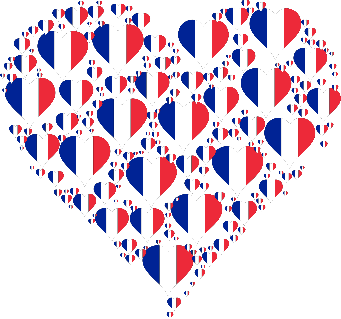
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**A Level Year 2**

**FRENCH**

**ORGANISING YOUR FILE**

A well organised file is the key to success at A level. If you keep to these guidelines you will have no difficulty in keeping yourself prepared for lessons and keeping up with what is expected of you.

Please label your file dividers as follows:

**Aspects of French-speaking society : current issues**

1. Les aspects positifs d’une société diverse

2. Quelle vie pour les marginalisés ?

3. Comment on traite les criminels

**The Multicultural Society**

4. Les ados, le droit de vote et l’engagement politique

5. Manifestations, grèves – à qui le pouvoir?

6. La politique et l’immigration

**Dossier Cinéma**

7. La Haine

**Dossier Littérature**

8. No et Moi

**Individual Research Project**

9. IRP

10. Grammar

14. Vocabulary

15. Exam information

* When you are given handouts, 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.
* It is your responsibility take good care of the text books you are given. They must be returned to school at the end of the course in the *same state* that they were given to you, so you may wish to cover them. The text books are:
* A Level Year 2 AQA French Oxford
* AS & A Level AQA French Hodder
* You will have a speaking lesson once a week. This is a compulsory lesson and if you know that you are going to be away you must inform your teacher, just as you would inform your class teacher. All prep for that lesson is compulsory too.
* Use your private study time to develop your independent study skills (not just to complete homework!).

**The Exam Papers**

**Paper 1: Listening, Reading & Writing - 2 ½ hours, 100 marks 50% of A level**

The questions:

* 1. **Listening**

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary.

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

* 1. **Reading & Writing**

• 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).**

**Paper 2: Writing - 2 hours, 80 marks 20% of A level**

The 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 – 21-23 mins (inc. 5 mins prep. time), 60 marks 30% of A level**

• 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.

**Exam Tips**

Make sure you answer the question given, focus on using a wide variety of vocabulary, with good structures that make your work ‘flow’ nicely. Accuracy is also important so make sure that you leave enough time to check through your work at the end. Use your **imagination** & make sure you address the task. **Check verbs-** tense & person + endings**, check adjectival agreements** and remember you want to try to include a **variety of structures and tenses eg:**

* en ce qui concerne, cela va de soi que, on estime que,
* The subjunctive: there are many expressions that require the subjunctive
* Adverbs : probablement
* Negative, e.g. ne personne, ne jamais, ne rien
* venir de, être en train de, present participle
* Advanced opinions

***Check spellings and remember you are in control – it’s your opportunity to shine and show the progress you’ve made since year 12– if you know something is incorrect –do not use it!***

You must try to keep to the approximate timings for each section or else you will find that you will run out of time!

**WHAT CAN I DO TO REVISE?**

* Revise key vocabulary from the topics covered throughout the year but it is also a good idea to look over year 12 vocabulary too.
* Look through previous Listening, Reading and Writing practice, especially past papers.
* Revise verbs, tenses and grammar points covered this year (see list on p)
* Use your grammar notes to help you
* Use useful revision sites (look at the sites listed at the end of this booklet)
* Use the Internet to read French newspapers, articles, watch videos and listen to French radio. Immerse yourself as much as you can,

**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. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

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.**ESSAY MARK SCHEME**

Essays on texts and films will be assessed according to the following assessment criteria.

**AO3**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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. |

**ESSAY WRITING TIPS**

Your essay should consist of 3 main sections:

1. **The introduction**
2. Put the question in context. and explain your terms? Why is it important? What are you going to discuss? How about starting with an interesting fact or statistic?
3. Then say what you are going to do in your essay – stick to the essay title!
4. **The main body of the essay**

Depending on the essay question, you may need to divide this section into an “arguments pro” part and “arguments cons” part. Remember, 2 or 3 arguments for each part is generally enough.

For each argument, remember, one idea per paragraph and for each paragraph:

1. What is my point?
2. Where is my evidence?
3. How does this answer the question?
4. How can I link this to the next point?

**Keep your reader with you. You are taking them for a walk - don’t let them go!**

1. **The conclusion**

Sum up the main points you have made throughout the essay – DON’T introduce new ideas. Give your opinion if possible. Finish, if you can, with something which could be important to your topic in the future.

**Finally**

1. Do a **systematic error check** using the checklist overleaf.

1. Does your language read above GCSE level? Can you bring more interest and complexity to your language?

**ERROR CHECKLIST**

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender**  Is the noun masculine/ feminine/ plural?  Have you been consistent? |  |  |  |
| **Agreements**  Does the adjective agree?  Is it an irregular adjective?  Does the past participle need to agree? |  |  |  |
| **Verbs**  Have you used the correct tense?  Is the conjugation correct?  Past participles – are they irregular?  Subjunctive? |  |  |  |
| **Spelling**  Avoid English spelling.  Check to make sure you have not missed any accents (particularly on past participles) |  |  |  |
| **Pronouns**  Have you used the correct one?  Is it *qui* or *que?*  Have you checked that you have the correctly chosen *le/la/les* and *lui/leur?* |  |  |  |
| **Prepositions**  Have you used the right preposition?  Check if the verb used needs a preposition (e.g. *commencer à, continuer* *à*) |  |  |  |
| **Articles**  Have you been consistent using *le/la/l’/les, un/une, du, de la, de l’, d’, des?* |  |  |  |

**Really useful writing tips**

* Avoid phrases like *je pense que…/je crois que….* If you want to make clear you are expressing a personal opinion use: *à mon avis* or *à mon* *sens*; or a more sophisticated expression like: *j’estime que…* or *je considère que…*
* Avoid phrases like *beaucoup de gens pensent que*. If you want to express a commonly held view, say: *certains prétendent que…*, *on* *prétend souvent que…*
* Do not overuse the word *problème*. Try *question* (issue) or *sujet* (topic) or *polémique* (debate)
* Use good sentence starters; *il est à noter que, on ne peut pas nier que…, il est certain que…, il ne faut pas oublier que…*
* Use linking phrases to start new paragraphs: *il s’ensuit que…, cela dit, n’oublions pas non plus que…, ce qui démontre que…*
* Try to include subjunctives
* Use rhetorical devices:

Rule of three – *la pollution est nuisible, ominiprésente , mais évitable*

Contrast – *d’un côté…. en revanche…*

Interjections – *quelle horreur! quel désastre!*

Rhetorical questions – *qui peut s’opposer à ce point de vue?*

Proverbs or sayings – *la fin justifie les moyens, tout est bien qui finit bien*

Emotional appeal – *imaginez si vous étiez sans emploi*

Imagery – *notre planète est délicate, comme un bébé qu’il faut protéger*

* Don’t use *dire* – try *affirmer/déclarer/prétendre/constater*
* Don’t use *être* – try *représenter/constituer/se trouver*
* Don’t use *avoir* – try *disposer de/posséder/offrir*
* Don’t use *causer* – try *provoquer/déclencher/produire*
* Do not overuse the phrase *il y a*. Try *il existe/on trouve*
* Don’t use *beaucoup* de – try *bon nombre de/énormément de*
* Avoid weak and vague adjectives like *bon/mauvais/fort/intéressant/important.* Try *favorable/nuisible/persuasif/fascinant/indispensable*

MCj03391840000[1]**ESSAY TERMINOLOGY**

**★ INTRODUCTORY REMARKS**

|  |  |
| --- | --- |
| Premièrement / d’abord  En premier lieu  Deuxièmement / en deuxième lieu  Sans doute  Soulignons que / Notons que  Il faut tenir compte de  Il fait attirer l’attention sur le fait que  Il faut déterminer les causes (de)  il me semble injuste de (dire)  Considérons l’exemple de  Certes, il est indéniable que  Prenons comme point de départ… | *First of all*  *First(ly)*  *Secondly*  *It is true that*  *Let me point out that*  *You have to take into account*  *It’s important to draw attention to the fact that*  *We must identify the causes (of)*  *it seems to me unfair to (say)*  *Let’s take the example of*  *True, it cannot be denied that*  *Let us take … as a starting point* |

**★ PERSONAL COMMENTS**

|  |  |
| --- | --- |
| À mon avis  En ce qui me concerne  Pour ma part  Quant à moi  De mon point de vue  Je pense que  Je crois que  Je trouve que  Il me paraît que  Je suis sûr que  Je suis convaincu que  Je dirais que  Je soutiens que | *In my opinion*  *As far as I am concerned*  *For my part*  *As for me*  *From my point of view*  *I think that*  *I believe that*  *I find (that)*  *It seems to me that*  *I am sure that*  *I am convinced that*  *I would say that*  *I maintain that* |

**★ IMPERSONAL EXPRESSIONS**

|  |  |
| --- | --- |
| il est évident que  il est significatif que (+subj)  il convient de (+ infinitive)  il est bien connu que  il faut faire remarquer que  il est indéniable que  il ne fait aucun doute que  il est clair que  il est possible que (+subj)  il semble que | *It is obvious that*  *It is significant that*  *It is worth (doing something)*  *it is well known that*  *It is necessary to point out that*  *it cannot be denied that*  *there is no doubt that*  *it is clear that*  *it is possible that*  *it seems that* |

**★ CONSTRUCTING A PARAGRAPH**

|  |  |
| --- | --- |
| examinons  on peut noter que  avant d’aborder la question de  pour illustrer  d’une part… d’autre part  d’un côté… de l’autre  il en va de même pour | *let us examine*  *we can note that*  *before tackling the question of*  *in order to illustrate*  *on the one hand… on the other (hand)*  *on the one hand… on the other (hand)*  *the same is true of* |

**★ ADDING OR DETAILING**

|  |  |
| --- | --- |
| de plus  en outre  à cet égard / à ce propos  de même  d’ailleurs  pour ce qui est de | *what is more*  *furthermore*  *in this respect*  *by the same token*  *moreover*  *as for the* |

**★ OPPOSING ★ AGREEING & APROVING**

|  |  |  |  |
| --- | --- | --- | --- |
| néanmoins  cependant  malgré  malgré tout  en dépit de  toutefois  bien que (+subj)  malheureusement  condamner  critiquer | *nevertheless*  *however*  *despite*  *despite everything*  *despite*  *however*  *although*  *unfortunately*  *to condemn*  *to criticise* | sans doute  on ne peut pas nier  en effet  je suis d’accord que  il faut accepter  heureusement  ils ont raison de  enfin  avec raison | *without doubt*  *you cannot deny*  *indeed*  *I agree that*  *you have to accept*  *fortunately*  *they are right to*  *at last*  *rightly* |

**★ CONCLUDING**

|  |  |
| --- | --- |
| de toute façon  bref / en un mot  en somme  pour conclure  en définitive  a eu pour conséquence de  aussi a-t-il  ce qui signifie  il s’ensuit que  ainsi  pour terminer | *in any case*  *basically / in a word*  *in short*  *in conclusion*  *when all is said and done*  *resulted in*  *and so he*  *which means*  *it follows that*  *thus, therefore*  *to finish* |

**WRITTEN WORK CHECK GRID**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DATE:**  **THEME:** |  |  |  |  |  |  |  |  |  |
| 1. **Planned an outline** (essays: intro, main body of 3-4 points, opinions, conclusions,) |  |  |  |  |  |  |  |  |  |
| 1. **Tenses** (perf/ imp/ plup/ pres / pres/ fut perf/ cond perf/ fut/ fut cont/ cond..) |  |  |  |  |  |  |  |  |  |
| 1. **Person of verb** (je, tu, ils, nous…) |  |  |  |  |  |  |  |  |  |
| 1. la majorité/ le public/ la ville= **singular** |  |  |  |  |  |  |  |  |  |
| 1. **negatives and quantity** followed by de/d’ |  |  |  |  |  |  |  |  |  |
| 1. **Prepositions after verbs** (à or de) |  |  |  |  |  |  |  |  |  |
| 1. **Adjectival agreements** (la belle fille, les hommes idiots) |  |  |  |  |  |  |  |  |  |
| 1. **Correct gender for nouns** (le problème, la personne,) |  |  |  |  |  |  |  |  |  |
| 1. **infintives** (only one conjugated verb per subject) |  |  |  |  |  |  |  |  |  |
| 1. **Passive** (être + past participle agreeing: il a été tué par - he was killed by...) |  |  |  |  |  |  |  |  |  |
| 1. **Avoidance of passive** *on boit du vin -*  wine is drunk |  |  |  |  |  |  |  |  |  |
| 1. **Accents** ( préféré/ préfère) |  |  |  |  |  |  |  |  |  |
| 1. **Spellings** (use dictionary to help you) |  |  |  |  |  |  |  |  |  |
| 1. **Appropriate register of language used** (high/ technical/ complicated for essays) |  |  |  |  |  |  |  |  |  |
| 1. **Essay expressions** (see dictionaries, textbooks etc) |  |  |  |  |  |  |  |  |  |
| 1. **Subjunctives** (checked endings: regular/ irregular) |  |  |  |  |  |  |  |  |  |
| 1. **Subjunctives** (used correctly with phrase in correct tense) |  |  |  |  |  |  |  |  |  |
| 1. **Checked work thoroughly before handing in?** |  |  |  |  |  |  |  |  |  |
| 1. **How long did I take to do it?** |  |  |  |  |  |  |  |  |  |

**Complete with the date and note down what topic your essay was on, and run through the checklist each time you do one:**

**TYPICAL FRENCH IDIOMS**

**Match up these sayings and proverbs**

1. Aide-toi et le ciel t’aidera. A. No sooner said than done.

2. Sitôt dit, sitôt fait B. Things always happen in threes

3. Un point à temps en vaut cent C. Slow and steady wins the race.

4. Les apparences sont souventD. People in glass houses shouldn’t trompeuses. throw stones.

5. Ce n’est pas à un vieux singe qu’on E. While the cat’s away, the mice will apprend à faire des grimaces. play.

6. Tout est bien qui finit bien. F. Hope springs eternal.

7. Quand le chat est parti, les souris G. Every cloud has a silver lining.

dansent.

8. Rien ne sert de courir, il faut partir H. You can’t make an omelette

à point. without breaking eggs.

9. L’espoir fait vivre. I. A stitch in time saves nine.

10. Qui s’y frotte s’y pique. J. All’s well that ends well.

11. Jamais deux sans trois. K. Love is blind.

12. L’amour est aveugle. L. God helps those who help themselves.

13. On ne fait pas d’omelettes sans M. Never judge a book by its cover.

casser d’oeufs.

14. Après la pluie, le beau temps. N. He who dares, wins!

15. Qui ne risque rien n’a rien. O. You can’t teach an old dog new tricks.

USEFUL WEBSITES: **and how to use them best!**

* [**Vertaal**](http://fr.ver-taal.com/)- has a huge range of videos, music, advertisements and news clips with self-marking exercises
* [**French Amis**](http://www.french-amis.com/) - a wide range of interactive resources: listening, reading and some grammar

**TO WORK ON YOUR LISTENING**

You should select a short audio or video clip from the Internet. Play the clip at least three times and write a brief summary in French (it needn’t be any longer than 50 words) with a vocabulary list of at least 10 words. These could be key words or they could be words that are new to you and had to be looked up.

It is easier to start with short news bulletins. Video clips are ideal as they are easier to understand. Start with shorter clips and then when you feel ready, you could choose a radio programme from the Radio station websites listed below.

* [**Audio Lingua**](https://www.audio-lingua.eu/?lang=fr) - an archive of short audio clips at various levels. Clips can be downloaded or listened to online and you can also download the texts to read
* [**TV5 Monde**](http://apprendre.tv5monde.com/) - excellent video clips with accompanying worksheets for advanced learners.
* [**INA**](http://www.ina.fr) – is a free resource for more advanced learners. It includes excerpts of news programmes and documentaries and covers a huge range of topics.

**French News**

[**Euronews**](http://fr.euronews.com) - Choose from a wide variety of News videos.

[**TF1**](http://www.tf1.fr/jt-20h/) **-** Watch today’s news from the TV channel TF1 (not easy, but if you already know what the main stories are…)

**French TV channel websites:**

Many sites will block content from the UK. Log on **instead** to **TV5** where you can access a number of videos

[**RadioFrance**](http://www.radiofrance.fr/) **-** This is an excellent website that allows you to access seven radio stations and listen live or download podcasts. There are a number of videos on the site too.

**TO WORK ON YOUR READING**

Select an article which interests you, read it carefully and select at least 10 new pieces of vocabulary to look up. The choice of topic area is limitless. The temptation may be to pick an article on fashion, but you should avoid doing this every week as they are not so easy to understand. It is a good idea to vary the topic area and to choose articles related to the syllabus topics so that you encounter a variety of vocabulary.

The major national newspapers can all be read online:

[**Libération**](http://www.liberation.fr/)

[**Le Monde**](http://www.lemonde.fr/)

[**Le Parisien**](http://www.leparisien.fr/)

World news can be read on **http://www.courrierinternational.com/**

It is also worth looking at **http://www.1jour1actu.com/** which is a resume of news articles aimed at French children (and therefore might be more accessible to AS students)

The following magazines are also worth looking at:

[**Telerama**](http://www.telerama.fr/)

[**Elle**](http://www.elle.fr/)

[**L'Express**](http://www.lexpress.fr/)

[**L'étudiant**](http://www.letudiant.fr/)

[**L'équipe**](http://www.lequipe.fr/) (for sport)

**TO WORK ON YOUR GRAMMAR**

* [**Languages Online**](http://www.languagesonline.org.uk/) - great self-marking verb and grammar exercises for all languages and levels
* [**The Language Gym**](http://www.language-gym.com/)**-**verbs, tenses and vocabulary games and exercises for iGCSE and A level French
* [**Bescherelle**](http://www.bescherelle.com/)  has Frenchverb tense guides for reference, but also interactive dictations, a few games and some interactive grammar "quizzes". Good for intermediate and above.
* [**Verbix**](http://www.verbix.com/languages/french.shtml)can be used to find the conjugations of French verbs.  Simply type in the infinitive to get the verb tables for all tenses.

**TO WORK ON YOUR VOCABULARY**

* [**Memrise**](http://www.memrise.com/)**-**vocabulary revision for all languages and all levels
* [**Quizlet**](http://www.quizlet.com/) - vocabulary lists are uploaded here by class teachers, students can even create their own lists to revise from. You can access your word lists via the free app.
* [**Duolingo**](https://www.duolingo.com/)- available as a free app, they have recently launched a website for schools.