

GCSE FRENCH

Component 1 Speaking

Teaching and Learning Resources

Component 1 2016

Teaching and learning activities should focus on:

- preparing learners for role plays by getting them used to the style/layout from the SAMs
- practising question formation and practising 'quick-fire' unpredictable questions
- using photos and pictures for starters/plenaries/pair work
- preparing learners for familiar/formal language situations
- preparing conversation questions on each topic
- ensuring that learners can discuss events in the past, present and future.

Component 1 2017

Resources

The Eduqas main website www.eduqas.co.uk has access to a resources section where teachers and learners can make use of language tools which are theme based.

Crown House Publishing has also produced a **text book, teacher guide and audio pack** endorsed by WJEC Eduqas to support teaching and learning of this specification.



Useful websites

Below is a list of useful websites for teaching and learning purposes. N.B: These are suggestions and not endorsements.

- www.routesintolanguages.co.uk
- www.all-literature.wikidot.com
- www.bbc.co.uk/schools
- www.helenmyers.blogspot.co.uk
- www.rachelhawkes.com
- Search for news in Slow French
- www.memrise.com
- www.quizlet.com
- www.getahoot.com

Role Play

Learners will be expected to use:

- full responses
- a variety of tenses
- give opinions
- answer questions
- respond to an unexpected question
- ask a question
- formal/informal language which will require the correct register e.g. *tu/vous*.

Below is an example taken from the SAMS for the foundation role play. Train the learner in how to prepare for the role play. The bubbles are some ideas e.g. As-tu une tablette ? De quelle couleur est ta tablette ? Est-ce que tu voudrais avoir une tablette ? Quelle tablette préfères-tu ?

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Youth Culture

Scénario : Tu discutes de la technologie avec ton ami(e) français(e). Ton professeur est l'ami(e) et parle le premier/la première.

- La technologie – ton opinion
- La technologie – weekend dernier (**un** détail)
- ? Tablette
- !
- Ton portable – description (**deux** détails)

Use a past tense here

Check how many details are asked for

Photo card

Question 1

Preparing learners for the photo card question 1

Foundation: « *Décris cette photo.* »

Higher: « *Qu'est-ce qui se passe sur cette photo ?* »

What could the candidate say? Think of....

- Who?
- What?
- Where?
- When?

For example:

Who is in the photo?

What is happening in the photo?

Where is the photo taken/set?

When was it taken? e.g. summer, winter, holidays?

Remind learners that there are two seen questions, two unseen questions and that more than one time frame could be used.

Remind learners to carefully listen to you, the teacher examiner asking the unseen questions and to pick up on the tense in which they need to respond.

The discussion of the photo card task will give learners opportunity to:

- narrate events
- speak spontaneously
- exchange opinions
- make creative use of the language
- provide extended responses.

Photo Card Teacher Examiner tips

- Give learners time to think.
- Do not rephrase the questions – except for minor structural changes or synonyms.
- Vocabulary in the role play prompts and photo card will be used from the vocabulary list in the specification.

Tips for learners

1. Preparation time – try to predict what sort of question the teacher examiner might ask.
2. Speak clearly and confidently.
3. Listen carefully for the tense of the question.
4. You can ask your teacher to repeat their prompt. If they need to ask for repetition it would be nice to keep the flow going in the assessed language e.g. “*Je ne comprends pas/répétez la question s.v.p.*”
5. Make sure all elements of the task are communicated.
6. Avoid one word answers.
7. Remember you can self-correct.
8. Know your themes! In their revision time in school or at home learners could make notes on each of the sub themes. They could have a few stock phrases learnt for each theme – this would also support the other 3 skills and help with preparation for the role play and the conversation elements of the assessment.
9. Remember good pronunciation.

Classroom ideas

For the role play, the learner will need to be able to form questions. For the role play, the photo card and the conversation learners will need to understand questions. So a major focus for teaching and learning should be on developing the learners’ skills in the forming and understanding of questions.

Here are a few more classroom ideas which may be useful.

Who am I?

This is a brilliant game for pair work/group work.

Game set up:

Learners have the name of a famous person on their back.

Aim of game: the learner doesn’t know who they are and needs to ask questions to find out information about the famous person that they are meant to be. They could ask questions to elicit physical information e.g. « *Est-ce que je suis grand ?* » Or they could find out what they do e.g. “*Je joue au rugby ?*” or they could find out what type of person they are e.g. “*Suis-je intelligent ?*” Or they could find out some personal information e.g. “*Où est-ce que j’habite ?*”

The other members of the class will need to answer the questions. You could put a limit on the number of questions asked e.g. 10 before they have to guess who they are, or a time limit. You can scaffold this game by adding a variety of styles of questions each lesson.

Blind date and Speed dating

Blind date and speed dating are similar activities where the learner needs to ask and answer questions.

Digitally set speaking for homework

Don't forget homework! Set a homework where learners can record themselves and send you a sound bite – they will love this! If you have the facility, send them an email to their school email address, asking questions to which the learners need to reply to you via a recording in whichever format you and they can access.

Authentic task settings for role plays

You or (if you are lucky to have one) an assistant could conduct a mock role play in the school reception, canteen or sports hall – they love being out of the classroom. Or if you cannot leave the classroom ask the learners to video themselves with a partner carrying out a role play task in a real setting. As you probably already do you can set up your classroom into a café/restaurant/interview room and make the role plays as realistic as possible. Having play phones or even real ones can be a good task to do where the learners sit back to back and conduct a role play that you provide them with.

Link other skills with speaking activities

Don't forget to use classroom activities for speaking to support the other skill areas of listening, reading and writing. You could have a dialogue similar to a role play cut up into sections and the learners will then put the cards in the correct order – (this would supplement reading skills).

Another reading/writing activity which can enhance their speaking skills is when they are presented with sentences with words in the wrong order and they need to rewrite the sentences for a dialogue in the correct order so that the sentences make sense. Gap-filling a dialogue is also a useful task.

To save you time creating resources for these activities go online. Useful ones include www.bonjourdeFrance.com and www.zut.org.uk as well as the on line resources from Eduqas. These all have activities to support classroom practice for speaking tasks and covers a wide range of themes.

The key in all these activities is to bring fun back (hopefully it has never left!) into the classroom. If the learner enjoys their class activities and homework activities, they will perform better when it comes to the final assessment.

Conversation

- Provide opportunities for learners to access the higher marks.
- Avoid over rehearsal.
- Stick to time limits.
- We often get asked: “ **How many questions** do I have to ask the learner?”
There is no definitive answer. However, weaker learners may need more individual questions.
- Avoid rapid quick fire of questions and above all avoid **a predetermined** list of set questions. Allow conversations to develop.
- Pitch questions at the appropriate level.
- Give learners the opportunity to give opinions and use tenses.
- Familiarise learners with the mark scheme in year 11 or when ready. Play your learners exemplar material and get them to mark it, using the relevant mark schemes. When practising in pairs/groups get them to mark each other.
- Stop the “mini speech”! If they start a “mini speech”/(the one I have prepared earlier speech) during the conversation assessment task, jump in and knock them off course to ensure spontaneity.
- Listen to the candidate. A good conversation can result from the teacher examiner listening to the learner and following up on what they have said. The better conversations are when centres give learners the opportunity to give opinions, justifications and show off a range of tenses.

Role Play Top Tips

1. Practise, practise, practise – and have fun!
2. Remind learners to listen for the tense used.
3. Advise learners to speak clearly and confidently.
4. Make use of many resources available – don’t throw material away!

Make good use of the assessed language in the classroom.

Use as much assessment language as you can and where appropriate in the classroom. This needs to happen from day one. There will be some resistance but the dividends will pay off. This is not just teacher talk but encouraging the learners via a range of activities to speak in the assessed language as much as possible.

Questions, questions, questions ???

Teaching the learner how to understand and ask questions is vital!

Modelling

Modelling answers is already in your toolbox of teaching techniques.

Remind learners to listen out for the tense used – this also applies to the other tasks.

Resources available online

GCSE Bitesize has a good section on role plays where the learners are asked to compare two different candidate responses to a role play and there are examiner notes commenting on the responses given. This will also help with photo card. The only thing to note here is some of the answers given are a little longer than will be needed.

Photo Card Discussion

The discussion will give learners opportunity to:

- narrate events
- speak spontaneously
- exchange opinions
- make creative use of the language
- provide extended responses.

Photo card

As a starter class activity you could play spot the difference with your learners. In this example there are 7 differences:

- top left shelf 2 jars labelled differently (count this as 2)
- out the window 1 bird on right 2 birds on left
- fork is different
- oven front one has red button
- ice cubes in jug
- spice jars different colours.

This activity is also a good one to do throughout the key stages to prepare the learner for the photo card.

Spot the Difference

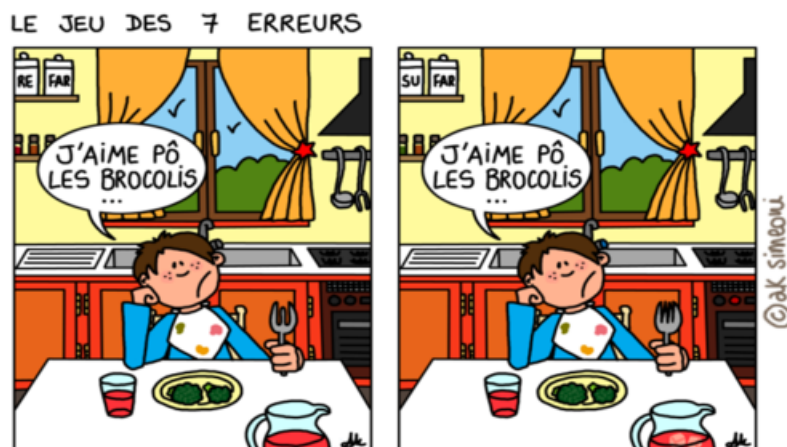


Photo card Scaffolding

A good activity to do over time with the learner is the verbal version of musical chairs/scaffolding as some practitioners may prefer to call it, gradually taking support away from the learner to develop their skill and confidence.

Décris cette photo



Encourage learners to start by giving a few words for a photo. This activity could be introduced quite easily in KS3.

Décris cette photo



Next start by saying what action is taking place. Learners could add adjectives/adverbs/tenses. Then continue scaffolding sentences as the weeks progress.

Décris cette photo



Next the learner could start answering questions and this would be built up to mock photo cards at the appropriate level for the tier.

Décris cette photo

Dans la photo il y a une famille, peut-être aussi des amis. La cuisine est dans la maison de la famille. À gauche, la mère travaille à son ordinateur. Je crois que le père mange un snack ou prépare le dîner. À mon avis la cuisine est moderne.



Finally here is one we prepared earlier! When we timed the response, it was 24 seconds – ideal for foundation in response to question 1.

Décris cette photo

Dans la photo il y a une famille, peut-être aussi des amis. La cuisine est dans la maison de la famille. À gauche, la mère travaille à son ordinateur. Je crois que le père mange un snack ou prépare le dîner. À mon avis la cuisine est moderne.



You could use model examples with the learners e.g. highlight yellow – prepositions, purple – high frequency/linking words, aqua – giving opinions, green – action ...



Décris cette photo.

Où préfères-tu passer tes vacances ? Pourquoi ?

As you come to exemplar exam papers ask the learner to start making notes before they speak – have a look at how much or how little they write and guide them on not making complete sentences and encourage them to write brief notes. Also time the learner in preparing the photo card e.g. 3-4 minutes to prepare a photo card.

The bell game (Photo card)

This is a game that can be used to prepare higher tier learners for extending their speaking, but could also be adapted for foundation tier learners by varying the amount of information required (a single word, or phrase or a whole sentence).



- In teams of 2 or 3, look at the picture
- Give me 3 words/phrases/sentences to do with work
- 1 point for each phrase
- The bell must be rung before answering!
- A maximum of two goes per person!
- You have 2-3 minutes

Photo card starter ideas

This list is not prescriptive or exhaustive – it is just a few ideas for the learner.

Dans l'image/la photo...

Il y a...

Je vois...

Je peux voir...

On peut voir...

La photo montre...

Use of prepositions

e.g. *à gauche, devant, près de...*

What?

e.g. *un homme, une femme, beaucoup de personnes, des bâtiments...*

Weather?

Descriptions

e.g. *il a l'air, triste, ennuyeux...*

Action

e.g. *il est en train de, il fait, parler, jouer, travailler...*

Opinions

e.g. *Je crois que, Il me semble que, Je pense que...*

These are ideas of a strategic way in which the learner could approach the preparation of the photo card – again not prescriptive or exhaustive. It covers ideas for both tiers.

Conversation

Give the learners an opportunity to produce more **extended sequences of speech**

What do we mean by extended speech? The learner could use subordinate clauses, conjunctions etc. Make reference to the grammar section in the specification at higher tier and this will guide you as to what we mean by complex.

Encourage the learner to use a **variety of structures** including opinions and reasons. Learners could make use of comparisons and e.g. advantages/disadvantages. Ensure learners can use a wide variety of vocabulary and make use of different tenses.

We often get asked **how many questions** should be asked in the **conversation**? There is no definitive number, however you will probably find that a weaker learner will require more individual questions.

Conversation advice

If the learner starts to dry up the teacher/examiner can facilitate the conversation by asking the learner:

- ✓ for more detail
- ✓ to give and/or justify their ideas and/or opinions
- ✓ to narrate events or give an account of something that has happened relating to the topic
- ✓ for their future plans relating to the topic

Encourage learners to choose a theme they are interested in or in which they have a personal interest e.g. a part time job, sport...

It is important to pitch the questions at the right level.

Focus on Pronunciation

Pronunciation is the key to good communication. Good content alone is not sufficient to access the higher marks. Some learners can cover a lot of content, however pronunciation can pose problems for some learners. Good classroom activities could include the learner recording themselves – if they can hear their errors, they are half way to correcting them.

Common pronunciation mistakes in French

- Mispronunciation of cognates
- Pronunciation of consonants at the end of words
- Mispronunciation of numbers
- The “u” and “r” sounds
- Nasal sounds *e.g. “un, on, an”*

These are frequent errors that we come across in GCSE French that you could focus the learner on in their preparation of their speaking assessments.

Remind learners that the final consonant at the end of a word is rarely pronounced, unless the following word in the same sentence begins with a vowel or an “h”.

Get learners to make funny faces by practising the “u” and “r” sounds in French.

If learners have access to iphone or ipad “Utter French pronunciation app” provides recordings of native pronunciation of GCSE vocab with advice on how to pronounce words.

For Eduqas, reference exemplar material of candidate responses, Principal Examiner commentaries for each question and tier as well as the examination papers used as part of the CPD sessions are available via the WJEC secure website www.wjecservices.co.uk. The commentaries are very useful as a point of reference. The file is named “Eduqas GCSE French speaking.zip”.

Component 1 2018

The conversation: tips for teacher examiners

- Make it as natural as you can.
- Consider carefully the transitions between questions, so that they are not abrupt changes of subject.
- Listen to what the learner says and respond to it.
- Sequence questions logically so they allow learners to showcase knowledge of tenses and more complex language.
- Aim to find the learner's 'ceiling' – too many easy questions will not move them up the mark grids.

Question types – this is just one approach

Foundation	Higher
<ul style="list-style-type: none"> • Open questions are good to start off a topic area – 'Tell me about....' These allow candidates to take the initiative. • Follow-up with past / present / future factual questions • Then opinions and justifications 	<ul style="list-style-type: none"> • Open questions are good to start off a topic area – 'Tell me about....' These allow candidates to take the initiative. • Follow up with detail questions picking up on what the candidate has said and pushing for complex language. • Ask for points of view – maybe challenge '<i>but don't you think....?</i>'



Conversation teaching strategies

There is a variety of teaching activities that can be used to develop learners' conversation skills. Here are just a few ideas.

- General Knowledge Quiz with questions fired at each team member – the idea is to get them comfortable with spontaneous talk.
- Pick a topic out of the hat – this is a way to add uncertainty to the theme of the conversation.
- Lots of modelling by the teacher – assessed language use in the classroom is a great help in developing listening skills too.
- Conversations adopting a role or personality of another person.
- Puppets and dressing up boxes can aid confidence by giving something to hide behind – a box of sunglasses is good as a set of props.

Teaching strategy 1



Develop spontaneity by using synthesis grids for speaking activities. In the example below students are randomly give a coordinate (C2 etc) and have to say something about the topic using a particular tense.

	A - Present	B - Past	C - Future	D - Conditional
1 School studies				
2 Family				
3 Environment				
4 Global issues				

This is a grid that can be used in all sorts of permutations to encourage spontaneity. You can fire questions and they have to identify the coordinate. You can give a coordinate and they have to say something, or ask a question that would fit. Again a good support for writing too.

Teaching strategies 2



Use role-play building grids to get students to devise and perform their own role-plays. A is the teacher role – B is the student role. This doubles as a translation task. Other students can then listen and mark responses.

The task	In English what does person A say?	In English what does person B say?	In French what does person A say?	In French what does person B say?
Give a fact				
Answer a question				
Give two details				
Ask a question				
Provide information				

Learners fill in a grid then practise. For weaker learners this grid can be part populated. The activity is designed to support question formation, translation, reading and writing as well.

Teaching strategy 3



Surprise your students a little and use the opportunity to add in cultural awareness. Not all photos have to be of the kind we use in the exam.



Resources

www.eduqas.co.uk/qualifications/languages

Free subject-specific resources available for all to download from our website.

www.resources.eduqas.co.uk

Free digital resources to support the teaching and learning of a broad range of subjects.

www.oer.eduqas.co.uk

Our free Online Exam Review allows teachers to analyse item level data, critically assess sample question papers and receive examiner feedback.

For Eduqas, reference exemplar material of candidate responses, Principal Examiner commentaries for each question and tier as well as the examination papers used as part of the CPD sessions are available via the WJEC secure website www.wjecservices.co.uk. The commentaries are very useful as a point of reference. The file is named "Eduqas GCSE French CPD. 2018.zip".

Component 1 2019

The following is advice that will need to be practised in teaching and learning activities in the classroom in preparation for the learners speaking assessments.

Role play

- Encourage the learner to read the setting.
- Learners must be aware that the cues offer indicative content only.
- Learners must listen carefully to the teacher's cue.
Learners need to know the various question words.
- Learners responses should be sentences and to the point.

Teachers are not required to read the setting out. The learner should, however, always read this to help contextualise the exchange. Sometimes a cue relates more directly to the setting than to the topic e.g. asking an opinion on the conference in H8.

The cues on the candidate's card will indicate the required information and so give some idea of the vocabulary or construction.

Learners need to be very clear about the meaning of the different question words so as to respond with the relevant information. If asked where you went on holiday it there is no need for the learner to say who they went with.

Learners need to know how to use and ask questions. **Que** and **Quel** are often confused and **Comment** is rarely known.

In the role play learners are encouraged to give full responses i.e. a sentence. However, once they have provided the relevant information, they should resist the temptation to add extra content. For example, opinions are only required when specifically asked for.

Photo card

- Encourage the learner to read the setting.
- The description of the picture should contain readily visible details.
- As it is prepared, the description should be quite detailed and learners should be prepared to give an extended answer the second unseen question.
- Extra questions can be used to encourage the candidates to expand an answer as set out in the SAMs.

As with the role play, learners must take note of the setting, i.e. the stated sub-theme for the photo card. This year the photo card for set 8 clearly stated the sub-theme as "Jobs and Future Plans" so any reference to school/homework was irrelevant.

The initial question is intended to focus objectively on what the learner can see in the picture and not include suppositions.

Learners should always aim to provide a range of details as opposed to a single comment. This is prepared and they can bring in notes.

The final question in this section is an open question and should be an extended response. It can involve a variety of relevant activities, not just a single sentence. For example, in F8 a learner would have eaten several things last weekend and could add details like where, when and with whom.

This question also aims to test tense usage. Therefore, learners need to listen carefully for the tense to use. They should also strive to give several examples of that tense. If others can be fitted in all the better.

To use the time allocated to this section to best advantage teachers can ask extra prompts to elicit further information from their candidates but such prompts have to be in line with the four set questions and in line with the exemplification in the SAMs.

Conversation

When preparing learners for the conversation the following points are a useful guide:

- this should be a conversation and not a question and answer session
- learners should attempt to provide as much information as possible on their own initiative
- the teacher should try to develop the conversation on each topic by asking the learner to expand something he/she has just said
- the two halves of the conversation should be of similar length
- learners need to provide relevant information
- learners should have the chance to provide multiple examples of tense usage
- idioms and complex structures need to be used appropriately
- in short, learners should aim to provide clear, relevant and detailed responses using as long a sentence as they are able.
- In this part of the test much depends on the ability of the learner and the teacher will tailor the conversation to the learner.
- They should be discouraged from giving a speech.
-

Learners should acquire the habit of developing a response as far as they can, using whatever vocabulary and constructions they can manipulate while keeping the content relevant.

Initially the conversation will start with a question by the teacher and the learner will respond and hopefully develop the point a bit (and sometimes quite extensively). The teacher should then try to develop the point further with follow-up questions with an eye to developing the various strands of the mark scheme.

There is a tendency for the first half, the learner's choice, to be longer. This means the second half may not have sufficient time to develop the communication skills and language to the same extent as in the first part. This will affect the overall impression of the section.

Learners need to listen to the question before responding so that the information that they give is relevant to that question. If they expand an answer, all credit to them, but they must keep to the topic.

Learners need to be clear whether they are being asked for factual information, an opinion, to explain a point of view or to imagine something.

A confident learner will handle tenses well and use them of their own free will. A good learner will happily and freely use a range of tenses. However, particularly at the meeting point of Higher and Foundation tiers, learners may well need encouraging to use tenses more than once to match the criteria.

The marking criteria mention the use of idiom and complex structures, but these need to be used appropriately rather than inserted come what may. Sometimes responses are contrived to showcase a particular structure, but the clarity of content is lost.

Learners should aim to develop a response as spontaneously and as far as they can using language that they can confidently manipulate. Clarity of communication is the essence. If some complex syntax is evident that is good; if more complex structures are used, all the better but as natural a dialogue as possible is the aim.

Pronunciation

- This is only assessed once as a discreet criterion.
- Pronunciation can affect communication throughout.

Pronunciation is assessed in the picture card section as a strand with other criteria and as a criterion on its own in the conversation.

However, it is effectively assessed throughout the test as bad pronunciation affects clarity of communication. It is particularly an issue where words are similar in the two languages and in verb forms.

Guidance on marking mock orals

When marking mock orals teachers are advised to:

- look for the best fit in the marking strands
- find the ceiling of performance

The 'best fit' idea with application of the mark scheme means that you should take the 'average' performance when giving a mark. It is important not to be swayed by odd slips or moments of excellence.

Teachers should make sure that the questioning pushes all learners to a 'ceiling'. It is also important for teachers to differentiate their questions in the conversation appropriately to show the limits of the learners' ability, but this needs to be done carefully to maintain a learner's self-esteem.

Ensure that higher Role Plays are marked for 'perfection', train learners to do what the bullet-point says and then stop.

Pointers to help teachers to develop speaking skills

- Provide opportunities for spontaneous response as a regular class activity.
- Get learners to practice delivering the same message in different ways.
- Give learners statements and ask them to work out as many possible questions to which that statement could be the answer.