

Year 13 A Level French Student Handbook

ASPECTS OF FRENCH-SPEAKING SOCIETY - CURRENT TRENDS (Year 12):

La famille en voie de changement
La Cyber-Société
Le rôle du bénévolat

ARTISTIC CULTURE IN THE FRENCH - SPEAKING WORLD (Year 12):

Une culture fière de son patrimoine
La musique francophone contemporaine
Cinéma : le septième art

AQA A Level French

ASPECTS OF FRENCH-SPEAKING SOCIETY: CURRENT TRENDS (Year 13):

Les aspects positifs d'une société diverse
Quelle vie pour les marginalisés?
Comment on traite les criminels

ASPECTS OF POLITICAL LIFE IN THE FRENCH-SPEAKING WORLD (Year 13):

Les ados, le droit de vote et l'engagement
politique
manifestations, grèves – à qui le pouvoir ?
La politique et l'immigration

Course Overview

Timeline	Teacher 1:	Teacher 2:		Assessment
Sept – Oct	Aspects of French-speaking society: current issues			Common Deadline w/c 26 th Sept
	Les aspects positifs d'une société diverse - L'enrichissement dû à la mixité ethnique - Diversité, tolérance et respect - Diversité – un apprentissage pour la vie	Comment on traite les criminels - Quelles attitudes envers la criminalité	« No et Moi » - Synopsis - Reviews of the book - Initial impressions -- Political and social background to the book	
October Half Term				
Nov - Dec	Quelle vie pour les marginalisés ? - Qui sont les marginalisés ? - Quelle aide pour les marginalisés ? - Quelles attitudes envers les marginalisés	- La prison – échec ou succès ? - D'autres sanctions	- Characters and characterisation - Essay writing – structure	
Christmas Holidays				
Jan – Feb	Aspects of political life in the French-speaking world			Mock Exams w/c 9 th Jan
	Les ados, le droit de vote et l'engagement politique - Pour ou contre le droit de vote ? - Les ados et l'engagement politique – motivés ou démotivés ? - Quel avenir pour la politique ?	Manifestations, grèves – à qui le pouvoir ? - Le pouvoir des syndicats	- Key themes - Development of themes - Essay writing – content and analysis	
February Half Term				
Feb – March	La politique et l'immigration - Solutions politiques à la question de l'immigration - L'immigration et les partis politiques - L'engagement politique chez les immigrés	- Manifestations et grèves – sont-elles efficaces ? - Attitudes différentes envers ces tensions politiques	- Key events - Literary techniques Essay writing - evidence	
Easter Holidays				
April – May	Revision : - Paper 1 exam revision and preparation - Paper 3 exam revision and preparation	Revision : - Paper 1	Revision: - Paper 2	Paper 3 (Speaking) exam
June	Revision (cont) : - Paper 1 exam revision and preparation	Revision (cont) : - Paper 1	Revision (cont) : - Paper 2	Paper 1 Exam Paper 2 Exam

Topic Overview

As you cover the Year 13 themes and sub-themes in class, use the list below to track your progression through the topics.

	Covered in class	Vocabulary (Memrise)	Speaking Questions	Revision Tasks
Aspects of French-speaking society: current issues				
Les aspects positifs d'une société diverse (Positive features of a diverse society)				
L'enrichissement dû à la mixité ethnique				
Diversité, tolérance et respect				
Diversité – un apprentissage pour la vie				
Quelle vie pour les marginalisés ? (Life for the marginalised)				
Qui sont les marginalisés ?				
Quelle aide pour les marginalisés ?				
Quelles attitudes envers les marginalisés ?				
Comment on traite les criminels (How criminals are treated)				
Quelles attitudes envers la criminalité ?				
La prison – échec ou succès ?				
D'autres sanctions				

Aspects of political life in the French-speaking world				
Les ados, le droit de vote et l'engagement politique (Teenagers, the right to vote and political commitment)				
Pour ou contre le droit de vote ?				
Les ados et l'engagement politique – motivés ou démotivés ?				
Quel avenir pour la politique ?				
Manifestations, grèves – à qui le pouvoir ? (Demonstrations, strikes – who holds the power?)				
Le pouvoir des syndicats				
Manifestations et grèves – sont-elles efficaces ?				
Attitudes différentes envers ces tensions politiques				
Politics and immigration (La politique et l'immigration)				
Solutions politiques à la question de l'immigration				
L'immigration et les partis politiques				
L'engagement politique chez les immigrés				

Grammar

Knowledge and understanding of grammar are essential to success at A Level. It will take lots of learning and practise to get to grips with the grammar, but your hard work will pay off. Below is a list of all the grammar you will cover in Year 12 and Year 13.

Nouns

- Gender
- Singular and plural forms

Articles

- Definite
- Indefinite
- Partitive

Adjectives

- Agreement
- Position
- Comparative and superlative
- Use of adjectives as nouns: *les Anglais*
- Demonstrative: *ce, cet, cette, ces*
- Indefinite: *autre, chaque, même, quelque*
- Possessive: *mon, ma, mes, etc*
- Interrogative and exclamatory: *quel, quelle*

Numerals

- Cardinal: eg *un, deux*
- Ordinal: eg *premier, deuxième*
- Expression of time and date

Adverbs

- Formation of adverbs in *-ment*
- Comparative and superlative
- Interrogative: *combien (de), comment, où, quand*

Quantifiers/intensifiers

- assez, beaucoup, moins, plus, très, trop*

Pronouns

- Personal: subject, including *on*
- Object: direct and indirect
- Disjunctive/emphatic personal: *moi/moi-même*
- Position and order
- Reflexive
- Relative: *qui, que, dont, lequel, ce qui, ce que*
- Demonstrative: *celui, celle, ceux, celles*
- Indefinite: *quelqu'un, quelque chose*
- Possessive: *le mien*
- Interrogative: *qui, que, quoi*
- Use of *y, en*

Conjunctions

- Coordinating conjunctions: *et, ou, mais*
- Subordinating conjunctions

Verbs

- Conjugation of regular *-er, -ir, -re* verbs
- Modal verbs
- Principal irregular verbs
- Reflexive verbs
- Agreement of verb and subject
- Modes of address: *tu, vous*
- Impersonal verbs
- Constructions with verbs
- Verbs followed by an infinitive
- Dependent infinitives: *faire réparer*
- Perfect infinitive: *après avoir fait*
- Negative forms
- Interrogative forms
- Present participle: *en arrivant*
- Past participle
- Passive voice
- Subjunctive mood

Tenses

- present
- Perfect, including agreement of pp
- imperfect
- future
- conditional
- pluperfect
- future perfect
- conditional perfect
- past historic (R)

Negation

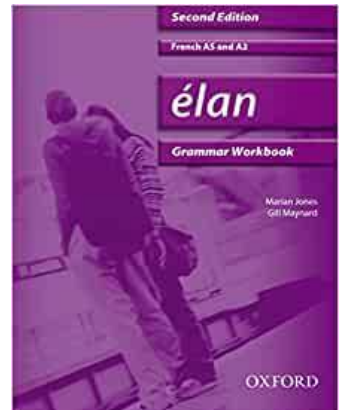
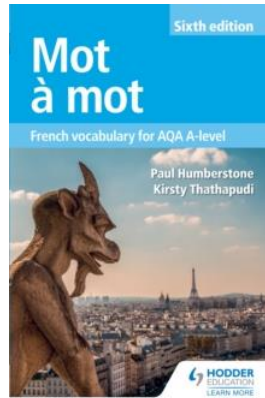
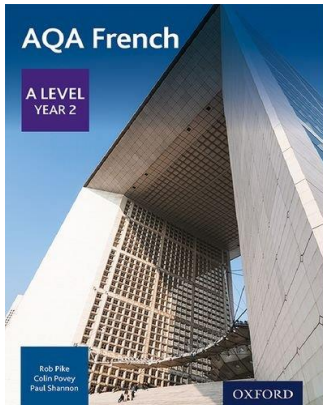
- Use of negative particles: *ne...pas, ne ...rien*
- Use of *ne* with negative subjects: *Personne ne sait*

Other grammar

- Prepositions
- Questions
- Commands
- Word order: Inversion after speech
- Indirect speech
- Time expressions with *depuis* and *il y a*
- Discourse markers: *Au contraire, En fait*
- Fillers: *alors, bon*
- Word order: Inversion after adverbs

Resources

The following books will be used through the course.



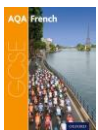
You will be loaned a copy of the AQA textbook and given access to the digital resources on Kerboodle.

You will also be given a French copy of « **No et Moi** », which you can annotate and keep.

Mot à Mot is a great vocabulary book for A Level French.

A grammar reference book may also be useful.

Online resources and apps are also a great way to support your language learning, so please download useful ones and use them.



Kerboodle is the online French text book we use in class, which contains reading, listening, grammar and vocab tasks. You will need a username and password to access it.

Username: _____

Password: _____

Institution Code: **nf0**



WordReference is a free online dictionary and an essential app for studying A Level French. There are also a verb conjugations to help check your verbs.



Memrise is a great vocabulary learning tool. It uses spaced repetition to help you learn words. Join the class group and get learning!

Username: _____

Password: _____



Quizlet is another great website for learning vocabulary and phrases. Create your own or follow a set list.

Username: _____

Password: _____



Duolingo is also a useful resource for independent language learning. They also create podcasts on cultural French topics, which can enhance your listening skills.



Languages online is great for practising grammar and the verb busters are great for drilling verbs: <https://www.languagesonline.org.uk/French>

Organisation

A well organised file is the key to success at A Level. If you keep to the guidelines below, you will be fully prepared for lessons and meeting work expectations.

Please purchase an A4 Lever Arch Folder and a set of dividers, labelling them as follows:

- Student Handbook, including Course Overview and Exam Information
- Topics (including knowledge organisers, vocabulary and topic assessments):
 - Les aspects positifs d'une société diverse
 - Quelle vie pour les marginalisés?
 - Comment on traite les criminels.
 - Les ados, le droit de vote et l'engagement politique
 - Manifestations, grèves – à qui le pouvoir?
 - La politique et l'immigration
- No et Moi
- IRP
- Grammar

In class we will continue to use an exercise book, where you can do your class and homework tasks, as well as note useful vocabulary.

- ✓ When you are given hand-outs, please ensure that they are filed in the appropriate section of your folder.
- ✓ If you miss a lesson for any reason, it is your responsibility to get a copy of anything handed out.
- ✓ It is essential that you bring your file to every lesson. As you work through the course your folder will get very full. You may want to leave the large file at home or in an MFL classroom and just bring a smaller file to school on a daily basis.
- ✓ Weekly homework will be set on Class Charts. You will be set approximately one hour's homework for every hour you have in class. Homework must be submitted on time.

Independent Learning

Classroom learning is only part of your A Level French course. To truly excel in the subject, we expect you to complete some super curricular learning.

Below are some ideas of what you can do to learn French independently:



Online streaming has made it easier for us to watch French TV series and films. **Netflix** has some great French series, such as *Call My Agent*, and *Lupin* and films, such as *Amélie* and *Untouchables*. Just make sure that you select the French soundtrack and English subtitles. You can also find many French films on Amazon Prime too.



Channel 4's streaming service, **4oD**, also has a great choice of world dramas, including those from France, Belgium and Luxembourg. There are a number of crime dramas that will greatly enhance the criminalité topic.



There are a number of podcasts for French learners, which allow you to follow a transcript at the same time. These include **Duolingo**, **Coffee Break**, **News in Slow French**, **French Blabla**.



1jour1actu is a news website for children, but it is a great way to learn the basics about any topic, from immigration to festivals and from politics to prisons.



Lyrics Training is a great app for language learners who also enjoy music. It creates gap fill tasks, which train both your listening skills and vocabulary simultaneously. It is a great way to complement they music topic and find out about French musicians.



France 24 is a French news channel in English. It is a great way of keeping up with global stories that are affecting French-speaking countries. The BBC news website is also a good place to keep up with the key events taking place in France.



BFMTV is a French digital news channel and a good way to keep up with the headlines affecting France.



YouTube also contains a varied amount of French material, from Easy French videos to grammar explanations. Exploring its French content will complement your understanding of the cyber-société topic. You may enjoy following France's most successful YouTubers, Cyprien and Norman, listening to Sarah's French cover songs or to Damon and Jo who teach you how to sound more French when you speak.

You will also see the French Assistant once a week in small groups to practise speaking French. This is a compulsory lesson.

Reading

In addition to reading your set text at A Level, it would be good to read another French novel on your own. Here are some suggestions.

- Molière *Le Tartuffe*
- Voltaire *Candide*
- Guy de Maupassant *Boule de Suif et autres contes de la guerre*
- Albert Camus *L'étranger*
- Françoise Sagan *Bonjour tristesse*
- Claire Etcherelli *Elise ou la vraie vie*
- Joseph Joffo *Un sac de billes*
- Faïza Guène *Kiffe kiffe demain*
- Philippe Grimbert *Un secret*

Independent Learning Log

Date	Independent Learning	What I learnt (skills, vocab):

Exam Breakdown

Paper 1: Listening, reading and writing

What's assessed

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

How it's assessed

- Written exam: 2 hours 30 minutes
- 100 marks
- 50 % of A-level

Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in French, to be answered with non-verbal responses or in French (30 marks).

- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in French, to be answered with non-verbal responses or in French (50 marks).

- Translation into English; a passage of minimum 100 words (10 marks).
- Translation into French; a passage of minimum 100 words (10 marks).

No access to a dictionary during the assessment.

Paper 2: Writing	+ Paper 3: Speaking
<p>What's assessed</p> <ul style="list-style-type: none"> • One text and one film or two texts from the list set in the specification • Grammar 	<p>What's assessed</p> <ul style="list-style-type: none"> • Individual research project • One of four themes ie Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours • 80 marks in total • 20 % of A-level 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Oral exam: 21–23 minutes (including 5 minutes preparation time) • 60 marks in total • 30 % of A-level
<p>Questions</p> <ul style="list-style-type: none"> • Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French on set texts from a choice of two questions on each text. • All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film). <p>No access to texts or films during the assessment.</p> <p>No access to a dictionary during the assessment.</p> <p>Students are advised to write approximately 300 words per essay.</p>	<p>Questions</p> <ul style="list-style-type: none"> • Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks). • Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks). <p>No access to a dictionary during the assessment (including 5 minutes preparation).</p> <p>Students may take the assessment only once before certification.</p> <p>Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.</p>

Mark Schemes

Paper 1 (Summary Tasks)

- 7 marks awarded for content
- 5 marks awarded for AO3 (Quality of Language)

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

Approximate Grade boundaries for a summary task:

A*	A	B	C	D	E	U
11 - 12	10	8 - 9	7	6	5	0 - 4

.....

When marking for AO3, AQA states the following about serious and minor errors:

Minor errors	Serious errors
<p>Minor errors are defined as those which do not affect communication.</p> <p>Minor errors include:</p> <ul style="list-style-type: none"> • incorrect but close to correct spellings • incorrect genders and consequential errors of agreement • incorrect or missing accents unless these alter the meaning. 	<p>Serious errors are defined as those which adversely affect communication.</p> <p>Serious errors include:</p> <ul style="list-style-type: none"> • incorrect verb forms especially irregular forms • incorrect use of pronouns • missing or incorrect agreements of adjectives or past participles.

Paper 2 (Writing)

AO3 (Manipulation of Language)	
17–20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13–16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9–12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5–8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

AO4 (Knowledge and Understanding)	
17–20	Excellent critical and analytical response to the question set Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
13–16	Good critical and analytical response to the question set Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
9–12	Reasonable critical and analytical response to the question set Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
5–8	Limited critical and analytical response to the question set Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
1–4	Very limited critical and analytical response to the question set A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
0	The student produces nothing worthy of credit in response to the question.

Approximate grade boundaries for an essay:

A*	A	B	C	D	E	U
36	32	28	23	19	15	0 – 14



French German Spanish A-level speaking tests

Examiner mark summary sheet

AL/MFL/EXMS

Centre no.

Candidate no.

Candidate name

Circle the 2 cards given out.

Then cross through the unused card.

A01		A02		A03		A04			
5 Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements	5 Students' responses show that they have a very good understanding of the material on the card.	9 – 10 A wide range of varied vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	5 Very good critical and analytical response. Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme	7 – 8 A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good	4 Good critical and analytical response. Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme	3 Reasonable critical and analytical response. Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme	2 Limited critical and analytical response. Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme	1 Very limited critical and analytical response. A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme	0 Nothing in the performance is worthy of a mark.
4 Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements	4 Students' responses show that they have a good understanding of the material on the card.	7 – 8 A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good	4 Good critical and analytical response. Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme	5 – 6 Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	3 Reasonable critical and analytical response. Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme	2 Limited critical and analytical response. Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme	1 Very limited critical and analytical response. A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme	0 Nothing in the performance is worthy of a mark.	
3 Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	3 Students' responses show that they have some understanding of the material on the card.	5 – 6 Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	3 Reasonable critical and analytical response. Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme	3 – 4 Little variety of vocabulary and is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	2 Limited critical and analytical response. Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme	1 Very limited critical and analytical response. A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme	0 Nothing in the performance is worthy of a mark.		
2 Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	2 Students' responses show that they have a limited understanding of the material on the card.	3 – 4 Little variety of vocabulary and is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	2 Limited critical and analytical response. Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme	1 – 2 Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	1 Very limited critical and analytical response. A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme	0 Nothing in the performance is worthy of a mark.			
1 Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	1 Students' responses show that they have a very limited understanding of the material on the card.	1 – 2 Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	1 Very limited critical and analytical response. A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme	0 Nothing in the performance is worthy of a mark.	0 Nothing in the performance is worthy of a mark.	0 Nothing in the performance is worthy of a mark.			
A01 MARK /5	A02 MARK /5	A03 MARK /10	A04 MARK /5	PART ONE TOTAL MARK /25					

Approximate grade boundaries for a speaking card:

A*	A	B	C	D	E	U
23 - 25	20 - 22	17 - 19	14 - 16	12 - 13	9 - 11	0 - 8

Clever bits

For the top marks, you need to show that you are using more complex A Level structures.

- **'Si' clauses**
 - Si + present, future**
Si on regarde trop de télévision, on deviendra très paresseux.
 - Si + imperfect, conditional**
Si tout le monde ne faisait pas d'exercice, le taux d'obésité augmenterait.
 - Si + pluperfect, conditional perfect**
Si je n'avais pas regardé la télé hier soir, j'aurais fait mes devoirs !

- **Perfect infinitive**
 - Après avoir + past participle**
Après avoir terminé leurs études, la plupart des élèves les continuent à la faculté.
 - Après être + past participle**
Après s'être divorcés, les parents de mon ami ont continué d'être amicaux.

- **venir de = to have just** *Je viens de lire un roman politique.*

- **En + present participle** *En lisant le journal, je me tiens au courant de ce qui se passe dans le monde.*

- **Quand + future, future** *Quand je rentrerai en vacances, je parlerai anglais comme un Anglais.*

- **Depuis + present** *J'apprends le français depuis six ans.*

- **Infinitive**
 - Au lieu de + inf**
Au lieu de regarder la télé, les jeunes préfèrent être sur ligne.
 - Avant de + inf**
Avant de manger le petit déjeuner, mon père regarde toujours les actualités à la télé.
 - pour/afin de + inf**
Les publicités se passent à la télé, afin de vendre les produits.

 - Infinitive as subject of the sentence**
*Ecouter la musique est un passe-temps préféré des jeunes aujourd'hui.
Trop fumer est mauvais pour la santé.*

- **Dont**
 - La façon dont...*
 - ... dont on a besoin.*
 - ... dont je parle.*
 - ... dont je me sers.*
 - ... dont je me souviens.*

➤ **Subjunctive**

Bien qu'il soit.../Quoiqu'il soit

Bien qu'il soit important de manger sainement, on peut manger ce qu'on veut de temps en temps.

Pour qu'on puisse ...

À moins qu'il n'y ait ...

Pourvu que/À condition que je fasse ...

Je ne pense pas que...

Je ne crois pas que... on puisse...

Il est nécessaire que... ce soit...

Il est important que... il y ait...

Il semble que...

Des synonymes utiles

Je pense que

Je crois que
Je trouve que
J'estime que
Je considère que
Je soutiens que
Je suppose que
Je dirais que
Il me semble que
Il me paraît que

A mon avis

Selon moi
D'après moi
A mon sens
Personnellement

mais

par contre
cependant
pourtant
néanmoins
toutefois
de toute façon
en revanche
au contraire

et

d'ailleurs
par ailleurs
ainsi que
en outre
aussi bien que

il y a

il reste
il existe
il paraît
il semble

donc

du coup
par conséquent
par la suite
pour cette raison
il s'avère que
c'est-à-dire

parce que

car
vu que
puisque
étant donné que
à cause de
en raison de
grâce à
la raison pour laquelle

comme...

par exemple...
tel(le)(s) que

**D'une côté...,
... de l'autre côté...**

D'une part...,
... de l'autre part...
Bien que + *subj*
Venons au revers de la
médaille...

les gens

les personnes
tout le monde
certains
la société
le grand public

quelquefois

de temps en temps
parfois

il s'agit de

quant à
en ce qui concerne
à propos de
par rapport à

Dans le passé

autrefois
à ce moment-là

Maintenant

en ce moment
à l'heure actuelle
actuellement
de nos jours

à l'avenir

aussitôt que possible
désormais
dans les années à venir

très

vraiment
tellement
extrêmement

premièrement

tout d'abord
réfléchissons d'abord

enfin

finalement
en somme
pour résumer
dans l'ensemble

