website.

Translate the following sentences into English.

Write your answers in the spaces below.

(a) Mon collège est au centre-ville.

[2]

(b) Je voyage en car.

[2]

(c) Le bâtiment est très moderne.

[2]

(d) Je m'entends bien avec les professeurs.

[2]
Les matières scolaires

Les jeunes français décrivent leurs matières préférées et leurs projets pour l’avenir.

Lis les textes.

<table>
<thead>
<tr>
<th>Nom</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin</td>
<td>J’adore les arts plastiques et les maths donc j’espère travailler comme architecte dans l’avenir.</td>
</tr>
<tr>
<td>Marie</td>
<td>Mes matières préférées sont l’espagnol et l’allemand. C’est mon rêve de travailler comme hôtesse de l’air.</td>
</tr>
<tr>
<td>Gamal</td>
<td>Je n’aime pas les matières pratiques comme l’éducation physique. Je préfère l’informatique car c’est important pour trouver un emploi.</td>
</tr>
</tbody>
</table>

Coche [✓] la bonne case.

(a) Qui aime les sciences?
   Kevin  [ ]  Sabine  [ ]  Marie  [ ]  Gamal  [ ]  [1]

(b) Qui aime étudier les langues?
   Kevin  [ ]  Sabine  [ ]  Marie  [ ]  Gamal  [ ]  [1]

(c) Qui aime travailler avec les ordinateurs?
   Kevin  [ ]  Sabine  [ ]  Marie  [ ]  Gamal  [ ]  [1]

(d) Qui voudrait être architecte?
   Kevin  [ ]  Sabine  [ ]  Marie  [ ]  Gamal  [ ]  [1]

(e) Qui n’aime pas l’éducation physique?
   Kevin  [ ]  Sabine  [ ]  Marie  [ ]  Gamal  [ ]  [1]

(f) Qui espère devenir cycliste professionnelle?
   Kevin  [ ]  Sabine  [ ]  Marie  [ ]  Gamal  [ ]  [1]
La protection de l'environnement

Lis l’affiche.

**Les bons gestes pour protéger l’environnement.**

Protéger l’environnement est simple.

**Voici quelques conseils:**

- Éteignez la télévision quand vous ne la regardez pas.
- Éteignez les lampes quand vous quittez une pièce.
- Recyclez le papier et les journaux dans la poubelle bleue.
- Prenez une douche au lieu d’un bain.
- Baissez le chauffage et mettez un pull.

Choisis un mot dans la case pour compléter les phrases.

<table>
<thead>
<tr>
<th>les produits en papier</th>
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</tr>
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</table>

(a) Il faut éteindre ________________  [1] si on ne la regarde pas.

(b) La poubelle bleue est pour ________________  [1].

(c) Pour économiser l’eau, il faut prendre ________________  [1].

(d) Si on a froid, on doit mettre ________________________  [1].

Version 3: April 2020
11 Les amis

Tu lis cet article dans une revue au sujet des amis.

Mon ami Paul a de bons résultats au collège. Il fait toujours ses devoirs et il aide ses parents à la maison. Il ne parle pas beaucoup en classe.

Mon copain Éric a beaucoup d’argent. Il adore offrir des cadeaux et il aime acheter des vêtements très chics. Il est aussi très doué en tennis.

Mon meilleur ami Jacques adore raconter des histoires drôles – je rigole souvent avec lui! Mais, le problème, c’est qu’il ne fait rien en classe!
Choisissez deux adjectifs pour chaque personne.

<table>
<thead>
<tr>
<th>Travailleur</th>
<th>Méchant</th>
<th>Amusant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vieux</td>
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</tr>
<tr>
<td>Timide</td>
<td>Patient</td>
<td>Paresseux</td>
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Écris les deux adjectifs dans la bonne case.

<table>
<thead>
<tr>
<th>Personne</th>
<th>Adjectifs</th>
</tr>
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<td>(a) Paul</td>
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12 Mes loisirs

Lis les descriptions des jeunes francophones et choisis la bonne image.
Coche [✓] la bonne case.

(a) J'habite à Lausanne en Suisse. C'est idéal car j'adore les sports d'hiver.

(b) J'habite à Sainte-Marie sur l'île de la Réunion. J'aime aller à la pêche.

(c) J'habite à Dakar au Sénégal. Je suis accro aux jeux-vidéos.

(d) J'habite à Paris en France. Avec mon argent de poche je vais au cinéma.
(e) J’habite à Montréal au Canada. Je vais à la patinoire avec mes copines.

(f) J’habite à Bruxelles en Belgique. J’adore regarder les films avec des héros de bande dessinée.

(g) J’habite à Lille en France. Je visite la plage avec ma classe.

(h) J’habite à Cayenne en Guyane. Je fais souvent la soirée pyjama avec mes cousins.
THIS IS THE END OF THE QUESTION PAPER
French
Unit 3: Reading
Higher Tier

[GFC32]
SPECIMEN PAPER

TIME
1 hour.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
You must answer the questions in the spaces provided.
Do not write outside the boxed area on each page or on blank pages.*
Complete in black ink only. Do not write with a gel pen.

Answer all twelve questions.

INFORMATION FOR CANDIDATES
The total mark for this paper is 60.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.
Use of a dictionary is not permitted.

*Relevant for live examinations only
Section A

Answer all questions.

Questions and answers in French.

1 Les matières scolaires

Les jeunes français décrivent leurs matières préférées et leurs projets pour l’avenir.

Lis les textes.

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Coche (✓) la bonne case.

(a) Qui aime les sciences?

Kevin [✓]  Sabine [ ]  Marie [ ]  Gamal [ ]  [1]

(b) Qui aime étudier les langues?

Kevin [ ]  Sabine [✓]  Marie [ ]  Gamal [ ]  [1]

(c) Qui aime travailler avec les ordinateurs?

Kevin [ ]  Sabine [ ]  Marie [✓]  Gamal [ ]  [1]

(d) Qui voudrait être architecte?

Kevin [ ]  Sabine [ ]  Marie [ ]  Gamal [✓]  [1]

(e) Qui n’aime pas l’éducation physique?

Kevin [ ]  Sabine [ ]  Marie [✓]  Gamal [ ]  [1]

(f) Qui espère devenir cycliste professionnelle?

Kevin [ ]  Sabine [ ]  Marie [ ]  Gamal [✓]  [1]
2 La protection de l’environnement.

Lis l’affiche.

_**Les bons gestes pour protéger l’environnement.**_

Protéger l’environnement est simple.

_Voici quelques conseils:_

- Éteignez la télévision quand vous ne la regardez pas.
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Choisis un mot dans la case pour compléter les phrases.

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(a) Il faut éteindre _______________ [1] si on ne la regarde pas.

(b) La poubelle bleue est pour _______________ [1].

(c) Pour économiser l’eau, il faut prendre _______________ [1].

(d) Si on a froid, on doit mettre _______________ [1].
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Écris les **deux** adjectifs dans la bonne case.

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<tbody>
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Lis les descriptions des jeunes francophones et choisis la bonne image.

Coche (✓) la bonne case.

(a) J'habite à Lausanne en Suisse. C'est idéal car j’adore les sports d'hiver.

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(g) J’habite à Lille en France. Je visite la plage avec ma classe.

(h) J’habite à Cayenne en Guyane. Je fais souvent la soirée pyjama avec mes cousins.
Section B

Questions and answers in English.

5 Work experience

Jean has written a piece about his work experience for the school website.

Translate the following sentences into English.

Write your answers in the spaces below.

(a) J’ai fait un stage à la clinique vétérinaire.

(b) Je voudrais travailler avec les animaux.

(c) Tout le monde était sympa.

(d) J’espère continuer mes études aux Pays-Bas.
Le week-end

Marc sends a message to Sonia.

Salut Sonia! Veux-tu aller au ciné ce soir? Il y a un nouveau film d'action. Selon l'horaire c'est à seize heures quarante-cinq. Pour y aller, on peut prendre le bus numéro vingt à seize heures trente. Et après le film, je voudrais manger des frites au snack! Je sais que tu aimes les gâteaux, et ils ont un bon choix au snack! Qu'est-ce que tu en penses?

Marc

Read the message and answer the questions below.

Tick [✓] the correct answer.

(a) What kind of film does Marc suggest going to see?

A [ ] B [ ] C [ ]

(b) At what time is the film being shown?

A 16:45 [✓] B 16:30 [ ] C 18:15 [ ]

(c) How can Marc and Sonia travel to the cinema?

A 7 [ ] B 11 [ ] C 20 [✓]

(d) What does Sonia like to eat?

A [ ] B [✓] C [ ]
Volunteering

Yvonne has volunteered to help Monique and so, Monique sends this message to Yvonne. Read the message.

Salut Yvonne! Monsieur Vallois m’a donné ton numéro. Je suis très contente d’avoir l’aide d’une jeune fille active comme toi pour faire le ménage. À quelle heure penses-tu venir samedi? Merci, Monique

Answer the questions below in **English**.

(a) What job will Yvonne do for Monique?

__________________________________________________________________________  [1]

(b) What question about Saturday does Monique ask Yvonne?

__________________________________________________________________________  [1]
8 School concert

A school concert is being organised.

Look at the personal statements from the applications and choose a person for each job.

Marc: Ma matière préférée est les arts plastiques. Je fais les annonces pour notre club informatique.

Laura: Je suis toujours connectée. J’ai mille amis sur Twitter et je suis experte en réseautage social.

Thomas: Je suis doué pour le français. J’écris pour le journal du collège depuis trois ans.

Sabine: Je suis amicale et bavarde. J’aime rencontrer les gens et j’ai organisé les tours pour les nouveaux élèves.

Annabelle: J’adore les maths et les sciences. Plus tard je pense devenir comptable et travailler dans une grande entreprise.
Write the name of the best person for each job in the space provided.

Who should:

(a) welcome guests?

......................................................... [1]

(b) design the poster?

......................................................... [1]

(c) post information online?

......................................................... [1]

(d) write an article for the magazine?

......................................................... [1]
9 Simon Beauchamp - athlete.

Read this magazine article about Simon Beauchamp.

Un jour dans la vie de... Simon Beauchamp

Je me présente: Je m'appelle Simon Beauchamp. Je suis né en 1990 à La Rochelle. Je vais souvent à la piscine depuis mon enfance. À l’âge de huit ans ma mère m’a inscrit au club de natation et je suis devenu fanatique de la natation. J’habite maintenant à Montpellier car il y a une piscine olympique et ce n’est pas loin de la mer.


Mes projets pour l’avenir: Je vais lutter pour une médaille aux Jeux Olympiques 2016 à Rio. Souhaitez-moi bonne chance !

(a) What age was Simon when his mother signed him up for the swimming club?

(b) Why does Simon live in Montpellier (one reason)?

(c) At what event did Simon win in 2007, 2011 and 2015?

(d) What are Simon’s plans for the Olympic Games in Rio 2016?

Answer the questions in English.
Recycling at school

Read this poster about recycling strategies displayed in a French school.

Pensez à la planète!

Notre collège fait partie d’une initiative de recyclage suivie par tous les collèges de la région.

Voilà des conseils pour nos élèves:

Il faut trier les déchets et les mettre dans les poubelles disponibles dans les couloirs:

• Placez les produits en papier dans les boîtes rouges.

• Placez les cannettes en aluminium et les bouteilles en plastique dans les poubelles noires. Ne les mettez jamais dans les poubelles vertes.

• Vous pouvez recycler les textiles (par exemple, les vêtements, les chaussures et les serviettes) dans les poubelles vertes.

Ces textiles sont destinés aux auberges pour les SDFs et aux magasins des sociétés bénévoles dans la région.
Complete the summary of the poster opposite in English using the words from the box below.

<table>
<thead>
<tr>
<th>food waste</th>
<th>the corridors</th>
<th>green bins</th>
</tr>
</thead>
<tbody>
<tr>
<td>charity shops</td>
<td>paper products</td>
<td>the playground</td>
</tr>
<tr>
<td>a youth hostel</td>
<td>blue bins</td>
<td>black bins</td>
</tr>
</tbody>
</table>

The school is involved in a recycling initiative. Pupils will find the recycling bins in (a) ____________ [1]. The red boxes are to be used for (b) ____________ [1]. Plastic bottles and aluminum cans should be placed in the (c) _________________ [1]. Any textiles which have been recycled will either be given to shelters for the homeless or be given to (d) _________________ [1].
11 Bordeaux - a tourist destination

Read this advertisement about Bordeaux as a holiday destination.

**Choisissez Bordeaux, une ville pour tout le monde.**

Chaque année 2,5 millions de visiteurs arrivent à Bordeaux dans le sud-ouest de la France. Bordeaux a beaucoup à offrir aux touristes qui visitent cette ville impressionnante. En effet, on place Bordeaux en tête des lieux à visiter cette année!

Aimeriez-vous visiter les sites historiques ou admirer l'architecture moderne? Voudriez-vous profiter des beaux théâtres ou des grands stades? Préférez-vous rester dans un camping ou un hôtel cinq étoiles?

Bordeaux – une ville pour les familles, les copains et les amoureux…

Profitez de nos offres sur le site www.vacancesbordeaux.fr Nous vous proposons des réductions de 30% et une promenade en bateau gratuite pour chaque séjour réservé en ligne.

Complete the following sentences in **English**.

(a) This year Bordeaux has been placed

[ ]

(b) You can stay on a campsite or

[ ]

(c) Bordeaux is a town for families, friends and

[ ]

(d) To enjoy a free boat trip, you must

[ ]
12 Marielle Dupont - upcycling expert

Read this interview between Sabine and Marielle.

Answer the questions below in English.

Webchat mensuel du magazine Nouvelle Mode avec Sabine Martin.

Sabine: Marielle Dupont nous parle de l’upcyclage: une alternative éthique à la surconsommation dans les pays développés. Pourquoi jeter les déchets quand on pourrait les transformer en quelque chose d’original?

(a) What should we do with our rubbish instead of throwing it away?

_________________________________________________________ [1]

Sabine: Bonjour Marielle! C’est notre plaisir de vous accueillir à Nouvelle Mode. Comment êtes-vous arrivée à travailler dans l’upcyclage?

Marielle: Pendant mes études au lycée, je faisais les arts plastiques avec une spécialisation en mode. Je n’avais pas beaucoup d’argent mais j’avais besoin de matériel pour faire les vêtements. Comme ça, j’ai commencé à modifier des vestes et des jupes de mes sœurs.

(b) What were the first items that Marielle upcycled?

_________________________________________________________ [1]

Sabine: Il n’y a pas beaucoup de lycéennes qui ont des collections dans les boutiques parisiennes! Comment cela est-il arrivé?

Marielle: J’ai eu de la chance. La mère d’une copine au lycée organisait un défilé de mode et au dernier moment une des dessinatrices est tombée malade et ne pouvait pas participer. Elle m’a proposé de montrer la collection que j’avais préparée pour mon baccalauréat.

(c) What was being organised by the mother of one of Marielle’s friends?

_________________________________________________________ [1]

(d) Why was one of the designers unable to participate?

_________________________________________________________ [1]
Sabine: Pourquoi pensez-vous que l’upcyclage devient de plus en plus populaire entre les jeunes?

Marielle: Comme tu as déjà dit, il nous faut une alternative éthique à la surconsommation. Il y a cinquantaine ans, les mères de famille réparaient les vêtements abîmés. Maintenant on les jette à la poubelle sans penser à l’impact humain et écologique du marché de la mode. L’upcyclage est un moyen facile de faire face au gaspillage dans notre société.

Sabine: Merci, Marielle, c’était fascinant de vous parler! Bon courage pour l’avenir!

(e) What did mothers of families repair fifty years ago?

........................................................................................................................................ [1]

(f) What is the problem caused by modern society which upcycling will solve?

........................................................................................................................................ [1]
THIS IS THE END OF THE QUESTION PAPER
French
Unit 4: Writing
Foundation Tier

[GFC41]
SPECIMEN PAPER

TIME
1 hour.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
You must answer the questions in the spaces provided. Do not write outside the boxed area on each page or on blank pages. Complete in black ink only. Do not write with a gel pen.

Answer all four questions.

INFORMATION FOR CANDIDATES
The total mark for this paper is 60.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question. Use of a dictionary is not permitted.
Answer all questions in French.

1 Shopping

(a) You are on holiday and you are going shopping.

You make a list of fruit and vegetables that you want to buy.

Write a suitable word in each of the spaces below.

Write in French.

(i) _______________________________ [1]
(ii) _______________________________ [1]
(iii) _______________________________ [1]
(iv) _______________________________ [1]
(b) You then decide to shop for presents for your family.

Write what presents you want to buy.

Write a suitable short phrase of 2–3 words in each of the spaces below.

Write in French.

(i) ____________________________ [2]

(ii) ____________________________ [2]

(iii) ____________________________ [2]
You write an email to your friend about your family, friends and interests.

Write **one** sentence for each answer.

Write **in French** in the spaces below.

(a) The number of people in your family.

________________________________________________________________________
________________________________________________________________________ [2]

(b) What you like to eat.

________________________________________________________________________
________________________________________________________________________ [2]

(c) The subjects you enjoy in school.

________________________________________________________________________
________________________________________________________________________ [2]

(d) What your best friend is like.

________________________________________________________________________
________________________________________________________________________ [2]

(e) What pet you have.

________________________________________________________________________
________________________________________________________________________ [2]
3 Holidays

You write to your friend about your holiday.

Translate the English sentences.

Write in French in the spaces below.

(a) The weather is very hot.

(b) The hotel is near the post office.

(c) I do not like the museum.

(d) I prefer to go to the beach.

(e) I eat pizza in a restaurant.
4 Choose one question from the three options provided and write your answer in French.

You must write five paragraphs.

You must include all bullet points.

(a) Context 1:
   Topic: Daily routine

   You are writing an article for your school magazine about your daily routine.
   
   • Your routine in the morning before going to school.
   • What you do at lunchtime in school.
   • Your favourite food.
   • What you had for your evening meal yesterday.
   • What you will do this evening after school.

OR

(b) Context 2:
   Topic: Travel and tourism

   You are writing to your French friend about your summer holiday.
   
   • What you normally do during your summer holidays.
   • What the weather is like in your region in summer.
   • The type of accommodation you prefer.
   • Your holidays last year.
   • Your plans for your holidays next year.

OR

(c) Context 3:
   Topic: My studies

   You are writing an article for your school magazine about your school life.
   
   • The location of your school.
   • School facilities.
   • Your favourite teacher.
   • What you did in class yesterday.
   • What your plans are for next year.
THIS IS THE END OF THE QUESTION PAPER
French

Unit 4: Writing

Higher Tier

[GFC42]
SPECIMEN PAPER

TIME
1 hour 15 minutes.

INSTRUCTIONS TO CANDIDATES
Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
You must answer the questions in the spaces provided. Do not write outside the boxed area on each page or on blank pages. Complete in black ink only. Do not write with a gel pen.

Answer all four questions.

INFORMATION FOR CANDIDATES
The total mark for this paper is 60.
Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question. Use of a dictionary is not permitted.
1 Self, family and relationships

You write an email to your friend about your family, friends and interests.

Write one sentence for each answer.

Write in French in the spaces below.

(a) The number of people in your family.

.................................................................................................................. [2]

(b) What you like to eat.

.................................................................................................................. [2]

(c) The subjects you enjoy in school.

.................................................................................................................. [2]

(d) What your best friend is like.

.................................................................................................................. [2]

(e) What pet you have.

.................................................................................................................. [2]
Your pen-pal wants to know what you think of the cinema.

Write one sentence for each answer.

Write in French in the spaces below.

(a) Where you go to the cinema.

______________________________________________________________________

______________________________________________________________________ [2]

(b) The type of film you enjoy.

______________________________________________________________________

______________________________________________________________________ [2]

(c) Whether you prefer going to the cinema with friends or your family.

______________________________________________________________________

______________________________________________________________________ [2]

(d) A recent film you have seen.

______________________________________________________________________

______________________________________________________________________ [2]

(e) Your plans to go to the cinema next weekend.

______________________________________________________________________

______________________________________________________________________ [2]
You write to your French friend about how you celebrate Christmas.

Translate the English sentences.

Write in French in the spaces below.

(a) My grandparents always give me money.

[b] [2]

(b) We eat lunch at half past one.

[b] [2]

(c) The Christmas tree is in the dining room.

[b] [2]

(d) I have bought sweets for my aunt.

[b] [2]

(e) I am going to eat too many potatoes.

[b] [2]
4 Choose **one** question from the three options provided and write your answer **in French**.

You **must** write **five** paragraphs.

You **must** include **all** bullet points.

(a) Context 1:
   Topic: Free time and leisure

You are writing an article for your school magazine about your free time and leisure activities.

- Sports you play.
- Your other favourite leisure activities.
- The benefits of having leisure activities.
- An interesting activity you enjoyed recently.
- A new hobby or sport you would like to try in the future.

OR

(b) Context 2:
   Topic: My local area

You are writing an article advertising your region for a website in French.

- Where you live.
- Tourist attractions in your area.
- Leisure facilities for young people.
- A place in your area you visited recently.
- Where you would like to live in the future.

OR

(c) Context 3:
   Topic: Extra-curricular activities

You want to go on an exchange visit to a school in France. You are asked to write the following details.

- Your personal details.
- A description of your school.
- The benefits of an exchange visit to France.
- A trip or holiday you have been on in the past.
- Activities you will do on the trip to France.
THIS IS THE END OF THE QUESTION PAPER
French

GENERAL MARKING INSTRUCTIONS
General Marking Instructions

Introduction
Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates’ responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates’ responses.

Assessment objectives
Below are the assessment objectives for GCSE French.

Candidates must:

AO1 understand and respond to different types of spoken language;
AO2 communicate and interact effectively in speech;
AO3 understand and respond to different types of written language; and
AO4 communicate in writing.

Quality of candidates’ responses
In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking
Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking
Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.
- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total number of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select four correct phrases and they select five, they will have one mark taken off the total number of correct answers.
• If candidates are asked to select four and select six, they will have two marks taken off the total number of correct answers.
• If candidates are asked to select one answer and select more than one, they cannot receive any marks for the answer.

Candidates cross out a letter/untick a box.

• If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

• Mark schemes will include the anticipated responses and some others seemed credit-worthy by the examining team. These answers will be discussed at the standardising meeting and may be added to.

Quality of English/Target Language.

• Where spelling and grammar in English or the target language impede understanding, candidates will not be awarded marks.

**Awarding zero marks**
Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

**Types of mark schemes**
Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

**Levels of response**
Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

• **Threshold performance**: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
• **Intermediate performance**: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
• **High performance**: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.
French
Unit 1: Listening
Foundation Tier

[GFC11]
SPECIMEN

MARK SCHEME
**Section A**

Questions and answers in English.

1. (a) baker [1]
   (b) black [1] 2

2. (a) D [1]
   (b) A [1]
   (c) B [1]
   (d) F [1] 4

3. (a) laptop [1]
   (b) singers [1]
   (c) midnight [1]
   (d) aunt [1]
   (e) 9:00 [1]
   (f) big/large [1] 6

4. (a) B [1]
   (b) A [1]
   (c) A [1]
   (d) C [1]
   (e) B [1]

5. (a) (i), (iv) [2]
   (b) (iv), (v) [2]
   (c) (i), (v) [2]
   (d) (i), (v) [2] 8
6  (a) B  [1]
   (b) C  [1]  2

7  (a) 6:15  [1]
   (b) mother  [1]
   (c) listens [1] / to music [1]  [2]

8  (a) be in fresh air [1] hard / tiring [1]
   (b) cashier [1] interesting [1] not well paid [1]
   (c) air hostess [1] travel for free [1] not enough days off/holidays [1]  8
Section B

Questions and answers in French.

| #  | (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) | (k) | (l) | (m) | (n) | (o) | (p) | (q) | (r) | (s) | (t) | (u) | (v) | (w) | (x) | (y) | (z) |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 9   | B   | C   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 10  | A   | C   | B   | C   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 11  | (i), (iii) | (ii), (iv) | (i), (iii) |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 12  | les élèves | les professeurs | les bâtiments | les devoirs | le directeur | les vacances |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

Total marks 60
French

Unit 1: Listening

Foundation Tier

[GFC11]
SPECIMEN

TRANSCRIPT

Audio ‘beep’ to precede each question

Questions 1 – 8 insert 5 and 10 second pauses

Questions 9 – 12 insert 7 and 12 second pauses
You will now be allowed 5 minutes to read through the paper, before the first question starts.

Pause 5 minutes

The five minute reading period has now finished and the examination will now begin. Please open your paper at question 1.

Read each question carefully. Complete your answer by listening to the recording and follow the instructions given in the question paper. You will hear each section twice.

1 Your French friend Jean tells you about his family.

M:
(a) Mon père est boulanger et ma mère est coiffeuse.

Pause 5 seconds and repeat

M:
(b) Ma mère a les cheveux noirs.

Pause 5 seconds and repeat

Pause 10 seconds

2 Your French friend Chantal tells you what she does in her spare time.

F:
(a) Le weekend, j’aime monter à cheval. J’adore l’équitation.

Pause 5 seconds and repeat

F:
(b) Dans mon temps libre, j’adore nager dans la piscine avec ma famille.

Pause 5 seconds and repeat

M:
(c) J’aime tous les sports nautiques, surtout la voile, c’est mon sport préféré.

Pause 5 seconds and repeat

F:
(d) Moi, ce que j’aime faire, c’est lire des livres. J’adore les romans historiques.

Pause 5 seconds and repeat

Pause 10 seconds
Your French friend, Luc, is making arrangements for his birthday party.

(a) J’espère recevoir un nouvel ordinateur portable et des vêtements comme cadeaux de mes parents.  

Pause 5 seconds and repeat

(b) Mes amis et moi, nous voulons écouter les chansons de nos chanteurs favoris.  

Pause 5 seconds and repeat

(c) Ma mère a dit que tout le monde doit partir avant minuit.  

Pause 5 seconds and repeat

(d) Ma tante va préparer un grand repas; ça va être délicieux et je l’attends avec impatience!  

Pause 5 seconds and repeat

(e) J’ai invité tous les élèves dans ma classe et je leur ai dit que la fête commencera à neuf heures le soir.  

Pause 5 seconds and repeat

(f) Je vais avoir la fête d’anniversaire chez moi parce que le salon est très grand et il y a beaucoup d’espace.  

Pause 5 seconds and repeat

Pause 10 seconds
4 You hear Jacques, a French student talking about his holiday plans.

**M:**

(a) Cette année, je vais aller en vacances à l'étranger parce que je préfère les pays chauds.

*Pause 5 seconds and repeat*

(b) Je vais aller avec mes copains. Ça va être amusant!

*Pause 5 seconds and repeat*

(c) Je vais y passer quinze jours. À mon avis, une semaine est trop courte.

*Pause 5 seconds and repeat*

(d) Pendant mes vacances, j'ai l'intention de faire des promenades souvent car j'adore les vacances actives.

*Pause 5 seconds and repeat*

(e) Je vais voyager en avion parce que c'est le plus rapide, le bateau est beaucoup trop lent.

*Pause 5 seconds and repeat*

(f) J'adore faire des magasins et pendant mes vacances je vais m'acheter un nouveau chapeau comme souvenir. Je déteste écrire des cartes postales - c'est barbant!

*Pause 5 seconds and repeat*

*Pause 10 seconds*

5 Your French friend Pauline talks to you about school life.

**F:**

(a) Au collège, j'aime apprendre à cuisiner et apprendre sur les différents pays du monde. Je suis très faible en maths.

*Pause 5 seconds and repeat*

(b) Comme il n'y a pas d'uniforme dans la majorité des collèges français, très peu d'élèves portent un pantalon ou une chemise. C'est plus confortable de porter un survêtement ou un pull.

*Pause 5 seconds and repeat*
Il y a plein de clubs extrascolaires; moi je suis membre du club de photographie et comme je suis très créative je vais au club de dessin. Il n’y a pas de club d’informatique.

Pause 5 seconds and repeat

Au collège, la majorité des élèves ne fument pas mais beaucoup arrivent en retard. Quant à la règle en ce qui concerne les bijoux, beaucoup de jeunes portent une montre ou des bagues.

Pause 5 seconds and repeat

Pause 10 seconds

Listen to these people talking about the advantages and disadvantages of their part-time job.

(a) Le vendredi soir je fais du babysitting. C’est bien car je peux faire mes devoirs quand les petits dorment.

Pause 5 seconds and repeat

(b) Je travaille au centre sportif le mardi soir. C’est bien parce que je peux rester en forme.

Pause 5 seconds and repeat

Pause 10 seconds

Your friend Émilie, talks about her daily routine.

(a) Le matin je me réveille à 6h. Je me lève à 6h15 et je me douche à 6h30.

Pause 5 seconds and repeat

(b) Avant de quitter la maison je dis au revoir à ma mère.

Pause 5 seconds and repeat

(c) Je prends le train pour aller au collège. C’est bien parce que j’écoute de la musique.

Pause 5 seconds and repeat

(d) Le soir je lis mon roman après avoir fait mes devoirs.

Pause 5 seconds and repeat

Pause 10 seconds
8  Listen to this radio programme about jobs.

M: (a) Je travaille dans une ferme et j’aime le travail parce que j’aime être en plein air. Cependant c’est un travail dur et fatigue.

Pause 5 seconds and repeat

F: (b) Je travaille comme caissière et c’est intéressant de travailler avec le public mais l’inconvénient, c’est que ce n’est pas bien payé.

Pause 5 seconds and repeat

F: (c) Je suis hôtesse de l’air, l’avantage c’est qu’on peut voyager sans payer mais le problème, c’est qu’il n’y a pas assez de jours de congé.

Pause 10 seconds and repeat

9  Tu écoutes des étudiants français qui parlent de leurs activités et du temps qu’il fait.

M: (a) Quand il y a du vent, je fais de la voile tous les jours.

Pause 7 seconds and repeat

M: (b) Je préfère rester à la maison quand il pleut.

Pause 7 seconds and repeat

Pause 12 seconds

10  Ton ami, Olivier, parle d’où il habite.

M: (a) J’aime habiter en ville parce que mes amis habitent près de chez moi.

Pause 7 seconds and repeat

M: (b) Le soir je vais à la patinoire avec mes amis.

Pause 7 seconds and repeat

M: (c) Mon collège est tout près. J’y vais à pied le matin.

Pause 7 seconds and repeat
M: (d) Le week-end j'adore faire du shopping au centre commercial.

Pause 7 seconds and repeat

Pause 12 seconds

11 Tu écoutes une émission à la radio au sujet des problèmes de l'environnement.

F: (a) Pour aider l'environnement, je recycle le verre et le plastique.

Pause 7 seconds and repeat

M: (b) Deux grandes causes de pollution dans les grandes villes, ce sont les usines et les voitures.

Pause 7 seconds and repeat

F: (c) Près du supermarché, il y a une poubelle spéciale pour les journaux et une autre pour les bouteilles.

Pause 7 seconds and repeat

Pause 12 seconds

12 Au collège.

Ton amie décrit son collège avant ta visite.

F: (a) Les autres élèves dans ma classe font beaucoup de bruit et ils ne font pas assez attention pendant les cours.

Pause 7 seconds and repeat

F: (b) Les professeurs enseignent bien leur matière et ils sont généralement assez sympas.

Pause 7 seconds and repeat

F: (c) Les bâtiments ne sont pas jolis et je pense qu'ils ont été construits il y a cinquante ans.

Pause 7 seconds and repeat

F: (d) À mon avis, les devoirs sont nécessaires pour avoir de bons résultats au collège.

Pause 7 seconds and repeat
(e) Le directeur de mon collège s’appelle Monsieur Martin. Tous les élèves ont peur de lui car il est très sévère.

*Pause 7 seconds and repeat*

(f) J’aime les grandes vacances parce que j’aime me relaxer avant la rentrée.

*Pause 7 seconds and repeat*

*Pause 12 seconds*

This is the end of the recording.
French

Unit 1: Listening

Higher Tier

[GFC12]
SPECIMEN

MARK SCHEME
## Section A

Questions and answers in French.

<table>
<thead>
<tr>
<th></th>
<th>(a)</th>
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<td>4</td>
<td>les élèves</td>
<td>les professeurs</td>
<td>les bâtiments</td>
<td>les devoirs</td>
<td>le directeur</td>
<td>les vacances</td>
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**Available Marks:**

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</tbody>
</table>

Version 3: April 2020
Section B

Questions and answers in English.

5  (a) D [1]
    (b) C [1] 2

6  (a) charity [1] shop [1] [2]
    (b) village [1] streets [1] [2]
    (c) nursery [1] school [1] [2]
    (d) old [1] clean [1] [2] 8

7  (a) (i) practical [1]
    (b) (i) expensive [1]
    (c) (ii) proud [1]
    (d) (i) look the same [1]
    (e) (i) she likes wearing uniform [1]
    (f) (iii) the jacket is comfortable [1] 6

8  (a) F, B [2]
    (b) G, C [2]
    (c) A, E [2] 6

9  (a) eat healthily [1]/do homework in advance [1]/organise my school work [1] (Any two) [2]
    (b) exercise [1]/go online [1] [2]
    (c) write a to do list [1]/listen to music [1] [2]
    (d) telephone/call friends [1]/read [1] [2] 8
10 (ii) Marie never wants to get married [1]
(v) Marie wants to have a large family [1] 2

11 (a) D [1]
(b) B [1]
(c) E [1]
(d) A [1] 4

12 (a) own bedroom/does not share furniture is old [2]
(b) peaceful animals wake you [2]
(c) balcony traffic [2] 6

Total marks 60
French

Unit 1: Listening

Higher Tier

[GFC12]
SPECIMEN

TRANSCRIPT

Audio ‘beep’ to precede each question

Questions 1 – 12 insert 7 and 12 second pauses
Northern Ireland Council for the Curriculum, Examinations and Assessment  
General Certificate of Secondary Education, 2020  
French, Unit 1, Listening, Higher Tier

You will now be allowed 5 minutes to read through the paper, before the first question starts.

*Pause 5 minutes*

The five minute reading period has now finished and the examination will now begin. Please open your paper at question 1.

Read each question carefully. Complete your answer by listening to the recording and follow the instructions given in the question paper. You will hear each section twice.

1 Tu écoutes des étudiants français qui parlent de leurs activités et du temps qu’il fait.

*M:*

(a) Quand il y a du vent, je fais de la voile tous les jours.

*Pause 7 seconds and repeat*

*M:*

(b) Je préfère rester à la maison quand il pleut.

*Pause 7 seconds and repeat*

*Pause 12 seconds*

2 Ton ami, Olivier, parle d’où il habite.

*M:*

(a) J’aime habiter en ville parce que mes amis habitent près de chez moi.

*Pause 7 seconds and repeat*

*M:*

(b) Le soir je vais à la patinoire avec mes amis.

*Pause 7 seconds and repeat*

*M:*

(c) Mon collège est tout près. J’y vais à pied le matin.

*Pause 7 seconds and repeat*

*M:*

(d) Le week-end j’adore faire du shopping au centre commercial.

*Pause 7 seconds and repeat*

*Pause 12 seconds*
3 Tu écoutes une émission à la radio au sujet des problèmes de l'environnement.

<table>
<thead>
<tr>
<th>F:</th>
<th>(a) Pour aider l'environnement, je recycle le verre et le plastique.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M:</td>
<td>(b) Deux grandes causes de pollution dans les grandes villes, ce sont les usines et les voitures.</td>
</tr>
<tr>
<td>F:</td>
<td>(c) Près du supermarché, il y a une poubelle spéciale pour les journaux et une autre pour les bouteilles.</td>
</tr>
</tbody>
</table>

Pause 7 seconds and repeat

Pause 7 seconds and repeat

Pause 7 seconds and repeat

Pause 12 seconds

4 Ton amie décrit son collège avant ta visite.

<table>
<thead>
<tr>
<th>F:</th>
<th>(a) Les autres élèves dans ma classe font beaucoup de bruit et ils ne font pas assez attention pendant les cours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F:</td>
<td>(b) Les professeurs enseignent bien leur matière et ils sont généralement assez sympas.</td>
</tr>
<tr>
<td>F:</td>
<td>(c) Les bâtiments ne sont pas jolis et je pense qu’ils ont été construits il y a cinquante ans.</td>
</tr>
<tr>
<td>F:</td>
<td>(d) À mon avis les devoirs sont nécessaires pour avoir de bons résultats au collège.</td>
</tr>
<tr>
<td>F:</td>
<td>(e) Le directeur de mon collège s'appelle Monsieur Martin. Tous les élèves ont peur de lui car il est très sévère.</td>
</tr>
</tbody>
</table>

Pause 7 seconds and repeat

Pause 7 seconds and repeat

Pause 7 seconds and repeat

Pause 7 seconds and repeat
J’aime les grandes vacances parce que j’aime me relaxer avant la rentrée.

Pause 7 seconds and repeat

Pause 12 seconds

5 You hear this weather forecast whilst on holidays in France.

Voici la météo pour aujourd’hui lundi en France. Il y a un risque de pluie surtout dans le nord du pays.

Pause 7 seconds and repeat

Mardi, malheureusement, il y aura des nuages le matin et le soir.

Pause 7 seconds and repeat

Pause 12 seconds

6 French students talk about voluntary work which they do.

Je m’appelle Marie. Le weekend je travaille dans un magasin de charité. C’est un travail volontaire, c’est-à-dire, on ne me paie pas.

Pause 7 seconds and repeat

Je m’appelle Jean. Pour aider, je ramasse les déchets dans les rues de mon village. C’est organisé par mon club de jeunes et je l’aime beaucoup.

Pause 7 seconds and repeat

Je m’appelle Nicole. Le vendredi je vais à une école maternelle où j’aide à servir les repas aux enfants. J’aime travailler avec les jeunes.

Pause 7 seconds and repeat

Je m’appelle Claude. Le dimanche je vais chez mes voisins et je fais le ménage parce qu’ils sont très âgés et ne sont pas capables de nettoyer.

Pause 7 seconds and repeat

Pause 12 seconds
7 These young people tell you their opinions on wearing a school uniform.

F: (a) À mon avis l’uniforme scolaire est très pratique parce qu’on ne doit pas décider de ce qu’on va porter le matin. Donc, on a moins de problèmes.

Pause 7 seconds and repeat

M: (b) Je pense que les uniformes sont trop chers et comme mon père est au chômage en ce moment on n’a pas assez d’argent.

Pause 7 seconds and repeat

M: (c) Je suis fier de mon uniforme et je pense qu’on s’entend mieux au collège à cause de cela.

Pause 7 seconds and repeat

F: (d) Je suis contre l’uniforme parce que tout le monde se ressemble et je n’ai pas l’occasion de montrer ma personnalité.

Pause 7 seconds and repeat

F: (e) Les vêtements à la mode sont chers et il y a quelques-uns qui prennent les vêtements des autres donc je préfère porter l’uniforme.

Pause 7 seconds and repeat

M: (f) Je suis favorable à mon uniforme scolaire parce que la veste est très confortable et j’aime la couleur.

Pause 7 seconds and repeat

Pause 12 seconds

8 Young people are discussing their past holidays.

M: (a) L’année dernière, je suis allé en Espagne et je me suis bien amusé. J’ai fait du tourisme et un jour nous sommes allés au parc d’attractions - c’était excellent!

Pause 7 seconds and repeat
Il y a trois ans, je suis allée en Suisse avec mon collège et j’ai fait des sports d’hiver, ce qui était vraiment passionnant. Aussi, j’ai fait du canoë dans les lacs de la région.

Pause 7 seconds and repeat

L’été dernier, je suis allé en Allemagne. Le soir, nous avons dîné au restaurant et pendant la journée, nous avons fait des promenades dans la forêt.

Pause 7 seconds and repeat

Pause 12 seconds

You hear these young people talking about how they relieve stress.

Pour éviter le stress, j’essaie de manger sainement et de faire tous mes devoirs en avance. Si je n’organise pas mon travail scolaire, je deviens très stressé.

Pause 7 seconds and repeat

Je préfère faire de l’exercice pour oublier mes problèmes. Quelquefois je vais en ligne, c’est super.

Pause 7 seconds and repeat

La meilleure manière de réduire le stress est d’écrire tout ce que je dois faire dans mon agenda. Aussi, quelquefois j’écoute de la musique classique mais je ne prendrais jamais des médicaments.

Pause 7 seconds and repeat

Quand je suis stressé, je ne peux rien faire. Pour me calmer, je dois appeler mes amis ou lire un bon roman.

Pause 7 seconds and repeat

Pause 12 seconds

Marie is talking about marriage.

Je ne vais jamais me marier parce que pour moi, c’est plus important de trouver un bon partenaire et d’avoir beaucoup de bébés.

Pause 7 seconds and repeat

Pause 12 seconds
11 Listen to this programme about the environment. What are they talking about?

M:  
(a) Les substances nocives qui viennent des usines ont des conséquences mauvaises dans l'atmosphère.

Pause 7 seconds and repeat

M:  
(b) La quantité de papiers et de bouteilles sur les plages est très inquiétante parce que cela pourrait avoir un effet négatif sur le tourisme dans la région.

Pause 7 seconds and repeat

M:  
(c) Nous devons faire face à ceux qui coupent des arbres dans les forêts parce que les animaux risquent de perdre leur habitat.

Pause 7 seconds and repeat

M:  
(d) Le fait qu'il n'a pas plu pendant trois mois signifie qu'il n'y a pas assez d'eau pour irriguer les produits agricoles dans les régions africaines.

Pause 7 seconds and repeat

Pause 12 seconds

12 These people are talking about where they live.

M:  
(a) J'habite dans une maison. D'une part, j'aime ma maison parce que je ne dois pas partager ma chambre comme mes deux sœurs, mais d'autre part les meubles sont très vieux et pas du tout à la mode.

Pause 7 seconds and repeat

F:  
(b) Nous habitons dans une ferme mais je n'aime pas quand les animaux me réveillent très tôt le matin. L'avantage, c'est que c'est un endroit tranquille.

Pause 7 seconds and repeat

F:  
(c) Ma famille et moi habitons dans un appartement avec un grand balcon que j'aime beaucoup mais comme c'est au centre-ville, il y a beaucoup de circulation dans ma rue, ce qui est affreux!

Pause 7 seconds and repeat

Pause 12 seconds.

This is the end of the recording.
Unit 2 Speaking

To be conducted by the teacher and recorded for marking. It is worth 25% of the marks for GCSE and is marked out of 60.

Refer to GCSE Specification Section 6.2

Controlled Assessment supervised preparation for Conversation Topic 1

Time allowed: 1 hour in normal class time under medium supervision.
The use of a dictionary is not permitted during the supervised preparation time.

Instructions – Controlled Assessment preparation session

Candidates have 1 hour to prepare in advance of the speaking examination, under supervised controlled conditions, using the Candidate Preparation Sheet:

• The centre will download the Context for Learning Conversation Topic 1 title from our GCSE Subject microsite in the September prior to the Summer series.
• The centre will provide the candidate with the Candidate Preparation Sheet [available on the Subject microsite].
• The centre will, during normal class teaching time and at a time appropriate to the centre, provide their candidates with a 1 hour block of time in which to research the set conversation topic and complete their Candidate Preparation Sheet.
• The teacher will provide candidates with the Conversation Topic 1 title.
• Candidates are permitted to work as individuals or in pairs or small groups.
• Candidates can have access to GCSE textbooks, study guides, classwork/homework books and the CCEA French Core Minimum Vocabulary [Specification Appendix 5]. No access to a dictionary.
• Teachers can give guidance but must not correct any written preparation the candidates have completed during the session.
• At the end of the 1 hour controlled preparation session, the candidate must sign to authenticate their work and then hand only their Candidate Preparation Sheet to the teacher.
• The teacher must sign and date to authenticate the Candidate Preparation Sheet, then securely and confidentially retain all Candidate Preparation Sheets until the day of the Speaking examination.
• The Candidate Preparation Sheet will be given back to the candidate during the Speaking examination but only at the start of the Conversation Topic 1 element.

Speaking Examination

The examination should be conducted in the following order:
two role-plays, Conversation Topic 1 and Conversation Topic 2.

Time allowed:
10 minutes supervised preparation time for the two role-plays.
The Speaking examination should last between 7 – 12 minutes [maximum time permitted].

The use of a dictionary is not permitted at any time during the examination and this includes the 10 minutes supervised preparation time.
Instructions – Speaking

- The examination will last a **maximum** of 12 minutes.
- The examination will consist of:
  (a) 2 (unseen) role-play cards [both taken from one of the two Contexts for Learning not covered in (b)];
  (b) one pre-prepared conversation topic [Conversation Topic 1 title pre-released by CCEA and prepared by the candidate in advance]; and
  (c) one teacher-led conversation topic [Conversation Topic 2 selected by the teacher from the Context for Learning not covered in (a) and (b) above].

Role-play 1
10 marks (up to 2 minutes)
Role-play 2
10 marks (up to 2 minutes)

- The candidate has 10 minutes to prepare for the two role-plays.
- The candidate **must only** use the Candidate Role-play Response Sheet to make written notes. This sheet must be brought into the examination.
- The situations and responses provided are intended to assist teachers in the conduct of the role-plays and to help standardise the responses made by the candidates, thus making for greater reliability in the marking of the role-plays.
- Teachers should adhere strictly to the responses.
- Teachers must not help the candidate either by translating or by suggesting words to use, as no marks can then be awarded.
- At the end of the examination the candidate **must return** the Candidate Role-play Response Sheet to his/her teacher who **must retain** it securely and confidentially until the end of the Enquiry About Result process.

Conversation: Topic 1
20 marks (up to 4 minutes)

- The candidate engages in a conversation on the prepared topic (title set by CCEA).
- The candidate must use their Candidate Preparation Sheet.
- At the end of the examination the candidate **must return** the Candidate Preparation Sheet to his/her teacher who **must retain** it securely and confidentially until the end of the Enquiry About Results process.

Conversation: Topic 2
20 marks (up to 4 minutes)

- In response to questions from the teacher, the candidate engages in a conversation on a topic taken from the remaining Context for Learning. Candidates are **not** permitted to use any notes or materials.

Sessions:
Each set of cards for each Session contains two role-plays from the same Context for Learning. Teachers must present the two sets of role-play cards face-down so that the scenarios are unseen.
Teachers must alternate the sets of cards during each day, as below.

<table>
<thead>
<tr>
<th></th>
<th>Pre-break</th>
<th>Pre-lunch</th>
<th>Post-lunch</th>
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</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Session A cards</td>
<td>Section B cards</td>
<td>Session C cards</td>
</tr>
<tr>
<td>Day 2</td>
<td>Session D cards</td>
<td>Session E cards</td>
<td>Session F cards</td>
</tr>
<tr>
<td>Day 3</td>
<td>Session C cards</td>
<td>Session A cards</td>
<td>Session B cards</td>
</tr>
<tr>
<td>Day 4</td>
<td>Session F cards</td>
<td>Session D cards</td>
<td>Session E cards</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>
Context for Learning:

Topic:

Outline:
You must provide an outline of your task in not more than 40 words.
You can only use:
• recognisable, single words and/or;
• short phrases and/or;
• sentences up to a maximum of 6 words per sentence.
No images, diagrams, graphics or pictures will be accepted.
GCSE: Modern Languages 20__
Speaking: Role-plays
Candidate Role-play Response Sheet
Subject: GCSE ________________________ [Modern Language]
Please tick the context which you, the candidate, have chosen for Role-plays:

1  2  3

Role-play 1 Notes for response:

1

2

3

4

5

Role-play 2 Notes for response:

1

2

3

4

5

Candidate authentication: I certify that this is my own work. Signature _____________________________

Teacher authentication: I certify that this is solely the work of this candidate which was produced within the 10 minute preparation session under the conditions specified in the specification.

Signature: ___________________________________________ Date: __________________

Centre Details:
Name: ___________________________
Number: _______________________

Candidate Details:
Name: ___________________________
Number: _______________________

This must be retained in the centre until after the end of the Enquiry About Results process.

CCEA, 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG Tel: (028) 9026 1200 Fax: (028) 9026 1234

Version 3: April 2020
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French exchange partner about your best friend.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

Situation A:  Myself, my family, relationship and choices

1  Teacher:  Comment s'appelle ton/ta meilleur(e) ami(e)?  
  Candidate:  Give your best friend's name.

2  Teacher:  Comment est-il/elle?  
  Candidate:  Say what he/she looks like.

3  Teacher:  Et de caractère?  
  Candidate:  Say what his/her personality is like.

4  Teacher:  Ça, c'est intéressant.  
  Candidate:  Ask your French exchange partner when his/her birthday is.

5  Teacher:  C’est le premier mai. Tu connais ton/ta meilleur(e) ami(e) depuis longtemps?  
  Candidate:  Say how long you have known your best friend.
**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You would like a new mobile phone and are discussing this with your best friend.

Your teacher will play the part of your best friend.

Your teacher will speak first.

---

**Situation B: Social media and new technology**

1. **Teacher:** Qu’est-ce que tu as reçu comme cadeau de Noël?
   **Candidate:** Say what your parents bought you for Christmas. Give **two** details.

2. **Teacher:** Qu’est-ce que tu veux recevoir comme cadeau d’anniversaire?
   **Candidate:** Say you want a new mobile phone for your birthday.

3. **Teacher:** Pourquoi veux-tu un portable?
   **Candidate:** Say why you want a new mobile phone.

4. **Teacher:** Est-ce que tu utilises ton portable souvent?
   **Candidate:** Say how you will use your new mobile phone.

5. **Teacher:** C’est pratique, n’est-ce pas?
   **Candidate:** Say one advantage of mobile phones.
SESSION B

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

While in France you discuss your hobbies and leisure activities with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

**Situation C: Free time, leisure and daily routine**

1. **Teacher:** Qu’est-ce que tu aimes faire?  
   **Candidate:** Say what hobby you do in your free time.

2. **Teacher:** Quelle sorte d’émission préfères-tu?  
   **Candidate:** Say what kind of television programme you like.

3. **Teacher:** Pourquoi?  
   **Candidate:** Say why you like this type of television programme.

4. **Teacher:** Moi, je préfère le cinéma.  
   **Candidate:** Ask where the cinema is located.

5. **Teacher:** C’est au centre-ville, à côté de la mairie. Tu veux y aller?  
   **Candidate:** Say when you want to go to the cinema.
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend about your birthday.

Your teacher will play the part of your French friend.

Your teacher will speak first.

**Situation D: Culture, customs, festivals and celebrations**

<table>
<thead>
<tr>
<th></th>
<th><strong>Teacher:</strong></th>
<th>Quelle est la date de ton anniversaire? Say when your birthday is.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Teacher:</strong></td>
<td>Qu’est-ce tu fais d’habitude pour fêter ton anniversaire? Say what you usually do to celebrate your birthday.</td>
</tr>
<tr>
<td></td>
<td><strong>Candidate:</strong></td>
<td>Say what you received last year as a birthday present.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Teacher:</strong></td>
<td>Qu’est-ce que tu vas faire l’année prochaine pour célébrer ton anniversaire? Say you will go to Paris for your birthday next year.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Teacher:</strong></td>
<td>Pourquoi? Say why you want to go to Paris. Give two details.</td>
</tr>
</tbody>
</table>
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are talking to your French friend about new technology.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation E: Social media and new technology

1  Teacher: Tu vas souvent en ligne?
   Candidate: Say how often you go online.

2  Teacher: C’est normal. Que fais-tu avec ton téléphone portable?
   Candidate: Say what you do with your mobile phone.

3  Teacher: Moi, j’adore prendre des photos.
   Candidate: Ask your friend if he/she likes using a computer.

4  Teacher: Oui, c’est pratique. À ton avis, est-ce que les nouvelles technologies sont utiles?
   Candidate: Give one advantage of new technology.

5  Teacher: Y a-t-il des inconvénients?
   Candidate: Give one disadvantage of new technology.
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are discussing your daily routine with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

**Situation F: Free time, leisure and daily routine**

1  **Teacher:** Je n’aime pas me lever. Et toi?
   **Candidate:** Say what time you wake up at in the morning.

2  **Teacher:** Normalement, je me lève à sept heures et demie.
   **Candidate:** Say what you have for breakfast. Give two details.

3  **Teacher:** Comment viens-tu à l’école le matin?
   **Candidate:** Say how you travel to school.

4  **Teacher:** Tu arrives toujours à l’heure?
   **Candidate:** Say you arrived late yesterday.

5  **Teacher:** Alors, qu’est-ce tu vas faire?
   **Candidate:** Say what you will do to solve this problem.
Instructions to the teacher:
You must use the target language phrases set out below during the course of the role-play.
You begin the role-play.

Instructions to the candidate:
While in France you discuss your region with your French exchange partner.
Your teacher will play the part of your French exchange partner.
Your teacher will speak first.

Situation G: My local area and the wider environment

1 Teacher: Où habites-tu exactement?
Candidate: Say where you live.

2 Teacher: Comment est ta région?
Candidate: Say what your region is like.

3 Teacher: Qu’est-ce qu’il y a pour les jeunes?
Candidate: Say what there is for young people in your region.

4 Teacher: Et pour les touristes?
Candidate: Say what there is for tourists in your region.

5 Teacher: Quel est l’inconvénient d’y habiter?
Candidate: Give one disadvantage about living in your region.
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

While in France you are unwell and go to the doctor’s.

Your teacher will play the part of the doctor.

Your teacher will speak first.

Situation H: Social and global issues

1  Teacher:  Qu’est-ce qui ne va pas?
            Candidate:  Say you have a sore stomach.

2  Teacher:  D’accord. As-tu d’autres problèmes?
            Candidate:  Say what else is wrong with you.

3  Teacher:  Qu’est-ce que tu as mangé?
            Candidate:  Say what you ate recently. Give two details.

4  Teacher:  C’est une indigestion. Ce n’est pas grave.
            Candidate:  Ask if you can have something for the pain.

5  Teacher:  Voilà. Il faut te reposer.
            Candidate:  Say what you will do tomorrow.
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You discuss the environment in Northern Ireland with your French exchange partner who is preparing a presentation for his geography class.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

Situation I: Social and global issues

1 Teacher: Belfast, c’est comment?
Candidate: Say what the traffic situation is like in Belfast.

2 Teacher: Qu’est-ce tu fais pour protéger l’environnement?
Candidate: Say what you do to help the environment.

3 Teacher: Y a-t-il des problèmes près de la côte?
Candidate: Say what environmental problem is at the coast.

4 Teacher: Comment est la campagne?
Candidate: Say one advantage of living in the country.

5 Teacher: Pourquoi est-ce qu’il est important de protéger l’environnement?
Candidate: Say why it is important to protect the environment.
**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

While on holiday in France, you go to the tourist office in the town of Amboise.

Your teacher will play the part of the employee.

Your teacher will speak first.

---

**Situation J: Travel and tourism**

<table>
<thead>
<tr>
<th></th>
<th>Teacher:</th>
<th>Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bonjour. Vous désirez?</td>
<td>Say you want a street map of the town.</td>
</tr>
<tr>
<td>2</td>
<td>Quand est-ce que vous êtes arrivé?</td>
<td>Say when you arrived.</td>
</tr>
<tr>
<td>4</td>
<td>Il y a le bus numéro trente-deux. Vous restez ici longtemps?</td>
<td>Say how long you will be staying for.</td>
</tr>
<tr>
<td>5</td>
<td>Je vous souhaitez un bon séjour. Qu’est-ce vous voulez faire ce soir?</td>
<td>Say what you want to do in the evening. Give two details.</td>
</tr>
</tbody>
</table>
SESSION C

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You have moved house recently and talk to your French friend about your new house.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation K: My local area and the wider environment

1 Teacher: Où habites-tu maintenant? 
Candidate: Say where your new house is.

2 Teacher: C’est loin de ton lycée? 
Candidate: Say how far away your new school is.

3 Teacher: Comment vas-tu d’habitude au centre-ville? 
Candidate: Say how you travel to the town centre.

4 Teacher: Pourquoi préfères-tu ta nouvelle maison? 
Candidate: Say why you prefer your new house.

5 Teacher: Et comment est ta chambre? 
Candidate: Say what your bedroom is like.
Instructions to the teacher:
You must use the target language phrases set out below during the course of the role-play.
You begin the role-play.

Instructions to the candidate:
While in France, you discuss your school community service club with your French exchange partner.
Your teacher will play the part of your French exchange partner.
Your teacher will speak first.

Situation L: Community involvement

1. **Teacher:** Combien d'élèves font partie du club?
   **Candidate:** Say how many pupils go to the club.

2. **Teacher:** Tu y vas souvent?
   **Candidate:** Say when you meet.

3. **Teacher:** Qu'est-ce que vous avez fait récemment?
   **Candidate:** Say what you did recently to raise money.

4. **Teacher:** C'est intéressant?
   **Candidate:** Ask your exchange partner if he/she wants to come.

5. **Teacher:** Je ne sais pas. L'argent sert à quoi?
   **Candidate:** Say what you will do with the money. Give two details.
SESSION A

Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

While in France you discuss school subjects with your French exchange partner’s parent.

Your teacher will play the part of the parent.

Your teacher will speak first.

**Situation M: My studies and school life**

1. **Teacher:** Qu’est-ce que tu aimes étudier?
   **Candidate:** Say what your favourite subject is.

2. **Teacher:** Pourquoi?
   **Candidate:** Say why it is your favourite subject.

3. **Teacher:** Et comment trouves-tu le français?
   **Candidate:** Say French is useful and fun.

4. **Teacher:** Combien de matières fais-tu?
   **Candidate:** Say how many subjects you study.

5. **Teacher:** Qu’est-ce que tu veux étudier à l’avenir?
   **Candidate:** Say what you want to study in the future.
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You discuss clubs and societies in your school with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

Situation N: Extra-curricular activities

1 Teacher: Quelles activités périscolaires y a-t-il dans ton lycée?
Candidate: Say what activities take place after school. Give two details.

2 Teacher: Moi, j’aime mieux la musique.
Candidate: Say when you began singing in the choir.

3 Teacher: Ça, c’est intéressant.
Candidate: Ask your French exchange partner if he/she wants to go to the school concert.

4 Teacher: Oui, je veux bien. Et tu fais du sport aussi?
Candidate: Say what team you are a member of.

5 Teacher: Ça c’est intéressant.
Candidate: Say when you will play your next match.
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You are discussing part-time jobs and pocket money with your French exchange partner.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

Situation O: Part-time jobs and money management

1. **Teacher:** Tu as un petit boulot?
   **Candidate:** Say where you work.

2. **Teacher:** Quand est-ce que tu travailles?
   **Candidate:** Say when you work.

3. **Teacher:** Aimes-tu ton petit boulot?
   **Candidate:** Say why you like your part-time job

4. **Teacher:** Tu reçois de l’argent de poche?
   **Candidate:** Say how much pocket money you receive.

5. **Teacher:** Est-ce que tu aides à la maison pour gagner de l’argent?
   **Candidate:** Say what you did at home to earn some money last week.
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

While in France you discuss your future plans with your French friend.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation P: Future plans and career

1  **Teacher:** Qu’est-ce que tu veux faire après le bac?
    **Candidate:** Say where you will go to university.

2  **Teacher:** Pourquoi?
    **Candidate:** Say why you want to go to that university. Give **two** details.

3  **Teacher:** Tu as bien choisi.
    **Candidate:** Ask if English is popular in French universities.

4  **Teacher:** Qu’est-ce que tu veux étudier?
    **Candidate:** Say what subject you want to study.

5  **Teacher:** À ton avis, pourquoi est-il important d’étudier les langues?
    **Candidate:** Say why it is important to study languages.
**Session C**

**Instructions to the teacher:**
You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**
You talk to your French exchange partner about your school life.

Your teacher will play the part of your French exchange partner.

Your teacher will speak first.

**Situation Q: My studies and school life**

1. **Teacher:** Comment est ton collège?  
   **Candidate:** Say what you do not like about your school.

2. **Teacher:** Les cours commencent à quelle heure?  
   **Candidate:** Say when lessons start.

3. **Teacher:** Comment sont tes profs?  
   **Candidate:** Describe your teachers.

4. **Teacher:** Qu’est-ce qui te plaît le plus?  
   **Candidate:** Say what you like best about your school.

5. **Teacher:** D’accord. Et tu portes un uniforme?  
   **Candidate:** Say what colour your uniform is.
Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

Instructions to the candidate:

You discuss part-time jobs with your French friend.

Your teacher will play the part of your French friend.

Your teacher will speak first.

Situation R: Part-time jobs and money management

1  Teacher:  Je voudrais travailler cet été.
  Candidate:  Ask your friend what sort of job he/she would like to do.

2  Teacher:  Caissier/Caissière dans un supermarché. Et toi?
  Candidate:  Say what kind of job you want to do.  Give two details.

3  Teacher:  Quand est-ce que tu veux travailler?
  Candidate:  Say when you want to work.

4  Teacher:  Pourquoi?
  Candidate:  Say why you can only work then.

5  Teacher:  As-tu déjà fait un stage professionnel?
  Candidate:  Say what you did on your work experience.
Modern Languages

Unit 2

Speaking:

Role-play Situations

[GFC21]

SPECIMEN

MARK SCHEME
Instructions – Speaking

- The examination will last a maximum of 12 minutes.
- The examination will consist of:
  (a) 2 (unseen) role-play cards [both taken from one of the two Contexts for Learning not covered in (b)];
  (b) one pre-prepared conversation topic [Conversation Topic 1 title pre-released by CCEA and prepared by the candidate in advance]; and
  (c) one teacher-led conversation topic [Conversation Topic 2 selected by the teacher from the Context for Learning not covered in (a) and (b) above].

Available marks [60]
Role-play 1 [10]
Role-play 2 [10]
Conversation Topic 1 [candidate prepared] [20]
Conversation Topic 2 [teacher-led] [20]

Role-play Mark Scheme

There are five elements within each role-play. Each element will be awarded up to [2].

<table>
<thead>
<tr>
<th>Band</th>
<th>Communication and Use of Language</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The response to the task is competent. Communication is fully achieved. There may be some linguistic inaccuracy in the message.</td>
<td>[2]</td>
</tr>
<tr>
<td>1</td>
<td>The response to the task is less competent. Communication is partially achieved. There may be considerable linguistic inaccuracy in the message.</td>
<td>[1]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>
Conversation Topic 1 and Topic 2 Mark Scheme

The Mark Scheme should be applied holistically. The Performance Descriptors are to be seen as a ‘best fit’ and should be applied as a guide to the Awarding Organisation examiner in deciding on an overall band placement. Candidates should be able to access the top band overall even if some elements are not quite fully addressed.

Communication

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>This candidate:</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent communication. The candidate responds readily and fluently to the questions with an excellent level of competence. Ideas and opinions are expressed and justified with confidence. Pronunciation and intonation are excellent.</td>
<td>• responds spontaneously and confidently; • communicates a lot of relevant information; • develops answers by giving unsolicited details with opinion/s and justification as appropriate; and • delivers the information with excellent pronunciation, intonation and fluency.</td>
<td>[13]–[15]</td>
</tr>
<tr>
<td>4</td>
<td>Very good communication. The candidate responds readily to the questions with a very good level of competence. Ideas and opinions are expressed and there is some justification. Pronunciation and intonation are very good.</td>
<td>• responds confidently; • communicates relevant information; • develops answers by giving appropriate information with some opinion/s and justification; and • delivers the information with very good pronunciation, intonation and fluency.</td>
<td>[10]–[12]</td>
</tr>
<tr>
<td>3</td>
<td>Good communication. The candidate responds adequately to the questions with a good level of competence. Some ideas and opinions are expressed. There is some hesitation. Pronunciation and intonation are good.</td>
<td>• responds with some confidence, responses may be in single phrases/sentences; • communicates adequate information, there may be some hesitation; • develops answers by giving appropriate information, there may be quite limited opinion/s and justification; and • delivers the information with good pronunciation, intonation and fluency.</td>
<td>[7]–[9]</td>
</tr>
<tr>
<td>2</td>
<td>Quite limited communication. The candidate responds to the questions with quite a limited level of competence. Few ideas and opinions are expressed. There may be a lot of hesitation. Pronunciation and intonation are quite inconsistent.</td>
<td>• responds with limited confidence, responses may be short phrases; • communicates basic information, there may be hesitation and uncertainty; • attempts to develop responses but there are few details; and • delivers the information with quite inconsistent pronunciation, intonation and fluency.</td>
<td>[4]–[6]</td>
</tr>
<tr>
<td>1</td>
<td>Very limited communication. The candidate responds to the questions with a very limited level of competence. Little relevant information is conveyed. The delivery is very hesitant. Pronunciation and intonation are very inconsistent.</td>
<td>• responds with limited understanding, responses may be single words or very short phrases; • communicates very little detail with hesitation and uncertainty; and • delivers the information with very inconsistent pronunciation, intonation and fluency.</td>
<td>[1]–[3]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>• provides no valid response, an incorrect response, an inappropriate response and/or the response is not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>
## Grammar and Structures

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>This candidate:</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent use of grammar and structures. A wide variety of appropriate structures are used with a high degree of accuracy. The candidate has a command of vocabulary and idiomatic language appropriate to this level. There are very few errors.</td>
<td>• uses a wide range of grammar and structures giving the response some complexity; • regularly incorporates vocabulary and idiomatic and creative expressions that give the response a natural feel; • uses more complex language, with confident reference to past, present and future events, as appropriate; and • delivers a response with a high level of accuracy.</td>
<td>[5]</td>
</tr>
<tr>
<td>4</td>
<td>Very good use of grammar and structures. A variety of appropriate structures is used with a very good degree of accuracy. The candidate has a command of vocabulary and idiomatic language appropriate to this level. Errors are few and mostly where more complex language is used.</td>
<td>• uses a very good range of grammar and structures; • uses very good vocabulary and idiomatic and creative expressions; • uses some complex language, with some reference to past, present and future events, as appropriate; and • delivers a response with very good accuracy, with few errors.</td>
<td>[4]</td>
</tr>
<tr>
<td>3</td>
<td>Good use of grammar and structures. The candidate has some command of vocabulary and idiomatic language. Errors occur mostly where more complex language is used.</td>
<td>• uses a good range of grammar and structures; • uses appropriate vocabulary and some idiomatic and creative expressions; • may include some reference to past, present and future events, as appropriate; and • delivers a response with good accuracy, with some errors where more complex language is attempted.</td>
<td>[3]</td>
</tr>
<tr>
<td>2</td>
<td>Quite limited use of grammar and structures. The candidate has limited command of vocabulary and idiomatic language. More frequent errors occur.</td>
<td>• uses a limited range of grammar and structures; • uses a limited range of vocabulary and basic expressions; • may attempt to use some verbs, as appropriate; and • delivers a response with limited accuracy, with frequent errors.</td>
<td>[2]</td>
</tr>
<tr>
<td>1</td>
<td>Very limited use of grammar and structures. The candidate has a very limited command of vocabulary and idiomatic language. Errors are very common.</td>
<td>• uses a very limited range of grammar and structures; • uses a very limited range of vocabulary and basic expressions; • makes little/no attempt to use verbs; and • delivers a response with very limited accuracy, with frequent errors.</td>
<td>[1]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/ inappropriate/not worthy of credit.</td>
<td>• provides no valid response, an incorrect response, an inappropriate response and/or the response is not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>
French

Unit 3: Reading

Foundation Tier

[GFC31]

SPECIMEN

MARK SCHEME
Section A

Questions and answers in English.

1. (a) grandmother
   (b) farm
   (c) sister
   (d) church

2. (a) D
   (b) E
   (c) C
   (d) A

3. Tick (ii) and (v)

4. (a) C
   (b) B
   (c) B
   (d) A

5. Tick A D G H

6. (a) tiring
   (b) his friends
   (c) at the seaside
   (d) go windsurfing
7  (a) interactive / whiteboard  [2]
    (b) canteen  [1]
    (c) school uniform  [1]
    (d) forbidden / in class  [2]  6

8  (a) my school is / in the town centre  [2]
    (b) I travel / by coach  [2]
    (c) the building is / very modern  [2]
    (d) I get on well with / my teachers  [2]  8
Section B

Questions and answers in French.

9 (a) Sabine [1]
   (b) Marie [1]
   (c) Gamal [1]
   (d) Kevin [1]
   (e) Gamal [1]
   (f) Sabine [1]

   Total marks [6]

10 (a) la télévision [1]
   (b) les produits en papier [1]
   (c) une douche [1]
   (d) un pull [1]

   Total marks [4]

11 (a) travailleur [1]
   timide [1]
   (b) généreux [1]
   sportif [1]
   (c) amusant [1]
   paresseux [1]

   Total marks [2]

12 (a) B [1]
   (b) C [1]
   (c) A [1]
   (d) A [1]
   (e) A [1]
   (f) B [1]
   (g) B [1]
   (h) A [1]

   Total marks [8]

   Total marks [60]
French

Unit 3: Reading

Higher Tier

[GFC32]

SPECIMEN

MARK SCHEME
Section A

Questions and answers in French.

1. (a) Sabine [1]
   (b) Marie [1]
   (c) Gamal [1]
   (d) Kevin [1]
   (e) Gamal [1]
   (f) Sabine [1]

2. (a) la télévision [1]
   (b) les produits en papier [1]
   (c) une douche [1]
   (d) un pull [1]

3. (a) travailleur [1]
   timide [1]
   (b) généreux [1]
   sportif [1]
   (c) amusant [1]
   paresseux [1]

4. (a) B [1]
   (b) C [1]
   (c) A [1]
   (d) A [1]
   (e) A [1]
   (f) B [1]
   (g) B [1]
   (h) A [1]

   Available Marks: 6
   Version 3: April 2020
Section B

Questions and answers in English.

5 (a) I did work experience / in a veterinary clinic [2]
(b) I would like to work / with animals [2]
(c) everyone / was nice [2]
(d) I hope to continue / my studies in the Netherlands [2] 8

6 (a) A [1]
(b) A [1]
(c) C [1]
(d) B [1] 4

7 (a) housework [1]
(b) What time Yvonne is coming on Saturday [1] 2

8 (a) Sabine [1]
(b) Marc [1]
(c) Laura [1]
(d) Thomas [1] 4

9 (a) 8 (yrs old) [1]
(b) There is an Olympic pool OR is near the sea [1]
(c) At the European championships [1]
(d) He wants to win a medal [1] 4
10 (a) the corridors [1]
(b) paper products [1]
(c) black bins [1]
(d) charity shops [1]

11 (a) as the top place to visit [1]
(b) in a five star hotel [1]
(c) lovers [1]
(d) book online [1]

12 (a) transform it into something unique [1]
(b) her sisters’ jackets and skirts [1]
(c) a fashion show [1]
(d) she fell ill [1]
(e) they repaired damaged clothes [1]
(f) waste (wastefulness) [1]

Total marks 60
French

Unit 4: Writing

Foundation Tier

[GFC41]
SPECIMEN

MARK SCHEME
1 (a) Award one mark for each correct item that can be identified without ambiguity.

English spelling will not be accepted.

The following are examples of the responses that candidates may give:

(i) pommes
(ii) carottes
(iii) raisin
(iv) cerises

(b) Award two marks for each correct short phrase (2-3 words) that can be identified without ambiguity.

The following are examples of the responses that candidates may give:

(i) une carte postale
(ii) du chocolat
(iii) un joli livre

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The response is fully communicated. There are no or very few errors.</td>
<td>[2]</td>
</tr>
<tr>
<td>1</td>
<td>The response is partially communicated. There may be some minor errors.</td>
<td>[1]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>

2 This question has five responses.

Each response is worth up to two marks.

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The response is fully communicated. There are no or very few errors.</td>
<td>[2]</td>
</tr>
<tr>
<td>1</td>
<td>The response is partially communicated. There may be some minor errors.</td>
<td>[1]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>

[10]
3 The translation has five sentences. Each sentence is worth up to two marks.

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A highly accurate and competent translation. There may be minor errors but meaning is clear.</td>
<td>[2]</td>
</tr>
<tr>
<td>1</td>
<td>A fairly accurate and reasonably competent translation. There may be some errors and ambiguity.</td>
<td>[1]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>

**Translation Grid**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Translation sentence</th>
<th>Suggested translation</th>
<th>Credit</th>
<th>Do not credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>The weather is very hot.</td>
<td><em>Il fait très chaud.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>The hotel is near the post office.</td>
<td><em>L'hôtel est près de la poste.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>I do not like the museum.</td>
<td><em>Je n'aime pas le musée.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>I prefer to go to the beach.</td>
<td><em>Je préfère aller à la plage.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>I eat pizza in a restaurant.</td>
<td><em>Je mange de la pizza dans un restaurant.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[10]
Extended Writing

The Mark Scheme should be applied holistically. The Performance Descriptors are to be seen as a ‘best fit’ and should be applied to each of the bullet points as a guide to the examiner in deciding on an overall band placement. Candidates should be able to access the top band overall even if some elements are not quite fully addressed.

Writing (Communication)

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>This candidate:</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The candidate carries out the task using clear and concise language and displays good knowledge of the topic. Ideas and opinions are expressed and there is some justification.</td>
<td>• produces an effective response which includes appropriate language; • displays good knowledge of the subject matter and offers relevant information and some unsolicited detail; • includes personal ideas and opinions with some justification; and • gives a response which is equally balanced against the bullet points and inaccuracies very rarely impede communication.</td>
<td>[17]–[20]</td>
</tr>
<tr>
<td>4</td>
<td>The candidate carries out the task adequately and displays reasonable knowledge of the topic. Some ideas and opinions are expressed.</td>
<td>• produces a good response which includes suitable language; • displays reasonable knowledge of the subject matter and offers some relevant information; • includes some personal ideas and opinions; and • makes an attempt to balance the response against the bullet points and inaccuracies rarely impede communication.</td>
<td>[13]–[16]</td>
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</table>
| 3    | The candidate carries out some elements of the task effectively with limited knowledge of the topic. There are few ideas and opinions. | • produces a limited response which may include some suitable language; 
• displays limited knowledge of the subject matter and offers little relevant information; 
• may make a reasonable attempt to include some personal ideas and opinions; and 
• makes some attempt to balance the response against the bullet points and inaccuracies may impede communication. | [9]–[12] |
| 2    | The candidate carries out some elements of the task with little effect and limited knowledge of the topic. There are few ideas and opinions. | • produces a limited response which may include some limited language; 
• displays limited knowledge of the subject matter and offers very little relevant information; 
• may make an attempt to include some personal ideas and opinions; and 
• makes some attempt to balance the response against the bullet points and inaccuracies will most likely impede communication. | [5]–[8] |
| 1    | The candidate does not carry out the task effectively and displays little to no knowledge of the topic. Very few, if any, ideas or opinions are expressed. | • produces a very limited response and attempts to include some suitable language; 
• displays very limited knowledge of the subject matter and offers minimal relevant information; 
• little to no personal ideas or opinions are expressed; and 
• attempts to address the bullet points and inaccuracies impede communication. | [1]–[4] |
| 0    | No valid response/incorrect/inappropriate/not worthy of credit. | • is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit. | [0] |
### Writing (Grammar and Structures)

<table>
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<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>This candidate:</th>
<th>Marks</th>
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</thead>
</table>
| 5    | The response is organised and mostly coherent. There is some evidence of language of a more complex nature. There is a good range of appropriate vocabulary and structures. There are some minor errors. | • demonstrates the ability to write with a level of competence and coherence within an organised response;  
• uses a good range of vocabulary and idiom;  
• is fairly proficient in the use of a range of grammar and structures, exhibiting the ability to manipulate the language with some confidence, using tenses as appropriate; and  
• demonstrates a good level of accuracy in the use of spelling, punctuation and grammar although there will be some errors of a minor nature. | [9]–[10] |
| 4    | The response is reasonably organised with a range of vocabulary and structures. There may be some evidence of more complex language. There is a range of appropriate vocabulary and structures. There are some errors of a minor and major nature. | • attempts to write a reasonably organised response with some competence and coherence;  
• uses a satisfactory range of vocabulary and some idiomatic expressions;  
• attempts to use a range of grammar and structures to produce a response which can be understood and which uses appropriate tenses; and  
• demonstrates reasonable accuracy in the use of spelling, punctuation and grammar although there will be both minor and major errors. | [7]–[8] |
<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>This candidate:</th>
<th>Marks</th>
</tr>
</thead>
</table>
| 3    | The response has some organisation and some coherence. There is limited vocabulary and structures. There may be an attempt to use more complex language. Most of the writing is comprehensible but there will be both minor and major errors. | • shows some attempt to write an organised response with some coherence;  
• uses a limited range of vocabulary;  
• attempts to use some grammar and structures to produce a simple response; and  
• attempts to use accurate spelling, punctuation and grammar but there will be both minor and major errors which may impede understanding. | [5]–[6] |
| 2    | The response has limited organisation. Vocabulary and structures are limited. There is a limited use of punctuation and grammar. It is likely there will be both minor and major errors. | • makes a limited attempt to write or organise a response with little coherence;  
• uses a very limited range of vocabulary;  
• displays limited use of basic grammar and structures to produce a limited response; and  
• demonstrates the ability to write some short, simple sentences but there are many major inaccuracies in spelling, punctuation and grammar which will impede understanding. | [3]–[4] |
| 1    | The response has little or no organisation. There is very basic vocabulary with little structure. There will be both minor and major errors. | • makes an attempt to write a response but there is little or no coherence or structure;  
• uses only basic vocabulary;  
• uses very limited and inaccurate grammar with little or no structure to produce a very basic response; and  
• demonstrates little or no ability to write some short, simple sentences and there will be many major inaccuracies in spelling, punctuation and grammar which will impede understanding. | [1]–[2] |
| 0    | No valid response/incorrect/inappropriate/not worthy of credit. | • is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit. | [0] |

Version 3: April 2020
French
Unit 4: Writing
Higher Tier

[GFC42]
SPECIMEN

MARK SCHEME
1. This question has five responses. Each response is worth up to two marks.

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>The response is fully communicated. There are no or very few errors.</td>
<td>[2]</td>
</tr>
<tr>
<td>1</td>
<td>The response is partially communicated. There may be some minor errors.</td>
<td>[1]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>

2. This question has five responses. Each response is worth up to two marks.

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The response is fully communicated. There are no or very few errors.</td>
<td>[2]</td>
</tr>
<tr>
<td>1</td>
<td>The response is partially communicated. There may be some minor errors.</td>
<td>[1]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>
The translation has five sentences. Each sentence is worth up to two marks.

<table>
<thead>
<tr>
<th>Band</th>
<th>Performance Descriptors</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A highly accurate and competent translation. There may be minor errors but meaning is clear.</td>
<td>[2]</td>
</tr>
<tr>
<td>1</td>
<td>A fairly accurate and reasonably competent translation. There may be some errors and ambiguity.</td>
<td>[1]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
</tr>
</tbody>
</table>

**Translation Grid**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Translation sentence</th>
<th>Suggested translation</th>
<th>Credit</th>
<th>Do not credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>My grandparents always give me money.</td>
<td>Mes grands-parents me donnent toujours de l’argent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>We eat lunch at half past one.</td>
<td>Nous mangeons le déjeuner à une heure et demie.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>The Christmas tree is in the dining room.</td>
<td>L’arbre de Noël est dans la salle à manger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>I have bought sweets for my aunt.</td>
<td>J’ai acheté des bonbons pour ma tante.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>I am going to eat too many potatoes.</td>
<td>Je vais manger trop de pommes de terre.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[10]
4 Extended Writing

The Mark Scheme should be applied holistically. The Performance Descriptors are to be seen as a ‘best fit’ and should be applied to each of the bullet points as a guide to the examiner in deciding on an overall band placement. Candidates should be able to access the top band overall even if some elements are not quite fully addressed.

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<th>This candidate:</th>
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</tr>
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<tbody>
<tr>
<td>5</td>
<td>The candidate carries out the task effectively using very clear and concise language and displays excellent knowledge of the topic. Ideas and opinions are expressed and justified.</td>
<td>• produces a clear, concise and fluid response which includes very appropriate language; • displays excellent knowledge of the subject matter and offers a lot of relevant information including unsolicited detail; • includes personal ideas and opinions which are regularly justified; and • gives an engaging response which is equally balanced against the bullet points and inaccuracies do not impede communication.</td>
<td>[17]–[20]</td>
</tr>
<tr>
<td>4</td>
<td>The candidate carries out the task using clear and concise language and displays very good knowledge of the topic. Ideas and opinions are expressed and there is some justification.</td>
<td>• produces a very good response which includes generally suitable language; • displays very good knowledge of the subject matter and offers sufficient relevant information including some unsolicited detail; • includes personal ideas and opinions with some justification; and • gives an appropriate response which is generally balanced against the bullet points and inaccuracies very rarely impede communication.</td>
<td>[13]–[16]</td>
</tr>
<tr>
<td>Band</td>
<td>Performance Descriptors</td>
<td>This candidate:</td>
<td>Marks</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>3</td>
<td>The candidate carries out the task adequately and displays reasonable knowledge of the topic. Some ideas and opinions are expressed.</td>
<td>• produces a good response which includes suitable language; • displays some good knowledge of the subject matter and offers some relevant information; • includes some personal ideas and opinions; and • makes an attempt to balance the response against the bullet points and inaccuracies rarely impede communication.</td>
<td>[9]–[12]</td>
</tr>
<tr>
<td>2</td>
<td>The candidate carries out some elements of the task effectively with limited knowledge of the topic. There are few ideas and opinions.</td>
<td>• produces a limited response which may include some suitable language; • displays limited knowledge of the subject matter and offers a little relevant information; • may make a reasonable attempt to include some personal ideas and opinions; and • makes some attempt to balance the response against the bullet points and inaccuracies may impede communication.</td>
<td>[5]–[8]</td>
</tr>
<tr>
<td>1</td>
<td>The candidate does not carry out the task effectively and displays a very limited knowledge of the topic. Very few, if any, ideas or opinions are expressed.</td>
<td>• produces a very limited response and attempts to include some suitable language; • displays very limited knowledge of the subject matter and offers minimal relevant information; • may attempt to include a personal idea or opinion; and • attempts to address the bullet points and inaccuracies will most likely impede communication.</td>
<td>[1]–[4]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>• is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
</tr>
<tr>
<td>Band</td>
<td>Performance Descriptors</td>
<td>This candidate:</td>
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<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>The response is well organised and coherent with an attempt to use language of a more complex nature. There is an excellent range of appropriate vocabulary and structures. There are few errors.</td>
<td>• demonstrates the ability to write with a high level of competence and coherence within a highly organised response; • uses a comprehensive range of vocabulary and idiom; • is proficient in the use of a wide range of grammar and structures, exhibiting a clear ability to manipulate the language with confidence, using tenses as appropriate; and • demonstrates a high level of accuracy in the use of spelling, punctuation and grammar with no or very few errors.</td>
<td>[9]–[10]</td>
</tr>
<tr>
<td>4</td>
<td>The response is organised and coherent. There is some evidence of language of a more complex nature. There is a very good range of appropriate vocabulary and structures. There are some errors, but mostly of a minor nature.</td>
<td>• demonstrates the ability to write very competently and coherently within an organised response; • uses a very good range of vocabulary and some idiomatic expressions; • is proficient in the use of a range of grammar and structures, exhibiting the ability to manipulate the language with some confidence, using tenses as appropriate; and • demonstrates very good accuracy in the use of spelling, punctuation and grammar although there will be some errors of a minor nature.</td>
<td>[7]–[8]</td>
</tr>
<tr>
<td>3</td>
<td>The response is reasonably organised with a range of vocabulary and structures. There may be some evidence of more complex language. Most of the writing is comprehensible but there may be both minor and major errors.</td>
<td>• attempts to write a reasonably organised response with some competence and coherence; • uses a good range of vocabulary and some idiomatic expressions; • attempts to use a range of grammar and structures to produce a response which can be understood and which uses appropriate tenses; and • demonstrates good accuracy in the use of spelling, punctuation and grammar but there will be both minor and major errors.</td>
<td>[5]–[6]</td>
</tr>
<tr>
<td>Band</td>
<td>Performance Descriptors</td>
<td>This candidate:</td>
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<tr>
<td>2</td>
<td>The response has a limited attempt at organisation. There is basic vocabulary and structures. There may be an attempt to use more complex language. It is likely there will be both minor and major errors.</td>
<td>• makes a limited attempt to write an organised response with some coherence; • uses a limited range of vocabulary; • attempts to use some grammar and structures to produce a simple response; and • attempts to use accurate spelling, punctuation and grammar but there will be both minor and major errors which may impede understanding.</td>
<td>[3]–[4]</td>
</tr>
<tr>
<td>1</td>
<td>The response has a very limited level of organisation. There is very basic vocabulary and structures. There will be both minor and major errors.</td>
<td>• makes a very limited attempt to write a response; • uses a very limited range of vocabulary; • uses very basic grammar and structures to produce a very basic response; and • demonstrates the ability to write some short, simple sentences but there are many major inaccuracies in spelling, punctuation and grammar which will impede understanding.</td>
<td>[1]–[2]</td>
</tr>
<tr>
<td>0</td>
<td>No valid response/incorrect/inappropriate/not worthy of credit.</td>
<td>• is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit.</td>
<td>[0]</td>
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ACKNOWLEDGEMENTS
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