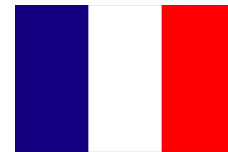


The A level French course 2022 - 2024.



The French course comprises of 3 units:

Paper 1: Listening, Reading and Translation	Paper 2: Written response to works and translation	Paper 3: Speaking
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- It offers the opportunity for candidates to develop an advanced level knowledge and understanding of the French language, the culture of France and other francophone countries, as well as practical and valuable language and transferable study skills.
- Straightforward assessment with no coursework required.
- Excellent preparation helps to prepare students for higher education and enhance their employability profile.

Paper 1: Listening, Reading and Translation

paper code: 9Fr0/01 [40% of the qualification - 80 marks]

written examination: 2 hours

The paper draws on vocabulary and structures across the following themes: changes in French society, political and artistic culture in francophone countries, immigration and French multicultural society, the occupation of France and the French Resistance

Section A: Listening [30 marks] 50 minutes	A listening assessment based on a recording, featuring male and female French speakers. Students respond to comprehension based on a variety of contexts and sources.
Section B: Reading [30 marks] 50 minutes	A reading assessment based on a variety of text types and genres where students have to respond to comprehension questions.
Section C: Translation into English [20 marks] 20 minutes	An unseen passage to be translated from French into English

Paper 2: Written response to works and translation

paper code: 9FR0/02 [30% of the qualification - 120 marks]

written examination: 2 hours and 40 minutes

This paper draws on the study of two discrete French works: either two literary texts, or one literary text and one film. The works must be taken from the list provided by the exam board. The literary texts listed include a range of novels, plays and a series of short

stories. All of the films are feature length.

This paper includes a translation exercise and two essays on either two literary texts, **or** one literary text and one film (Students must **not** answer questions on two films)

<p>Section A: Translation [20 marks] 30 minutes</p>	<p>Students translate an unseen passage from English into French</p>
<p>Section B: Written response to works (literary texts) [50 marks] 1 hour 05 minutes</p>	<p>Students must write an extended response on either one or two of the literary texts from the list provided by the exam board.</p> <p>Students have a choice of two questions from their chosen literary text(s) and have to select one question. If a student answers questions on two literary texts then they do not complete Section C.</p>
<p>Section C: Written response to works (Films) [50 marks] 1 hour 05 minutes</p>	<p>Students who answer only one question from a literary text in Section B must write an extended response on one of the listed films.</p> <p>Students have a choice of two questions for their chosen film and have to select one to answer.</p>

Paper 3: Speaking

paper code: 9Fr0/03 [30% of the qualification - 72 marks]

Internally conducted and externally assessed

Assessment time: 21 to 23 minutes including 5 minutes preparation

<p>Task 1: Discussion on a theme 6-7 minutes [30 marks]</p>	<p>This task draws on vocabulary and structures across all four themes.</p> <p>Students discuss one theme from the specification based on a stimulus containing two different statements.</p>
<p>Task 2: 10 to 11 minutes [42 marks]</p> <p>Task 2, Part 1: Independent research presentation</p> <p>Task 2, Part 2: Discussion on independent research</p>	<p>This task is based on independent research selected and carried out by the students. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the language studied.</p> <p>Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.</p> <p>Students answer questions on their presentation and then have a wider discussion on their research.</p>

Post Year 11 / Pre- Year 12 possible tasks:

- Read through this pack to get the gist of the requirements of the A-Level course.
- Set up a Twitter account and start following @MFLbwood, as well as the suggested newspapers and other websites to follow.
- On Twitter, search for #12Frbwood #Thème1 and read / print off / gather articles corresponding to Theme 1 of the course (Family structure, education, work) or find your own articles relating to the family topic (from newspaper sources as listed on 'Resources for A-level' page) Annotate one or two articles to fully understand the context. File safely.
- Look through the Grammar list (at the end of this pack) and revise key points as instructed.
- Print off and complete the 'useful essay phrases' vocab sheets and complete the English translations.
- Click on the GCSE Pod link and scroll down to the useful KS5 pods to prepare you for Year 12 topics & grammar.
<https://members.gcsepod.com/shared/playlists/playlist/2782671>
- Choose one or two of the films or TV series listed in this pack (access your choice by finding it on YouTube), put on the English or French subtitles and review it in a paragraph (in French, of course!) You are welcome to send it to Mrs Mangin-Griffiths, Mrs Ogus or Miss Defay for feedback.

Organising your folder

Your folder should include the following sections:

(Use dividers and label each section clearly)

1. Syllabus information on the exams, the list of topic areas, speaking assessment criteria, exam examples of speaking tasks and notes, Listening, Reading, Translation and Writing exam paper examples.
2. **A section for each of the topics covered during both Yr 12 and Yr 13.**
In each section, you should have:
 - **A list of vocabulary.**
 - **Review & Relearn Topic Booklet sheets:** these sheets will include important vocabulary linked to each topic, figures, statistics and quotes, arguments for and against. These topic research sheets will be an invaluable tool when revising for your exams. These will also include details of articles read & researched to widen your knowledge. **Print some of these ready. Otherwise, a digital copy will be in your Teams files.**
 - Any texts and exercises completed in class / at home on this topic.
3. **Independent research documents and preparation** - research notes/ vocabulary/ key phrases and idioms/ drafts for the discussion on a theme of your choice (ready for the Speaking exam)
4. **A section for the FILM we will study** - vocabulary, notes, practice essays.
5. **A section for the LITERATURE we will study** - vocabulary, notes, practice essays.
6. General essay vocabulary/ useful phrase sheets for reference and learning
7. **Grammar section:** it should be used for reference notes on grammar points and should contain a **contents page**. Practice exercises will either be teacher, self or peer marked and will be placed in this section.

This folder needs to be organised by the end of your second week of the Autumn term.

Edexcel A Level French Topic Areas

During the summer holidays, start collating /researching info about any news stories from Francophone countries, which can then be slotted into the various themes.

Theme 1: Les changements dans la société française

Theme 1 is set in the context of France only. This theme covers social issues and trends.

- Changes in the family structure (changes of attitude towards marriage, couples and families)
- Education (French education system and students' life and problems)
- World of work (work and attitude towards work, the right to strike, gender equality)

Theme 2: La culture politique et artistique dans les pays francophones

Theme 2 is set in the context of francophone countries and communities. This theme covers artistic culture (through music, festivals and traditions) and political and artistic culture (through media)

- Music (changes and developments ; the impact of music on mainstream culture)
- The media (freedom of speech, newspapers and online press, impact on the society and politics)
- Festivals and traditions (festivals, celebrations, customs and traditions)

Theme 3: L'immigration et la société multiculturelle française

Theme 3 is set in the context of France only. This theme covers social issues and trends.

- The positive impact of immigration of French society (the part played by immigrants towards the economy and culture)
- The answers towards the challenges of immigration and integration in France (activities within communities, the immigrants' feeling of marginalisation and alienation)
- Extreme right party (the rise of the Front National, leaders of the Front National, public opinion)

Theme 4 : L'Occupation et la Résistance

Theme 4 is set in the context of France only. This theme covers political culture.

- France under the occupation (collaboration ; antisemitism)
- The Vichy Regime (Maréchal Pétain and the national Revolution)
- The Resistance (Jean Moulin, Charles de Gaulle and women within the Resistance; Resistance from the French population)

Resources for French at A level.

Textbook - Edexcel A level French by Hodder Education - we will buy copies of the textbook for you, which we advise you to buy for use throughout the course. Price (in 2022): £36.00 (We may be able to seek a discount, to be confirmed)

Grammar Workbooks - French A level Grammar Workbooks 1 & 2 by Hodder Education - these books work alongside the textbook and cover all grammatical points to be revised and learnt at A Level. Price: £7.99 each

Mot à Mot - Advanced French vocabulary book with excellent idiomatic structures to enhance your work, published by Hodder Education (ISBN 978 151 043 4813) 6th edition (2022), price: £10.99

MFL Birchwood Twitter account - you should follow us @MFLbwood, where you will be able to read up-to-date articles which relate to topic areas. You will also be asked to post articles you have read in order to share with your peers. Look out for / use the hashtag #12Frbwood #13Frbwood.

Watching/ listening to French news; the following sites are particularly helpful:

www.bbc.co.uk/languages/french/news - a French audio magazine aimed at A-level students, less complicated than listening to the news.

www.tv5.fr (apprendre le français)

www.linguascope.com - select media.

www.tf1.fr

www.france2.fr

www.france3.fr

Reading online French newspapers:

www.1jour1actu.com

www.20minutes.fr

www.lemonde.fr

www.lexpress.fr

www.lefigaro.fr

General resources to help with French

www.french.about.com/?terms=french - lots of useful links to grammar exercises, vocabulary, listening practice

www.bbc.co.uk/languages/french

www.frenchculture.com / www.frenchrevision.co.uk / www.paris.org

www.frenchassistant.com / www.quia.com / www.s-cool.co.uk

www.languagesonline.org.uk

www.memrise.com - for learning vocabulary. An App is available for phones / tablets etc

List of prescribed literary texts and films

Literary texts

- Boule de Suif et autres contes de guerre (Boule de Suif, Un Duel, Deux Amis, La_Mère Sauvage), Guy de Maupassant, 1880 (short stories)
- La Place, Annie Ernaux, 1983 (novel)
- Le Blé en Herbe, Colette, 1923 (novel)
- Le Château de ma Mère, Marcel Pagnol, 1957 (novel)
- Le Gone du Chaâba, Azouz Begag, 2005 (novel)
- Les Mains Sales, Jean-Paul Sartre, 1948 (play)
- Les Petits Enfants du siècle, Christiane Rochefort, 1961 (novel)
- Le Tartuffe, Molière, 1669 (play)
- L'Étranger, Albert Camus, 1942 (novel)
- No et Moi, Delphine de Vigan, 2007 (novel)
- Thérèse Desqueyroux, François Mauriac, 1927 (novel)
- Une si longue lettre, Mariama Bâ, 1981 (novel)
- Un Sac de Billes, Joseph Joffo, 1973 (novel)

Films

- Au Revoir les Enfants, dir. Louis Malle (1987)
- Chocolat, dir. Claire Denis (1988) • Cléo de 5 à 7, dir. Agnès Varda (1962)
- Deux Jours, une Nuit, dirs. Jean-Pierre Dardenne, Luc Dardenne (2014)
- Entre les murs, dir. Laurent Cantet (2008)
- Intouchables, dirs. Oliver Nakache, Eric Toledano (2011)
- La Haine, dir. Mathieu Kassovitz (1995)
- La Vie en Rose, dir. Olivier Dahan (2007)
- Le Dernier Métro, dir. François Truffaut (1980)
- Les Choristes, dir. Christophe Barratier (2004)
- Les 400 Coups, dir. François Truffaut (1959)
- Un Long Dimanche de Fiançailles, dir. Jean-Pierre Jeunet (2004)

You might also enjoy watching :

- *Amélie (2001) - Directed by Jean-Pierre Jeunet*
- *The Artist (2011) - Directed by Michel Hazanavicius*
- *La vie est un long fleuve tranquille (1988) - Directed by Étienne Chatiliez*
- *Bienvenue chez les Ch'tis (2008) - Directed by Dany Boon*
- *Jules et Jim (1962) - Directed by François Truffaut*
- *À bout de souffle (1960) - Directed by Jean-Luc Goddard*
- *La tête en friche (2010) - Directed by Jean Becker*
- *Le Grand Bain (2018) - Directed by Gilles Lellouche*

We have many of these films in our MFL DVD Library, so do please ask to borrow them ! ☺

TV series (& films) with French or English subtitles are also a great way to improve your listening and speaking skills. Many can be found via YouTube or the websites listed above.

Review & Relearn Topic sheet Log

Theme	Sub topics	In progress	Complete
Theme 1 : Les changements dans la société française	Unit 1. Les changements dans les structures familiales		
	Unit 2. L'éducation		
	Unit 3. Le monde du travail		
Theme 2 : La culture politique et artistique dans les pays francophon	Unit 4. La musique		
	Unit 5. Les médias		
	Unit 6. Les festivals et les traditions		
Theme 3 L'immigration et la société multiculturelle française	Unit 7. L'impact positif de l'immigration en France		
	Unit 8. Les défis de l'immigration et de l'intégration en France		
	Unit 9. L'extrême droite		
Theme 4 L'Occupation et la Résistance	Unit 10. L'Occupation		
	Unit 11. Le Régime de Vichy		
	Unit 12. La Résistance		
L'Approfondissement	Unit 13. Themes 1 and 2 revisited / extended		
Film			
Novel			

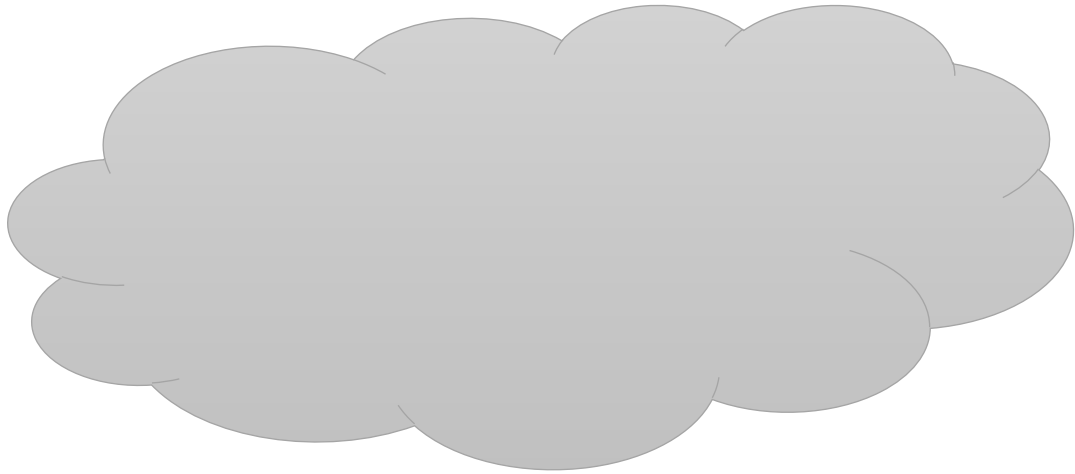
Review & Relearn Topic Sheet

Theme:

Topic

1. Snapshot

Populate the diagram with key facts/figures/people/statistics relevant to the topic. Aim to fill this cover sheet with as much detail as possible.



Review & Relearn Topic Sheet

Theme:

Topic

2. Topic-specific vocabulary - My Top 20!

français	English

Review & Relearn Topic Sheet

Theme:

Topic

3. Summary of topic

Ideas to include: key points / controversial issues/ opinions / Quotes & References/ Your personal opinion

Review & Relearn Topic Sheet

Theme:

Topic

4. Independent Research

List useful websites / books you have used to independent extend your knowledge on this topic. Aim to have at least 3 articles for each topic.

Websites

Site visited	Summary of content

Articles

Name/ source of article	Summary

Other/ further

Useful phrases and expressions for Speaking:

HESITATING:

- Euh
- Voyons
- Eh bien
- C'est une bonne question
- C'est une question difficile
- C'est une question intéressante
- Bon
- Bien sûr
- Laissez-moi réfléchir un instant
- Alors...euh...
- Repeat the questions you've been asked by changing the "tu" into "je" and making the verb endings agree with the change in order to gain time
e.g.- Est-ce que tu penses qu'on puisse résoudre le problème du trou dans la couche d'ozone?
- Est-ce que je pense qu'on puisse résoudre le problème du trou dans la couche d'ozone....

AGREEING:

- Bien sûr
- Tout à fait
- Absolument
- Euh, oui c'est vrai
- Oui dans certains cas
- Je suis d'accord avec toi/vous
- Il est vrai que ...

DISAGREEING :

- Ne me faites pas dire ce que je n'ai pas dit
- Je ne pense pas que ce soit....
- Je ne pense pas qu'il y ait ...
- Non pas du tout
- Ce n'est pas ce que je veux dire.
- Oui, c'est vrai, mais...
- Ce n'est pas une raison pour ...

SITTING ON THE FENCE :

- Il est difficile de répondre à cette question de façon spécifique
- D'une part..., d'autre part
- Je ne suis pas sûr/sure que ce soit....
- Ça dépend

OPINIONS :

- Personnellement
- A mon avis,
- Selon moi,
- Il est évident que
- Cela vient du fait que
- Il me semble que
- Je n'ai pas d'exemple spécifique mais si je peux généraliser, je dirais que...
- Comme j'étudie ..., il m'est difficile de nier cet argument

INVOLVING ME :

- Add 'n'est-ce pas ?' at the end of the statement to make it a rhetorical question
- Eh bien, regardez ce qui s'est passé.
- Pensez-vous, comme moi, que...
- J'imagine que vous êtes du même avis que moi
- Vous êtes sans doute du même avis que moi quand je dis que...
- Imaginez un peu ...
- C'est [+ adjective], non !

INTRODUCING NEW IDEAS :

- J'imagine que vous faites allusion à ... (allows you to change tack if needs be)
- Il me semble que vous faites allusion à (allows you to change tack if needs be)
- Peut-être faudrait-il ...
- Enfin de compte, ...

Des phrases utiles pour A-Level.

À mon avis	Important	Je suis d'accord	Je ne suis pas d'accord	C'est certain/evident
Il me semble que...	Il faut souligner l'importance de...	Bien entendu	Je suis fermement opposé	Sans aucun doute...
J'estime que...	Il faut tenir compte du fait que...	Je dois reconnaître que...	Je réfute cette théorie	Il est hors de doute que...
Je soutiens que...	Le nœud du problème c'est...	Je suis du même avis	Je prends le contre-pied	Les chiffres l'attestent
Ma prise de position	Au cœur du débat...	Sans réserve	Il est invraisemblable que	A la vérité...
À tort ou à raison...	Un évènement marquant	C'est sûr	C'est tout le contraire	Rien n'est plus sûr

French A-Level Grammar list

(Over the summer holiday you should revise the sections highlighted in yellow. You could use your GCSE grammar book or websites like www.languagesonline.org.uk)

- Students at A level will be expected to have studied the grammatical system and structures of the language during their course.
- In the exam they will be required to use, actively and accurately, grammar structures appropriate to the tasks set, drawn from the following list.
- For structures marked [R] receptive knowledge only is required.

Nouns

- Gender
- Singular and plural forms

Articles

- Definite, indefinite and partitive

Adjectives

- Agreement
- Position
- Comparative and superlative
- Use of adjectives as nouns (e.g. 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 (e.g. un, deux)
- Ordinal (e.g. premier, deuxième)
- Expression of time and date

Adverbs

- Formation of adverbs 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 (e.g. en arrivant) and past participle

- Verbal paraphrases and their uses (including aller + infinitive, venir de + infinitive)
- Passive voice
 - o present tense
 - o other tenses (R)
- Dependent infinitives (faire réparer)
- Passive voice: all tenses
- Subjunctive mood:
 - o present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as bien que)
 - o perfect tense
 - o imperfect tense (R)

Prepositions

- All prepositions, both simple (e.g. sous) and complex (e.g. au-delà de)

Conjunctions

- Coordinating conjunctions (e.g. et, ou, mais)
- Subordinating conjunctions

Negation

- Use of negative particles (e.g. ne...pas, ne...personne, ne...que)
- Use of ne with negative subjects (e.g. Personne n'est venu)

Questions

Commands

Word order

- Inversion after speech
- Inversion after adverbs

Other constructions

- Time expressions with depuis and il y a
- Comparative constructions
- Indirect speech

Discourse markers

- e.g. Au contraire, En fait

Fillers

- e.g. alors, bon