



General Certificate of Education
Advanced Level Examination
June 2010

French

FRE4T/FRE4V

Unit 4 Speaking Test

Examiner's Material

To be conducted by the teacher examiner between 7 March and 15 May 2010 (FRE4T)
To be conducted by the visiting examiner between 7 March and 15 May 2010 (FRE4V)

Time allowed: 35 minutes (including 20 minutes preparation time)

Instructions

- During the 20 minutes preparation time candidates are required to prepare **one** of the two stimulus cards given to them.
- Candidates may make notes during the preparation time only on the Additional Answer Sheet provided. **They must not write on the card.**
- Candidates should take the stimulus card with them into the examination room. They may refer to the card and any notes they have made at any time during this section of the test.
- Candidates should hand the stimulus card and the Additional Answer Sheet to you before the start of the conversation section of the test.

Information

- The test will last approximately 15 minutes and will consist of a stimulus card (5 minutes), and a conversation based on the **two** Cultural Topics studied by the candidate (10 minutes).
- Candidates will be expected to choose one of the two opinions on their chosen stimulus card and outline their point of view to you for approximately one minute. They must then defend and justify this opinion.
- Candidates must **not** use a dictionary.

CARTE A	
Topic	ENVIRONMENT
Sub-topic	Energy

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



Source: © Getty Images

Quelles énergies pour demain?

Opinion 1

Pas question d'attendre. Les énergies renouvelables doivent être développées le plus vite possible. Sinon la planète est en danger.

Opinion 2

Les énergies éoliennes ou solaires ne seront jamais suffisantes. La seule solution est le nucléaire. Il faut construire de plus en plus de centrales.

Notes for Examiners

Where the candidate is defending **Opinion 1**, you might use the following:

- Et s'il n'y a pas de soleil; et s'il n'y a pas de vent?
- Les énergies renouvelables ne sont pas le seul aspect de cette question.
- Comment réduire les autres menaces contre l'environnement?
- Un point de vue réaliste ou idéaliste?

Where the candidate is defending **Opinion 2**, you might use the following:

- Peut-on vraiment parler d'une seule solution?
- Où construire ces centrales?
- Le danger de stocker les déchets nucléaires.
- Insécurité et risque d'attentats terroristes.

Turn over ►

CARTE B	
Topic	THE MULTICULTURAL SOCIETY
Sub-topic	Integration

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
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Source: © Getty Images

Intégrés, nous vivons en harmonie!

Opinion 1

Toutes les cultures profitent de l'intégration. La société est plus riche et il existe moins de tension, moins de conflits, moins de problèmes.

Opinion 2

Ceux qui sont différents doivent rester séparés. Si on est obligé de vivre ensemble dans la même communauté on perd son identité culturelle. L'intégration ne marche pas.

Notes for Examiners

Where the candidate is defending **Opinion 1**, you might use the following:

- Le racisme est une réalité.
- On a déjà vu des problèmes dans des communautés intégrées
- Bienfaits de l'intégration exagérés.
- Le multiculturalisme est un rêve.

Where the candidate is defending **Opinion 2**, you might use the following:

- C'est la séparation qui ne marche pas.
- Les différences sont à respecter.
- Quelle valeur a l'identité culturelle si elle est si facilement perdue?
- Souligner les différences en séparant les groupes ethniques mène à la tension.

Turn over ►

CARTE C	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Law and order

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
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Source: © Getty Images

Pour et contre la peine de mort

Opinion 1

Moi je suis pour. Pas seulement pour le meurtre mais également pour les actes de terrorisme et le viol. C'est le seul moyen efficace de dissuader ces criminels.

Opinion 2

A mon avis, il est impossible de justifier la peine de mort dans une société civilisée. C'est une punition barbare qui est indigne de l'être humain.

Notes for Examiners

Where the candidate is defending **Opinion 1**, you might use the following:

- Les terroristes cherchent à mourir.
- Comment être sûr que le criminel est coupable?
- Pourquoi est-ce que tant de pays ont aboli la peine de mort?
- Comment la justifier surtout pour le viol?

Where the candidate is defending **Opinion 2**, you might use the following:

- Certains crimes sont aussi barbares.
- Œil pour œil, dent pour dent: une justification?
- Un moyen de dissuader les criminels.
- Assurer la sécurité des citoyens.

Turn over ►

CARTE D	
Topic	ENVIRONMENT
Sub-topic	Pollution

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
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Source: © Getty Images

Trop de voitures – trop de pollution atmosphérique

Opinion 1

Tout le monde a le droit de conduire sa voiture – ou ses voitures – quand on veut, où on veut. La voiture est devenue quelque chose d'essentiel dans la vie.

Opinion 2

Ceux qui conduisent une voiture se comportent d'une façon peu responsable. Il faut trouver d'autres moyens de se déplacer comme les transports en commun.

Notes for Examiners

Where the candidate is defending **Opinion 1**, you might use the following:

- La crise actuelle exige un changement de comportement.
- L'avenir de la planète est aussi essentiel.
- Comment justifier un tel égoïsme?
- Comment réduire la pollution atmosphérique?

Where the candidate is defending **Opinion 2**, you might use the following:

- Il faut respecter le droit de l'individu de conduire.
- Inefficacité des transports en commun.
- Les automobilistes ne sont pas les plus grands pollueurs.
- Développement possible d'une voiture non-polluante.

Turn over ►

CARTE E	
Topic	THE MULTICULTURAL SOCIETY
Sub-topic	Immigration

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
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Source: © Getty Images

Le droit de circuler librement sur un territoire de plus en plus vaste

Opinion 1

L'immigration sans limites à l'intérieur de l'Union européenne est une idée qui me fait peur. Notre économie à nous n'est pas sans limites. On ne peut pas soutenir tant de gens d'autres pays.

Opinion 2

Ceux qui viennent d'autres pays de l'Union européenne pour travailler et vivre ici contribuent beaucoup à notre économie. Sans les impôts qu'ils paient, nous aurions moins de revenus.

Notes for Examiners

Where the candidate is defending **Opinion 1**, you might use the following:

- Le prix qu'il faut payer pour appartenir à l'UE.
- Comment nous bénéficions de l'Union.
- Les Britanniques ne veulent pas faire certains emplois.
- Le principe de vivre dans une communauté.

Where the candidate is defending **Opinion 2**, you might use the following:

- Problèmes dans les écoles et les hôpitaux.
- Problèmes de communication et de langues.
- Valeurs et coutumes différentes – conflits et tension.
- Inégalités et injustices à travers l'Union européenne.

Turn over ►

CARTE F	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Impact of scientific and technological progress

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
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Source: © Getty Images

La science contre la nature...?

Opinion 1

On devrait interdire toute recherche scientifique ou médicale qui est contre la nature, surtout en ce qui concerne le clonage. Les risques sont trop graves.

Opinion 2

Tout progrès scientifique est avantageux. Plus nous comprenons, plus nous serons capables de résoudre tous les problèmes.

Notes for Examiners

Where the candidate is defending **Opinion 1**, you might use the following:

- Quels risques?
- On devrait interdire le progrès alors?
- La nature ne facilite pas toujours le progrès?
- Pourquoi le clonage en particulier?

Where the candidate is defending **Opinion 2**, you might use the following:

- Et la bombe atomique ... ?
- Le progrès peut créer de nouveaux problèmes.
- Toute recherche scientifique devrait-elle être autorisée?
- Utiliser l'argent pour d'autres priorités.

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