

Pearson Edexcel Level 3 GCE

French

Advanced

Paper 3: Speaking

General instructions to the teacher-examiner

Summer 2018

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

Paper Reference

9FR0/03

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.

Students 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 1 or 12
Candidate 2	Card 6 or 7
Candidate 3	Card 3 or 4
Candidate 4	Card 9 or 10
Candidate 5	Card 8 or 12
Candidate 6	Card 2 or 5
Candidate 7	Card 1 or 5
Candidate 8	Card 7 or 11
Candidate 9	Card 4 or 9
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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STIMULUS FR1

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 La famille traditionnelle en France décline à cause des changements survenus dans la condition féminine.

Compulsory teacher/examiner questions :

1. *Comment est-ce que la vie des femmes a changé pendant ces dernières années en France ?*
2. *Est-ce que ces changements sont responsables du déclin de la famille traditionnelle française ? Pourquoi ou pourquoi pas ?*

B Le mariage pour tous a établi une parité entre les couples homosexuels et hétérosexuels.

Compulsory teacher/examiner questions :

1. *Les couples homosexuels ont-ils les mêmes droits que les couples hétérosexuels en France ?*
2. *Que pensez-vous des arguments de ceux qui s'opposent au mariage gay en France ?*

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STIMULUS FR2

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 Le redoublement est une perte de temps.

Compulsory teacher/examiner questions :

1. *Comment le redoublement affecte-t-il les élèves français ?*
2. *Jusqu'à quel point le redoublement est-il un sujet de controverse en France ?*

B Les changements dans les rythmes scolaires sont un pas en arrière.

Compulsory teacher/examiner questions :

1. *Pourquoi le gouvernement français a-t-il décidé de modifier les rythmes scolaires ?*
2. *Comment ces changements ont-ils été reçus par les Français ?*

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STIMULUS FR3

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 L'égalité des sexes au travail n'existe pas en France.

Compulsory teacher/examiner questions :

1. *Quels problèmes les femmes françaises rencontrent-elles dans le monde du travail ?*
2. *Jusqu'à quel point les hommes et les femmes ont-ils les mêmes possibilités d'avancement au travail en France ?*

B Il faut à tout prix conserver la semaine de 35 heures.

Compulsory teacher/examiner questions :

1. *Quels sont les bienfaits supposés de la semaine de 35 heures pour la société française ?*
2. *Pourquoi certains hommes politiques voudraient-ils révoquer cette mesure ?*

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STIMULUS FR4

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 Le « rap » est une mauvaise influence sur les jeunes.

Compulsory teacher/examiner questions :

- 1. Est-ce que le « rap » est important dans le pays francophone que vous avez étudié ? Pourquoi ou pourquoi pas ?*
- 2. Pourquoi certaines personnes n'aiment-elles pas le « rap » ?*

B La musique ne reflète plus la société d'un pays de nos jours.

Compulsory teacher/examiner questions :

- 1. Quels sont les thèmes les plus populaires parmi les musiciens du pays francophone que vous avez étudié ?*
- 2. Quelle place la musique traditionnelle occupe-t-elle dans cette société ?*

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STIMULUS FR5

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 La liberté d'expression doit être contrôlée par la loi.

Compulsory teacher/examiner questions :

1. *Quelles restrictions sur la liberté d'expression existe-t-il dans le pays francophone que vous avez étudié ?*
2. *La liberté d'expression totale est-elle désirable dans ce pays ?*

B Les réseaux sociaux sont un danger pour la société.

Compulsory teacher/examiner questions :

1. *Quelle est l'influence des réseaux sociaux sur la vie de tous les jours dans le pays francophone que vous avez étudié ?*
2. *Pourquoi certains voudraient-ils censurer les réseaux sociaux dans ce pays ?*

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STIMULUS FR6

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 festivals ne sont qu'une excuse pour s'amuser.

Compulsory teacher/examiner questions :

1. *Qu'est-ce qui est à l'origine de certains festivals du pays francophone que vous avez étudié ?*
2. *Comment expliquez-vous le succès d'un festival qui est populaire dans ce pays ?*

B La vie traditionnelle est en train de disparaître.

Compulsory teacher/examiner questions :

1. *Comment le monde moderne affecte-t-il la vie traditionnelle du pays francophone que vous avez étudié ?*
2. *Que font les gens pour préserver leur vie traditionnelle dans ce pays ?*

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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

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

A L'immigration est bonne pour la société française.

Compulsory teacher/examiner questions :

1. *Comment est-ce que la société française a bénéficié de l'arrivée des immigrés ?*
2. *Quels secteurs de l'économie française seraient touchés s'il n'y avait pas d'immigrés ?*

B La culture artistique en France se trouverait appauvrie sans la contribution des immigrés.

Compulsory teacher/examiner questions :

1. *Jusqu'à quel point les immigrés ont-ils influencé la culture artistique en France ?*
2. *Comment expliquez-vous leur réussite dans ce domaine ?*

Pearson Edexcel Level 3 GCE

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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 multiculturalisme a échoué en France.

Compulsory teacher/examiner questions :

1. *À votre avis, est-ce que la politique d'intégration poursuivie par le gouvernement français a réussi ?*
2. *Le multiculturalisme est-il possible en France ?*

B La discrimination ne recule pas en France.

Compulsory teacher/examiner questions :

1. *Comment les immigrés ou personnes issues de l'immigration en France sont-ils touchés par la discrimination ?*
2. *À votre avis, est-ce que le gouvernement français fait assez pour combattre ce problème ?*

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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 Le Front National a bouleversé la scène politique en France.

Compulsory teacher/examiner questions :

1. *Comment le Front National a-t-il changé la réalité politique en France ?*
2. *À votre avis, qui sont les électeurs qui votent FN ?*

B L'exploit de Marine Le Pen a été de rendre le parti de son père plus acceptable.

Compulsory teacher/examiner questions :

1. *Comment est-ce que Marine Le Pen a réussi à rendre le Front National plus acceptable auprès des Français ?*
2. *Comment expliquez-vous la montée du FN en France ?*

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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 persécution des Juifs par le gouvernement de Vichy correspondait à un sentiment antisémite général en France.

Compulsory teacher/examiner questions :

1. *Comment le statut des Juifs a-t-il changé sous le régime de Vichy ?*
2. *Comment expliquez-vous l'apparente indifférence des Français envers le sort des Juifs à cette époque ?*

B Les Français ont collaboré avec enthousiasme lors de la Deuxième Guerre mondiale.

Compulsory teacher/examiner questions :

1. *Pourquoi certains Français ont-ils collaboré ?*
2. *Comment cette collaboration s'est-elle manifestée ?*

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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 Le régime de Vichy ne mérite pas sa mauvaise réputation.

Compulsory teacher/examiner questions :

1. *Quels étaient les principaux objectifs politiques du régime de Vichy ?*
2. *À votre avis, le régime de Vichy était-il populaire ? Pourquoi ou pourquoi pas ?*

B La Révolution nationale a eu beaucoup d'effets positifs.

Compulsory teacher/examiner questions :

1. *Quels étaient les objectifs de la Révolution nationale ?*
2. *Quel a été l'impact sur la société française ?*

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- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2, (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

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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 Sans la Résistance, les Alliés n'auraient pas pu libérer la France.

Compulsory teacher/examiner questions :

1. *Jusqu'à quel point les actions des résistants ont-elles aidé les forces alliées ?*
2. *Qui devenait « résistant » en France et pour quelle raison ?*

B Les femmes françaises n'ont pas joué un grand rôle dans la Résistance.

Compulsory teacher/examiner questions :

1. *Est-il vrai de dire que les femmes françaises ne se sont pas vraiment impliquées dans la Résistance ?*
2. *Laquelle des résistantes françaises que vous avez étudiées vous semble avoir apporté la plus grande contribution ?*