



**GCSE**

**3800UA0-1T**

**2024**

**FRENCH**

**Unit 1: Speaking**

**HIGHER TIER**

**SETS 1–6**

**TEACHER'S COPY**



3800UA01T  
01

**HIGHER TIER SET 1****ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

**Career plans**

Setting: You are discussing career ideas with your Canadian friend's grandparent. Your teacher will play the part of the grandparent.

**Teacher examiner responses are given in bold.**

- **Quel métier voulez-vous faire ?**
- Say which job you want to do.
- **Pourquoi est-ce que ce métier vous intéresse ?**
- Answer the question.
- **Où aimeriez-vous travailler plus tard ?**
- Say where you would like to work.
- **Qui vous a aidé(e) avec votre choix de métier ?**
- Say who helped you choose a job.
- **Ah, c'est bien ça.**
- Ask your friend's grandparent a question about work in Canada.
- **Answer appropriately.**

**HIGHER TIER SET 1**  
**PHOTO CARD DISCUSSION**

**WALES AND THE WORLD**

[15]

**Global Sustainability**



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03

**Please note the approximate timing for this task is 3 minutes.**

1. Start the discussion by asking the first question.
  - **Qu'est-ce qui se passe sur cette photo ?**
2. When the candidate has completed their response continue with the following questions.
  - **Quel problème de l'environnement t'inquiète le plus ? Pourquoi ? (Justifie tes opinions)**
3. Unseen questions.
  - **Protéger la campagne est essentiel. Qu'en penses-tu ? (Justifie tes opinions)**
  - **Comment est-ce qu'on pourra protéger la nature à l'avenir ? (Justifie tes idées)**

## HIGHER TIER SET 1

### CONVERSATION

#### Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

#### General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for Part 1 and Part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

#### PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: IDENTITY AND CULTURE**

- Self and relationships

**or**

- Health and fitness

#### PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School/college life

**or**

- Skills and personal qualities

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**HIGHER TIER SET 2****ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

**School/college studies**

Setting: You are comparing schools with a friend from France. Your teacher will play the part of the friend.

**Teacher examiner responses are given in bold.**

- **Quelle matière est-ce que tu n'aimes pas ?**
- Mention a school subject you do not enjoy.
- **Et tu as combien de cours par semaine pour cette matière ?**
- Answer the question.
- **Ah, d'accord. Qui t'a aidé(e) récemment avec tes études ?**
- Say who has recently helped you with schoolwork.
- **C'est gentil. Où feras-tu tes devoirs aujourd'hui ?**
- Say where you will do today's homework.
- **Très bien.**
- Ask your friend a question about their school in France.
- **Answer appropriately.**

**HIGHER TIER SET 2**  
**PHOTO CARD DISCUSSION**

**IDENTITY AND CULTURE**

[15]

**Customs and Traditions**



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07

**Please note the approximate timing for this task is 3 minutes.**

1. Start the discussion by asking the first question.
  - **Qu'est-ce qui se passe sur cette photo ?**
2. When the candidate has completed their response continue with the following questions.
  - **Que penses-tu du fast-food ? (Justifie tes opinions)**
3. Unseen questions.
  - **Manger au restaurant coute trop cher. Qu'en penses-tu ? (Justifie tes opinions)**
  - **Quel serait ton repas idéal pour une occasion spéciale ? (Justifie tes idées)**

**HIGHER TIER SET 2****CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for Part 1 and Part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: WALES AND THE WORLD**

- Local areas of interest

**or**

- Holidays and tourism

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Skills and personal qualities

**or**

- Employment

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**HIGHER TIER SET 3****ROLE PLAY****WALES AND THE WORLD**

[15]

**Social issues**

Setting: A Belgian friend is asking you about social issues. Your teacher will play the part of the friend.

**Teacher examiner responses are given in bold.**

- **Quel problème social est le plus important pour toi ?**
- State one social issue that is important to you.
- **Qu'est-ce que tu penses des organisations caritatives ?**
- Give your opinion about charities.
- **Qu'est-ce que tu as fait récemment pour aider une organisation caritative ?**
- Answer the question.
- **C'est bien. Quel travail bénévole feras-tu à l'avenir ?**
- Say what voluntary work you will do in the future.
- **C'est gentil.**
- Ask your friend a question about a social issue.
- **Answer appropriately.**

HIGHER TIER SET 3  
PHOTO CARD DISCUSSION

## IDENTITY AND CULTURE

[15]

## Youth Culture

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11

Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
  - **Qu'est-ce qui se passe sur cette photo ?**
2. When the candidate has completed their response continue with the following questions.
  - **Est-ce que tu as des intérêts différents de tes ami(e)s ? (Donne des détails)**
3. Unseen questions.
  - **Avoir de bons amis est très important. Qu'en penses-tu ? (Justifie tes opinions)**
  - **Comment serait ton ami(e) idéal(e) ? (Justifie tes idées)**

**HIGHER TIER SET 3****CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for Part 1 and Part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School/college studies

**or**

- Post-16 study

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

**Theme: WALES AND THE WORLD**

- Travel and transport

**or**

- Holidays and tourism

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**HIGHER TIER SET 4****ROLE PLAY****WALES AND THE WORLD**

[15]

**Local and regional features and characteristics of France**

Setting: You are on holiday in France and you visit your French friend. Your teacher will play the part of the friend.

**Teacher examiner responses are given in bold.**

- **Tu passes combien de temps ici en France ?**
- Say how long you are spending in France.
- **Et, que penses-tu de notre région ?**
- Answer the question.
- **Je suis d'accord. Qu'est-ce que tu as fait pendant ta visite ?**
- Say what activity you did during your visit.
- **Super. Où iras-tu ailleurs en France ?**
- Say where in France you will go tomorrow.
- **Bonne idée.**
- Ask your friend a question about France.
- **Answer appropriately.**

**HIGHER TIER SET 4**  
**PHOTO CARD DISCUSSION**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

**Enterprise, Employability and Future Plans**



**Please note the approximate timing for this task is 3 minutes.**

1. Start the discussion by asking the first question.
  - **Qu'est-ce qui se passe sur cette photo ?**
2. When the candidate has completed their response continue with the following questions.
  - **Quelles qualités personnelles sont nécessaires pour réussir dans le monde du travail ? (Donne des détails)**
3. Unseen questions.
  - **Pouvoir travailler en équipe est essentiel dans le monde du travail. Qu'en penses-tu ? (Justifie tes opinions)**
  - **Quel serait l'emploi idéal pour quelqu'un avec tes qualités personnelles ? (Justifie tes idées)**

**HIGHER TIER SET 4****CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for Part 1 and Part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: IDENTITY AND CULTURE**

- Entertainment and leisure

**or**

- Food and drink

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

**Theme: WALES AND THE WORLD**

- Local areas of interest

**or**

- Environment

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**HIGHER TIER SET 5****ROLE PLAY****IDENTITY AND CULTURE**

[15]

**Festivals and celebrations**

Setting: You are in Switzerland enjoying a music festival with a Swiss friend. Your teacher will play the part of the friend.

**Teacher examiner responses are given in bold.**

- **Pourquoi est-ce que tu aimes les festivals de musique ?**
- Say why you like music festivals.
- **Moi aussi. Quelle sorte de musique préfères-tu ?**
- Answer the question.
- **Ah bon. À quel festival es-tu allé(e) récemment ?**
- Say which festival you went to recently.
- **Ah oui. Où est-ce qu'on ira manger plus tard ?**
- Say where you will go and eat later.
- **Super !**
- Ask your friend a question about festivals in Switzerland.
- **Answer appropriately.**

**HIGHER TIER SET 5**  
**PHOTO CARD DISCUSSION**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

**Current Study**



**Please note the approximate timing for this task is 3 minutes.**

1. Start the discussion by asking the first question.
  - **Qu'est-ce qui se passe sur cette photo ?**
2. When the candidate has completed their response continue with the following questions.
  - **Quels sont les avantages de l'uniforme scolaire ? (Donne des détails)**
3. Unseen questions.
  - **Les voyages scolaires sont très importants. Qu'en penses-tu ? (Justifie tes opinions)**
  - **Comment sera la salle de classe de l'avenir ? (Donne des détails)**

**HIGHER TIER SET 5****CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

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- The candidate must discuss their chosen bullet point for Part 1 and Part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: WALES AND THE WORLD**

- Local and regional features and characteristics of France and French-speaking countries

**or**

- Social issues

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

**Theme: IDENTITY AND CULTURE**

- Technology and social media

**or**

- Entertainment and leisure

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**HIGHER TIER SET 6****ROLE PLAY****IDENTITY AND CULTURE**

[15]

**Health and fitness**

Setting: You are discussing health issues with your Belgian friend. Your teacher will play the part of your friend.

**Teacher examiner responses are given in bold.**

- **Qu'est-ce que tu manges pour être en bonne santé ?**
- Say what you eat to stay healthy.
- **D'accord, et qu'est-ce que tu as mangé au petit déjeuner ce matin ?**
- Answer the question.
- **Ah bon. Pourquoi est-il important de faire une activité physique ?**
- Say why physical activity is important.
- **C'est vrai. Quel sport est-ce que tu pratiqueras le weekend prochain ?**
- Say what sport you will do at the weekend.
- **C'est bien.**
- Ask your friend a question about health.
- **Answer appropriately.**

HIGHER TIER SET 6  
PHOTO CARD DISCUSSION

## WALES AND THE WORLD

[15]

## Home and Locality



Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
  - **Qu'est-ce qui se passe sur cette photo ?**
2. When the candidate has completed their response continue with the following questions.
  - **Est-ce qu'il est dangereux de voyager à vélo ? (Justifie tes opinions)**
3. Unseen questions.
  - **Le train est le meilleur moyen de transport. Qu'en penses-tu ? (Donne des détails)**
  - **Comment seront les transports de l'avenir ? (Justifie tes opinions)**

**HIGHER TIER SET 6****CONVERSATION****Guidance for Conversations**

[30]

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**PART 1**

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**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Post-16 study

**or**

- Employment

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

**Theme: IDENTITY AND CULTURE**

- Technology and social media

**or**

- Festivals and celebrations