

Pearson Edexcel Level 3 GCE

Summer 2019

Time: 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper Reference **9FR0/03**

French

Advanced

Paper 3: Speaking

General instructions to the teacher-examiner

You do not need any other materials.

Instructions

- The examination consists of **two** tasks.
- The tasks **must** be conducted in consecutive order.
- Timing for the speaking assessment:
 - Task 1: 6 to 7 minutes (recommended)
 - Task 2: 10 to 11 minutes (recommended)
 - Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The preparation time for Task 1 **must** be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes of up to a maximum of one side of A4 paper for Task 1 **only**.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimulus.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice, and for giving them the correct stimulus card based on that choice.

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Task 1 (discussion on a Theme)

- Task 1 is recommended to last approximately 6 to 7 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson, (see sequencing grid below).
- The choice of sub-themes is told to the candidate in English by the invigilator immediately prior to the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, e.g. *You may choose 'media' or 'education'.*
- The candidate must not see the contents of either card until s/he has chosen the sub-theme, after which s/he will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

Task 1 part 1

You must:

- ask the candidate which statement s/he has chosen.
- ask the two compulsory questions relating to the statement (A or B) chosen by the candidate. Questions may be repeated, but rephrasing is not allowed.
- develop the discussion by asking appropriate follow up questions relating to the subject matter on the stimulus card.

Task 1 part 2

You must broaden the discussion to cover other aspects of the overall Theme. Optional generic questions are provided by Pearson (see below) as a guide to the questions that you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions (see section below beginning '*Optional generic questions...*').

Task 2 (presentation and discussion on candidate's independent research project)

- Task 2 is recommended to last 10 to 11 minutes.

Task 2 part 1 (independent research presentation)

You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.

Task 2 part 2 (discussion on independent research)

You must ask follow-up questions about the candidate's presentation and then begin a wider exploration of the research as a whole in order to elicit the candidate's understanding and analysis of the cultural and social context. You should use the key findings and list of sources on their copy of the RP3 form to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the research topic by developing and justifying arguments and forming conclusions.

Optional generic questions to promote discussion and to enable candidates to analyse aspects of the Theme (task 1)/ analyse their chosen subject of interest (task 2):

- *Pourriez-vous me donner un exemple de... ?*
- *Pourquoi dites-vous cela ?*
- *Quelles conclusions peut-on tirer de... ?*
- *Quels exemples pouvez-vous fournir pour soutenir ce point de vue ?*
- *Pourquoi est-il important ?*
- *Que représente... ?*

In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Examples of questions that candidates may ask to achieve this are as follows:

- *Seriez-vous d'accord avec moi ?*
- *N'est-il pas correct de penser que... ?*
- *Peut-on dire que... ?*
- *Que pensez-vous de... ?*
- *Est-ce que vous me comprenez ?*

Candidates are also expected to take lead in the discussions.

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

Candidates will not receive any marks for any conversation that takes place beyond the maximum time allowed.

Sequence of stimulus cards for speaking examination: Task 1

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below.

If you conduct more than 12 speaking examinations in a day, e.g. in the morning, afternoon and evening sessions, after the 12th candidate start at the beginning of the sequence again.

If you have a break in the examination schedule, e.g. morning break, lunchtime, start the next candidate on next order of the sequence. For example, candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

CANDIDATE	STIMULUS CARD–TASK 1
Candidate 1	Card 3 or 4
Candidate 2	Card 2 or 5
Candidate 3	Card 1 or 12
Candidate 4	Card 4 or 9
Candidate 5	Card 8 or 12
Candidate 6	Card 6 or 7
Candidate 7	Card 1 or 5
Candidate 8	Card 7 or 11
Candidate 9	Card 9 or 10
Candidate 10	Card 3 or 10
Candidate 11	Card 6 or 8
Candidate 12	Card 2 or 12

Key to Advanced Level task 1 cards for invigilator

STIMULUS CARD	SUB-THEME (IN ENGLISH)
1	Changes in family structures
2	Education
3	World of work
4	Music
5	Media
6	Festivals and traditions
7	Positive impact of immigration in French society
8	Facing the challenges of immigration and integration in France
9	The far right
10	Occupied France
11	The Vichy regime
12	The Resistance

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French

Advanced

Paper 3: Speaking

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STIMULUS FR 1

Task 1

Thème 1 : Les changements dans la société française

Les changements dans les structures familiales

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A Face à toutes les autres formes de famille possibles, la famille nucléaire disparaîtra.

Compulsory teacher-examiner questions:

1. *Selon vous, quelle sera la forme de famille la plus répandue à l'avenir en France et pourquoi ?*
2. *Quels types de famille trouve-t-on en France de nos jours ?*

B Le recours aux mères-porteuses devrait être permis.

Compulsory teacher-examiner questions:

1. *Que pensez-vous des arguments contre les mères-porteuses en France ?*
2. *Quelle est la situation concernant les mères-porteuses à l'heure actuelle ?*

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STIMULUS FR 2

Task 1

Thème 1 : Les changements dans la société française

L'éducation

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A La fin du tirage au sort pour entrer à l'université est une bonne chose.

Compulsory teacher-examiner questions:

1. *Selon vous, pourquoi est-ce qu'on a changé le système du tirage au sort pour entrer à l'université en France ?*
2. *Comment est-ce qu'on entre en fac de nos jours ?*

B Il vaut mieux mettre ses enfants à l'école privée en France.

Compulsory teacher-examiner questions:

1. *Pourquoi certains parents français choisissent-ils de mettre leurs enfants dans une école privée ?*
2. *Quelle est l'importance du secteur privé dans l'éducation en France ?*

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STIMULUS FR 3

Task 1

Thème 1 : Les changements dans la société française

Le monde du travail

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A Les réformes du Code du Travail visaient essentiellement le pouvoir des syndicats.

Compulsory teacher-examiner questions:

1. *Les syndicats avaient-ils raison de se sentir visés par ces réformes ?*
2. *Quelles sont les modifications imposées par le gouvernement français dans la réforme du Code du Travail ?*

B La loi concernant le harcèlement sexuel au travail doit être renforcée.

Compulsory teacher-examiner questions:

1. *Que pensez-vous de cette déclaration ?*
2. *Que dit la loi sur le harcèlement sexuel au travail en France ?*

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STIMULUS FR 4

Task 1

Thème 2 : La culture politique et artistique dans les pays francophones

La musique

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A C'est le devoir de l'État de promouvoir la musique francophone.

Compulsory teacher-examiner questions:

1. Êtes-vous d'accord avec cette déclaration ? Pourquoi/pourquoi pas ?
2. Quels genres de musique les jeunes du pays francophone que vous avez étudié aiment-ils ?

B La musique traditionnelle n'attire plus les jeunes.

Compulsory teacher-examiner questions:

1. Quelle est l'opinion des jeunes sur la musique traditionnelle du pays francophone que vous avez étudié ?
2. Quels sont les types de musique traditionnelle dans ce pays ?

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Paper Reference **9FR0/03**

French

Advanced

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STIMULUS FR 5

Task 1

Thème 2 : La culture politique et artistique dans les pays francophones

Les médias

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A L'existence de la presse écrite est menacée par la montée du numérique.

Compulsory teacher-examiner questions:

1. *Jusqu'à quel point la presse écrite est-elle menacée par la presse en ligne dans le monde francophone ?*
2. *Quels secteurs de la presse écrite sont toujours populaires dans le pays francophone que vous avez étudié ?*

B Le cinéma est un aspect essentiel de la culture d'un pays.

Compulsory teacher-examiner questions:

1. *Le cinéma est-il un aspect important de la culture dans le pays francophone que vous avez étudié ? Pourquoi/pourquoi pas ?*
2. *Quelles sont les difficultés rencontrées par l'industrie cinématographique dans ce pays ?*

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STIMULUS FR 6

Task 1

Thème 2 : La culture politique et artistique dans les pays francophones

Les festivals et les traditions

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A Les changements dans la vie traditionnelle aident au développement du pays.

Compulsory teacher-examiner questions:

1. À votre avis, comment est-ce que la vie traditionnelle a changé dans le pays francophone que vous avez étudié ?
2. Quel a été l'impact de ces changements sur la société de ce pays ?

B Les fêtes encouragent l'unité du pays.

Compulsory teacher-examiner questions:

1. Êtes-vous d'accord avec cette déclaration ? Pourquoi/pourquoi pas ?
2. Quelles sont les principales fêtes du pays francophone que vous avez étudié ?

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Paper Reference **9FR0/03**

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Paper 3: Speaking

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STIMULUS FR7

Task 1

Thème 3 : L'immigration et la société multiculturelle française

L'impact positif de l'immigration sur la société française

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A L'avenir de l'économie française dépend des ouvriers immigrés.

Compulsory teacher-examiner questions:

1. *Que pensez-vous de cette remarque sur l'avenir de l'économie française ?*
2. *Quelle est la plus grande contribution des travailleurs immigrés ?*

B La gastronomie française a été enrichie par l'arrivée des immigrés en France.

Compulsory teacher-examiner questions:

1. *Dans quelle mesure êtes-vous d'accord avec cette déclaration ?*
2. *Quelle est la contribution des immigrés à la cuisine française ?*

Pearson Edexcel Level 3 GCE

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Paper Reference **9FR0/03**

French

Advanced

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STIMULUS FR8

Task 1

Thème 3 : L'immigration et la société multiculturelle française

Répondre aux défis de l'immigration et de l'intégration en France

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A Le principe de la laïcité est un empêchement majeur à l'intégration.

Compulsory teacher-examiner questions:

1. *Pourquoi le principe de la laïcité pose-t-il problème à l'intégration des immigrés en France ?*
2. *À part la religion, quels sont les autres obstacles à l'intégration en France ?*

B Il faut s'attaquer au problème des banlieues pour pouvoir assurer une meilleure intégration.

Compulsory teacher-examiner questions:

1. *Pourquoi parle-t-on souvent des banlieues comme des endroits à problèmes ?*
2. *Que fait le gouvernement pour résoudre ces problèmes ?*

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STIMULUS FR9

Task 1

Thème 3 : L'immigration et la société multiculturelle française

L'extrême droite

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A L'extrême droite traverse un moment critique.

Compulsory teacher-examiner questions:

1. *Comment voyez-vous l'avenir de l'extrême droite en France ?*
2. *Qu'est-ce qui a contribué aux problèmes de l'extrême droite ?*

B Marine Le Pen n'a pas bien servi les fidèles du FN.

Compulsory teacher-examiner questions:

1. *Pourquoi Marine Le Pen n'a-t-elle pas été élue présidente aux élections de 2017 ?*
2. *Pour quelles raisons est-ce qu'elle a déçu ses supporters ?*

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STIMULUS FR10

Task 1

Thème 4 : L'Occupation et la Résistance

La France occupée

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A La collaboration n'était pas le seul choix offert aux Français pendant l'Occupation.

Compulsory teacher-examiner questions:

1. À votre avis, pourquoi certains Français ont-ils collaboré pendant l'Occupation ?
2. Quelles étaient les autres options pour les Français ?

B L'antisémitisme explique le traitement infligé aux Juifs par certains Français pendant la guerre.

Compulsory teacher-examiner questions:

1. Selon vous, est-il vrai de dire que l'opinion des Français était fortement antisémite pendant l'Occupation ?
2. Comment les Juifs ont-ils été traités par le gouvernement pendant l'Occupation ?

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STIMULUS FR11

Task 1

Thème 4 : L'Occupation et la Résistance

Le régime de Vichy

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A Pétain était seulement motivé par l'amour de son pays.

Compulsory teacher-examiner questions:

1. Êtes-vous d'accord avec cette déclaration ?
2. Quels étaient les objectifs du régime de Vichy ?

B Les Français étaient plus attachés à la personnalité du maréchal Pétain qu'à sa politique.

Compulsory teacher-examiner questions:

1. Que pensaient les Français du maréchal Pétain pendant sa période au pouvoir ?
2. Selon vous, quels aspects de sa politique les séduisaient le plus ?

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STIMULUS FR12

Task 1

Thème 4 : L'Occupation et la Résistance

La Résistance

Posez les **DEUX** questions qui correspondent à la déclaration (A ou B) choisie par l'élève dans l'ordre indiqué.

A La Résistance n'était pas une force unifiée.

Compulsory teacher-examiner questions:

1. *Est-il vrai de dire qu'il n'y avait pas une Résistance unifiée ? Pourquoi/pourquoi pas ?*
2. *Quel a été le rôle de Jean Moulin ?*

B La population française a beaucoup souffert à cause des actions des résistants pendant l'Occupation.

Compulsory teacher-examiner questions:

1. *Selon vous, comment est-ce que les actions de la Résistance ont contribué à la souffrance de la population ?*
2. *Comment est-ce que la population a aidé la Résistance ?*