

# A Level

## French

---

**Session:** 2010 June  
**Type:** Question paper  
**Code:** H075-H475  
**Units:** F701; F702; F703; F704

**ADVANCED SUBSIDIARY GCE**  
**FRENCH**  
Speaking

**F701**

**TEACHER/EXAMINER BOOKLET**

**15 March – 15 May 2010**

**To be opened three working days before the first day of the speaking tests at the Centre.**

**To be completed between 15 March and 15 May 2010**



**INSTRUCTIONS TO TEACHERS/EXAMINERS**

- Material must **not** be removed from the Centre.
- Three working days before the first day of the Speaking tests at the Centre, the Examinations Officer should make available the confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/Examiners must ensure that they have sufficient time to familiarise themselves with the materials and procedures.
- Teacher/Examiners must take great care to ensure that the confidential information in this Booklet does not reach any candidates directly or indirectly.

**INFORMATION FOR TEACHERS/EXAMINERS**

- There are two sections to this examination.  
A. Role-play (5-6 mins)  
B. Topic discussion (9-10 mins)
- Candidates may bring into the examination a maximum of one side of A4 notes.
- This document consists of **28** pages. Any blank pages are indicated.

**RANDOMISATION SHEET**

Candidates must be given the Role Play cards in the following sequence. Centres with more than 24 candidates should repeat the sequence.

Candidate	Card
1	A
2	A
3	C
4	C
5	B
6	B
7	D
8	D
9	E
10	E
11	F
12	F
13	E
14	E
15	C
16	C
17	D
18	D
19	B
20	B
21	F
22	F
23	A
24	A

**ADVANCED SUBSIDIARY GCE**

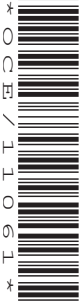
**FRENCH**

Speaking

**ROLE PLAY A**

**F701**

**15 March – 15 May 2010**



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INFORMATION FOR CANDIDATES**

- You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.
- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may not use a dictionary.

**ROLE PLAY A – CANDIDATE'S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's comments and questions.

**La Situation**

Vous travaillez pour une agence de voyages qui organise des visites en Angleterre pour les Français.

**La Tâche**

Un jour vous discutez avec l'organisateur / l'organisatrice d'un groupe de jeunes Français. Ils vont visiter Hitchin et ils voudraient faire des excursions pendant la visite. Il / elle est venu(e) en Angleterre pour discuter du programme.

**D'abord il faut vous renseigner sur :**

- 1 le nombre de jeunes dans le groupe**
- 2 le type de visite qui les intéresserait particulièrement**

Vous pensez qu'une visite au musée des écoles intéresserait le groupe. À l'aide du dépliant, vous donnerez des détails sur :

- les bâtiments et l'objectif du musée
- ce qu'on peut faire au musée
- les visites pour les groupes
- les visites guidées
- les heures d'ouverture
- les possibilités de restauration

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles de telles visites sont populaires
- de l'importance d'une bonne éducation

# The British Schools Museum, Hitchin

Extract removed due to third party copyright restrictions



## ROLE PLAY A – EXAMINER'S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate's sheet. You are the organiser of a group of young French people who will be visiting Hitchin. You have come to the UK to discuss the proposed programme of visits.

### The Task

**You begin the task as follows:**

« Vous travaillez pour une agence de voyages qui organise des visites en Angleterre pour les Français. Moi je suis l'organisateur / l'organisatrice d'un groupe de jeunes Français et je suis venu(e) en Angleterre pour discuter du programme. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate's questions you answer:

- 1 There will be about 35 young people in the group, plus 4 adults
- 2 They would prefer interactive, lively visits

The candidate will suggest a visit to the British Schools Museum. During the discussion you comment and ask questions to find out the following information:

- **The buildings and the aim of the museum**  
(What did Joseph Lancaster do?)
- **What there is to do at the museum**
- **What is included in the guided tours**  
(Are they suitable for disabled visitors?)
- **Group visits**
- **Opening times**
- **Refreshment facilities**  
(Can you buy souvenirs?)

During the conversation you will also discuss:

- **Why, in the candidate's opinion, visits like this are popular**
- **Why it is important to have a good education**

**ADVANCED SUBSIDIARY GCE**

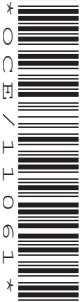
**FRENCH**

Speaking

**ROLE PLAY B**

**F701**

**15 March – 15 May 2010**



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INFORMATION FOR CANDIDATES**

- You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.
- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may not use a dictionary.



**ROLE PLAY B – CANDIDATE’S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s comments and questions.

**La Situation**

Vous habitez à Northampton et vous recevez chez vous une famille française.

**La Tâche**

Un jour vous discutez avec la mère / le père de la famille pour décider des visites possibles dans la région.

**D’abord il faut vous renseigner sur :**

- 1 ce que la famille aimerait faire**
- 2 ce que la famille a déjà vu dans la région**

Vous pensez qu’une visite au parc d’attractions de ‘Wicksteed Park’ pourrait intéresser la famille. À l’aide du dépliant, vous donnerez des détails sur :

- l’histoire du parc
- les activités
- les mesures de sécurité
- les possibilités de restauration
- l’endroit où se trouve le parc
- les heures d’ouverture et le prix des billets

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles de tels parcs sont populaires
- de comment on peut encourager les enfants à jouer en plein air, plutôt que de passer des heures devant l’ordinateur

# Wicksteed Park

Extract removed due to third party copyright restrictions



## ROLE PLAY B – EXAMINER'S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate's sheet. You are the mother / father of a French family which is staying with the candidate in Northampton.

### The Task

**You begin the task as follows:**

« Vous habitez à Northampton et je suis la mère / le père d'une famille française qui passe une semaine chez vous. Nous discutons ensemble des visites que nous pourrions faire. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate's questions you answer:

- 1 The children would prefer to do something active, although your husband / wife would like to go fishing
- 2 You have already visited a stately home and a local museum

The candidate will suggest a visit to Wicksteed Park. During the discussion you comment and ask questions to find out the following information:

- **The history of the park**  
(Why was it set up?)
- **What sort of things there are to see and do**  
(Is it possible to go fishing?)
- **The security measures**
- **Refreshment facilities**
- **Where the park is**
- **Opening times and ticket prices**  
(How much does fishing cost?)

During the conversation you will also discuss:

- **Why, in the candidate's opinion, visits like this are popular**
- **How children can be encouraged to play outside rather than spending hours in front of computers**

**ADVANCED SUBSIDIARY GCE**

**FRENCH**

Speaking

**ROLE PLAY C**

**F701**

**15 March – 15 May 2010**



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INFORMATION FOR CANDIDATES**

- You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.
- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may not use a dictionary.

**ROLE PLAY C – CANDIDATE'S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's comments and questions.

**La Situation**

Vous faites un séjour chez votre correspondant(e) français(e).

**La Tâche**

Un jour vous discutez avec la mère / le père de votre correspondant(e). Son fils voudrait passer plusieurs mois en Grande-Bretagne pour améliorer son anglais, et a besoin de trouver un travail.

**D'abord il faut vous renseigner sur :**

- 1 le nombre de mois que son fils voudrait passer en Grande-Bretagne**
- 2 le type de travail qui intéresserait son fils**

Vous pensez qu'un poste chez PGL serait idéal. À l'aide de la brochure, vous donnerez des détails sur :

- ce qu'offre la société PGL
- le succès de la société PGL
- les postes disponibles
- l'expérience nécessaire
- le nouveau centre
- la façon de contacter PGL

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles les enfants aiment les vacances actives
- des avantages d'un tel travail pour les jeunes

Extract removed due to third party copyright restrictions



## ROLE PLAY C – EXAMINER'S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate's sheet. You are the mother / father of the candidate's penfriend.

### The Task

**You begin the task as follows:**

« Vous faites un séjour chez nous en France et je suis la mère / le père de votre correspondant français. Mon fils voudrait travailler en Grande-Bretagne pour améliorer son anglais. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate's questions you answer:

- 1 He would like to work from June until the end of September
- 2 He has no experience so doesn't mind what sort of job he does

The candidate will suggest a summer job with PGL. During the discussion you comment and ask questions to find out the following information:

- **What PGL offers its customers**
- **How successful PGL is**  
(Are there lots of customers? Where are the centres?)
- **What jobs are available**
- **The experience needed**
- **Details of Caythorpe Court**
- **How to contact PGL**

During the conversation you will also discuss:

- **Why, in the candidate's opinion, children like adventure holidays**
- **The advantages of this type of job for young people**

**ADVANCED SUBSIDIARY GCE**

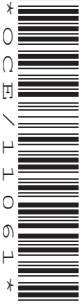
**FRENCH**

Speaking

**ROLE PLAY D**

**F701**

**15 March – 15 May 2010**



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INFORMATION FOR CANDIDATES**

- You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.
- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may not use a dictionary.



**ROLE PLAY D – CANDIDATE'S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's comments and questions.

**La Situation**

Un(e) ami(e) français(e) de votre père/mère passe quelques jours chez vous. Il / Elle travaille à Glasgow depuis trois mois.

**La Tâche**

Un jour vous discutez avec l'ami(e). Son emploi à Glasgow étant terminé, il / elle va bientôt rentrer en France et voudrait acheter un cadeau pour sa secrétaire écossaise.

**D'abord il faut vous renseigner sur :**

- 1 la raison pour laquelle il / elle voudrait acheter un cadeau pour sa secrétaire**
- 2 le type de cadeau qu'il / elle cherche**

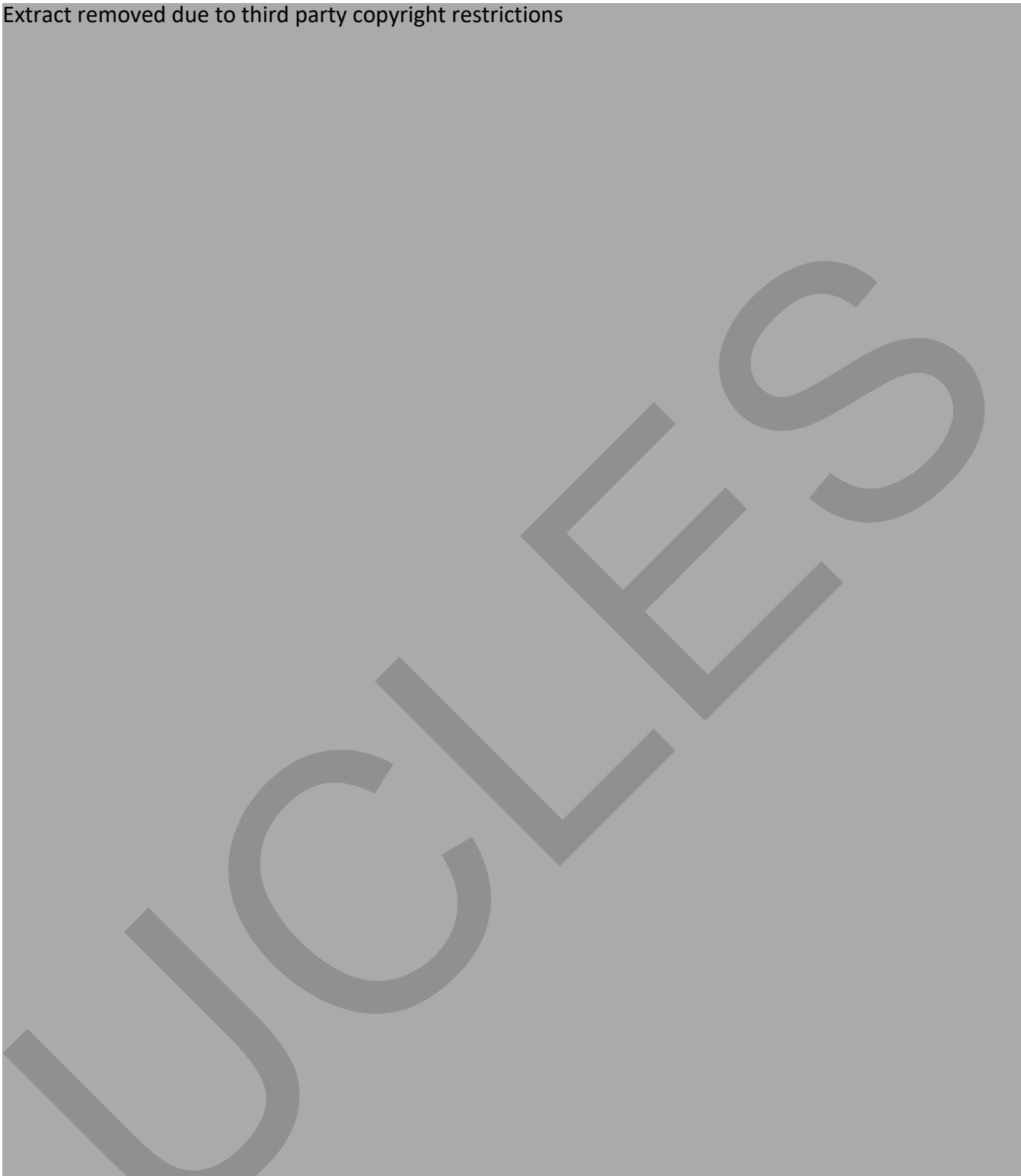
Vous pensez qu'un abonnement au club pour les amateurs de chocolat serait parfait. À l'aide du dépliant, vous donnerez des détails sur :

- la fraîcheur des chocolats
- le club
- les réductions
- les sélections
- les abonnements disponibles
- la livraison

Au cours de la conversation vous discuterez aussi :

- de l'importance de suivre un régime équilibré
- des raisons pour lesquelles on offre des cadeaux

Extract removed due to third party copyright restrictions



## ROLE PLAY D – EXAMINER'S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate's sheet. You are a friend of the candidate's mother / father.

### The Task

**You begin the task as follows:**

« Je suis l'ami(e) de votre mère / père et je passe quelques jours chez vous. Je travaille à Glasgow depuis trois mois et je voudrais savoir quel cadeau acheter pour ma secrétaire avant de rentrer en France. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate's questions you answer:

- 1 She has been really helpful and you want to show your appreciation
- 2 You know she loves chocolate, but you'd like to give her more than just a box

The candidate will suggest gift membership of the Chocolate Club. During the discussion you comment and ask questions to find out the following information:

- **What the chocolates are like**  
(Are they fresh?)
- **How the club works**
- **Membership discount**
- **What makes up a typical selection**
- **Periods of membership available**  
(Who is it suitable for?)
- **Arrangements for delivery**

During the conversation you will also discuss:

- **The importance of a balanced diet**
- **Why people give presents**

**ADVANCED SUBSIDIARY GCE**

**FRENCH**

Speaking

**ROLE PLAY E**

**F701**

**15 March – 15 May 2010**



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INFORMATION FOR CANDIDATES**

- You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.
- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may not use a dictionary.

**ROLE PLAY E – CANDIDATE’S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s comments and questions.

**La Situation**

Vous êtes le / la secrétaire de l’association de jumelage d’une ville dans le Leicestershire. Le / la représentant(e) de la ville jumelée en France est venu(e) en Angleterre pour discuter du programme d’activités pendant la prochaine visite.

**La Tâche**

Un jour vous discutez des activités possibles.

**D’abord il faut vous renseigner sur :**

- 1 la composition du groupe**
- 2 le type d’activité que le / la représentant(e) préférerait**

Vous pensez qu’une soirée meurtre et mystère pourrait intéresser le groupe. À l’aide du dépliant, vous donnerez des détails sur :

- ce qui se passe avant le repas
- la façon dont la soirée se déroule
- le scénario donné comme exemple
- les autres scénarios
- la façon d’obtenir plus de renseignements
- la réputation de Murder Incorporated

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles, à votre avis, de telles soirées sont populaires
- des avantages des jumelages entre deux villes

Extract removed due to third party copyright restrictions



## ROLE PLAY E – EXAMINER’S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate’s sheet. You are the representative of the twin town and you have come to Leicestershire to discuss a programme of activities.

### The Task

**You begin the task as follows:**

« Vous êtes le / la secrétaire de l’association de jumelage de votre ville. Je suis le / la représentant(e) de la ville jumelée et je suis venu(e) dans le Leicestershire pour discuter de la visite d’un groupe. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate’s questions you answer:

- 1 There will be about 20 teachers of English in French schools
- 2 They would like to do something typically English giving them the opportunity to speak the language

The candidate will suggest a Murder Mystery evening. During the discussion you comment and ask questions to find out the following information:

- **What happens when you arrive**
- **What happens as the evening progresses**  
(Can you talk to the characters?)
- **What the sample plot is about**
- **Whether they have any other plots**
- **How to get more information**
- **The company’s reputation**  
(When was it established?)

During the conversation you will also discuss:

- **Why this sort of entertainment is popular**
- **The advantages of twinning**

**ADVANCED SUBSIDIARY GCE**

**FRENCH**

Speaking

**ROLE PLAY F**

**F701**

**15 March – 15 May 2010**



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INFORMATION FOR CANDIDATES**

- You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.
- When the test begins you will be asked:
  - (i) to carry out the task described overleaf
  - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to France or a French-speaking country.
- You may not use a dictionary.



**ROLE PLAY F – CANDIDATE’S SHEET**

**Note to the candidate:** You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s comments and questions.

**La Situation**

Vous habitez à Stockton-on-Tees. Une famille française fait un séjour chez vous.

**La Tâche**

Un jour vous discutez avec la mère/le père de la famille des excursions possibles.

**D’abord il faut vous renseigner sur :**

- 1 ce que fait le père / la mère normalement le week-end**
- 2 ce que ses enfants aimeraient faire**

Vous pensez qu’une visite à Billingham Forum serait parfaite pour la famille. À l’aide du dépliant, vous donnerez des détails sur :

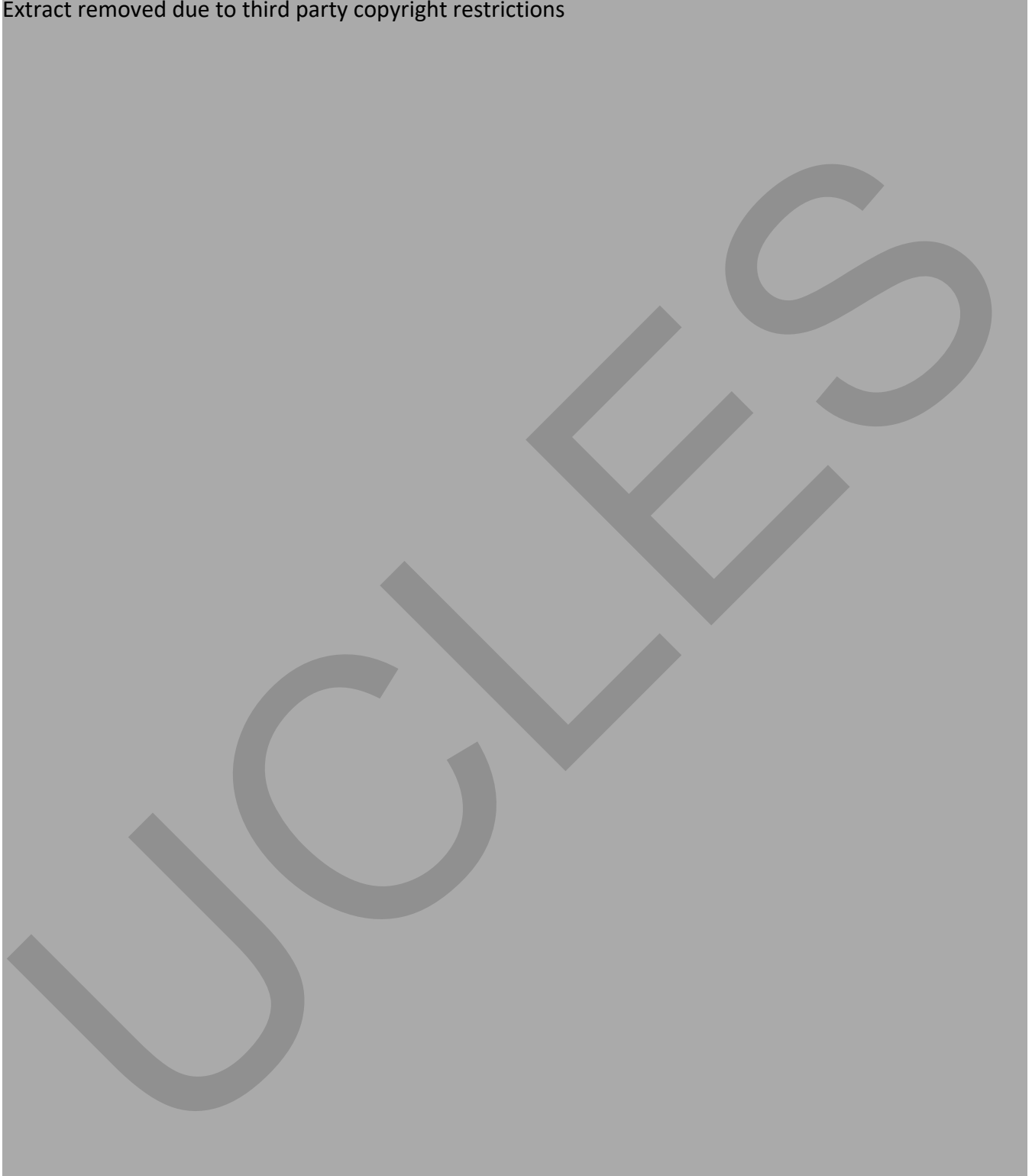
- les activités possibles
- les clubs et les équipes
- la patinoire
- les jours d’ouverture
- les prix
- le théâtre

Au cours de la conversation vous discuterez aussi :

- des raisons pour lesquelles les enfants aiment être actifs
- des raisons pour lesquelles il est important de rester en forme

# Billingham Forum

Extract removed due to third party copyright restrictions



## ROLE PLAY F – EXAMINER’S SHEET

**Note to examiner:** Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the conversation develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown if this is not appropriate. The items printed in bold, which relate to the completion of the task, must be explored for each candidate. Where there are other suggestions in brackets, these may help to develop the main points.

### Situation

As on the candidate’s sheet. You are the mother / father of a French family which is staying with the candidate in Stockton-on-Tees.

### The Task

**You begin the task as follows:**

« Vous habitez à Stockton-on-Tees et je suis la mère / le père d’une famille française qui fait un séjour chez vous. Nous discutons ensemble des visites que nous pourrions faire. Alors, Monsieur / Mademoiselle, je crois que vous avez des questions à me poser. »

In response to the candidate’s questions you answer:

- 1 You would like to do more at weekends
- 2 They would like to do something active

The candidate will suggest a visit to Billingham Forum. During the discussion you comment and ask questions to find out the following information:

- **The activities you can do there**  
(What are the facilities like?)
- **The clubs or teams**  
(Can you have lessons?)
- **The ice rink**
- **When it is open**
- **The cost of skating**
- **What the theatre offers**  
(Does it have a good reputation?)

During the conversation you will also discuss:

- **Why, in the candidate’s opinion, children like to be active**
- **Why it is important to keep healthy**

UCLES

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



## Section A: Listening and Writing

Recommended time for Section A: 1 hour

## Tâche 1 : Exercice d'écoute

## VÉLIB' BY NIGHT

Écoutez le reportage, puis cochez (✓) la bonne case pour compléter chaque phrase selon le sens du texte. [10 points]

\* À noter : Vélib' = système de location de vélos récemment introduit à Paris

- (a) On utilise Vélib' ...
- |          |        |                          |                              |
|----------|--------|--------------------------|------------------------------|
| <b>A</b> | plus   | <input type="checkbox"/> |                              |
| <b>B</b> | autant | <input type="checkbox"/> |                              |
| <b>C</b> | moins  | <input type="checkbox"/> | ... la nuit que le jour. [1] |
- (b) La nuit, on emprunte ...
- |          |                      |                          |     |
|----------|----------------------|--------------------------|-----|
| <b>A</b> | plus de 3000 vélos.  | <input type="checkbox"/> |     |
| <b>B</b> | plus de 5000 vélos.  | <input type="checkbox"/> |     |
| <b>C</b> | moins de 3000 vélos. | <input type="checkbox"/> | [1] |
- (c) Selon Paul, les bus de nuit ne sont pas aussi ...
- |          |        |                          |                   |
|----------|--------|--------------------------|-------------------|
| <b>A</b> | chers  | <input type="checkbox"/> |                   |
| <b>B</b> | rares  | <input type="checkbox"/> |                   |
| <b>C</b> | pleins | <input type="checkbox"/> | ... qu'avant. [1] |
- (d) Selon Paul, le métro ...
- |          |                   |                          |                  |
|----------|-------------------|--------------------------|------------------|
| <b>A</b> | ne roule pas      | <input type="checkbox"/> |                  |
| <b>B</b> | coûte plus cher   | <input type="checkbox"/> |                  |
| <b>C</b> | s'arrête trop tôt | <input type="checkbox"/> | ... la nuit. [1] |
- (e) Romain utilise Vélib' parce que c'est ...
- |          |             |                          |     |
|----------|-------------|--------------------------|-----|
| <b>A</b> | rapide.     | <input type="checkbox"/> |     |
| <b>B</b> | pratique.   | <input type="checkbox"/> |     |
| <b>C</b> | bon marché. | <input type="checkbox"/> | [1] |

3

(f) Quand il sort, Romain ...    **A** boit      
  **B** danse      
  **C** mange        ... un peu trop.    [1]

(g) Avant *Vélib'*, Romain utilisait ...    **A** le taxi.      
  **B** le métro.      
  **C** la voiture.        [1]

(h) Selon Brigitte, les vélos ne roulent pas ...    **A** droit.      
  **B** assez vite.      
  **C** sur la route.        [1]

(i) Brigitte dit que les cyclistes sont ...    **A** impolis.      
  **B** impatients.      
  **C** imprévisibles.        [1]

(j) Brigitte a peur ...    **A** de causer un accident.      
  **B** d'une attaque terroriste.      
  **C** d'être victime d'un cycliste.        [1]



## Tâche 2 : Exercice d'écoute

## LES FRANÇAIS DORMENT MAL

Écoutez le reportage et choisissez dans la liste les mots qui conviennent pour compléter le résumé, selon le sens du passage. Pour chaque phrase, écrivez le mot qui convient dans le blanc. Attention, il y a plus de mots dans la liste que de blancs. [10 points]

activités	conscients	lumière	prise
allégés	consommer	majorité	programmes
améliorer	dépenses	minorité	réguliers
augmenter	diminuer	perte	sport

Le manque de sommeil touche une **(a)** ..... des Français.

On peut **(b)** ..... la situation de façon naturelle

en surveillant ce qu'on va **(c)** ..... le soir

et en évitant les **(d)** ..... qui contribuent à

**(e)** ..... le temps de sommeil.

Les gens ne sont pas toujours **(f)** ..... que le manque de

sommeil peut provoquer une **(g)** ..... de poids, par exemple.

Pour bien dormir, il faut avoir des horaires **(h)** .....

ne pas faire de **(i)** ..... le soir et avoir

peu de **(j)** ..... dans la chambre.

**Task 3: Listening**

**THE POITIERS FILM SCHOOL**

**Listen to the radio broadcast and answer the following questions IN ENGLISH. [15 marks]**

**(a)** Who is this broadcast aimed at?

.....  
..... [2]

**(b)** Give **three** details about the four-day introductory course offered by the Poitiers Film School.

**(i)** ..... [1]

**(ii)** ..... [1]

**(iii)** ..... [1]

**(c)** Name **two** specific areas of the film industry mentioned in the broadcast.

**(i)** .....

**(ii)** ..... [2]

**(d)** Name **two** qualities that are needed to work in the film industry, according to the broadcast.

**(i)** .....

**(ii)** ..... [2]

**(e)** What advice is given to those interested in applying?

**(i)** ..... [1]

**(ii)** ..... [1]

**(iii)** ..... [1]

**(f)** How will the places on the course be allocated?

..... [1]

**(g)** What additional benefit is mentioned and who will receive it?

.....  
..... [2]

**Task 4: Writing**

**Your brother is interested in the idea of a short course at the Poitiers Film School and has drafted this letter in English. He has asked you to put it into FRENCH. You do not have to translate word for word but you should include all the information.**

**[10 marks for Communication + 10 marks for Quality of Language]**

I heard a programme about your courses and I would like to book a place.

One of my subjects at school was media studies, but this was largely theoretical,

so I would be very interested in the practical side. I am available throughout the summer.

When will you inform candidates if they have been successful?

Do you organise accommodation or do students have to do it themselves?



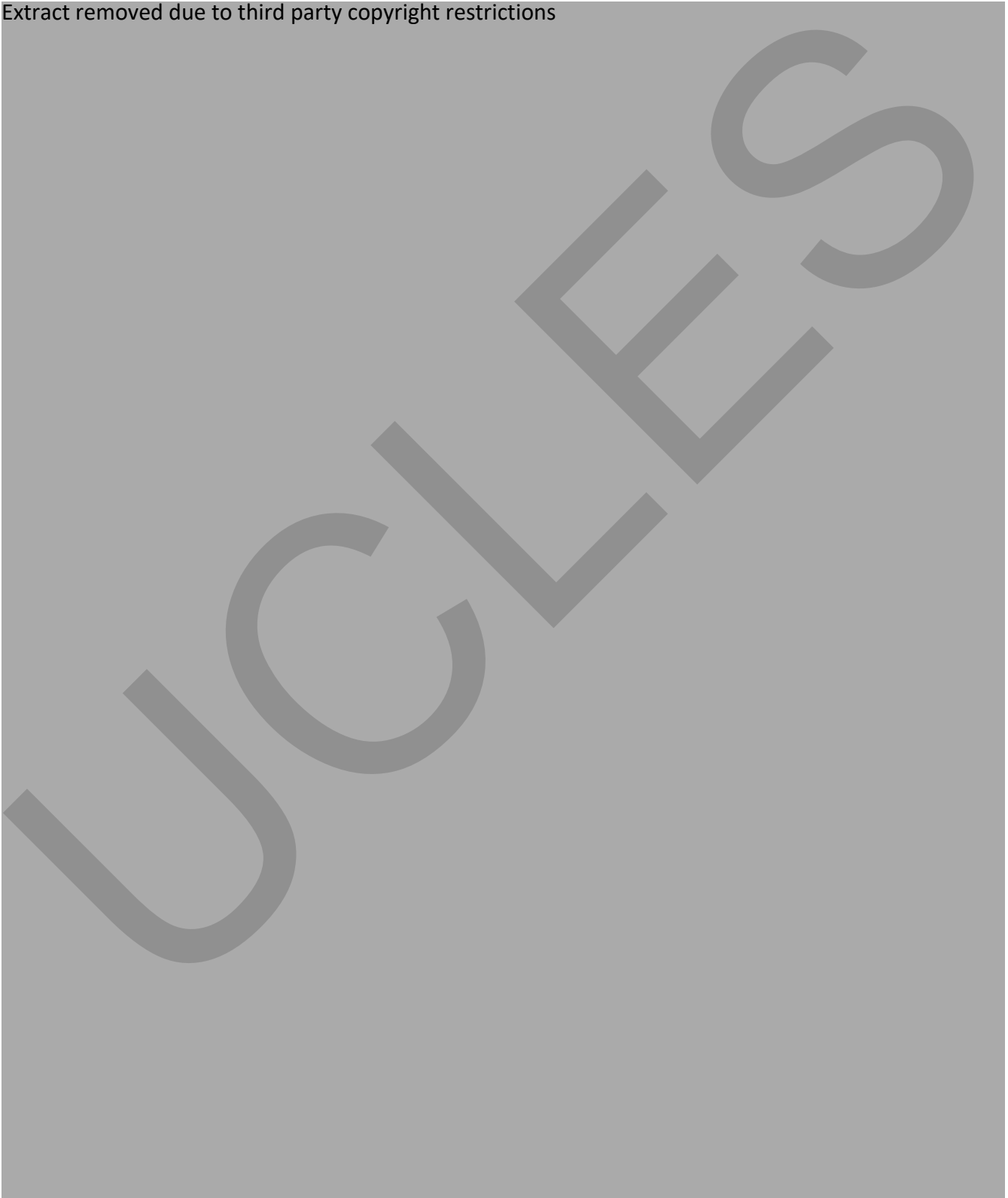
**Section B: Reading and Writing**

*Recommended time for Section B: 1 hour 30 minutes*

**Tâche 5 : Exercice de lecture**

**Lisez cet article**

Extract removed due to third party copyright restrictions



**A. Lisez l'introduction du texte et cochez (✓) les 4 phrases qui sont vraies selon le texte. Si vous cochez plus de 4 cases vous perdrez des points. [4 points]**

- |  |     |                          |
|--|-----|--------------------------|
| (a) Les officiers britanniques se réunissaient annuellement à Badminton House.     | (a) | <input type="checkbox"/> |
| (b) Les officiers britanniques jouaient au badminton en Inde.                      | (b) | <input type="checkbox"/> |
| (c) Pour jouer au jeu indien du <i>poona</i> , il faut une balle.                  | (c) | <input type="checkbox"/> |
| (d) Au début on jouait au badminton avec la main.                                  | (d) | <input type="checkbox"/> |
| (e) Les officiers britanniques étaient assez ingénieux et inventifs.               | (e) | <input type="checkbox"/> |
| (f) Il a fallu un certain temps pour que le badminton devienne un sport olympique. | (f) | <input type="checkbox"/> |
| (g) Le badminton nécessite beaucoup d'énergie.                                     | (g) | <input type="checkbox"/> |
| (h) Il est plus difficile de jouer au badminton quand il y a du monde.             | (h) | <input type="checkbox"/> |

**B. Lisez les raisons 1 à 6. Pour chaque raison, choisissez dans la liste le titre qui convient le mieux, puis écrivez la lettre dans la bonne case. Attention, il y a plus de titres que de raisons. [6 points]**

1	2	3	4	5	6

- A C'est facilement accessible**
- B C'est bon pour garder la forme**
- C Ça détend et ça relaxe**
- D C'est convivial et sympathique**
- E C'est un jeu compétitif**
- F Ça développe l'esprit sportif**
- G Ça développe les capacités mentales**

Tâche 6 : Exercice de lecture

Lisez cet article, puis répondez EN FRANÇAIS aux questions qui suivent sans copier des phrases entières.

[15 points pour compréhension du texte + 10 points pour qualité de la langue]



- (a) Selon le texte, qu'est-ce qui caractérise la maison d'aujourd'hui ?  
..... [1]
- (b) Comment un « ado techno sapiens » est-il défini, selon le texte ? Donnez **deux** détails.  
.....  
..... [2]
- (c) Quand et comment un « ado techno sapiens » utilise-t-il les médias numériques ?
  - (i) ..... [1]
  - (ii) ..... [1]

(d) Donnez **deux** détails concernant Nathalie.

(i) ..... [1]

(ii) ..... [1]

(e) Pourquoi Nathalie est-elle déprimée ?

(i) ..... [1]

(ii) ..... [1]

(f) Comment les relations familiales ont-elles changé à cause des écrans à la maison ?

(i) Selon les ados :

..... [1]

(ii) Selon les parents :

..... [1]

(g) Que fait la fille de Nathalie sur son ordinateur ?

..... [1]

(h) Pourquoi Nathalie est-elle inquiète ?

..... [2]  
.....

(i) Qu'est-ce que Nathalie regrette ?

..... [1]



**Tâche 7 : Exercice de lecture et d'écriture**

Lisez cet article et répondez **EN FRANÇAIS** aux questions qui suivent.

On vous conseille de faire cet exercice sans recopier mot à mot des phrases entières du texte. Si vous copiez plus de 5 mots consécutifs, vous perdrez des points.

200 à 300 mots conseillés.

### INTERDICTION DE FUMER AU VOLANT

Wolfville, une petite municipalité canadienne de 3 600 habitants a pris une mesure inédite dans la lutte contre le tabagisme en votant une loi interdisant de fumer dans les voitures lorsqu'une personne de moins de 18 ans s'y trouve. La population était favorable à cette loi et le conseil municipal l'a adoptée à l'unanimité. Les policiers peuvent imposer une amende de 300 €. Jusqu'à présent, une seule personne a été surprise la cigarette aux lèvres.

« Ce n'est pas l'interdiction du tabagisme dans les voitures où des enfants sont passagers qui me dérange, mais la voiture est un endroit privé et le gouvernement limite ma liberté individuelle, lance un jeune père de famille. Il suffit de baisser les vitres pour diminuer les risques. »

Plusieurs études indiquent qu'en lâchant le volant pour fumer, l'attention du conducteur diminue, donc il y a danger, comme quand on utilise un portable.

Cette loi visant à bannir la « fumée secondaire », équivalent canadien de ce que l'on appelle tabagisme passif, sera-t-elle suivie en France ? Sera-t-il bientôt interdit de fumer au volant ? Les fumeurs diront que, pour changer de vitesse, il faut aussi lâcher le volant. À quand l'interdiction de parler ou d'écouter la radio en conduisant ?

**(a) Votre réponse doit être basée sur le texte.**

Que dit le texte au sujet de Wolfville, de la loi qui y a été votée et des arguments donnés contre cette loi ?

**[Compréhension du texte : 10 points]**

**(b) Maintenant écrivez vos propres opinions.**

Et vous, que pensez-vous de cette idée ? Fumer en conduisant est-ce dangereux ? Devrait-on interdire de le faire ? Devrait-on aller plus loin ? Donnez vos raisons.

**[Réponse personnelle au texte : 20 points]**

**[Qualité de la langue : 20 points]**

**[Total : 50 points]**





.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Section B Total: 85 marks**

UCLES



**ADVANCED SUBSIDIARY GCE  
LISTENING INSTRUCTIONS**  
June 2010

**F702 French  
F712 German  
F722 Spanish**



**1. Test Material**

The question papers and CDs are despatched with the main parcels of question papers.

**2. Preparation for the examinations**

**(a) CDs**

**On receipt and at least three working days before the examination, each CD must be spot-checked, not listened to in full**, in order to ensure that the recording and sound quality are adequate. This **must** be carried out on the centre's premises. A quantity of spare CDs will be provided.

**Immediately after checking, all CDs must be kept under lock and key in the same way as examination question papers.**

**(b) Equipment**

It is a requirement of the examination that candidates have access to equipment which gives them individual control over the recording. Such equipment encompasses both language laboratories and personal playback machines. **It is essential that personal playback machines used have a fast-rewind facility**; centres are urged to check all candidates' equipment as far in advance of the examination as possible, so that alternative arrangements may be made if necessary. Personal playback machines with a special facility for slowing the recording (other than the normal fast-forward and re-winding facilities) may not be used in these examinations.

**Language laboratories**

Where language laboratories are used a check should be made to ensure that all equipment is working correctly.

**Personal playback machines**

Centres should remind candidates to check that batteries are fully charged; where possible, a supply of new batteries and a spare personal playback machine should be kept in the examination room for emergencies.

## Dictionaries

The use of dictionaries is not allowed.

### 3. (a) Accommodation

These Units may be held in any suitable room, including a language laboratory. **It is strongly recommended that candidates using personal playback machines should not be accommodated in rooms with candidates sitting other papers**, because of the potential distraction caused by the switching on and off of the machines.

Where language laboratories are used, it is permissible for each booth to be used (even though they are less than the mandatory 1.5 metres apart), **provided the booths are divided by partitions**. Where this is not the case, alternate booths only may be used.

### (b) Arrangements for large centres

It is recognised that – particularly in large centres – the requirement for candidates to use listening equipment may cause problems, particularly where language laboratories are normally used. **Centres which encounter problems should contact the Subject Officer immediately.**

## 4. Examination Procedures

- (a) It is important that, for the duration of the test, noise within the building should be kept to a minimum.
- (b) Give each candidate one copy of the question paper (which also serves as an answer book), some plain or lined paper for notes, and a copy of the CD.
- (c) Ask the candidates to complete the front page of the answer book, in accordance with the instructions, and, where appropriate, to insert the CD into the machine they are using.
- (d) When all the preliminaries have been completed, inform the candidates of the amount of time they have in which to complete the Unit. Tell them that during the examination they may listen to the recording as many times as they wish. The examination should then be finished in the usual way.
- (e) If there is an emergency during the examination (e.g. equipment failure) OCR should be informed by letter of the length of the disturbance and the action taken.

## 5. After the examination

- (a) The answer books are to be arranged in candidate number order, placed with the completed attendance register in a script envelope to which the appropriate label has been attached, and sent to the examiner using the address label supplied. Nothing apart from the answer books and attendance register must be sent in the script envelope.
- (b) For reasons of security, all CDs must be collected in at the end of the examination. It is not necessary for them to be returned to OCR. Centres may retain them for their own use. They should be kept in secure conditions for at least 24 hours after the examination.



### Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**ADVANCED GCE**  
**FRENCH**  
Speaking

**F703**

TEXT A

**15 March – 15 May 2010**



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INSTRUCTIONS TO CANDIDATES**

- This sheet contains the text for the discussion.
- You have 20 minutes in which to read the text and prepare to discuss the points raised.
- You may make notes on this sheet and take your notes with you into the examination room.
- When the test begins you will be asked to:
  - (a) answer the examiner's questions and give your opinion about the issues raised in the text;
  - (b) discuss with the examiner one of the two sub-topics that you have previously chosen. The topic must refer to France or a French-speaking country.

**You may not use a dictionary or other reference material for the preparation of this task.**

**INFORMATION FOR CANDIDATES**

There are two sections to this paper.

<b>Section A</b>	Discussion of an article	(5 – 6 minutes)	[30 marks]
<b>Section B</b>	Topic Conversation	(10 – 12 minutes)	[30 marks]



**Texte A – Document du Candidat**


**Vous avez 20 minutes pour étudier ce texte.**

**Vous devez :**

- **répondre à des questions sur le texte**
- **discuter les thèmes du texte**
- **donner vos opinions sur « le traitement des personnes âgées ».**

**Le traitement des personnes âgées**

Extract removed due to third party copyright restrictions

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**ADVANCED GCE**  
**FRENCH**  
Speaking

**F703**

TEXT B

**15 March – 15 May 2010**



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INSTRUCTIONS TO CANDIDATES**

- This sheet contains the text for the discussion.
- You have 20 minutes in which to read the text and prepare to discuss the points raised.
- You may make notes on this sheet and take your notes with you into the examination room.
- When the test begins you will be asked to:
  - (a) answer the examiner's questions and give your opinion about the issues raised in the text;
  - (b) discuss with the examiner one of the two sub-topics that you have previously chosen. The topic must refer to France or a French-speaking country.

**You may not use a dictionary or other reference material for the preparation of this task.**

**INFORMATION FOR CANDIDATES**

There are two sections to this paper.

<b>Section A</b>	Discussion of an article	(5 – 6 minutes)	[30 marks]
<b>Section B</b>	Topic Conversation	(10 – 12 minutes)	[30 marks]

**Texte B – Document du Candidat**


**Vous avez 20 minutes pour étudier ce texte.**

**Vous devez :**

- **répondre à des questions sur le texte**
- **discuter les thèmes du texte**
- **donner vos opinions sur « l'utilisation de l'anglais au Rwanda ».**

**L'enseignement au Rwanda sera désormais en anglais**

Extract removed due to third party copyright restrictions

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**ADVANCED GCE**  
**FRENCH**  
Speaking  
TEXT C

**F703**

**15 March – 15 May 2010**



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INSTRUCTIONS TO CANDIDATES**

- This sheet contains the text for the discussion.
- You have 20 minutes in which to read the text and prepare to discuss the points raised.
- You may make notes on this sheet and take your notes with you into the examination room.
- When the test begins you will be asked to:
  - (a) answer the examiner's questions and give your opinion about the issues raised in the text;
  - (b) discuss with the examiner one of the two sub-topics that you have previously chosen. The topic must refer to France or a French-speaking country.

**You may not use a dictionary or other reference material for the preparation of this task.**

**INFORMATION FOR CANDIDATES**

There are two sections to this paper.

<b>Section A</b>	Discussion of an article	(5 – 6 minutes)	[30 marks]
<b>Section B</b>	Topic Conversation	(10 – 12 minutes)	[30 marks]

**Texte C – Document du Candidat**

**Vous avez 20 minutes pour étudier ce texte.**

**Vous devez :**

- **répondre à des questions sur le texte**
- **discuter les thèmes du texte**
- **donner vos opinions sur « les hydroliennes ».**

**Les hydroliennes : une technologie prometteuse**

Extract removed due to third party copyright restrictions

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**ADVANCED GCE**  
**FRENCH**  
Speaking

**F703**

TEXT D

**15 March – 15 May 2010**



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INSTRUCTIONS TO CANDIDATES**

- This sheet contains the text for the discussion.
- You have 20 minutes in which to read the text and prepare to discuss the points raised.
- You may make notes on this sheet and take your notes with you into the examination room.
- When the test begins you will be asked to:
  - (a) answer the examiner's questions and give your opinion about the issues raised in the text;
  - (b) discuss with the examiner one of the two sub-topics that you have previously chosen. The topic must refer to France or a French-speaking country.

**You may not use a dictionary or other reference material for the preparation of this task.**

**INFORMATION FOR CANDIDATES**

There are two sections to this paper.

<b>Section A</b>	Discussion of an article	(5 – 6 minutes)	[30 marks]
<b>Section B</b>	Topic Conversation	(10 – 12 minutes)	[30 marks]

**Texte D – Document du Candidat**

**Vous avez 20 minutes pour étudier ce texte.**

**Vous devez :**

- **répondre à des questions sur le texte**
- **discuter les thèmes du texte**
- **donner vos opinions sur « la haute surveillance dans la société ».**

**Nous sommes tous sous haute surveillance**

Extract removed due to third party copyright restrictions



<sup>1</sup> La CNIL = la Commission nationale de l'informatique et des libertés

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**ADVANCED GCE**  
**FRENCH**  
Speaking

**F703**

TEXT E

**15 March – 15 May 2010**



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INSTRUCTIONS TO CANDIDATES**

- This sheet contains the text for the discussion.
- You have 20 minutes in which to read the text and prepare to discuss the points raised.
- You may make notes on this sheet and take your notes with you into the examination room.
- When the test begins you will be asked to:
  - (a) answer the examiner's questions and give your opinion about the issues raised in the text;
  - (b) discuss with the examiner one of the two sub-topics that you have previously chosen. The topic must refer to France or a French-speaking country.

**You may not use a dictionary or other reference material for the preparation of this task.**

**INFORMATION FOR CANDIDATES**

There are two sections to this paper.

<b>Section A</b>	Discussion of an article	(5 – 6 minutes)	[30 marks]
<b>Section B</b>	Topic Conversation	(10 – 12 minutes)	[30 marks]



## Texte E – Document du Candidat

Vous avez 20 minutes pour étudier ce texte.

Vous devez :

- répondre à des questions sur le texte
- discuter les thèmes du texte
- donner vos opinions sur « l'hôpital public ».

### L'hôpital public peut-il encore nous soigner ?

Extract removed due to third party copyright restrictions

<sup>1</sup> La SOFRES = Société française d'enquêtes par sondage (French public opinion poll institute)



#### Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**ADVANCED GCE**  
**FRENCH**  
Speaking

**F703**

TEXT F

**15 March – 15 May 2010**



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

**INSTRUCTIONS TO CANDIDATES**

- This sheet contains the text for the discussion.
- You have 20 minutes in which to read the text and prepare to discuss the points raised.
- You may make notes on this sheet and take your notes with you into the examination room.
- When the test begins you will be asked to:
  - (a) answer the examiner's questions and give your opinion about the issues raised in the text;
  - (b) discuss with the examiner one of the two sub-topics that you have previously chosen. The topic must refer to France or a French-speaking country.

**You may not use a dictionary or other reference material for the preparation of this task.**

**INFORMATION FOR CANDIDATES**

There are two sections to this paper.

<b>Section A</b>	Discussion of an article	(5 – 6 minutes)	[30 marks]
<b>Section B</b>	Topic Conversation	(10 – 12 minutes)	[30 marks]

**Texte F – Document du Candidat**

**Vous avez 20 minutes pour étudier ce texte.**

**Vous devez :**

- **répondre à des questions sur le texte**
- **discuter les thèmes du texte**
- **donner vos opinions sur « les problèmes de l'Éducation nationale ».**

**Des parents disent « non » à l'Éducation nationale**

Extract removed due to third party copyright restrictions

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



**ADVANCED GCE  
FRENCH**

Listening, Reading and Writing 2

**F704**

Candidates answer on the question paper

**OCR Supplied Materials:**

- Special Sheet (inserted)
- CD

**Other Materials Required:**

None

**Thursday 24 June 2010  
Afternoon**

**Duration: 2 hours 45 minutes**



Candidate Forename		Candidate Surname	
--------------------	--	-------------------	--

Centre Number										Candidate Number				
---------------	--	--	--	--	--	--	--	--	--	------------------	--	--	--	--

**INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do **not** write in the bar codes.
- Write your answer to each question in the space provided, however additional paper may be used if necessary.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **140**.
- There are three sections in this paper:  
**SECTION A: 35 marks Listening and Writing**  
**SECTION B: 60 marks Reading and Writing**  
**SECTION C: 45 marks Writing**
- You will be awarded marks for the quality of written communication in French and English.
- Dictionaries are **not** allowed.
- This document consists of **20** pages. Any blank pages are indicated.

Examiner's Use Only:	
Section A	
Section B	
Section C	
<b>Total</b>	

**Section A: Listening and Writing**

*Recommended time for Section A: 30 minutes*

**Task 1: Listening**

**LUC BESSON – A MULTI-TALENTED ARTIST**

**Listen to the interview with Luc Besson and answer the following questions IN ENGLISH.**

**[10 marks]**

**(a)** During Luc Besson’s childhood, what limitations led him to take an interest in comic strips?

.....  
..... [2]

**(b)** What did his father do that prompted Luc’s interest in comic strips?

.....  
..... [2]

**(c)** What shocked Luc Besson in 2005?

**(i)** ..... [1]

**(ii)** ..... [1]

**(iii)** ..... [1]

**(d)** According to Luc Besson, in what way can computers harm young people?

..... [1]

**(e)** What should young people do instead of sitting at computers?

.....  
..... [2]

## Tâche 2 : Exercice d'écoute

## LA PEINE DE MORT

Écoutez cette interview avec Robert Badinter et répondez EN FRANÇAIS aux questions suivantes.

[20 points pour compréhension du texte + 5 points pour la qualité de la langue]

(a) Qu'est-ce que Robert Badinter a réussi à faire en 1981?

..... [1]

(b) Pourquoi, selon Robert Badinter, la peine de mort ne devrait-elle pas exister dans une démocratie?

.....  
..... [2]

(c) Pourquoi les dictatures pratiquent-elles la peine de mort?

..... [1]

(d) Que se passe-t-il quand un état passe de la dictature à la démocratie?

..... [1]

(e) (i) Comment Robert Badinter répond-il à ceux qui considèrent que la peur de la peine de mort peut dissuader les criminels?

.....  
..... [2]

(ii) Quel exemple donne-t-il?

.....  
..... [2]

(f) Selon Robert Badinter, quels facteurs peuvent influencer les décisions judiciaires?

.....  
.....  
.....  
.....  
.....  
.....

[6]

(g) Comment Robert Badinter explique-t-il la condamnation de Christian Ranucci?

.....  
.....

[2]

(h) (i) Aux États-Unis, quelle découverte a-t-on faite grâce aux analyses ADN?

.....  
.....

[2]

(ii) Quelle a été la conséquence de cette découverte?

.....

[1]

**Section A Total [35]**

**Section B: Reading and Writing**

*Recommended time for Section B: 1 hour*

**In Section B there are 5 marks for Quality of Language.**

**Pour faciliter votre travail, ce texte est aussi imprimé sur la feuille spéciale.**

**Tâches 3 à 6**

**À noter : les tâches 3 à 6 se rapportent toutes au même texte, « La médecine à la française doit se réinventer ».**

**La médecine à la française doit se réinventer**

1 Extract removed due to third party copyright restrictions

2

3

4

5

\* cotisations = contributions financières à la Sécurité sociale



## Tâche 3

## Paragraphe 1, 2 et 3

Faites correspondre les moitiés de phrase. Écrivez les numéros dans les cases. Attention ! Il y a plus de fins de phrase que de débuts de phrase. [4 points]

(a) La qualité des traitements ...

(b) La technique du séquençage de l'ADN ...

(c) Le patient ...

(d) Le médecin ...

1 ... est de moins en moins chère.

2 ... pourra traiter ses clients avant qu'ils ne tombent malades.

3 ... profitera d'un traitement individuel.

4 ... progresse de plus en plus lentement.

5 ... va s'améliorer.

6 ... va peut-être empirer les choses.

**Tâche 4****Paragraphe 1, 2 et 3**

**Remplissez chaque blanc avec un verbe qui correspond au sens du texte. [7 points]**

- (a) Selon l'auteur de cet article, nous ..... changer notre attitude envers la santé. [1]
- (b) Il espère que tout le monde va ..... des progrès de la médecine. [1]
- (c) Grâce à la technique du séquençage de l'ADN, on ..... décoder le génome d'un individu. [1]
- (d) À l'avenir, quand on ..... un traitement, la dose appropriée va ..... de l'individu. [2]
- (e) On va commencer à ..... les gens alors qu'ils sont encore en bonne santé. [1]
- (f) Il y a cinq ans, on ne pouvait pas imaginer que certaines techniques médicales ..... possibles. [1]

**Tâche 5****Paragraphe 4 et 5**

Trouvez dans le texte les expressions qui sont l'équivalent EXACT des expressions suivantes. [4 points]

(a) de l'Ouest

..... [1]

(b) se multiplier

..... [1]

(c) faire face

..... [1]

(d) décisions difficiles

..... [1]

## Tâche 6

## Paragraphe 4 et 5

Répondez EN FRANÇAIS aux questions suivantes. Utilisez vos propres mots autant que possible. [10 points]

- (a) (i) Quelle pratique les médecins favorisent-ils à l'heure actuelle?  
 ..... [1]
- (ii) Pour quels patients cette pratique est-elle recommandée?  
 ..... [1]
- (b) Quelles maladies deviennent plus courantes en France, et pourquoi?
- (i) ..... [1]
- (ii) ..... [1]
- (c) Que dit le texte au sujet du financement de la santé
- (i) dans le passé?  
 ..... [1]
- (ii) maintenant et à l'avenir?  
 .....  
 .....  
 ..... [3]
- (d) Dans quelles circonstances l'assurance-maladie ne sera-t-elle plus en mesure de couvrir les soins courants?
- (i) ..... [1]
- (ii) ..... [1]

## Tâches 7 à 10

À noter : les tâches 7 à 10 se rapportent toutes au même texte, « Ils se bougent pour la planète ».

Pour faciliter votre travail, ce texte est aussi imprimé sur la feuille spéciale.

**Ils se bougent pour la planète**

1 Extract removed due to third party copyright restrictions

2

3



## Tâche 8

## Paragraphe 1

Expliquez EN FRANÇAIS EN VOS PROPRES TERMES les expressions suivantes, qui sont soulignées dans le texte. [5 points]

(a) privilégie

..... [1]

(b) consommer

..... [1]

(c) retraités

..... [1]

(d) trient

..... [1]

(e) On manque

..... [1]

## Tâche 9

## Paragraphe 2 et 3

Répondez EN FRANÇAIS aux questions suivantes. Utilisez vos propres mots autant que possible. [10 points]

(a) Sur quel point est-ce que tout le monde s'est mis d'accord?

..... [1]

(b) (i) Qu'est-ce qui explique le comportement des gens?

..... [1]

(ii) Donnez deux exemples.

.....  
 ..... [2]

(c) Selon l'auteur de ce texte, qui est responsable de la protection de l'environnement?

..... [1]

(d) (i) Qui sont les « éco-délégués »?

.....  
 ..... [2]

(ii) Quel est leur rôle?

..... [1]

(e) Qu'est-ce qui montre que les éco-délégués ont dû lutter pour instaurer le tri sélectif?

.....  
 ..... [2]



## Tâche 10

## Paragraphe 2 et 3

Complétez les phrases suivantes selon le sens du texte. Vous pouvez utiliser un ou plusieurs mots. [5 points]

(a) Il ne serait pas ..... que le reste du monde consomme autant que les ..... [2]

(b) Les éco-délégués ..... les autres à être plus ..... de l'environnement. [2]

(c) Le projet des éco-délégués n'a pas encore été adopté ..... [1]

**Section B Total [60]**

**Section C: Writing**

*Recommended time for Section C: 1 hour 15 minutes*

Répondez à **UNE** des questions de cette section en **FRANÇAIS**. Vous devez écrire un minimum de 250 mots. Nous vous recommandons de ne pas dépasser 400 mots.

Les exemples et les informations que vous donnerez dans votre dissertation doivent tous se rapporter au monde francophone.

Les mots 'France' et 'français' se rapportent à tous les pays francophones.

Les questions se trouvent aussi sur la feuille spéciale.

**11 Questions de Société : Chômage – causes et conséquences**

Les conséquences du chômage en France sont-elles entièrement négatives? Justifiez votre réponse.

**12 Questions de Société : Intégration et exclusion**

Vous appartenez à un groupe ethnique en France qui est victime de la discrimination. Écrivez un article pour un site web où vous avancez des arguments pour la tolérance et pour une plus grande compréhension mutuelle.

**13 L'Environnement : Les sources d'énergie**

Dans quelle mesure les énergies renouvelables pourront-elles satisfaire aux besoins des Français dans les vingt années à venir?

**14 L'Environnement : Pollution – causes, conséquences et solutions**

Écrivez une lettre à votre député pour vous plaindre des effets de la pollution dans la ville que vous habitez en France. Demandez-lui d'agir et expliquez-lui les conséquences d'un refus.

**15 Science et Technologie : Développements technologiques**

À votre avis, qui a profité le plus – les élèves ou les enseignants – des développements technologiques dans l'éducation en France? Justifiez votre réponse.

**16 Science et Technologie : Avancées scientifiques**

Écrivez un article pour un magazine francophone où vous expliquez l'importance d'une avancée scientifique de votre choix. Jusqu'à quel point cette avancée a-t-elle amélioré la vie de tous les Français?

**17 Culture : La politique**

Comment la vie d'un Français typique a-t-elle été affectée par la politique du gouvernement pendant les dix dernières années? Le gouvernement a-t-il pris de bonnes décisions? Justifiez votre opinion.

**18 Culture : Le patrimoine**

Écrivez un article pour un site web où vous parlez d'une ancienne colonie française – par exemple l'Algérie ou le Sénégal. Dans quelle mesure existe-t-il encore une influence française dans ce pays?

**Relevance and points of view [10]**

**Structure and analysis [15]**

**Quality of language [20]**



Handwriting practice lines consisting of 20 horizontal dotted lines.

UNCLE S

UNCLE S

Section C Total [45]  
Paper Total [140]

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.