

**Advanced Subsidiary GCE**

**F701**

**FRENCH**

Unit F701: French Speaking 1

**Examiner's Booklet**

Morning/Afternoon

Time: 15 minutes



## EXAMINER'S BOOKLET

These materials are confidential and must be kept under secure conditions until a maximum of three working days before the Centre's set date of the examination.

This document consists of 16 printed pages.

**RANDOMISATION SHEET**

Candidates must be given the Role Play cards in the following sequence. Centres with more than 24 candidates should repeat the sequence.

| Candidate | Card |
|-----------|------|
| 1         | A    |
| 2         | A    |
| 3         | C    |
| 4         | C    |
| 5         | B    |
| 6         | B    |
| 7         | C    |
| 8         | C    |
| 9         | B    |
| 10        | B    |
| 11        | A    |
| 12        | A    |
| 13        | B    |
| 14        | B    |
| 15        | C    |
| 16        | C    |
| 17        | A    |
| 18        | A    |
| 19        | B    |
| 20        | B    |
| 21        | C    |
| 22        | C    |
| 23        | A    |
| 24        | A    |

**Advanced Subsidiary GCE  
FRENCH**

**F701**

Unit F701: French Speaking 1

**Role Play A**

Time: 15 minutes

Additional Materials: None



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

### INSTRUCTIONS TO CANDIDATES

You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.

When the test begins you will be asked:

- (i) to carry out the task described overleaf
- (ii) to discuss with the examiner a topic or text which you have prepared during the course. The topic should relate to France or a French-speaking country.

You may not use a dictionary.

This document consists of 14 printed pages and 2 blank pages.

**ROLE PLAY A – CANDIDATE’S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's comments and questions.

**La Situation**

Vous habitez à Banbury dans l’Oxfordshire. Des Français font un séjour chez vous.

**La Tâche**

Puisque c'est leur première visite en Angleterre, ils voudraient faire des excursions. À l'aide du dépliant vous discutez une visite à un centre commercial à Birmingham avec le père/la mère de la famille française (l'examineur / examinatrice).

**D'abord vous devez vous renseigner sur:**

**1 les sorties qu'ils aimeraient faire pendant leur séjour chez vous**

**2 la région où habite la famille en France**

Vous proposez une visite à un centre commercial à Birmingham. Vous devez expliquer:

- les magasins qui se trouvent au centre commercial
- ce qu'il y a à voir au centre-ville aussi
- comment on peut se détendre
- le voyage
- les différents billets disponibles
- la façon d'obtenir plus de renseignements

Au cours de la conversation vous discuterez aussi:

- des raisons pour lesquelles, à votre avis, les centres commerciaux sont populaires
- des avantages et des inconvénients de construire les centres commerciaux en dehors des centres-villes

**À noter:**

**sorting office – le centre de tri**

## Birmingham's Bullring

Birmingham's Bullring is Europe's new shopping capital. And what better way to experience it than by catching a train to Moor Street station. Across the road from it are the department stores

### Approximate journey time to Birmingham Moor Street

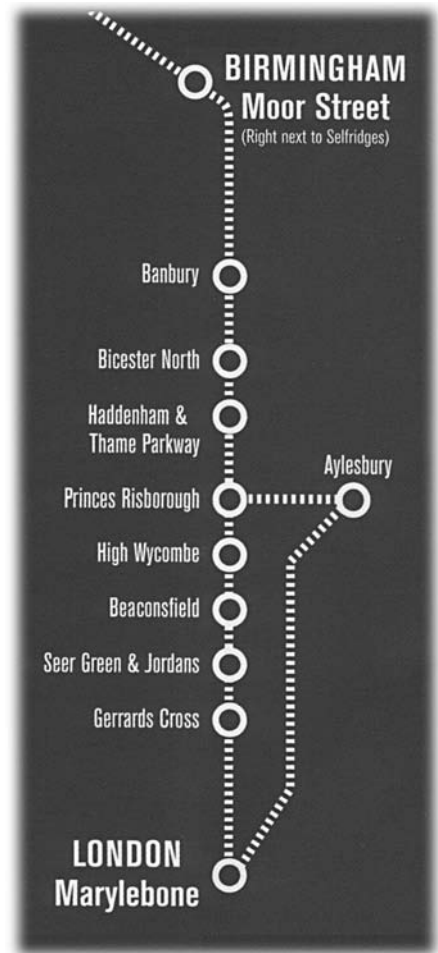
Banbury 55 minutes



Selfridges and Debenhams. Leave the Bullring and you'll be at the corner of the pedestrianised New Street and High Street, boasting an array of top name stores.

## The Mailbox

This former Royal Mail sorting office has been transformed into one of the UK's smartest shopping addresses. It sits right alongside Birmingham's regenerated city centre canals. Whether you'd prefer a cool café, a buzzing bar or a famous name restaurant, you've come to the right place.



## Saver

Valid for up to one month return, depart at any time.

## GroupSave

3 or 4 adults go for the price of 2 with Saver tickets.

## Enquiries

084 56 00 51 65

# Chiltern Railways

[Turn over

## ROLE PLAY A – EXAMINER’S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops will of course vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold which relate to the completion of the task must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

### Situation

As on the Candidate’s Sheet. You are the father/mother of the French family. You are staying for a week with the candidate’s family. You would like to go on an outing.

### The Task

**You begin the task as follows:**

“Moi, je suis le père/la mère de la famille qui fait un séjour chez vous. Puisque c’est notre première visite en Angleterre, nous voudrions faire une excursion. Alors, je crois que vous avez des questions à me poser.”

In response to the candidate’s questions you answer:

- 1 You would like to visit a shopping centre to buy some presents and souvenirs.
- 2 You live in a village in Provence and don’t often go to a big city.

During the discussion you comment and ask questions to find out the following information:

- **What the best way of getting there is**
- **What shops there are in the centre**  
(What is the Bullring Centre?)
- **What else you can see and do there**  
(Why is one place called The Mailbox?)
- **What you can do to relax there**
- **How long does it take to get there?**
- **What types of ticket are available**
- **How can you obtain more information?**

During the conversation you will also discuss:

- **why, in the candidate’s opinion, shopping malls are popular**
- **what, in the candidate’s view, are the advantages and disadvantages of building shopping centres outside towns and cities**

**Advanced Subsidiary GCE**

**F701**

**FRENCH**

Unit F701: French Speaking 1

**Role Play B**

Time: 15 minutes

Additional Materials: None



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### INSTRUCTIONS TO CANDIDATES

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- (i) to carry out the task described overleaf
- (ii) to discuss with the examiner a topic or text which you have prepared during the course. The topic should relate to France or a French-speaking country.

You may not use a dictionary.

This document consists of 4 printed pages.

**ROLE PLAY B – CANDIDATE’S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's comments and questions.

**La Situation**

Vous recevez chez vous une famille française. Le père/la mère, qui est représentant(e) de commerce, part souvent en voyage d'affaires.

**La Tâche**

Un jour, vous discutez avec le père/la mère français(e) (l'examineur/examinatrice). Il / elle voyage beaucoup et il / elle voudrait trouver les meilleurs itinéraires et éviter les embouteillages. À l'aide du dépliant vous discutez un système de navigation par satellite.

**D'abord vous devez vous renseigner sur:**

- 1 les voyages qu'il/elle doit faire en Angleterre**
- 2 comment il/elle voudrait se déplacer**

Vous proposez le système Smartnav. Vous devez expliquer:

- le service offert par Smartnav
- les endroits que Smartnav peut trouver
- les renseignements fournis par Smartnav
- les avantages en cas de panne ou d'urgence
- le prix
- ce qu'il faut faire pour obtenir plus d'informations au sujet du système

Au cours de la conversation vous discuterez aussi:

- des raisons pour lesquelles vous pensez que ce système lui conviendrait parfaitement
- des mesures que le gouvernement devrait prendre, à votre avis, pour rendre les voyages en voiture plus faciles et moins stressants

**À noter:**

**personal assistant – un conseiller spécialisé  
emergency – une urgence**



## There is a better way to navigate!

### Smartnav, the simple solution to motoring stress

More than just a satellite navigation system, Smartnav provides drivers with a range of support services.



At the touch of a button, you are connected to a Smartnav Personal Assistant, who will enter details of your destination into a central computer. In just a few seconds the route is sent to your car.



In addition to UK residential and business address listings, thousands of other useful destinations, including petrol stations, shops and hotels are at the Personal Assistant's fingertips.

### Smartnav – for complete peace of mind

Smartnav gives you the best possible route from A to B and Smartnav automatically reacts to any changes in traffic conditions and where possible offers you an alternative route.



In the event of a breakdown or emergency, the Personal Assistant can automatically pinpoint your exact location and call for assistance

**Telephone: 012 96 61 00 32**  
**Price: £449**



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## ROLE PLAY B – EXAMINER’S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the order in which the conversation develops will of course vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold which relate to the completion of the task must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

### Situation

As on the Candidate’s Sheet. You are the father/mother of the French family. You often have to travel on business. You would like to know the best way of planning your route.

### The Task

**You begin the task as follows:**

“Moi, je suis le père/la mère. Je fais un séjour chez vous. Je suis représentant(e) de commerce et je voudrais trouver les meilleurs itinéraires. Alors, je crois que vous avez des questions à me poser.”

In response to the candidate’s questions you answer:

- 1 You travel widely, as there are branches of your company in many towns.
- 2 You will travel by car as you have a lot of equipment to transport.

During the discussion you comment and ask questions to find out the following information:

- **What the Smartnav system does exactly**  
(How do you operate it?)
- **What sort of places Smartnav can locate**
- **What other information is provided by the system**  
(How much detail does it give?)
- **How the Smartnav system helps if there is a breakdown or emergency**
- **What the cost of a Smartnav system is**  
(Does the candidate think that it is good value for money?)
- **How you can obtain more information**

During the conversation you will also discuss:

- **why the candidate thinks that a Smartnav system would be especially suitable for you**
- **in the candidate's opinion, what measures the government should take in the future to make motoring easier and less stressful**

**Advanced Subsidiary GCE**

**F701**

**FRENCH**

Unit F701: French Speaking 1

**Role Play C**

Time: 15 minutes

Additional Materials: None



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### INSTRUCTIONS TO CANDIDATES

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When the test begins you will be asked:

- (i) to carry out the task described overleaf
- (ii) to discuss with the examiner a topic or text which you have prepared during the course. The topic should relate to France or a French-speaking country.

You may not use a dictionary.

This document consists of 4 printed pages and 2 blank pages.

**ROLE PLAY C – CANDIDATE’S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's comments and questions.

**La Situation**

Vous êtes le/la secrétaire de l'association de jumelage de votre ville. Un(e) représentant(e) de la ville jumelée en France est venu(e) en Angleterre pour discuter du programme d'activités pendant la prochaine visite.

**La Tâche**

Un jour, vous discutez des visites possibles. À l'aide du dépliant vous discutez une visite à Wedgwood avec le/la représentant(e) (l'examineur / examinatrice)'.  
D'abord vous devez vous renseigner sur:

**D'abord vous devez vous renseigner sur:**

- 1 la composition du groupe et le nombre de personnes**
- 2 le genre de visite qui intéresserait tout le monde**

Vous proposez d'aller passer la journée à Wedgwood. Vous devez expliquer:

- l'histoire de la société Wedgwood
- ce qu'on peut voir et faire au centre
- les activités organisées pour les enfants
- ce qu'on peut acheter au centre
- les possibilités de restauration
- les heures d'ouverture du centre

Au cours de la conversation vous discuterez aussi:

- des raisons pour lesquelles, à votre avis, de telles visites sont populaires
- de ce qu'on pourrait faire, selon vous, pour attirer un plus grand nombre de clients (publicité, développement de nouveaux produits, etc.)

**À noter:**

**masterpiece – le chef d'oeuvre**



## Centuries of craftsmanship on a plate

One man and the company he founded in 1759 changed the pottery industry forever. Josiah Wedgwood, an engineer with commercial instincts, combined the skills of a scientist and artist. In addition, he built a village to provide good housing for his potters and a modern factory for them to work in.



The Wedgwood Visitor Centre is told through film, exhibits and interactive displays. You will watch potters and decorators at work.



There are opportunities to create your own masterpiece. For children there are special projects that help them learn as they have fun.

## Shop

In our shop is a wonderful selection of gifts from the extensive Wedgwood range.

## Food and Drink

Across the courtyard are the Ivy House Restaurant and a tea-room for morning coffee, lunch or afternoon tea.

Opening times:

Monday – Friday 9am – 5pm

Saturday: 10am – 5pm

Telephone 08706061759



## ROLE PLAY C – EXAMINER'S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops will of course vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

### Situation

As on the Candidate's Sheet. You are the representative of the French twin town and you have come to the UK to organise a programme of visits for your party.

### The Task

**You begin the task as follows:**

"Vous êtes le/la secrétaire de l'association de jumelage de votre ville. Je suis un(e) représentant(e) de la ville jumelée et je suis venu(e) en Angleterre pour discuter de la visite d'un groupe. Alors, Monsieur/Mademoiselle, je crois que vous avez des questions à me poser."

In response to the candidate's questions you answer:

- 1 There will be about 25 people in the group, mainly adults. There are also a few children.
- 2 They would like to go to the visitor centre of a company and buy some of the products.

During the discussion you comment and ask questions to find out the following information:

- **What can you tell me about the history of Wedgewood?**
- **What you can see and do at the visitor centre**
- **If there is anything special to interest children**  
(What exactly? Can you see pottery being made?)
- **What you can buy at the centre**
- **What possibilities are there for meals**
- **What the opening times are**  
(How can you obtain more information?)

During the conversation you will also discuss:

- **Why, in the candidate's opinion, visits like this are popular**
- **What the candidate would do to attract more customers**

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SPECIMEN

SPECIMEN



The maximum mark for this paper is **60**.

SPECIMEN

| <b>Section 1: Role-Play</b>            |     |          |              |
|--|-----|----------|--------------|
| <b>Answer</b>                          |     |          | <b>Marks</b> |
| • Response to Examiner                 | AO1 | Grid B   | <b>[10]</b>  |
| • Use of stimulus                      | AO2 | Grid A   | <b>[15]</b>  |
| • Quality of Language (Accuracy)       | AO3 | Grid C.1 | <b>[5]</b>   |
| <b>Section 1 Total</b>                 |     |          | <b>[30]</b>  |
| <b>Section 2: Conversation</b>         |     |          |              |
| <b>Answer</b>                          |     |          | <b>Marks</b> |
| • Ideas, opinions and relevance        | AO1 | Grid D   | <b>[10]</b>  |
| • Fluency, spontaneity, responsiveness | AO1 | Grid E.1 | <b>[10]</b>  |
| • Pronunciation and intonation         | AO1 | Grid G   | <b>[5]</b>   |
| • Quality of Language (Accuracy)       | AO3 | Grid C1  | <b>[5]</b>   |
| <b>Section 2 Total</b>                 |     |          | <b>[30]</b>  |
| <b>Paper Total</b>                     |     |          | <b>[60]</b>  |

**Section 1: Role-Play****Grid A : Use of stimulus [15 marks]**

|              |   |
|--------------|---|
| <b>0-2</b>   | Little or no attempt to use the stimulus material. Supplies no relevant information or only one or two of the points.               |
| <b>3-5</b>   | Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points. |
| <b>6-9</b>   | Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.                                     |
| <b>10-12</b> | Good use of the stimulus material. Successfully conveys about three quarters of the points.   |
| <b>13-15</b> | Full use of the stimulus material. Successfully conveys all or nearly all of the points.  |

**Grid B : Response to Examiner [10 marks]**

|             |  |
|-------------|--|
| <b>0-2</b>  | Has some difficulty in understanding and is hesitant in responding to many of the Examiner's questions and comments. Shows very little initiative or imagination.        |
| <b>3-4</b>  | May be hesitant in responding. Responses to the Examiner are brief and sometimes inadequate. Shows little initiative or imagination.                                     |
| <b>5-6</b>  | Responds satisfactorily to the Examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent. |
| <b>7-8</b>  | Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.                                  |
| <b>9-10</b> | Responds fluently and fully to the Examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.     |

**Grid C.1: Quality of Language (Accuracy) [5 marks]**

|     |  |
|-----|--|
| 0-1 | Little evidence of grammatical awareness. Persistent serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.  |
| 2   | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be strongly influenced by the candidate's first language. |
| 3   | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.   |
| 4   | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.   |
| 5   | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.  |

**Section 2: Conversation****Grid D: Ideas, opinions and relevance [10 marks]**

|             |  |
|-------------|--|
| <b>0-2</b>  | Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.   |
| <b>3-4</b>  | Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive. |
| <b>5-6</b>  | Shows some ability to develop and explain ideas and to express opinions. Able to convey information, not always relevant.  |
| <b>7-8</b>  | Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.   |
| <b>9-10</b> | Well chosen relevant information to develop a range of ideas and to justify points of view.  |

**Grid E.1: Fluency, spontaneity, responsiveness [10 marks]**

|             |  |
|-------------|--|
| <b>0-2</b>  | Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material. |
| <b>3-4</b>  | May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.                                 |
| <b>5-6</b>  | Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.   |
| <b>7-8</b>  | Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.                           |
| <b>9-10</b> | Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.   |

**Grid G: Pronunciation and intonation [5 marks]**

|            |   |
|------------|---|
| <b>0-1</b> | Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.   |
| <b>2</b>   | Pronunciation and intonation may be influenced by candidate's first language and problems with more difficult sounds sometimes impede communication.      |
| <b>3</b>   | Pronunciation and intonation acceptable, in spite of a number of errors which rarely impede communication. Some problems with some more difficult sounds. |
| <b>4</b>   | Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.                              |
| <b>5</b>   | Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.  |

**Grid C.1: Quality of Language (Accuracy) [5 marks]**

|            |  |
|------------|--|
| <b>0-1</b> | Little evidence of grammatical awareness. Persistent serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.  |
| <b>2</b>   | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| <b>3</b>   | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.   |
| <b>4</b>   | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.   |
| <b>5</b>   | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.  |

|   |
|---|
|   |
| <b>Role Play A</b>  |
| <ul style="list-style-type: none"><li>• Best way to go is by train to Moor Street</li><li>• Birmingham Bullring is Europe's new shopping capital</li><li>• Selfridges and Debenhams department stores</li><li>• There are many shops outside the Bullring centre</li><li>• The Mailbox is a former sorting office</li><li>• Relax in café, bar or restaurant</li><li>• 3 or 4 adults go for 2 on Saver ticket</li><li>• Journey from Banbury 55 minutes</li><li>• Telephone number: 084 56 00 51 65</li></ul> |
| <b>Role Play B</b>  |
| <ul style="list-style-type: none"><li>• Smartnav is a satellite navigation system</li><li>• Connects to Personal Assistant who enters details in computer</li><li>• Gives UK residential and business addresses</li><li>• Also petrol stations, shops and hotels</li><li>• Gives best route from A to B</li><li>• Offers alternative route if there is a problem</li><li>• In case of accident it can call for assistance</li><li>• Telephone number: 012 96 61 00 32</li><li>• £449</li></ul>                |
| <b>Role Play C</b>  |
| <ul style="list-style-type: none"><li>• Company founded in 1759</li><li>• Josiah Wedgwood was a scientist, artist and engineer with commercial interests</li><li>• Built modern factory and village to house potters</li><li>• Films, exhibits, interactive displays</li><li>• You can see potters / decorators at work</li><li>• Selection of gifts in shop</li><li>• Restaurant for coffee, lunch, tea</li><li>• Opening times</li><li>• Telephone number 0870 606 1759</li></ul>                           |