



General Certificate of Education  
Advanced Level Examination  
June 2011

## French

## FRE4T/FRE4V

### Unit 4 Speaking Test

#### Examiner's Material

To be conducted by the teacher examiner between 7 March and 15 May 2011 (FRE4T)  
To be conducted by the visiting examiner between 7 March and 15 May 2011 (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     | <b>ENVIRONMENT</b>           |
| Sub-topic | <b>Protecting the planet</b> |

- 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

## **Beaucoup de gens ne comprennent pas que notre planète est menacée.**

### **Opinion 1**

Tout le monde est conscient des dangers auxquels notre terre fait face. Plus de campagnes publicitaires ne serviraient à rien en ce qui concerne le comportement des gens.

### **Opinion 2**

Il faut lutter tout le temps pour persuader les gens que la planète est en danger. On ne peut pas rester indifférent face à cette crise. Il faut éduquer chaque génération.

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**Notes for Examiners**

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

- Comment expliquer le gaspillage alors?
- Comment changer le comportement des gens?
- Efficacité des campagnes jusqu'ici.
- Impossible de changer le comportement – très pessimiste.

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

- Réaction négative du public s'il y a trop de campagnes.
- Qui reste vraiment indifférent en effet?
- Est-ce que c'est vraiment une crise?
- Comment éduquer?

Turn over ►

| CARTE B   |                                  |
|-----------|----------------------------------|
| Topic     | <b>THE MULTICULTURAL SOCIETY</b> |
| Sub-topic | <b>Racism</b>                    |

- 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.
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Source: © Getty Images

## SOS Racisme – efficace ou pas?

### Opinion 1

Je pense que de telles organisations font beaucoup pour défendre les victimes du racisme. Un individu a besoin de l'aide d'un groupe de pression comme SOS Racisme.

### Opinion 2

C'est pas du tout efficace et la preuve, c'est que le racisme existe encore. C'est une perte de temps. Personne ne fait attention à ce que fait une organisation comme SOS Racisme.

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**Notes for Examiners**

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

- Le rôle de la loi?
- Elles font beaucoup – quoi par exemple?
- Ça existe vraiment, le racisme?
- Victimes du racisme, ça veut dire quoi?

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

- Rôle important dans la lutte contre le racisme.
- Sensibiliser l'opinion publique.
- Racisme – à qui la faute?
- Campagnes qui attirent l'attention des médias.

Turn over ►

| <b>CARTE C</b> |                                   |
|----------------|-----------------------------------|
| Topic          | <b>CONTEMPORARY SOCIAL ISSUES</b> |
| Sub-topic      | <b>Wealth and Poverty</b>         |

- 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.
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## Les pauvres – notre responsabilité à nous tous?

### Opinion 1

Moi, je ne donne jamais rien aux organisations caritatives. Je ne donne rien à ceux qui mendient dans la rue. Je n'ai aucune responsabilité envers les pauvres.

### Opinion 2

Nous avons tous une responsabilité envers les pauvres dans notre société. Les riches devraient contribuer de l'argent pour essayer d'éliminer la pauvreté.

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**Notes for Examiners**

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

- Si vous étiez dans cette situation?
- Pas de rôle pour les organisations caritatives?
- Attitude égoïste.
- Si tout le monde faisait pareil?

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

- Ça ne me regarde pas.
- Les pauvres gaspillent l'argent qu'on leur donne.
- Impossible d'éliminer la pauvreté.
- Le droit de garder son argent.

Turn over ►

| CARTE D   |                    |
|-----------|--------------------|
| Topic     | <b>ENVIRONMENT</b> |
| Sub-topic | <b>Pollution</b>   |

- 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

## Dans la lutte contre la pollution ce sont les petits gestes qui comptent ...

### Opinion 1

Je n'utilise pas de sacs en plastique quand je vais au supermarché. Je cherche des produits qui n'ont pas beaucoup d'emballages.

### Opinion 2

Je ne comprends pas les gens qui pensent que l'individu peut faire une différence quand il s'agit de la pollution. C'est un problème global énorme. Il faut accepter ça.



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**Notes for Examiners**

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

- Et les autres clients?
- La responsabilité des entreprises?
- Le trajet au supermarché?
- Les petits gestes ne comptent pas.

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

- Quelles solutions alors?
- Attitude égoïste.
- Les campagnes publicitaires?
- Beaucoup de pollution est causée par les individus.

Turn over ►

| CARTE E   |                                  |
|-----------|----------------------------------|
| Topic     | <b>THE MULTICULTURAL SOCIETY</b> |
| Sub-topic | <b>Immigration</b>               |

- 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

## Immigration – portes fermées?

### Opinion 1

Il est temps de dire non à ceux qui veulent venir habiter ici. Pourquoi est-ce que ce pays devrait leur offrir une nouvelle vie? Ce pays existe avant tout pour ses propres habitants et pas pour les immigrés.

### Opinion 2

Moi, je veux que les immigrés viennent nombreux habiter ici. J'adore les cultures différentes et puis nous avons une responsabilité envers eux. Nous avons beaucoup à leur offrir.

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**Notes for Examiners**

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

- L'immigration a toujours existé.
- Il faut aider les autres?
- Attitude égoïste.
- Diversité culturelle.

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

- Il n'est pas temps de dire non?
- Chômage et crise économique.
- Racisme
- Plus d'inconvénients que de bienfaits.

Turn over ►

| <b>CARTE F</b> |                                   |
|----------------|-----------------------------------|
| Topic          | <b>CONTEMPORARY SOCIAL ISSUES</b> |
| Sub-topic      | <b>Law and Order</b>              |

- 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.
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## La surveillance, c'est la sécurité ...?

### Opinion 1

Je suis pour les caméras de surveillance. Il y a moins de vols et de cambriolages grâce à ça. Les gens conduisent moins vite aussi. Oui, plus de surveillance donne plus de sécurité.

### Opinion 2

Il n'est pas évident que le taux de criminalité soit en baisse à cause des caméras de surveillance. Moi, je pense qu'on est trop surveillé. On n'a plus de liberté avec toutes ces caméras.

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**Notes for Examiners**

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

- Caméras de plus en plus nombreuses.
- Liberté menacée.
- Comment prouver leur efficacité.
- Mieux vaut avoir plus de policiers.

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

- Il faut utiliser les technologies disponibles.
- Liberté personnelle contre sécurité collective.
- Moyen de décourager le crime.
- Si vous étiez victime?

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