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**FRENCH SPEAKING TEST**

EXAMINERS' INSTRUCTIONS

**28 APRIL–2 MAY 2025****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.

## 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 2025**

**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 MARKS OUT OF 20 =**

Divide by 2 to get:

**FINAL MARKS 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 2025**

**FRENCH 8031**

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

**EXTENDED** CARD NO. \_\_\_\_\_ Circle marks awarded:

**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 =**

**ROLE PLAY C**

Communication

|    |    |
|----|----|
| 14 | 15 |
| 11 | 12 |
| 8  | 9  |
| 4  | 5  |
| 0  | 1  |

Quality of Language

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

**TOTAL MARKS =**

Divide by 2 to get

**FINAL MARKS OUT OF 20 =**

**PRESENTATION AND DISCUSSION**

Communication

|    |
|----|
| 15 |
| 13 |
| 11 |
| 9  |
| 7  |
| 5  |
| 3  |
| 1  |

Quality of Language

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

**TOTAL MARKS =**

Divide by 2 to get:

**FINAL MARKS OUT OF 10 =**

**GENERAL CONVERSATION**

Communication

|    |
|----|
| 15 |
| 13 |
| 11 |
| 9  |
| 7  |
| 5  |
| 3  |
| 1  |

Quality of Language

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

**FINAL MARKS OUT OF 20 =**

**CORE TOTAL/50 =**

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

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

**[Turn over]**

**CARD ONE**

**CORE LEVEL**

**ROLE PLAYS:**

- A. You complete your accommodation request with a travel agent in France. The examiner will play the role of the agent.

**Vous terminez vos projets pour l'hébergement avec un/une agent(e) de voyage en France. Moi, je suis l'agent(e).**

- |    |                  |                                                                                       |
|----|------------------|---------------------------------------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Vous voulez quel type de chambre ?</b>                                             |
| 1. | Candidate:       | Ask for a big room.                                                                   |
|    | <b>Examiner:</b> | <b>D'accord. Pour combien de nuits ?</b>                                              |
| 2. | Candidate:       | Say for 8 nights.                                                                     |
|    | <b>Examiner:</b> | <b>Nous avons un prix spécial pour dix jours.</b>                                     |
| 3. | Candidate:       | Ask the cost.                                                                         |
|    | <b>Examiner:</b> | <b>Cinq cents euros pour les 10 jours.</b>                                            |
| 4. | Candidate:       | Ask if there is a pool.                                                               |
|    | <b>Examiner:</b> | <b>Absolument. L'hôtel n'accepte pas *les espèces. (*les espèces – cash payments)</b> |
| 5. | Candidate:       | Say you have a credit card.                                                           |

- B. You just started high school in Quebec, Canada. A new friend has started a conversation with you. The examiner will play the role of your friend.

**Vous venez de commencer au lycée à Québec au Canada. Un/une nouvel/nouvelle ami(e) a commencé une conversation avec vous. Moi, je suis l'ami(e).**

- |    |                  |                                                             |
|----|------------------|-------------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Salut ! Mon cours de maths était bon. Et toi ?</b>       |
| 1. | Candidate:       | Say you just had a literature class/lesson.                 |
|    | <b>Examiner:</b> | <b>Quel sport fais-tu à l'école ?</b>                       |
| 2. | Candidate:       | Say you love volleyball.                                    |
|    | <b>Examiner:</b> | <b>Et après l'école ? À quelle activité participes-tu ?</b> |
| 3. | Candidate:       | Answer appropriately.                                       |
|    | <b>Examiner:</b> | <b>Quelle est ton émission de télévision préférée ?</b>     |
| 4. | Candidate:       | Say you like to watch sports.                               |
|    | <b>Examiner:</b> | <b>Oh là-là, la récréation est terminée.</b>                |
| 5. | Candidate:       | Say you are going to see him/her tomorrow.                  |

**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. While in Canada, you describe your school exchange experience on the phone to a friend with whom you usually practice your French. The examiner will play the role of the friend.

**Pendant votre séjour au Canada, vous décrivez votre expérience d'immersion au téléphone à un/une ami(e) avec qui vous pratiquez le français. Moi, je suis l'ami(e).**

- |    |                  |                                                |
|----|------------------|------------------------------------------------|
|    | <b>Examiner:</b> | <b>Bonjour. Comment tu trouves la maison ?</b> |
| 1. | Candidate:       | Say it is (very) comfortable.                  |
|    | <b>Examiner:</b> | <b>Est-ce que tu peux utiliser Internet ?</b>  |
| 2. | Candidate:       | Say yes, and it's fast.                        |
|    | <b>Examiner:</b> | <b>Eh bien, quel temps fait-il ?</b>           |
| 3. | Candidate:       | Say it's nice weather.                         |
|    | <b>Examiner:</b> | <b>Où est-ce que tu vas manger ce soir ?</b>   |
| 4. | Candidate:       | Say in the garden.                             |
|    | <b>Examiner:</b> | <b>Qu'est-ce que tu vas manger ?</b>           |
| 5. | Candidate:       | Say (some) soup.                               |

- B. While travelling by bus in Guadeloupe, you meet a French teenager. You talk to him/her about your country. The examiner will play the role of the teenager.

**Lors d'un voyage en bus en Guadeloupe, vous rencontrez un/une adolescent(e) français/française. Vous lui parlez de votre pays. Moi, je suis l'adolescent(e).**

- |    |                  |                                                          |
|----|------------------|----------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Salut ! De quel pays viens-tu ?</b>                   |
| 1. | Candidate:       | Say you are from The Bahamas.                            |
|    | <b>Examiner:</b> | <b>Bienvenue en Guadeloupe !</b>                         |
| 2. | Candidate:       | Say you are happy to be here.                            |
|    | <b>Examiner:</b> | <b>Moi, j'ai déjà visité Grand Bahama (aux Bahamas).</b> |
| 3. | Candidate:       | Say you went there last year.                            |
|    | <b>Examiner:</b> | <b>Qu'est-ce qu'on peut faire là où tu habites ?</b>     |
| 4. | Candidate:       | Say we do sailing and (much) more.                       |
|    | <b>Examiner:</b> | <b>Chouette. Qu'est-ce que tu vas faire ce soir ?</b>    |
| 5. | Candidate:       | Answer appropriately.                                    |

**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 Martinique, you visit a market. The examiner will play the role of the salesperson.

**Vous êtes au marché pendant votre séjour en Martinique. Moi, je suis le/la vendeur/vendeuse.**

- |    |                  |                                                             |
|----|------------------|-------------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Bonjour monsieur/madame. Qu'est-ce qu'il vous faut ?</b> |
| 1. | Candidate:       | Say you want some potatoes.                                 |
|    | <b>Examiner:</b> | <b>Combien vous en voulez?</b>                              |
| 2. | Candidate:       | Ask for 2 kilos.                                            |
|    | <b>Examiner:</b> | <b>Ce sera tout ?</b>                                       |
| 3. | Candidate:       | Ask for a bag of peaches.                                   |
|    | <b>Examiner:</b> | <b>Les voilà monsieur/madame.</b>                           |
| 4. | Candidate:       | Say you like fruits.                                        |
|    | <b>Examiner:</b> | <b>Ça fait sept euros.</b>                                  |
| 5. | Candidate:       | Thank him/her and say goodbye.                              |

- B. You discuss the upcoming summer break with a classmate in your French class. The examiner will play the role of your friend.

**Vous parlez à un/une camarade de classe des prochaines vacances d'été pendant votre cours de français. Moi, je suis le/la camarade.**

- |    |                  |                                                                                        |
|----|------------------|----------------------------------------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Salut, mon ami(e). Qu'est-ce que tu penses faire pendant les grandes vacances ?</b> |
| 1. | Candidate:       | Say you are going to the United States of America/USA.                                 |
|    | <b>Examiner:</b> | <b>Moi, je voyagerai en Afrique avec mon église.</b>                                   |
| 2. | Candidate:       | Ask if it is his/her first time (going there).                                         |
|    | <b>Examiner:</b> | <b>C'est la deuxième fois.</b>                                                         |
| 3. | Candidate:       | Say you like travelling.                                                               |
|    | <b>Examiner:</b> | <b>Qu'est-ce que tu as fait l'année dernière ?</b>                                     |
| 4. | Candidate:       | Answer appropriately.                                                                  |
|    | <b>Examiner:</b> | <b>Ma famille aime s'amuser pendant l'été. Et toi ?</b>                                |
| 5. | Candidate:       | Say you are going to see your grandmother.                                             |

**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 Transport

**CARD FOUR**

**CORE LEVEL**

**ROLE PLAYS:**

- A. While staying in Brussels, you call a friend in Paris. The examiner will play the role of the friend.

**Pendant votre séjour à Bruxelles, vous téléphonez à un/une ami(e) à Paris. Moi, je suis l'ami(e).**

- |    |                  |                                                              |
|----|------------------|--------------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Salut ! Tu t'amuses tellement que tu m'as oublié(e) ?</b> |
| 1. | Candidate:       | Say you are sick.                                            |
|    | <b>Examiner:</b> | <b>Qu'est-ce qui ne va pas ?</b>                             |
| 2. | Candidate:       | Say you don't know.                                          |
|    | <b>Examiner:</b> | <b>Quand as-tu commencé à te sentir malade ?</b>             |
| 3. | Candidate:       | Say two days ago.                                            |
|    | <b>Examiner:</b> | <b>Quand est-ce que tu vas chez le médecin ?</b>             |
| 4. | Candidate:       | Say tomorrow morning.                                        |
|    | <b>Examiner:</b> | <b>J'espère que tu te sentiras mieux bientôt.</b>            |
| 5. | Candidate:       | Say me too.                                                  |

- B. Your new French friend in Senegal talks to you about his/her school. The examiner will play the role of your friend.

**Votre nouvel/nouvelle ami(e) français(e) au Sénégal vous parle de son école. Moi, je suis l'ami(e).**

- |    |                  |                                                                                    |
|----|------------------|------------------------------------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Tu as les maths cet après-midi ?</b>                                            |
| 1. | Candidate:       | Say it is your favourite subject.                                                  |
|    | <b>Examiner:</b> | <b>Tu as une journée chargée ?</b>                                                 |
| 2. | Candidate:       | Say you had English this morning.                                                  |
|    | <b>Examiner:</b> | <b>D'accord. J'aime cette matière. La prof est gentille.</b>                       |
| 3. | Candidate:       | Say your teachers are patient.                                                     |
|    | <b>Examiner:</b> | <b>J'ai beaucoup à étudier cette semaine. Tu fais tes devoirs où normalement ?</b> |
| 4. | Candidate:       | Answer appropriately.                                                              |
|    | <b>Examiner:</b> | <b>Il y aura des compétitions sportives ce week-end.</b>                           |
| 5. | Candidate:       | Say you are going to watch a soccer match.                                         |

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

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

Self, Family and Friends

Eating and Drinking

Shopping

Travel and Transport

Home Town (Island)

## CARD ONE

### EXTENDED LEVEL

#### ROLE PLAYS:

- B.** You just started high school in Quebec, Canada. A new friend has started a conversation with you. The examiner will play the role of your friend.

**Vous venez de commencer au lycée à Québec au Canada. Un/une nouvel/nouvelle ami(e) a commencé une conversation avec vous. Moi, je suis l'ami(e)**

- |    |                   |                                                             |
|----|-------------------|-------------------------------------------------------------|
|    | <b>Examiner:</b>  | <b>Salut ! Mon cours de maths était bon. Et toi ?</b>       |
| 1. | <b>Candidate:</b> | Say you just had a literature class/lesson.                 |
|    | <b>Examiner:</b>  | <b>Quel sport fais-tu à l'école ?</b>                       |
| 2. | <b>Candidate:</b> | Say you love volleyball.                                    |
|    | <b>Examiner:</b>  | <b>Et après l'école ? À quelle activité participes-tu ?</b> |
| 3. | <b>Candidate:</b> | Answer appropriately.                                       |
|    | <b>Examiner:</b>  | <b>Quelle est ton émission de télévision préférée ?</b>     |
| 4. | <b>Candidate:</b> | Say you like to watch sports.                               |
|    | <b>Examiner:</b>  | <b>Oh là-là, la récréation est terminée.</b>                |
| 5. | <b>Candidate:</b> | Say you are going to see him/her tomorrow                   |

**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

EXTENDED LEVEL

- C. The notes and pictures below give an outline of **a day during your trip to France**. You stay at a **hotel during your stay**. Tell the examiner what **happened**. You need not mention every detail, but you must cover all the main events.

AVANT DE PARTIR



S'habiller  
Partir pour faire quoi ?



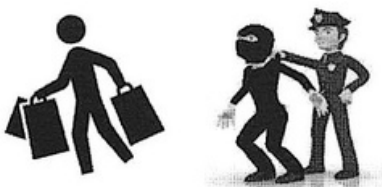
À la bibliothèque  
Lire quoi ?



Faire les magasins où ?  
Pour qui ?



Faire une promenade où ?  
Regarder les oiseaux/la nature



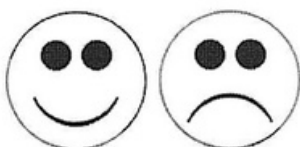
Qu'est-ce qui s'est passé  
(voleur) ?



Au commissariat ?  
Description du voleur



EN RETOURNANT À L'HÔTEL



Vos impressions générales ?



Faire quoi ? Pendant combien de temps ?

[Turn over

## CARD TWO

### EXTENDED LEVEL

#### ROLE PLAYS:

- B.** While travelling by bus in Guadeloupe, you meet a French teenager. You talk to him/her about your country. The examiner will play the role of the teenager.

**Lors d'un voyage en bus en Guadeloupe, vous rencontrez un/une adolescent(e) français/française. Vous lui parlez de votre pays. Moi, je suis l'adolescent(e).**

- |    |                  |                                                          |
|----|------------------|----------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Salut ! De quel pays viens-tu ?</b>                   |
| 1. | Candidate:       | Say you are from The Bahamas.                            |
|    | <b>Examiner:</b> | <b>Bienvenue en Guadeloupe !</b>                         |
| 2. | Candidate:       | Say you are happy to be here.                            |
|    | <b>Examiner:</b> | <b>Moi, j'ai déjà visité Grand Bahama (aux Bahamas).</b> |
| 3. | Candidate:       | Say you went there last year.                            |
|    | <b>Examiner:</b> | <b>Qu'est-ce qu'on peut faire là où tu habites ?</b>     |
| 4. | Candidate:       | Say we do sailing and (much) more.                       |
|    | <b>Examiner:</b> | <b>Chouette. Qu'est-ce que tu vas faire ce soir ?</b>    |
| 5. | Candidate:       | Answer appropriately.                                    |

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

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

Self, Family and Friends

House and Home

Health and Fitness

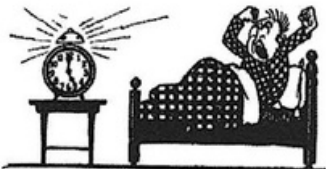
Future Career Plans

Tourism at Home and Abroad

## CARD TWO

- C. The notes and pictures below give an outline of **how you spent the last day of your visit to your aunt in Quebec**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events.

### LE MATIN



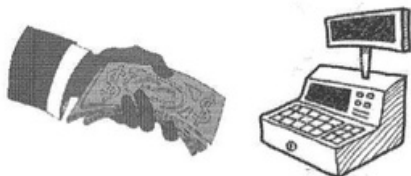
Se lever à quelle heure ?  
Faire quoi d'abord ?



Le petit déjeuner ? Quoi ?  
Vos impressions ? Pourquoi ?



### À LA CAISSE



Pas assez d'argent  
Vos réactions ?



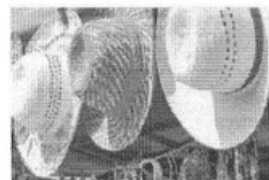
### PUIS



Qui vous a donné de l'argent ?  
Pour faire quoi ?

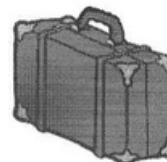


### SOUVENIRS

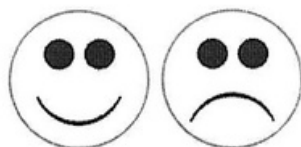


Décider d'acheter quoi ?  
Pour qui ? Pourquoi ?

### LE SOIR



Préparations pour le lendemain ?



Vos impressions de la journée ?



Activité avant de s'endormir

**CARD THREE**

**EXTENDED LEVEL**

**ROLE PLAYS:**

- B.** You discuss the upcoming summer break with a classmate in your French class. The examiner will play the role of your friend.

**Vous parlez à un/une camarade de classe des prochaines vacances d'été pendant votre cours de français. Moi, je suis le/la camarade.**

- Examiner:** Salut, mon ami(e). Qu'est-ce que tu penses faire pendant les grandes vacances ?
1. **Candidate:** Say you are going to the United States of America/USA.  
**Examiner:** **Moi, je voyagerai en Afrique avec mon église.**
2. **Candidate:** Ask if it is his/her first time (going there).  
**Examiner:** **C'est la deuxième fois.**
3. **Candidate:** Say you like travelling.  
**Examiner:** **Qu'est-ce que tu as fait l'année dernière ?**
4. **Candidate:** Answer appropriately.  
**Examiner:** **Ma famille aime s'amuser pendant l'été. Et toi ?**
5. **Candidate:** Say you are going to see your grandmother.

**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 Transport

### CARD THREE

### ROLE PLAY C

- C. The notes and pictures below give an outline of a **trip you took to Haiti last year**. Tell the examiner what **happened**. You need not mention every detail, but you must cover all the main events.

#### À L'AÉROPORT



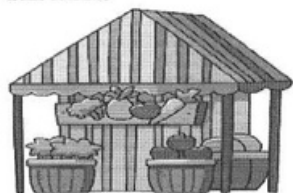
Qui est venu vous chercher ?

#### EN ROUTE



Quel moyen de transport ?  
Vous avez parlé de quoi ?

#### APRÈS

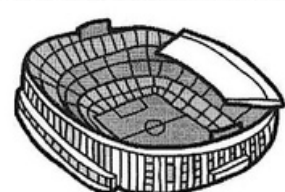


Qu'avez-vous acheté ?  
Pourquoi ?



Vos premières impressions de  
la maison ?

#### LE DEUXIÈME JOUR

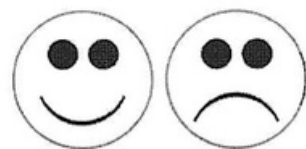


Où ? Avec qui ?  
Quelle activité ?

#### LE DÉJEUNER



Manger où ?  
La nourriture ?



Vos impressions ?

#### AU CARNAVAL



Sortir où et quand ? Description

## CARD FOUR

### EXTENDED LEVEL

#### ROLE PLAYS:

- B.** Your new French friend in Senegal talks to you about his/her school. The examiner will play the role of your friend.

**Votre nouvel/nouvelle ami(e) français(e) au Sénégal vous parle de son école. Moi, je suis l'ami(e).**

- |    |                  |                                                                                    |
|----|------------------|------------------------------------------------------------------------------------|
|    | <b>Examiner:</b> | <b>Tu as les maths cet après-midi ?</b>                                            |
| 1. | Candidate:       | Say it is your favourite subject.                                                  |
|    | <b>Examiner:</b> | <b>Tu as une journée chargée ?</b>                                                 |
| 2. | Candidate:       | Say you had English this morning.                                                  |
|    | <b>Examiner:</b> | <b>D'accord. J'aime cette matière. La prof est gentille.</b>                       |
| 3. | Candidate:       | Say your teachers are patient.                                                     |
|    | <b>Examiner:</b> | <b>J'ai beaucoup à étudier cette semaine. Tu fais tes devoirs où normalement ?</b> |
| 4. | Candidate:       | Answer appropriately.                                                              |
|    | <b>Examiner:</b> | <b>Il y aura des compétitions sportives ce week-end.</b>                           |
| 5. | Candidate:       | Say you are going to watch a soccer match.                                         |

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

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

Self, Family and Friends

Eating and Drinking

Shopping

Travel and Transport

Home Town (Island)

## CARD FOUR

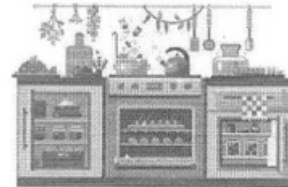
### ROLE PLAY C

- C. The notes and pictures below give an outline of **a day you spent with your French friend who is visiting**. Tell the examiner what **happened**. You need not mention every detail, but you must cover all the main events.

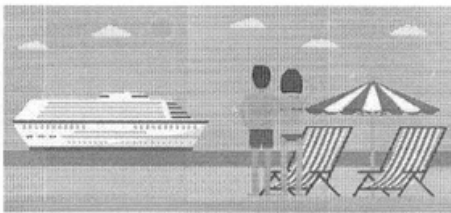
#### LE MATIN



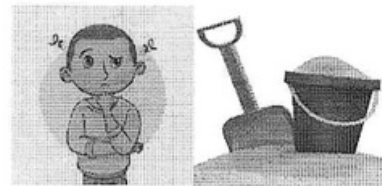
Se réveiller  
À quelle heure ?



Manger et boire ? Quoi ?



Que faites-vous ?  
Regarder quoi ?



Décider d'aller où ?  
Pour combien de temps ?



#### ENSUITE



Quelle activité ?  
Avec qui ?



#### LE RETOUR



Qu'est-ce qui s'est passé ?  
Vos sentiments ?



#### APRÈS



Impressions de la journée ?



Faire quoi ?  
Pourquoi ?

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