Pearson Edexcel Level 3 GCE

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.

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

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

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
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- 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 FR 1

Task 1

Thème : 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 Les nouveaux types de famille en France peuvent présenter des difficultés pour les enfants de ces familles.

Compulsory teacher-examiner questions:

1. Selon vous, quelles difficultés pourraient se présenter pour les enfants de certains nouveaux types de famille qu'on observe en France aujourd'hui ?
2. Selon vous, jusqu'à quel point ces nouveaux types de famille sont-ils acceptés par tous les Français ?

B La vie moderne détruit la notion traditionnelle de la famille.

Compulsory teacher-examiner questions:

1. Quelles sont les pressions exercées par la vie moderne sur la famille en France ?
2. Selon vous, quels sont les effets de ces pressions sur les familles en France de nos jours ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

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STIMULUS FR 2

Task 1

Thème : 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 système des apprentissages en France est un échec.

Compulsory teacher-examiner questions:

1. À votre avis, est-il vrai de dire que le système actuel des apprentissages en France est populaire ?
2. Quels aspects de ce système vous paraissent positifs ?

B Le redoublement scolaire divise la société française.

Compulsory teacher-examiner questions:

1. Selon vous, pourquoi la question du redoublement divise-t-elle la société française ?
2. Comment les élèves français sont-ils affectés par le redoublement ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

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STIMULUS FR 3

Task 1

Thème : 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 grèves répétées sont la preuve que les Français sont ingouvernables.

Compulsory teacher-examiner questions:

1. Selon vous, pourquoi dit-on que les Français sont ingouvernables ?
2. Quel est l'impact des grèves sur la vie politique en France ?

B Il va falloir travailler plus longtemps en France !

Compulsory teacher-examiner questions :

1. À votre avis, les changements majeurs apportés au régime des retraites étaient-ils justifiés ?
2. Comment les Français ont-ils réagi, face à ces changements ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

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Instructions

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STIMULUS FR 4

Task 1

Thème : 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 succès du « rap » représente la mort de la musique traditionnelle.

Compulsory teacher-examiner questions:

1. Comment le « rap » a-t-il affecté le monde de la musique dans un pays francophone que vous avez étudié ?
2. Selon vous, faut-il chercher à protéger la musique traditionnelle ?

B La musique populaire reflète les préoccupations quotidiennes des gens.

Compulsory teacher-examiner questions:

1. Quels sont les grands thèmes de la musique populaire d'un pays francophone que vous avez étudié ?
2. Pouvez-vous expliquer le succès de quelques-uns des musiciens de ce pays ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
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- Candidates must not read out whole, prepared sentences in answer to questions.
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STIMULUS FR 5

Task 1

Thème : 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 Les réseaux sociaux sont un danger pour la démocratie.

Compulsory teacher-examiner questions:

1. À votre avis, les réseaux sociaux représentent-ils un réel danger pour la démocratie dans le pays francophone que vous avez étudié ?
2. Dans ce pays, quel rôle les réseaux sociaux jouent-ils dans la vie politique des citoyens ?

B Le public doit se méfier des médias de masse.

Compulsory teacher-examiner questions:

1. À votre avis, les médias de masse dans un pays francophone que vous avez étudié conservent-ils la confiance du public ?
2. Quelle est la position des autorités concernant les médias de masse dans ce pays ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

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Instructions

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STIMULUS FR 6

Task 1

Thème : 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 fêtes d'inspiration religieuse ont perdu toute signification spirituelle.

Compulsory teacher-examiner questions:

1. Quelles sont les fêtes d'inspiration religieuse les plus importantes dans un pays francophone que vous avez étudié ?
2. À votre avis, les fêtes d'inspiration religieuse dans un pays francophone que vous avez étudié, ont-elles retenu un sens spirituel ?

B La tradition des festivals se maintient dans les pays francophones.

Compulsory teacher-examiner questions:

1. Quelle est l'importance des festivals dans un pays francophone que vous avez étudié ?
2. À votre avis, pourquoi certains festivals d'un pays francophone gardent-ils leur popularité ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

You do not need any other materials.

Instructions

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- Candidates must not read out whole, prepared sentences in answer to questions.
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STIMULUS FR7

Task 1

Thème : 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 Les succès des sportifs issus de l'immigration ont contribué à l'intégration sociale.

Compulsory teacher-examiner questions:

1. Dans quelle mesure est-ce que cette déclaration est justifiée ?
2. Quelles contributions les enfants issus de l'immigration ont-ils faites aux succès sportifs de la France ?

B Les immigrés ont eu leur plus grand impact sur la société française dans le monde du spectacle.

Compulsory teacher-examiner questions:

1. À votre avis, est-ce vrai de dire que c'est dans le monde du spectacle que les immigrés ont eu leur plus grand impact ?
2. Dans quels autres domaines ont-ils fait une contribution ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

You do not need any other materials.

Instructions

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STIMULUS FR8

Task 1

Thème : 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 La politique migratoire du gouvernement français cherche à supprimer la culture de certaines communautés d'immigrés.

Compulsory teacher-examiner questions:

1. Selon vous, qu'est-ce qui permet de dire que le gouvernement français cherche à supprimer la culture de certaines communautés ?
2. L'idée de la laïcité est-elle toujours pertinente de nos jours en France ?

B On accuse les immigrés de profiter du système de sécurité sociale en France.

Compulsory teacher-examiner questions:

1. Selon vous, pourquoi beaucoup de Français pensent-ils que les immigrés profitent du système de sécurité sociale en France ?
2. À quels services sociaux les immigrés ont-ils droit automatiquement ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

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Instructions

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STIMULUS FR9

Task 1

Thème : 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 Rassemblement National n'est plus un parti d'extrême droite.

Compulsory teacher-examiner questions:

1. Selon vous, est-il vrai de dire que le Rassemblement National n'est plus un parti d'extrême droite ?
2. Quels sont les principaux objectifs politiques du Rassemblement National à l'heure actuelle ?

B Tous les partis de droite peuvent être qualifiés d'extrême droite en France de nos jours.

Compulsory teacher-examiner questions:

1. Selon vous, est-il vrai de dire que tous les partis de droite en France sont extrêmes ?
2. Qu'est-ce qui pousse les Français à soutenir les partis de droite ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
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STIMULUS FR10

Task 1

Thème : 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 Pétain a eu raison d'accepter la division de la France en deux zones pendant l'Occupation.

Compulsory teacher-examiner questions:

1. Pourquoi est-ce que Pétain a accepté la division de la France en deux zones pendant l'Occupation ?
2. Comment était la vie en zone occupée pendant l'Occupation ?

B L'expérience de l'Occupation n'était pas la même pour tous les Français.

Compulsory teacher-examiner questions:

1. Est-ce que l'expérience de l'Occupation était la même pour tous les Français pendant la guerre ?
2. Comment les Français ont-ils réagi à l'Occupation ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

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STIMULUS FR11

Task 1

Thème : 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 a posé les bases de la France moderne.

Compulsory teacher-examiner questions:

1. Selon vous, qu'est-ce que la France moderne doit au régime de Vichy ?
2. Quel type de société le régime de Vichy voulait-il créer ?

B Les dirigeants du régime de Vichy étaient de vrais patriotes.

Compulsory teacher-examiner questions:

1. Dans quelle mesure peut-on qualifier les dirigeants du régime de Vichy de « patriotes » ?
2. Quelles étaient les idées politiques des chefs du gouvernement de Vichy ?

Pearson Edexcel Level 3 GCE

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

Paper reference **9FR0/03**

French

Advanced
PAPER 3: Speaking
Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- 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.

Turn over ▶

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STIMULUS FR12

Task 1

Thème : 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 Le traitement des femmes françaises « amies d'Allemands » à la fin de la guerre était injuste.

Compulsory teacher-examiner questions:

1. Selon vous, pourquoi les femmes françaises « amies d'Allemands » ont-elles été si maltraitées à la fin de la guerre ?
2. Comment ces femmes ont-elles été punies ?

B Le général de Gaulle n'était pas un vrai résistant.

Compulsory teacher-examiner questions:

1. Jusqu'à quel point peut-on décrire le général de Gaulle comme un résistant ?
2. Quelles ont été les plus grandes contributions du général de Gaulle à la lutte contre l'envahisseur allemand ?