

# Year 12 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 ISSUES (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

Time	Teacher 1	Teacher 2	Assessment	
Sep	<ul style="list-style-type: none"> <li>- Nouns, adjectives and articles</li> <li>- Pronouns</li> <li>- Imperfect Tense</li> <li>- Near and Simple Future Tenses</li> </ul>	<ul style="list-style-type: none"> <li>- Present Tense</li> <li>- Perfect Tense</li> <li>- Forming Questions</li> <li>- Negatives</li> </ul>		
Oct - Nov	<b>Artistic Culture in the French-speaking world</b>		Common deadline	
	<b>Le Septième art</b> <ul style="list-style-type: none"> <li>- Pourquoi le septième art</li> <li>- Évolution du cinéma : les grandes lignes</li> </ul>	<b>La Haine</b> <ul style="list-style-type: none"> <li>- Synopsis</li> <li>- Initial impressions</li> <li>- Reviews of the film</li> <li>- Political and social background to the film</li> </ul>		<b>Aspects of French-speaking Society: Current Trends</b> <ul style="list-style-type: none"> <li>- <b>La famille en voie de changement</b></li> <li>- La vie de couple: nouvelles tendances</li> <li>- Monoparentalité, homoparentalité, familles recomposées</li> <li>- Grands-parents, parents et enfants : soucis et problèmes</li> </ul>
Dec - Jan	<ul style="list-style-type: none"> <li>-Le cinéma : une passion nationale</li> </ul>	<ul style="list-style-type: none"> <li>- Characters and characterisation</li> <li>- Essay writing – structure</li> </ul>	<b>Le rôle du bénévolat</b> <ul style="list-style-type: none"> <li>- Qui sont et que font les bénévoles</li> <li>- Le bénévolat : quelle valeur pour ceux qui sont aidés</li> <li>- Le bénévolat : quelle valeur pour ceux qui aident</li> </ul>	End of unit assessment for le septième art and le bénévolat
Feb - Mar	<b>Aspects of French-speaking Society: Current Trends</b>		le patrimoine end of unit assessment	
	<b>La «cyber-société»</b> <ul style="list-style-type: none"> <li>-Comment la technologie facilite la vie quotidienne</li> <li>- quels dangers la cyber-société pose-t-elle ?</li> <li>- qui sont les internautes</li> </ul>	<ul style="list-style-type: none"> <li>- Key themes</li> <li>- Development of themes</li> <li>- Essay writing – content and analysis</li> <li>- Key scenes</li> <li>- Film techniques</li> <li>- Essay writing – evidence</li> </ul>		<b>Une culture fière de son patrimoine</b> <ul style="list-style-type: none"> <li>- Le patrimoine sur le plan national, régional et local</li> <li>- le patrimoine et le tourisme</li> <li>-comment le patrimoine reflète la culture</li> </ul>
Apr - May		<ul style="list-style-type: none"> <li>- Director's influence</li> <li>- Impact of the film</li> <li>- Essay writing – personal reaction</li> </ul>	<b>La musique francophone contemporaine</b> <ul style="list-style-type: none"> <li>- La diversité de la musique francophone contemporaine</li> <li>- Qui écoute et apprécie la musique francophone contemporaine ?</li> <li>-Comment sauvegarder la musique francophone contemporaine ?</li> </ul>	la cyber-société end of unit assessment
June - July	Revision strategies Revision of: <ul style="list-style-type: none"> <li>- le septième art</li> <li>- la cyber-société</li> </ul> Exam Skills Learning from mistakes Using feedback to improve future performance	Revision of: <ul style="list-style-type: none"> <li>- sociopolitical background</li> <li>- characters</li> <li>- themes</li> <li>- techniques</li> <li>- influences</li> <li>- essay writing</li> </ul> Learning from mistakes Using feedback to improve future performance	Active revision strategies Revision of: <ul style="list-style-type: none"> <li>- la famille</li> <li>- le bénévolat</li> <li>- le patrimoine</li> <li>- la musique</li> </ul> Exam skills Learning from mistakes Using feedback to improve future performance	Year 12 Exams: Paper 1 Paper 2 Paper 3

# Topic Overview

As you cover the Year 12 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
<b>Aspects of French-speaking society: current trends</b>				
<b>La famille en voie de changement</b> (the changing family)				
La vie de couple : nouvelles tendances				
Monoparentalité, homoparentalité, familles recomposées				
Grands-parents, parents et enfants : soucis et problèmes				
<b>La «cyber-société»</b> (cyber society)				
Comment la technologie facilite la vie quotidienne				
Quels dangers la cyber-société pose-t-elle ?				
Qui sont les internautes ?				
<b>Le rôle du bénévolat</b> (the role of volunteering)				
Qui sont et que font les bénévoles				
Le bénévolat : quelle valeur pour ceux qui sont aidés ?				
Le bénévolat : quelle valeur pour ceux qui aident ?				
<b>Artistic Culture in the French-speaking World</b>				
<b>Une culture fière de son patrimoine</b> (a culture proud of its heritage)				
Le patrimoine sur le plan national, régional et local				
Le patrimoine et le tourisme				
Comment le patrimoine reflète la culture				
<b>La musique francophone contemporaine</b> (contemporary French-speaking music)				
La diversité de la musique francophone contemporaine				
Qui écoute et apprécie la musique francophone contemporaine ?				
Comment sauvegarder la musique francophone contemporaine ?				
<b>Le Septième art</b> (the seventh art)				
Pourquoi le septième art				
Évolution du cinéma : les grandes lignes				
Le cinéma : une passion nationale				
<b>Cultural Dossier</b>				
<b>La Haine</b>				
Le synopsis				
Les critiques du film				
Le contexte historique et sociopolitique				
Les personnages				
Les thèmes				
Les scènes clé				
Les techniques				
Les influences				

# 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 : **un, deux**
- Ordinal : **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

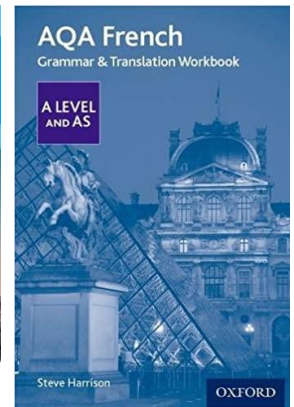
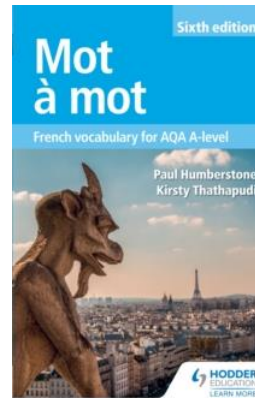
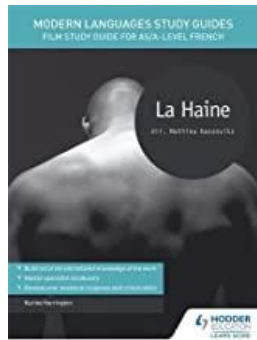
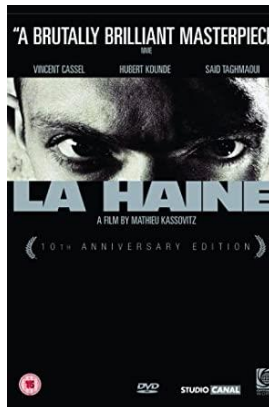
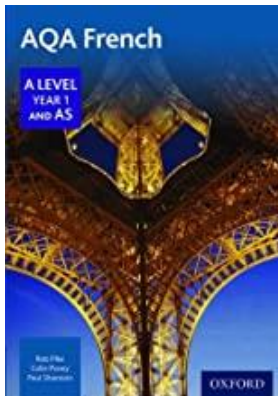
- Use of negative particles: **ne...pas, ne ...rien**
- Use of **ne** with negative subjects: **Personne ne sait**

## 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 access to the digital resources on Kerboodle.

You will also be loaned a French copy of « **La Haine** », to watch the film again in your own time.

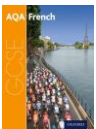
We strongly recommend that you buy this study guide for the film we'll be studying.

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

A grammar reference book may also be useful

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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: **nfo**



**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 folder 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 label your file dividers as follows:

- **Student Handbook** containing course overview and exam breakdown
- **Topics** (including knowledge organisers, vocabulary and assessments):
  - 1. La Famille en voie de changement
  - 2. La « cyber-société »
  - 3. Le rôle du bénévolat
  - 4. Une culture fière de son patrimoine
  - 5. La musique francophone contemporaine
  - 6. Cinéma : le septième art
- **Grammar**
- **La Haine**
- **Revision**

In addition, you will also be given 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 crime 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.**

# Films

In addition to studying your set film in Year 12, it would be good to watch another French film on your own. Here are some suggestions. The ones in bold are taken from the AQA specification:

- ✓ **Les 400 coups - François Truffaut (1959)**
- ✓ **Au revoir les enfants - Louis Malle (1987)**
- ✓ Le Fabuleux Destin d'Amélie Poulain – Jean-Pierre Jeunet (2001)
- ✓ **L'auberge espagnole - Cédric Klapisch (2002)**
- ✓ **Un long dimanche de fiançailles - Jean-Pierre Jeunet (2004)**
- ✓ **Entre les murs - Laurent Cantet (2008)**
- ✓ Les Choristes – Christophe Barratier (2004)
- ✓ Intouchables – Olivier Nakache et Éric Toledano (2011)

## Independent Learning Log

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



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

# Exam Breakdown – Year 12

## Paper 1: Listening, reading and writing



### What's assessed

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

### How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 45 % of AS

### 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.

Questions in French to be answered with non-verbal responses or in French (35 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.

Questions in French to be answered with non-verbal responses or in French (45 marks).

- Translation into English; a passage of minimum 70 words (10 marks).

No access to a dictionary during the assessment.

## Paper 2: Writing

### What's assessed

- One text or one film from the lists in the specification
- Grammar

### How it's assessed

- Written exam: 1 hour 30 minutes
- 50 marks
- 25 % of AS

### Questions

- Translation into French; a passage of minimum 70 words (15 marks).
- **Either** one question in French on a set text from a choice of two questions **or** one question in French on a set film from a choice of two questions (35 marks).
- All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 250 words for the essay.



## Paper 3: Speaking

### What's assessed

One sub-theme from Aspects of French-speaking society: current trends and one sub-theme from Artistic culture in the French-speaking world.

### How it's assessed

- Oral exam: 12–14 minutes
- 60 marks
- 30 % of AS

### Questions

Discussion of two sub-themes (6–7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins.

No access to a dictionary during the assessment or during the preparation time.

Students may take the assessment only once before certification.

# Exam Breakdown – Year 13

## 2.2 Assessments

Paper 1: Listening, reading and writing		
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>Aspects of French-speaking society: current trends</li> <li>Aspects of French-speaking society: current issues</li> <li>Artistic culture in the French-speaking world</li> <li>Aspects of political life in the French-speaking world</li> <li>Grammar</li> </ul>		
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 2 hours 30 minutes</li> <li>100 marks</li> <li>50 % of A-level</li> </ul>		
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>All questions are in French, to be answered with non-verbal responses or in French (30 marks).</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>All questions are in French, to be answered with non-verbal responses or in French (50 marks).</p> <ul style="list-style-type: none"> <li>Translation into English; a passage of minimum 100 words (10 marks).</li> <li>Translation into French; a passage of minimum 100 words (10 marks).</li> </ul> <p>No access to a dictionary during the assessment.</p>		
Paper 2: Writing		Paper 3: Speaking
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>One text and one film or two texts from the list set in the specification</li> <li>Grammar</li> </ul>		<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>Individual research project</li> <li>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</li> </ul>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 2 hours</li> <li>80 marks in total</li> <li>20 % of A-level</li> </ul>		<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Oral exam: 21–23 minutes (including 5 minutes preparation time)</li> <li>60 marks in total</li> <li>30 % of A-level</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li><b>Either</b> 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 <b>or</b> two questions in French on set texts from a choice of two questions on each text.</li> <li>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).</li> </ul> <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><b>Questions</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).</li> </ul> <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 – Year 12

## 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

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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"> <li>• incorrect but close to correct spellings</li> <li>• incorrect genders and consequential errors of agreement</li> <li>• incorrect or missing accents unless these alter the meaning.</li> </ul>	<p>Serious errors are defined as those which adversely affect communication.</p> <p>Serious errors include:</p> <ul style="list-style-type: none"> <li>• incorrect verb forms especially irregular forms</li> <li>• incorrect use of pronouns</li> <li>• missing or incorrect agreements of adjectives or past participles.</li> </ul>

## Paper 2 (Writing)

<b>A03 - Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.</b>	
13-15	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.
10-12	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 structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7-9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4-6	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. The student uses a limited range of vocabulary appropriate to the context and the task.
1-3	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 complex structures 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.
<b>A04 - Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.</b>	
17-20	<b>Very good critical response to the question set</b> Knowledge of the text or film is consistently accurate and detailed. Students consistently use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
13-16	<b>Good critical response to the question set</b> Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
9-12	<b>Reasonable critical response to the question set</b> Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
5-8	<b>Limited critical response to the question set</b> Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
1-4	<b>Very limited critical response to the question set</b> A little knowledge of the text or film is demonstrated. Students very occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
0	The student produces nothing worthy of credit in response to the question.

### Approximate grade boundaries for an essay:

<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
35-32	31 - 28	27-26	25-23	22-21	20-18	17-0



French German Spanish AS Level speaking tests

Examiner mark summary sheet

AL/MFL/EXMS

Centre no.

Candidate no.

Candidate name .....

Circle the 2 cards given out.  
 Then cross out the unused card.

A01		A02		A03		A04	
5 A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.	5 Students' responses show that they have a very good understanding of the material on the card.	9-10 A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	9-10 Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	4 A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.	7-8 Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	7-8 Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	7-8 Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
3 Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.	3 Students' responses show that they have some understanding of the material on the card.	5-6 Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	5-6 Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	2 Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.	3-4 Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	3-4 Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	3-4 Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
1 Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately	1 Students' responses show that they have a very limited understanding of the material on the card.	1-2 The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. Pronunciation and intonation are poor.	1-2 Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding 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.	0 Nothing in the performance is worthy of a mark.
A01 Mark /5	A02 Mark /5	A03 Mark /10	A04 Mark /10	PART ONE TOTAL MARK /30		PART TWO TOTAL MARK /30	
PART ONE TOTAL MARK		PART TWO TOTAL MARK		OVERALL MARK /60			

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 fac.
  - 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 déj, mon père regarde toujours les infos 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