

**GCE**  
**AS and A Level**

**French**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

**Unit 4:**  
**Specimen question paper**

**Version 1.1**



Version 1.1

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

General Certificate of Education  
Advanced Level Examination



**FRENCH**  
**Unit 4 Speaking**

**Candidate's Material**

SPECIMEN MATERIAL

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

**Instructions**

- During the 20 minutes preparation time you are required to prepare **one** of the two stimulus cards given to you.
- You may make notes during the preparation time only on the Additional Answer Sheet provided. **You must not write on this card.**
- You should take the stimulus card with you into the examination room. You may refer to the card and any notes you have made at any time during this section of the test.
- Hand the stimulus card and the Additional Answer Sheet to the examiner 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 topics studied during the A2 course (10 minutes).
- You will be expected to choose one of the two statements on your chosen stimulus card and outline your point of view to the examiner and defend or justify it.
- You must **not** use a dictionary.

General Certificate of Education  
Advanced Level Examination



**FRENCH**  
**Unit 4 Speaking**

**Examiner's Material**

**SPECIMEN MATERIAL**

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.
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- Candidates must **not** use a dictionary.

## UNIT 4: SPEAKING

- Look at the card and read the two statements 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).
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### Card A

### PROTECTING THE PLANET



## Quelle différence l'individu peut-il faire?

Ça ne sert à rien de trier les déchets\*. C'est une perte de temps. La protection de la planète est la responsabilité des gouvernements.

Il faut que nous fassions tous un effort pour réduire la pollution et protéger la planète. La lutte commence avec des petits gestes.

\*trier les déchets : to sort rubbish

## UNIT 4: SPEAKING

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### Card B

### IMMIGRATION



Y a-t-il de la place pour les nouveaux immigrants européens?

Il est temps de fermer la porte à ceux qui veulent venir des nouveaux pays-membres européens. Ici il y a trop de chômage, pas assez de logement, pas assez d'hôpitaux, pas assez d'écoles. On est complet, quoi!

Ceux qui viennent d'ailleurs apportent quelque chose de différent et d'enrichissant à notre culture. Et puis ils ont des compétences dont nous avons besoin, ici. L'immigration, c'est bon pour l'économie et c'est bon pour la société.

## UNIT 4: SPEAKING

- Look at the card and read the two statements 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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### Card C

### LAW AND ORDER



## Quelle punition pour les jeunes délinquants?

Ce n'est pas simplement une question de punir. Il faut qu'on essaie de réhabiliter ces jeunes criminels. La prison, souvent, ne sert qu'à renforcer leur criminalité.

Il faut les enfermer. Si nécessaire, il faut construire plus de prisons. Quelqu'un qui choisit de tomber dans la délinquance choisit de perdre sa liberté et tous ses droits. C'est aussi simple que ça!

## UNIT 4: SPEAKING

- Look at the card and read the two statements 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.
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### Card D

### WEALTH AND POVERTY



## A qui la responsabilité?

Cela ne se passe pas ici. Ce n'est pas notre problème. Chez nous il y a des SDF qu'il faut aider. Pourquoi donner de l'argent à des gens qui habitent si loin de nous et qui ne savent pas gérer leurs économies?

Nous sommes tous responsables de la réduction de la pauvreté qui existe dans le monde. Les pays riches devraient aider les pays pauvres. C'est notre obligation morale de venir au secours de ces victimes innocentes.



## UNIT 4: SPEAKING

- Look at the card and read the two statements 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.
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### Card E

### PROTECTING THE PLANET



## Comment faire payer les pollueurs?

Jusqu'ici les initiatives telles que le co-voiturage ou les journées sans voitures n'ont pas été efficaces. La seule solution pour réduire la pollution dans nos villes c'est de faire payer les automobilistes. Augmentation du prix des carburants, plus de péages, etc.

Le pollueur, ce n'est pas l'automobiliste mais les compagnies qui fabriquent les voitures. Il n'y a pas assez d'investissement dans les nouvelles technologies pour produire des voitures plus propres, moins polluantes. On devrait leur donner le choix: polluer moins ou payer plus cher.

## UNIT 4: SPEAKING

- Look at the card and read the two statements 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.
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### Card F

### INTEGRATION



## Comment faire pour vivre en harmonie?

Il faut que tout le monde fasse un effort pour connaître, comprendre, et respecter l'autre. Il faut reconnaître et accepter les différences tout en partageant nos cultures. Bref, il faut travailler dur.

Il y a trop de différences entre les communautés donc le mieux c'est de séparer ces communautés. Quand on essaie de forcer l'intégration les gens réagissent mal et ça crée plus de tension et de conflit.