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**FRENCH SPEAKING TEST**

EXAMINERS' INSTRUCTIONS

**24 MAY – 28 MAY 2023****MINISTRY OF EDUCATION  
NATIONAL EXAMINATIONS**

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

The French teacher should read this booklet 3 teaching days before the examination. At that time (s)he should also ensure that the school has received Core and/or Extended Candidate Cards in addition to Individual and Summary Assessment Forms.

The examination should be conducted by the French teacher in the presence of another teacher.



---

This question paper consists of 26 printed pages and 2 blank pages.

## INSTRUCTIONS FOR THE CONDUCT OF THE FRENCH SPEAKING TEST

The Speaking Test must be administered in accordance with these instructions:

### 1. Security of Test Material

The test material is confidential and must be securely locked away when not being used for examiner preparation or testing. At the end of each examination session, all items must be accounted for.

### 2. The Conduct of the Test

- (a) Examiners should examine candidates in blocks of Core **OR** Extended. (Core and Extended Level candidates must be recorded separately i.e. on different CDs.)

The duration of each test is **approximately** 15 minutes. Examiners should make every effort to manage their time efficiently and effectively.

- (b) The first candidate should be given time (up to 15 minutes) to prepare; each subsequent candidate should prepare while the previous candidate is being tested.
- (c) Candidates are **NOT** allowed to make written notes or use reference books during the preparation period.
- (d) The whole of each test must be conducted in the foreign language.

### 3. Recording of Tests

- (a) All candidates must be **recorded on CDs**. No examiner should use a CD on which another examiner has recorded his/her candidates.
- (b) Both the candidate and the examiner should be audible. Examiners' voices tend to be louder than those of most candidates. Examiners must test the equipment that they intend to use to ensure that it is in good working order.
- (c) The full test of each candidate, including any hesitations that may occur, must be recorded. If the examiner finds that (s)he must stop a test in progress, a written explanation must be submitted to the Examination and Assessment Division.



- (d) Each time a new CD is used, the examiner should announce:

the number and name of the centre,  
the level,  
the name of the examiner.

At the beginning of **EACH CANDIDATE'S TEST**, the examiner (**NOT** the candidate) should announce:

the number and name of the candidate,  
the card number.

It is imperative that examiners frequently **spot-check** their **recordings** with a view to ensuring that **every candidate's test** is **audible**.

- (e) All CDs must be clearly labelled. The label prepared for each CD should indicate the name and number of the centre as well as the candidates' names and numbers.

#### 4. **Submission of CDs**

The CDs on which candidates are recorded must be submitted to the Examination & Assessment Division.

**NB** The failure of centres to submit recordings for the Speaking Test may result in candidates not being eligible for the award of a grade.

#### 5. **Completion of Score Sheets**

The examiner must complete an Individual Assessment Form for each candidate. The scores awarded to the candidate must, in turn, be transferred to the Summary Assessment Form. Examiners at the same centre should record their candidates' scores on separate Summary Assessment Forms.

## CANDIDATE CARDS

Each candidate must be given **EITHER** one **BLUE** card **OR** one **YELLOW** card.

### 1. **ROLE PLAYS**

#### **Core Level Candidates**

Four numbered **BLUE** cards are provided, each featuring two role plays. Core Level candidates must be given one of these cards.

The examiner must make sure that the cards are used in a different sequence on each rotation. (e.g. 1, 2, 3, 4; then 3, 2, 4, 1) Where there are more than 18 candidates, each card should be used for 3 candidates in succession.

#### **Extended Level Candidates**

Four numbered **YELLOW** cards are provided, each featuring two role plays. Candidates entered for Extended Level must be given one of these cards.

The examiner must ensure that the cards are used in a different sequence on each rotation. Where there are more than 18 candidates, each card should be used for 3 candidates in succession.

### **EXAMINER'S STIMULI/RESPONSES**

#### **Role Plays A and B**

The examiner is supplied with suitable introductory remarks and responses. These are to be regarded as mandatory in substance but may be rephrased provided that a different meaning or an unfair advantage is not given.

#### **General Conversation** (Core and Extended Levels)

Nudging should take place as needed:

1. Ask initial question exactly as worded.
2. Nudge by repeating or rephrasing.
3. Nudge again. (Rephrasing is usually recommended at this point.)



## The Elements of the Test

**N.B.** It is imperative that no part of the examination be omitted. The sequence set out below is designed to help candidates by starting with those parts of the test with which they are allowed to familiarise themselves.

### Core Level (10–12 minutes approximately)

|                                         |           |                 |
|-----------------------------------------|-----------|-----------------|
| Section A                               | Role Play | 10 marks        |
| Section B                               | Role Play | 10 marks        |
| Presentation and Discussion (3 minutes) |           | 10 marks        |
| General Conversation on 3 topics        |           | 20 marks        |
| <b>TOTAL</b>                            |           | <b>50 marks</b> |

Record the total in the range of 0–50 marks.

### Extended Level (12–15 minutes approximately)

|                                         |           |                 |
|-----------------------------------------|-----------|-----------------|
| Section B                               | Role Play | 10 marks        |
| Section C                               | Role Play | 10 marks        |
| Presentation and Discussion (3 minutes) |           | 10 marks        |
| General Conversation on 3 topics        |           | 20 marks        |
| <b>TOTAL</b>                            |           | <b>50 marks</b> |

Record the total in the range of 0–50 marks.

At the bottom of the teacher's version of Section B of each role-play card, printed later in this booklet, 5 topics are identified. The examiner must select 3 of these topics for each candidate. No candidate should be informed of the topic on which (s)he will be tested prior to the administration of the examination. The examiner should not select a topic for the General Conversation which is the same as the candidate's choice for the Presentation and Discussion.



## MARKING CRITERIA

### SECTION A – ROLE PLAY (Core Level only)

One role-play situation using a verbal stimulus and requiring the accomplishment of five tasks. Examiners should act as well-disposed native speakers who know little or no English and should assess each task for successful communication only. Marks are to be recorded by circling the appropriate mark on the mark sheet.

|   |                                                                                                                                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Successful communication of the message. Ignore errors which do not impede understanding. Allow query for elucidation if meaning is initially unclear. |
| 0 | Candidate fails to convey message.                                                                                                                     |

Total the marks and record a final mark out of 10.

### SECTION B – ROLE PLAY (Core and Extended Levels)

One role-play situation using a verbal stimulus and requiring the accomplishment of five tasks, some of which involve unpredictable elements.

Assess each of the five tasks as being worth 2, 0, or 1.

Marks are to be recorded by circling the appropriate mark on the mark sheet.

|   |                                                                                                                                                                                                                                                                                                                                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | All elements of the task clearly accomplished without ambiguity, language accurate and in an appropriate tense. Minor errors tolerated unless meaning is made ambiguous. Little need for examiner to seek clarification. Inappropriate use of the <i>you</i> form qualifies for maximum of one mark on first occurrence but is subsequently tolerated. |
| 1 | Eventual accomplishment of task after queries from the examiner to clarify meaning. Partial accomplishment of necessary elements of the task.<br>Some error of structure and register.                                                                                                                                                                 |
| 0 | Fails to communicate.                                                                                                                                                                                                                                                                                                                                  |

Total the marks and record a final mark out of 10.



## SECTION C – ROLE PLAY (Extended Level only)

One role-play situation using verbal and visual stimuli and requiring the candidate to narrate an account of an experience or event in the past. The test is not expected to be a monologue, and the candidate is expected to respond to questions from the examiner.

Assess Communication and Quality of Language in bands.

### COMMUNICATION

|       |                                                                                                                                                                                                                                                        |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14–15 | Conveys all main points, expanding on given facts with imaginative detail. Maintains good pace, responds readily to interjections by the examiner and invites response. Able to justify ideas and give explanations.                                   |
| 11–13 | Conveys all main points of the situation with little prompting or guidance. Expands on given facts and maintains reasonable pace in interchanges with the examiner. Little ambiguity. Able to justify some ideas and give explanations of some points. |
| 8–10  | Communicates most of the necessary points and is able to respond to the examiner's queries when questioned on ambiguities. A little prompting or guidance may be needed from the examiner.                                                             |
| 4–7   | Communicates some of the main points with no overall picture. Responds to examiner with some hesitation when clarification is sought. Needs considerable help from the examiner.                                                                       |
| 0–3   | Communicates isolated points. No overall picture. Has difficulty in responding to examiner's queries. Examiner has to do most of the work.                                                                                                             |

## QUALITY OF LANGUAGE

|   |                                                                                                                                                                                                |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | Narrates events confidently with very good pronunciation and intonation. Wide variety of structures, vocabulary and time references, where appropriate. Occasional slight errors. Very fluent. |
| 4 | Narrates with good pronunciation and intonation. Good range of vocabulary and structures. Accurate use of tenses. Fluent.                                                                      |
| 3 | Narrates in appropriate tenses but with some inaccuracy. Pronunciation and intonation generally accurate. Adequate range of structures and vocabulary. Reasonably fluent.                      |
| 2 | Faulty manipulation of structures and tenses. Basic range of structures and vocabulary. Some errors of intonation and pronunciation. Lacks fluency.                                            |
| 1 | Very limited range of structures and vocabulary. Inaccurate. Frequent errors in pronunciation and intonation.                                                                                  |

Total the marks for Communication and Quality of Language and **divide by 2** to get a **final** total out of **10 marks**. Round up any half-marks.

## PRESENTATION AND DISCUSSION (Core and Extended Levels)

(approximately 3 minutes)

Presentation of a topic of the candidate's choice, selected from the topics of the five *Areas of Experience* identified in the syllabus. The candidate should be given about one minute to introduce and talk about his/her topic. **The examiner is then required to ask the candidate a number of questions** (based on the material that he/she has presented)\*. **The test is not intended to be a pre-learnt monologue or test of memory.** Cue cards of no more than five short headings may be brought into the examination room. **The candidate** may also make use of illustrative materials in his/her presentation but **must not read from written notes.**

Assess Communication and Quality of Language in bands. Marks should be recorded by circling the appropriate marks on the mark sheet. The criteria cover performance from Grade G to Grade A and are therefore applicable to all candidates. It should be noted, however, that **it is highly unusual for appropriately entered Core Level candidates to score beyond 10 for Communication and 3 for Quality of Language.** Likewise, appropriately entered **Extended Level candidates do not often fall below 7 for Communication and 3 for Quality of Language.**

\*By failing to ask follow-up questions, examiners prevent their candidates from achieving high scores.



# **COMMUNICATION (Presentation and Discussion)**

|       |                                                                                                                                                                                                                                                                    |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15    | Excellent and well-organised preparation and lively presentation of material, including justification of ideas and opinions as well as factual points. No ambiguity. Initiative and imagination demonstrated at all times. Outstanding performance.                |
| 13–14 | Excellent preparation and presentation of material. All main points communicated with no ambiguity. Personal opinions and ideas on subject matter expressed and routinely justified. Responds readily to unpredictable questions.                                  |
| 11–12 | Very good preparation and presentation of material. Main points communicated without ambiguity. Expresses personal opinions and ideas on subject matter. Usually responds readily to unpredictable questions. Little need to rephrase questions.                   |
| 9–10  | Good preparation and presentation of material. Main points communicated without ambiguity. Expresses personal opinions on subject matter and can respond to questions, some of which may contain some unpredictable elements. Some rephrasing of questions needed. |
| 7–8   | Sound preparation and presentation of material. Most of main points communicated with little ambiguity. Responds well to predictable questions on main points of material, particularly when rephrased.                                                            |
| 5–6   | Fair preparation and presentation of material. Responds satisfactorily to predictable questions on main points of topic – but some ambiguity.                                                                                                                      |
| 3–4   | Some evidence of preparation of material. Presents some of the main points and is able to respond to some simple, predictable questions on the material.                                                                                                           |
| 1–2   | Poor presentation of material. Little evidence of preparation of material. Frequently fails to understand and respond to simple, predictable questions on the main points.                                                                                         |

## QUALITY OF LANGUAGE (Presentation and Discussion)

|   |                                                                                                                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | Confident and very accurate use of tenses appropriate to subject matter. Wide range of structure and vocabulary. Some errors in more complex language and longer sequences of speech. Accurate pronunciation and intonation. |
| 4 | Consistent use of tenses appropriate to subject matter. Good range of structures and vocabulary but occasionally inaccurate. Pronunciation and intonation mostly accurate.                                                   |
| 3 | Uses tenses appropriate to subject matter but a few inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate.                                              |
| 2 | Some attempt to use tenses appropriate to subject matter but frequent errors. Limited range of structures and vocabulary. Inconsistent pronunciation and intonation.                                                         |
| 1 | Inconsistent and faulty use of tenses. Very limited range of structures and vocabulary. Pronunciation usually intelligible.                                                                                                  |

Total the marks for Communication and Quality of Language and **divide by 2** to get a **final** total out of **10 marks**. Round up any half-marks.

## GENERAL CONVERSATION (Core and Extended Levels)

(approximately 5 minutes)

Communication and Quality of Language are assessed in bands of performance. The criteria cover performance from Grade G to Grade A and are therefore applicable to all candidates. It should be noted, however, that **it is very unusual for appropriately entered Core Level candidates to score beyond 10 for Communication and 3 for Quality of language**. Likewise, appropriately entered **Extended Level candidates rarely fall below 7 for Communication and 3 for Quality of Language**.

Assess Communication and Quality of Language in bands. Marks should be recorded by circling the correct mark on the mark sheet.

Tense appears as a criterion in both the Communication and Quality of Language Grids. Use of different time references is essential at Grade C and above (i.e. for marks of 9 and 3 and upwards), and teachers should ensure that candidates are afforded the opportunity to use past, present and future tenses.



**COMMUNICATION (General Conversation)**

|       |                                                                                                                                                                                                                                                                                                          |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15    | Candidate is able to handle mature discussion on all topics with excellent initiative and imagination. Expresses and justifies ideas in a wide range of tenses. Confident, fluent and spontaneous response to questions. Outstanding performance.                                                        |
| 13-14 | Understands and responds readily to both predictable and unpredictable questions. Expresses and justifies ideas and opinions readily in a wide range of tenses. All topics developed confidently using initiative and imagination.                                                                       |
| 11-12 | Understands and responds with ease to predictable questions and usually responds well to unpredictable questions. Little need to rephrase questions. Main points, personal questions and ideas communicated using different tenses. Develops and sustains all topics well and can initiate conversation. |
| 9-10  | Understands and can respond well to predictable questions, some of which contain unpredictable elements. Occasional rephrasing and clarification needed. Covers all topics adequately. Develops points and can express personal opinions using past, present and future tenses.                          |
| 7-8   | Understands and responds well to predictable questions, particularly when rephrased. Some difficulty in responding to unpredictable elements. Some ambiguity. Performance fairly even across the topics. Some attempt to develop conversation using different tenses.                                    |
| 5-6   | Understands simple, predictable questions. Some rephrasing needed. Communicates most of main points but some ambiguity. Performance satisfactory on at least two topics. Awareness of tenses but faulty use.                                                                                             |
| 3-4   | Usually understands simple, predictable questions. Rephrasing needed. Manages to communicate the main points at a basic level despite poor use of tenses.                                                                                                                                                |
| 1-2   | Often fails to understand simple, predictable questions. Rephrasing often needed but attempts an answer and communicates some main points at a very basic level.                                                                                                                                         |

**QUALITY OF LANGUAGE (General Conversation)**

|   |                                                                                                                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | Confident and very accurate use of tenses appropriate to subject matter. Wide range of structures and vocabulary. Some errors in more complex language and longer sequences of speech. Accurate pronunciation and intonation. |
| 4 | Consistent use of tenses appropriate to subject matter. Good range of structures and vocabulary but occasionally inaccurate. Pronunciation and intonation mostly accurate.                                                    |
| 3 | Uses tenses appropriate to subject matter but a few inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate.                                               |
| 2 | Some attempt to use tenses appropriate to subject matter but frequent errors. Limited range of structures and vocabulary. Inconsistent pronunciation and intonation.                                                          |
| 1 | Inconsistent and faulty use of tenses appropriate to subject matter. Very limited range of structures and vocabulary. Pronunciation generally intelligible.                                                                   |

Total the marks for Communication and Quality of Language and record a final mark out of 20.

**On the following pages you will find:**

- the teacher's version of the Section A role-play cards
- the teacher's version of the Section B role-play cards
- the Section C role-play cards in the same form as given to the candidates

In Sections A and B of the role play-cards, printed beside the word *Candidate* is a copy of the task the candidate is required to perform. There are also suitable introductory remarks and responses for use by the examiner. These are to be regarded as mandatory in substance but may be rephrased provided that the examiner does not give a different meaning or an unfair advantage.



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**MINISTRY OF EDUCATION**  
**ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST**  
**BGCSE 2023**

**FRENCH 8031**

|                |  |               |  |  |  |  |  |
|----------------|--|---------------|--|--|--|--|--|
| CENTRE NAME    |  | CENTRE NO.    |  |  |  |  |  |
| CANDIDATE NAME |  | CANDIDATE NO. |  |  |  |  |  |

**CORE**

CARD NO.

Circle marks awarded:

**ROLE PLAY A**

| Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
|--------|--------|--------|--------|--------|
| 2      | 2      | 2      | 2      | 2      |
| 0      | 0      | 0      | 0      | 0      |

FINAL MARK OUT OF 10 =

**ROLE PLAY B**

| Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
|--------|--------|--------|--------|--------|
| 2      | 2      | 2      | 2      | 2      |
| 1      | 1      | 1      | 1      | 1      |
| 0      | 0      | 0      | 0      | 0      |

FINAL MARK OUT OF 10 =

**PRESENTATION AND DISCUSSION**

Communication

|    |    |
|----|----|
| 15 |    |
| 13 | 14 |
| 11 | 12 |
| 9  | 10 |
| 7  | 8  |
| 5  | 6  |
| 3  | 4  |
| 1  | 2  |

Quality of Language

|   |   |
|---|---|
| 4 | 5 |
| 2 | 3 |
| 1 |   |

**GENERAL CONVERSATION**

Communication

|    |    |
|----|----|
| 15 |    |
| 13 | 14 |
| 11 | 12 |
| 9  | 10 |
| 7  | 8  |
| 5  | 6  |
| 3  | 4  |
| 1  | 2  |

Quality of Language

|   |   |
|---|---|
| 4 | 5 |
| 2 | 3 |
| 1 |   |

TOTAL MARKS =

FINAL MARK OUT OF 20 =

Divide by 2 to get:

FINAL MARK OUT OF 10 =

**CORE TOTAL/50 =**

Name of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Name of Other Teacher \_\_\_\_\_ Date \_\_\_\_\_



**MINISTRY OF EDUCATION**  
**ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST**  
**BGCSE 2023**

**FRENCH 8031**

|                |  |               |  |  |  |  |  |
|----------------|--|---------------|--|--|--|--|--|
| CENTRE NAME    |  | CENTRE NO.    |  |  |  |  |  |
| CANDIDATE NAME |  | CANDIDATE NO. |  |  |  |  |  |

**EXTENDED**

CARD NO.

Circle marks awarded:

**ROLE PLAY A**

| Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
|--------|--------|--------|--------|--------|
| 2      | 2      | 2      | 2      | 2      |
| 0      | 0      | 0      | 0      | 0      |

FINAL MARK OUT OF 10 =

**ROLE PLAY B**

| Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
|--------|--------|--------|--------|--------|
| 2      | 2      | 2      | 2      | 2      |
| 1      | 1      | 1      | 1      | 1      |
| 0      | 0      | 0      | 0      | 0      |

FINAL MARK OUT OF 10 =

**PRESENTATION AND DISCUSSION**

Communication

|       |
|-------|
| 15    |
| 13 14 |
| 11 12 |
| 9 10  |
| 7 8   |
| 5 6   |
| 3 4   |
| 1 2   |

Quality of Language

|   |   |
|---|---|
| 4 | 5 |
| 2 | 3 |
| 1 |   |

**GENERAL CONVERSATION**

Communication

|       |
|-------|
| 15    |
| 13 14 |
| 11 12 |
| 9 10  |
| 7 8   |
| 5 6   |
| 3 4   |
| 1 2   |

Quality of Language

|   |   |
|---|---|
| 4 | 5 |
| 2 | 3 |
| 1 |   |

TOTAL MARKS =

FINAL MARK OUT OF 20 =

Divide by 2 to get:

FINAL MARK OUT OF 10 =

EXTENDED TOTAL/50 =

Name of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Name of Other Teacher \_\_\_\_\_ Date \_\_\_\_\_

[Turn over

**CARD ONE**

**CORE LEVEL**

**ROLE PLAYS:**

- A. You are visiting a friend from Senegal. Your friend starts to talk about school. The Examiner will play the role of your friend.

**Vous rendez visite à votre ami(e) du Sénégal. Votre ami(e) commence à parler de l'école. Moi, je suis votre ami(e).**

**Examiner: À quelle heure as-tu la récréation ?**

1. Candidate: Say it is at 10:30.

**Examiner: Tu as quel cours après la récréation ?**

2. Candidate: Say you have chemistry.

**Examiner: Qu'est-ce que tu prends pour le déjeuner ?**

3. Candidate: Say you eat French fries.

**Examiner: Et alors, comment sont tes professeurs ?**

4. Candidate: Say they are kind.

**Examiner: Eh bon ! Et que fais-tu après l'école ?**

5. Candidate: Say you study.

**Examiner: Moi, je n'aime pas étudier.**

- B. You are staying with a friend in Nice and you discuss your daily routine. The Examiner will play the role of the friend.

**Vous restez chez un(e) ami(e) à Nice et vous discutez de votre routine. Moi, je suis votre ami(e).**

**Examiner: C'est bientôt le week-end.**

1. Candidate: Say you have homework.

**Examiner: Qu'est-ce que tu as fait le week-end dernier ?**

2. Candidate: Say you went to the gym.

**Examiner: Combien de fois par semaine fais-tu de l'exercice ?**

3. Candidate: Answer appropriately.

**Examiner: Qu'est-ce que tu fais comme exercice ?**

4. Candidate: Say you like to swim.

**Examiner: Et le week-end prochain ?**

5. Candidate: Say you are going to play video games.

**Examiner: Moi, je dois travailler.**

**Presentation and Discussion (Ask follow-up questions.)**

**GENERAL CONVERSATION (Select 3 topics per candidate.)**

Home Life

School Routine

Self, Family and Friends

Free Time and Social Activities

Future Career Plans



**CARD TWO**

**CORE LEVEL**

**ROLE PLAYS:**

- A. Your French-Canadian neighbour comes over to your house for a visit. The Examiner will play the role of your friend.

**Votre voisin(e) québécois(e) vous rend visite. Moi, je suis votre voisin(e).**

**Examiner: On va au cinéma aujourd'hui ?**

1. Candidate: Say you are sick.

**Examiner: Qu'est-ce qui ne va pas ?**

2. Candidate: Say you have a headache.

**Examiner: Où est ta mère ?**

3. Candidate: Say she is at the pharmacy.

**Examiner: Tu as besoin de quelque chose ?**

4. Candidate: Say you want (some) water.

**Examiner: Voilà ! Tu veux autre chose ?**

5. Candidate: Say you are tired.

**Examiner: D'accord, je m'en vais.**

- B. Your French-speaking friend calls to talk about your plans for the weekend. The Examiner will play the role of your French-speaking friend.

**Votre ami(e) francophone vous téléphone pour parler de vos projets pour le week-end. Moi, je suis l'ami(e) francophone.**

**Examiner: As-tu des projets pour le week-end ?**

1. Candidate: Say you are going to Exuma.

**Examiner: J'aimerais visiter cette île un jour.**

2. Candidate: Say you can come with me.

**Examiner: As-tu déjà ton billet ?**

3. Candidate: Say you bought the ticket yesterday.

**Examiner: Combien coûte le billet ?**

4. Candidate: Answer appropriately.

**Examiner: Et quand est-ce qu'on y va ?**

5. Candidate: Say you (both) leave on Thursday.

**Examiner: Bon, je vais faire ma valise.**

**Presentation and Discussion (Ask follow-up questions.)**

**GENERAL CONVERSATION (Select 3 topics per candidate.)**

Self, Family and Friends

House and Home

Health and Fitness

Future Career Plans

Tourism at Home and Abroad

[Turn over

**CARD THREE**

**CORE LEVEL**

**ROLE PLAYS:**

- A. While in Guadeloupe, you go shopping. The Examiner will play the role of the sales person.

**Pendant que vous êtes en Guadeloupe, vous faites du shopping. Moi, je suis le vendeur/la vendeuse.**

**Examiner: Puis-je vous aider ?**

1. Candidate: Say you would like a skirt.

**Examiner: C'est pour qui ?**

2. Candidate: Say it is for your mother.

**Examiner: Quelle couleur voulez-vous ?**

3. Candidate: Say you prefer blue.

**Examiner: Aimez-vous cette jupe en lin ?**

4. Candidate: Say it is expensive.

**Examiner: C'est en solde. Une jupe coûte quinze euros.**

5. Candidate: Say you would like 2 skirts, please.

**Examiner: Très bien, monsieur/mademoiselle.**

- B. While on an exchange programme in Quebec, you attend an Eco club meeting. Before the meeting begins, you discuss the weather with a classmate. The Examiner will play the role of your classmate.

**Pendant votre programme d'échange au Québec, vous assistez à une réunion du club Éco. Juste avant le commencement de la réunion, vos discutez du temps avec un(e) camarade de classe.**

**Examiner: Quel temps fait-il aux Bahamas en avril ?**

1. Candidate: Say it is usually sunny.

**Examiner: J'aimerais habiter dans un pays tropical comme toi.**

2. Candidate: Say a lot of tourists visit in the winter.

**Examiner: J'en ai assez de la neige.**

3. Candidate: Say it snowed yesterday.

**Examiner: Qu'est-ce que tu vas faire demain ?**

4. Candidate: Answer appropriately.

**Examiner: Moi, je vais faire du patin à glace.**

5. Candidate: Say the club is starting now.

**Examiner: D'accord ! À plus.**

**Presentation and Discussion (Ask follow-up questions.)**

**GENERAL CONVERSATION (Select 3 topics per candidate.)**

School Routine

Home Life

Free Time and Social Activities

Weather

Travel and Transportation



**CARD FOUR**

**CORE LEVEL**

**ROLE PLAYS:**

- A. While visiting Martinique you have dinner at a restaurant near your hotel. The Examiner will play the role of the waiter/waitress.

**Vous visitez la Martinique et vous dînez à un restaurant près de votre hôtel. Moi, je suis le serveur/la serveuse.**

**Examiner: Puis-je vous aider, monsieur/mademoiselle ?**

1. Candidate: Say you would like the menu, please.

**Examiner: Voilà. Nous avons du poulet comme plat du jour.**

2. Candidate: Say you prefer fish.

**Examiner: Et comme boisson ?**

3. Candidate: Say you like orange juice.

**Examiner: Voulez-vous un dessert ?**

4. Candidate: Ask for ice cream.

**Examiner: Voilà, l'addition. Et comment payez-vous ?**

5. Candidate: Say you have a credit card.

**Examiner: Très bien. Je reviens tout de suite.**

- B. You are talking to your French-speaking friend about your new part-time job. The Examiner will play the role of your friend.

**Vous parlez avec votre ami(e) francophone. Moi, je suis votre ami(e) francophone.**

**Examiner: Alors, tu as un nouveau petit job ?**

1. Candidate: Say you work in the supermarket.

**Examiner: Tu aimes ton travail ?**

2. Candidate: Say you are very happy.

**Examiner: Comment as-tu trouvé le poste ?**

3. Candidate: Say you saw an advertisement in the newspaper.

**Examiner: Et à quelle heure est-ce que tu vas au travail aujourd'hui ?**

4. Candidate: Answer appropriately.

**Examiner: D'accord. Et que fais-tu demain ?**

5. Candidate: Say tomorrow you are going to sleep.

**Examiner: Bon alors, on se voit bientôt.**

**Presentation and Discussion (Ask follow-up questions.)**

**GENERAL CONVERSATION (Select 3 topics per candidate.)**

Self, Family and Friends

Eating and Drinking

Shopping

Travel and Transportation

Hometown (Island)

[Turn over

**CARD ONE**

**EXTENDED LEVEL**

**ROLE PLAYS:**

- B.** You are staying with a friend in Nice and you discuss your daily routine. The Examiner will play the role of the friend.

**Vous restez chez un(e) ami(e) à Nice et vous discutez de votre routine. Moi, je suis votre ami(e).**

- |    |                   |                                                            |
|----|-------------------|------------------------------------------------------------|
|    | <b>Examiner:</b>  | <b>C'est bientôt le week-end.</b>                          |
| 1. | <b>Candidate:</b> | Say you have homework.                                     |
|    | <b>Examiner:</b>  | <b>Qu'est-ce que tu as fait le week-end dernier ?</b>      |
| 2. | <b>Candidate:</b> | Say you went to the gym.                                   |
|    | <b>Examiner:</b>  | <b>Combien de fois par semaine fais-tu de l'exercice ?</b> |
| 3. | <b>Candidate:</b> | Answer appropriately.                                      |
|    | <b>Examiner:</b>  | <b>Qu'est-ce que tu fais comme exercice ?</b>              |
| 4. | <b>Candidate:</b> | Say you like to swim.                                      |
|    | <b>Examiner:</b>  | <b>Et le week-end prochain ?</b>                           |
| 5. | <b>Candidate:</b> | Say you are going to play video games.                     |
|    | <b>Examiner:</b>  | <b>Moi, je dois travailler.</b>                            |

**Presentation and Discussion (Ask follow-up questions.)**

**GENERAL CONVERSATION (Select 3 topics per candidate.)**

Home Life

School Routine

Self, Family and Friends

Free Time and Social Activities

Future Career Plans



CARD ONE

- C. The notes and pictures below give an outline of **your trip to your Québécois pen friend's home**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.

**LE DÉPART**



- à quelle heure ?
- quand ?
- avec qui ?
- comment était le vol ?

**L'ARRIVÉE**



- le rencontre – où ?
- une description de la famille

**LE LENDEMAIN**



- visiter une école
- quel cours ? Et le prof ?
- vos impressions ?
- pourquoi ?

**LA MAISON DE VOTRE AMI(E)**



- où ?
- description de votre chambre ?
- vos impressions de la maison ?
- pourquoi ?

**AU DÉJEUNER**



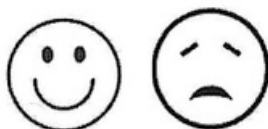
- quelles activités ?
- avec qui ?

**LE SOIR**



- qu'avez-vous fait ?

**VOS IMPRESSIONS**



- votre opinion du séjour là-bas ?
- pourquoi ?

**LE DERNIER JOUR**



- se coucher à quelle heure ?

**CARD TWO**

**EXTENDED LEVEL**

**ROLE PLAYS:**

- B.** Your French-speaking friend calls to talk about your plans for the weekend. The Examiner will play the role of your French-speaking friend.

**Votre ami(e) francophone vous téléphone pour parler de vos projets pour le week-end. Moi, je suis l'ami(e) francophone.**

- |    |                  |                                              |
|----|------------------|----------------------------------------------|
|    | <b>Examiner:</b> | <b>As-tu des projets pour le week-end ?</b>  |
| 1. | Candidate:       | Say you are going to Exuma.                  |
|    | <b>Examiner:</b> | <b>J'aimerais visiter cette île un jour.</b> |
| 2. | Candidate:       | Say you can come with me.                    |
|    | <b>Examiner:</b> | <b>As-tu déjà acheté ton billet ?</b>        |
| 3. | Candidate:       | Say you bought the ticket yesterday.         |
|    | <b>Examiner:</b> | <b>Combien coûte le billet ?</b>             |
| 4. | Candidate:       | Answer appropriately.                        |
|    | <b>Examiner:</b> | <b>Et quand est-ce qu'on y va ?</b>          |
| 5. | Candidate:       | Say you (both) leave on Thursday.            |
|    | <b>Examiner:</b> | <b>Bon, je vais faire ma valise.</b>         |

**Presentation and Discussion (Ask follow-up questions.)**

**GENERAL CONVERSATION (Select 3 topics per candidate.)**

Self, Family and Friends

House and Home

Health and Fitness

Future Career Plans

Tourism at Home and Abroad



## CARD TWO

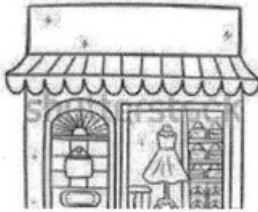
- C. The notes and pictures below give an outline of **your visit to your new friend in Côte d'Ivoire**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.

### UN JOUR SPÉCIAL



- quelle date ?
- pour qui ?

### PLUS TARD



- aller où ?
- avec qui ?
- acheter quoi ?

### ENSUITE



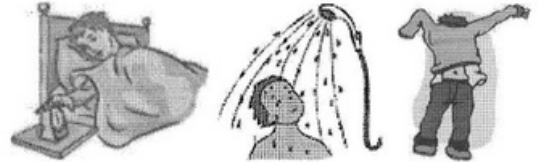
- quelles activités ?
- avec qui ?

### VOS IMPRESSIONS



- vos sentiments ?
- pourquoi ?

### LE MATIN



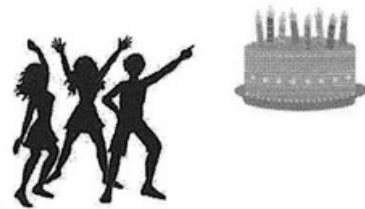
- se réveiller
- se préparer

### LE PETIT DÉJEUNER



- qu'avez vous mangé et bu ?

### LA FÊTE



- où était la fête ?
- les activités
- vos impressions ?
- pourquoi ?



- qui est tombé(e) ?
- se casser le bras

**CARD THREE**

**EXTENDED LEVEL**

**ROLE PLAYS:**

- B.** While on an exchange programme in Quebec, you attend an Eco club meeting. Before the meeting begins, you discuss the weather with a classmate. The Examiner will play the role of your classmate.

**Pendant votre programme d'échange au Québec, vous assistez à une réunion au club Éco. Juste avant le commencement de la réunion, vous discutez du temps avec un(e) camarade de classe.**

- |    |                   |                                                            |
|----|-------------------|------------------------------------------------------------|
|    | <b>Examiner:</b>  | <b>Quel temps fait-il aux Bahamas en avril ?</b>           |
| 1. | <b>Candidate:</b> | Say it is usually sunny.                                   |
|    | <b>Examiner:</b>  | <b>J'aimerais habiter dans un pays tropical comme toi.</b> |
| 2. | <b>Candidate:</b> | Say a lot of tourists visit in the winter.                 |
|    | <b>Examiner:</b>  | <b>J'en ai assez de la neige.</b>                          |
| 3. | <b>Candidate:</b> | Say it snowed yesterday.                                   |
|    | <b>Examiner:</b>  | <b>Qu'est-ce que tu vas faire demain ?</b>                 |
| 4. | <b>Candidate:</b> | Answer appropriately.                                      |
|    | <b>Examiner:</b>  | <b>Moi, je vais faire du patin à glace.</b>                |
| 5. | <b>Candidate:</b> | Say the club is starting now.                              |
|    | <b>Examiner:</b>  | <b>D'accord ! À plus.</b>                                  |

**Presentation and Discussion (Ask follow-up questions.)**

**GENERAL CONVERSATION (Select 3 topics per candidate.)**

School Routine

Home Life

Free Time and Social Activities

Weather

Travel and Transportation



### CARD THREE

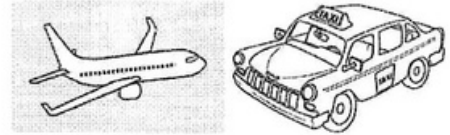
- C. The notes and pictures below give an outline of **your Martinican friend's visit to The Bahamas**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.

#### PRÉPARATIONS



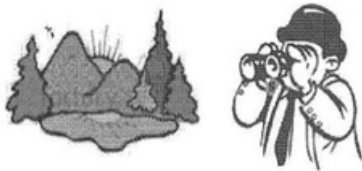
- les préparations ?
- qu'avez-vous fait ?

#### À L'AÉROPORT



- quand ?
- réaction de votre ami ?

#### PREMIÈRE ACTIVITÉ



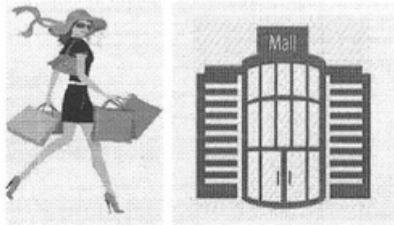
- l'activité
- le paysage

#### LE PREMIER JOUR



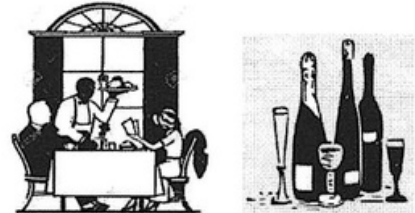
- qu'est-ce qui s'est passé ?

#### L'APRÈS-MIDI



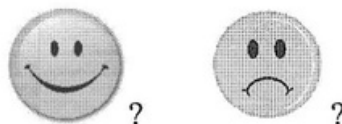
- où exactement ?
- les achats ?

#### DEUX JOURS APRÈS



- avec qui ?
- les gens ?
- c'était comment ?

#### VOS SENTIMENTS



- séjour de votre ami(e)

#### LE DERNIER SOIR



- rentrer à la maison
- qu'avez-vous fait ?

[Turn over

**CARD FOUR**

**EXTENDED LEVEL**

**ROLE PLAYS:**

- B.** You are talking to your French-speaking friend about your new part-time job. The Examiner will play the role of your friend.

**Vous parlez avec votre ami(e) francophone. Moi, je suis votre ami(e) francophone.**

- |    |                  |                                                                     |
|----|------------------|---------------------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Alors, tu as un nouveau petit job.</b>                           |
| 1. | Candidate:       | Say you work at the supermarket.                                    |
|    | <b>Examiner:</b> | <b>Tu aimes ton travail ?</b>                                       |
| 2. | Candidate:       | Say you are very happy.                                             |
|    | <b>Examiner:</b> | <b>Comment as-tu trouvé le poste ?</b>                              |
| 3. | Candidate:       | Say you saw an advertisement in the newspaper.                      |
|    | <b>Examiner:</b> | <b>Et à quelle heure est-ce que tu vas au travail aujourd'hui ?</b> |
| 4. | Candidate:       | Answer appropriately.                                               |
|    | <b>Examiner:</b> | <b>D'accord. Et que fais-tu demain ?</b>                            |
| 5. | Candidate:       | Say tomorrow you are going to sleep.                                |
|    | <b>Examiner:</b> | <b>Bon alors, on se voit bientôt.</b>                               |

**Presentation and Discussion (Ask follow-up questions.)**

**GENERAL CONVERSATION (Select 3 topics per candidate.)**

Self, Family and Friends

Eating and Drinking

Shopping

Travel and Transportation

Hometown (Island)



## CARD FOUR

- C. The notes and pictures below give an outline of **a trip you took to Belgium**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.

### LE RÉVEIL



- se lever
- quel temps ?

### LA MATINÉE



- le petit déjeuner ?
- quoi ?

### À LA CAISSE



- oublier votre portefeuille ?
- votre réaction ?

### PLUS TARD



- où ? -faire quoi ?
- votre opinion ?

### PRÉPARATION POUR LA SOIRÉE



- avec qui ?
- les activités ?



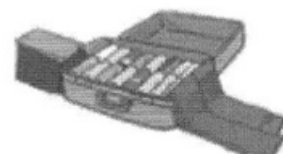
- qu'avez-vous fait ?
- c'était comment ?

### VOS IMPRESSIONS?



- pourquoi ?

### LA VEILLE DU DÉPART



- faire la valise

End]

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