

Year
12

A-Level French at The Redhill Academy

EXAM BOARD: AQA

K.MOORHOUSE

This booklet is designed to help you fulfil your maximum potential in your French examinations. You have chosen to study a subject which is very enjoyable, but is also very challenging. It is vital, therefore, that you adopt certain ways of working from the start of your course. The first and most important thing to realise is that **you must take responsibility for your own learning**. You must not and cannot expect to be told exactly what to do at all times. A range of resources will be made available and you are expected to make regular use of them. Should you fail to work independently, this will make the acquisition of grammar and vocabulary much harder and create a significant barrier to your mastery of the language.

AQA Specification – at a glance

4.2.1 Assessment objective weightings for A-level French

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	12.5	0	7.5	20
AO2	27.5	0	2.5	30
AO3	10	10	10	30
AO4	0	10	10	20
Overall weighting of components	50	20	30	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Listening, reading and writing	100	x2	200
Paper 2: Writing	80	x1	80
Paper 3: Speaking	60	x2	120
Total scaled mark:			400

Year 12 Topics

Social Issues and Trends

Aspects of French-speaking society: current trends

Students may study all sub-themes in relation to any French-speaking country or countries.

- **The changing nature of family (La famille en voie de changement)**
 - Grands-parents, parents et enfants – soucis et problèmes
 - Monoparentalité, homoparentalité, familles recomposées
 - La vie de couple – nouvelles tendances
- **The 'cyber-society' (La « cyber-société »)**
 - Qui sont les cybernautes ?
 - Comment la technologie facilite la vie quotidienne
 - Quels dangers la « cyber-société » pose-t-elle ?
- **The place of voluntary work (Le rôle du bénévolat)**
 - Qui sont et que font les bénévoles ?
 - Le bénévolat – quelle valeur pour ceux qui sont aidés ?
 - Le bénévolat – quelle valeur pour ceux qui aident ?

Political and artistic culture

Artistic culture in the French-speaking world

Students may study all sub-themes in relation to any French-speaking country or countries.

- **A culture proud of its heritage (Une culture fière de son patrimoine)**
 - Le patrimoine sur le plan national, régional et local
 - Comment le patrimoine reflète la culture
 - Le patrimoine et le tourisme
- **Contemporary francophone music (La musique francophone contemporaine)**
 - La diversité de la musique francophone contemporaine
 - Qui écoute et apprécie cette musique ?
 - Comment sauvegarder cette musique ?
- **Cinema: the 7th art form (Cinéma : le septième art)**
 - Pourquoi le septième art ?
 - Le cinéma – une passion nationale ?
 - Evolution du cinéma – les grandes lignes

Film

- La Haine Mathieu Kassovitz (1995)

Year 13 Topics

Social Issues and Trends

Aspects of French-speaking society: current issues

Students may study all sub-themes in relation to any French-speaking country or countries.

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

Political and artistic culture

Aspects of political life in the French-speaking world

Students may study all sub-themes in relation to any French-speaking country or countries.

- **Teenagers, the right to vote and political commitment (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 ?
- **Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)**
 - 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

Texts

- Delphine de Vigan No et moi

Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment. Students within a school or college should each choose a different subject for their research. However, if more than one student selects the same general subject area, the title of their research and their approach must be different.

Grammar

Year 12 Grammar

Nouns

- Gender
- Singular and plural forms

Articles

- Definite, indefinite and partitive

Adjectives

- Agreement
- Position
- Comparative and superlative
- Use of adjectives as nouns (eg le vieux, les Anglais)
- Demonstrative (ce, cet, cette, ces)
- Indefinite (including autre, chaque, même, quelque)
- Possessive (mon, ma, mes, etc)
- Interrogative and exclamatory (quel, quelle, quels, quelles)

Numerals

- Cardinal (eg un, deux)
- Ordinal (eg premier, deuxième)
- Expression of time and date

Adverbs

- Formation of adverbs ending in -ment
- Comparative and superlative
- Interrogative (including combien (de), comment, où, pourquoi, quand)

Quantifiers/intensifiers

- including assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop

Pronouns

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

Verbs

- Conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs
- Agreement of verb and subject
- Use of il y a
- Modes of address (tu, vous)
- Impersonal verbs
- Constructions with verbs
- Verbs followed by an infinitive (with or without a preposition)
- Dependent infinitives (faire réparer) (R)
- Perfect infinitive
- Negative forms
- Interrogative forms
- Use of tenses:
 - present
 - perfect (including agreement of past participle)
 - imperfect
 - future
 - conditional
 - future perfect
 - conditional perfect
 - pluperfect
 - past historic (R).
- Use of the infinitive, present participle (eg en arrivant) and past participle
- Verbal paraphrases and their uses (including aller + infinitive, venir de + infinitive)
- Passive voice:
 - present tense
 - other tenses (R).
- Subjunctive mood: present (common uses, for example, after expressions of possibility, necessity,
- obligation and after conjunctions such as bien que)

Prepositions

- All prepositions, both simple (eg sous) and complex (eg au-delà de)

Conjunctions

- Coordinating conjunctions (eg et, ou, mais)
- Subordinating conjunctions

Negation

- Use of negative particles (eg ne...pas, ne...personne, ne...que)
- Use of ne with negative subjects (eg Personne n'est venu)
- Questions
- Commands
- Word order
 - Inversion after speech
- Other constructions
 - Time expressions with depuis and il y a
 - Comparative constructions
 - Indirect speech
- Discourse markers
 - (eg au contraire, en fait)

- Fillers
 - (eg alors, bon)

Year 13 Grammar

In addition to the vocabulary listed in the AS grammar list, students of A-level will also be expected to study the following:

- Verbs
 - Dependent infinitives (faire réparer)
 - Passive voice: all tenses
 - Subjunctive mood:
 - perfect tense
 - imperfect tense (R).
- Word order
 - Inversion after adverbs

Assessment Objectives

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level French specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond:
 - in speech to spoken language including face-to-face interaction
 - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
 - in speech to written language drawn from a variety of sources
 - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

Examinations

2.2 Assessments

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.

Examinations

Paper 2: Writing

What's assessed

- One text and one film or two texts from the list set in the specification
- Grammar

How it's assessed

- Written exam: 2 hours
- 80 marks in total
- 20 % of A-level

Questions

- **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).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay.



Paper 3: Speaking

What's assessed

- 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

How it's assessed

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30 % of A-level

Questions

- 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).

No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

Expectations

Dictionaries

You will need a good dictionary – i.e. one that puts the words into context (example sentences); word to word translations are inadequate for your needs. Vocabulary errors caused by failure to use a dictionary are not acceptable at this level.

A good online dictionary is:

www.wordreference.com – this website also has a verb conjugation page and a forum where translators, including professionals, post and respond to queries, so is a good place to find examples of usage. Try to bring a small dictionary to lessons, to support your learning.

Vocabulary Learning

No-one can learn vocabulary for you – and a thorough knowledge of vocabulary is essential at this level. In addition to the vocabulary that is given to you, buy an A5 vocabulary book /create an electronic vocab. spreadsheet and when reading new texts, articles, transcripts etc. make a note of the new vocabulary, and try to get into the habit of learning / revising from it regularly.

Different people use different ways of remembering things, such as:

- look-cover-speak/write-check
- Flashcards
- Active testing
- Post-it notes
- Posters
- Quizlet



Also, when noting/learning vocabulary you must:

- **Make sure you learn whether nouns are masculine/feminine – this is now crucial**
- **Make sure you learn the masculine/feminine/plural forms of irregular adjectives**

Try to find a strategy which suits and commit to learning vocabulary on a regular basis. "Little and often" is usually the best policy. Do not always expect to be given vocab tests. As you are now in Year 12 and it is expected that you will take responsibility for yourself. There is no doubt that the more vocabulary you know the easier you will find it to succeed. **There are 288 days between the 2nd of September and June the 17th . If you learnt just 10 words per day, this would add up to**

2880 words!

Speaking

We know that at GCSE many of you are more comfortable with prepared French, but this must change in Year 12. In order to do this, you must make an effort to try to communicate – accuracy will come only with practice. You will be taught key communication and spontaneous speech strategies, but these are meaningless without your own will to speak the language. In addition to your French lessons, you will also have a one hour session with a native French speaker from October – these sessions **are not** optional and are crucial in preparing you for the speaking examination.

Grammar

Many students find grammar difficult in the early weeks of the course; others may already have grammar skills and so initially find things a little easier. You will be given regular grammar lessons and worksheets to complete, however, in order to work at your own level it is vital that you use the other available resources, in particular you will be shown how to use the online interactive grammar resources, giving you unlimited opportunities to practise so that you gain in confidence and are able to tailor the practice to meet your own needs. It is important that you get into the habit of using “real” idiomatic French – we are all able to speak English without learning verb tables, this is where reading and listening practice comes in.

Homework and Independent Learning

You will be set homework on a regular basis (every lesson) in order to prepare you for the rigour of the AS examination. It is expected that homework is handed in on time and completed to your highest capability. If there is an issue with homework, we expect that you seek our assistance **at the earliest opportunity**, not the day the homework is due.

In addition to the four hours of lessons that you complete in school, it is also expected that you spend four hours outside of school, on independent study. In addition, it is expected that you show initiative and learn independently. A learning log (see key document templates) will need to be completed as you study independently and this will be checked on a weekly basis. As such, in sixth-form, ‘homework’ is never really over.

Reading List



Top 5 to read

- AQA – Nelson Thornes Textbook (provided by school)
- Action Grammaire, Turk and Garcia Vandaele
- AQA French Grammar and Translation Workbook, Steve Harrison
- New Advanced Vocabulary: Mot à Mot, Paul Humberstone
- 501 French Verbs, Christopher Kendris

Top 5 to watch

- Français Authentique
- Cyprien
- Le Tatou
- Comme une Française
- Frenchpod101 (intermediate/advanced)

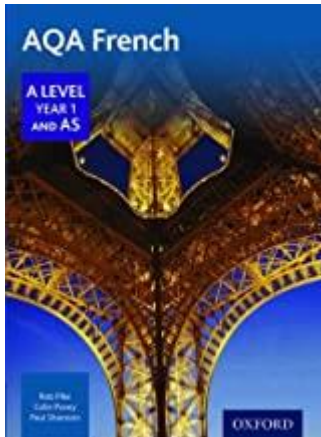
Top 5 to follow

- www.wordreference.com
- <https://quizlet.com/class/3441299/>
- <https://www.lawlessfrench.com/>
- <https://twitter.com/FrancaisToday>
- <https://www.20minutes.fr/>

Useful Resources

The following are provided by the school in Year 12:

AQA French A Level Year 1 and AS (Year 12)



La Haine film



We strongly recommend that you buy:

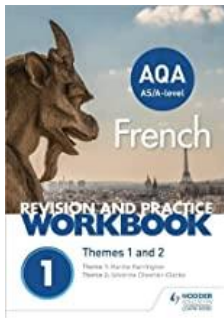
Modern Languages Study Guides: La haine £12.99 (Year 12)



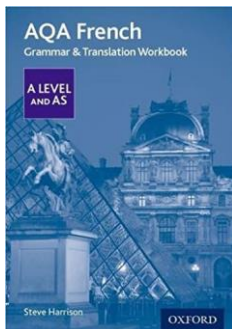
Further Resources

If you wish to purchase any further resources to support you, we recommend the following:

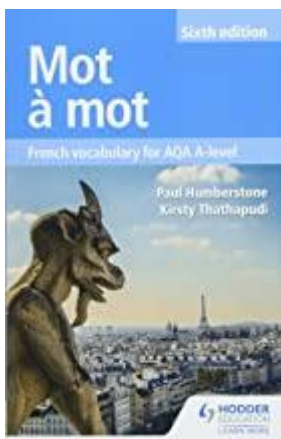
AQA A-level French Revision and Practice Workbook: Themes 1 and 2
£9.75



AQA French A Level and AS Grammar & Translation Workbook £9.75



Mot à Mot Sixth Edition: French Vocabulary for AQA A-level £10.99



Useful Websites

General

- www.aqa.org.uk
- www.kerboodle.com
- www.languagesonline.org.uk
- www.laits.utexas.edu/tex/gr/index.html
- www.bbc.co.uk/languages/french
- www.frenchlinks.org.uk/grammar.html
- www.didieraccord.com

Media

Television

- www.tf1.fr
- www.france2.fr
- www.mediametrie.fr

Useful sites for Listening and Reading practice

- Newspapers/Articles: <http://www.francoscopie.fr/presse.php>
www.lemonde.fr
www.lefigaro.fr
www.liberation.fr
www.20minutes.fr
<http://www.authentik.com>
- Search Engines: www.google.fr
www.yahoo.fr
- French national statistics: www.insee.fr
- Football: www.fff.fr
- Weather: www.meteo.fr/temps/index.html
- Travel: SNCF timetable search engine: www.sncf.fr
- French culture: www.francealacarte.org.uk
culture.gouv.fr
Franceguide.com