

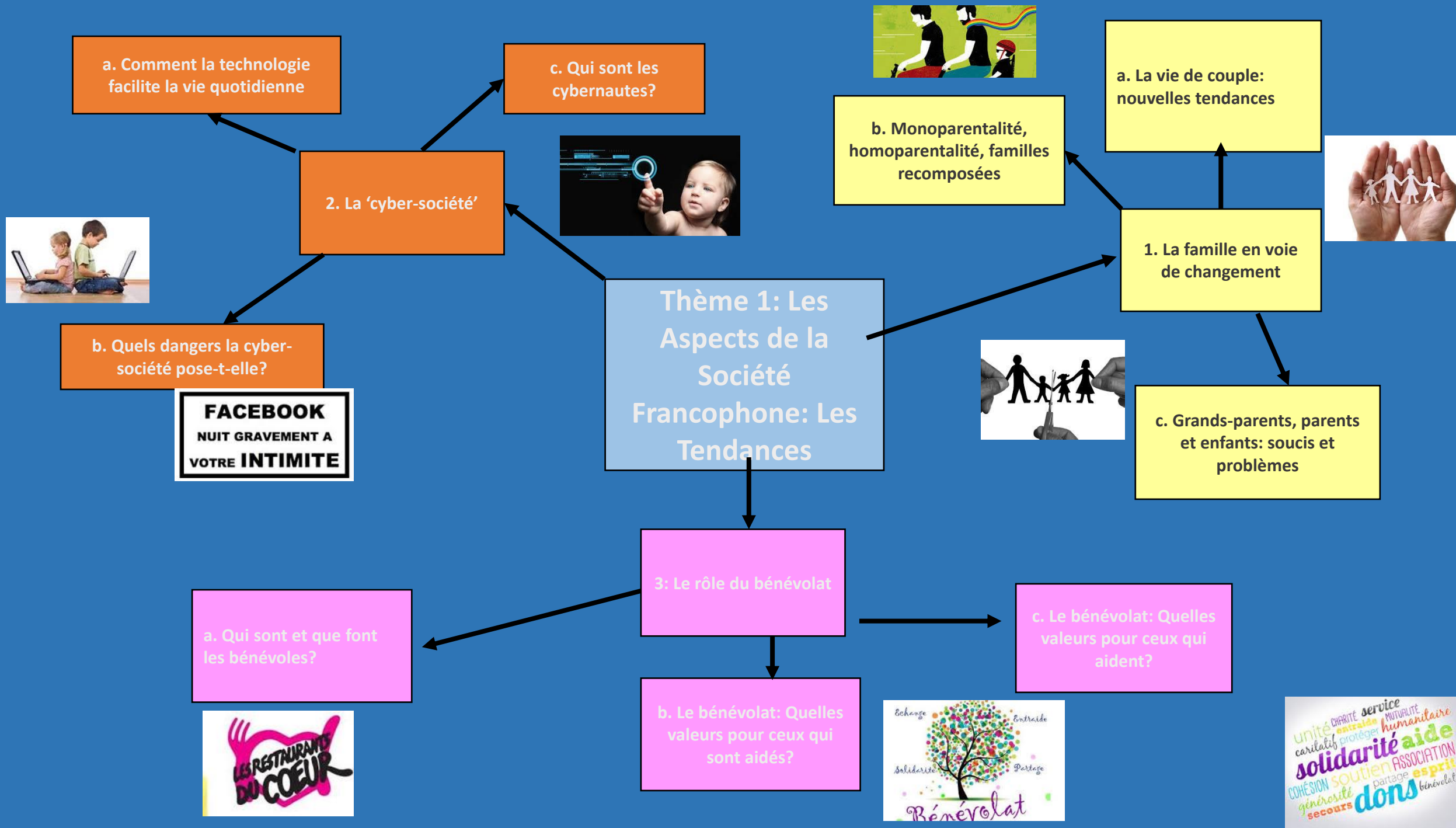
A-level French – Years 12&13

- Overview

Themes studied in year 1

3.1.1 Aspects of French-speaking society: current trends

- **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 ?



Themes studied in year 1

3.2.1 Artistic culture in the French-speaking world

- **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 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

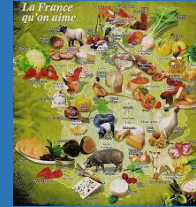
a. Le patrimoine sur le plan national, régional et local

c. Le patrimoine et le tourisme

b. Qui écoute et apprécie cette musique ?

a. La diversité de la musique francophone contemporaine

1. Une culture fière de son héritage



b. Comment le patrimoine reflète la culture



Thème 2: La Culture Artistique dans les Pays Francophones



2. La musique francophone contemporaine

c. Comment sauvegarder cette musique ?



3: Le cinéma: le septième art

a. Pourquoi le septième art ?

c. Evolution du cinéma – les grandes lignes

b. Le cinéma – une passion nationale ?



Themes studied in year 2

3.1.2 Aspects of French-speaking society: current issues

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

Tolerance

a. L'enrichissement dû à la mixité ethnique

1. Les aspects positifs d'une société diverse

c. Diversité- un apprentissage pour la vie



b. Diversité, tolérance et respect



Thème 3: Les Aspects de la Société Francophone: Les Questions d'Actualité



a. Qui sont les marginalisés?



2. Quelle vie pour les marginalisés?

b. Quelle aide pour les marginalisés?

c. Quelles attitudes envers les marginalisés?

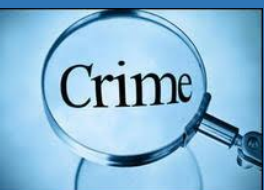


3: Comment on traite les criminels

a. Quelles attitudes envers la criminalité?

b. La prison- échec ou succès?

c. D'autres sanctions?



Themes studied in year 2

3.2.2 Aspects of political life in the French-speaking world

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

Thème 4: Les Aspects de la Vie Politique dans les Pays Francophones

1. Les ados, le droit de vote et l'engagement politique

a. Pour ou contre le droit de vote?



c. Quel avenir pour la politique?

b. Les ados et l'engagement politique- motives ou démotivés?



b. Manifestations et grèves- sont-elles efficaces?



a. Le pouvoir des syndicats

2. Manifestations, grèves- à qui le pouvoir?

c. Attitudes différentes envers ces tensions politiques

3: La politique et l'immigration

a. Solutions politiques à la question de l'immigration

b. L'immigration et les partis politiques

c. L'engagement politique chez les immigrés



IMMIGRATION



Grammaire

- A Level GCE students will be expected to have studied closely the grammatical system and structures of the French language during their course. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following list.

Nouns: gender singular and plural forms

Articles: definite, indefinite and partitive

Adjectives: agreement position
comparative and superlative demonstrative (*ce, cet, cette, ces*) indefinite (*chaque, quelque*)
possessive interrogative (*quel, quelle*)

Adverbs: comparative and superlative
interrogative (*comment, quand*)

Quantifiers/intensifiers (*très, assez, beaucoup*)

Pronouns: personal reflexive relative
disjunctive/emphatic demonstrative (*celui*)
indefinite (*quelqu'un*) possessive (*le mien*)
interrogative (*qui, que*) use of *y, en*

Tenses: present perfect (including agreement of past participle) imperfect future conditional future perfect (R) conditional perfect (R) pluperfect past historic (R)



Verbs: regular and irregular forms of verbs, including reflexive verbs modes of address (*tu, vous*) impersonal forms verbs followed by an infinitive (with or without a preposition) dependent infinitives (*faire réparer*) perfect infinitive negative forms interrogative forms

Passive voice: present tense other tenses (R) imperative present participle

Indirect speech

Inversion after speech

Prepositions

Conjunctions

Number, quantity and time (including use of *depuis, venir de*)

Subjunctive mood present perfect

What are the exam components?

- Listening Reading & Writing
- Writing (Literary Text & Film)
- Speaking exam

A Level assessments

Paper	Skills	Marks	Timing	Proportion of A level
1	Listening, reading and writing	100	2h30	50%
2	Writing	80	2h	20%
3	Speaking	60	21-23 min	30%

Paper 1: Listening, reading and translation

AS

**1 hour and 45 minutes
45% of the qualification
(90 marks)**

**No dictionary
Grammar assessed!**

**Questions in French...
To be answered in French!**

A-level

**2 hours 30 minutes
50 % of A-level
(100 marks)**

**No dictionary
Grammar assessed!**

**Questions in French...
To be answered in French!**

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.

Paper 1: Listening, reading and translation

AS

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

**Artistic culture in the French-
speaking world**

A-level

Same as AS +

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

**Aspects of political life in the
French-speaking world**

Paper 1: Listening, reading and translation

AS

- Listening (35 marks) with comprehension questions.
- Reading (45 marks) with comprehension questions.
- Translation of an unseen passage (70 words min.) from French into English (10 marks)

A-level

- Listening (30 marks) and Reading (50 marks) with comprehension questions.
- Translation (100 words min.) from French into English (10 marks)
- Translation (100 words min.) from English into French (10 marks)

Paper 2: Writing

AS

**1 hour and 30 minutes
25% of the qualification
(50 marks)**

**No dictionary - No document
Grammar assessed!**

**Choice of 2 questions -
either one literary text or one film
(from a prescribed list)**

A-level

**2 hours
20 % of A-level
(80 marks)**

**No dictionary - No document
Grammar assessed!**

**Choice of questions –
2 essays
One literary text and one film**

Paper 2: Writing

AS

- Translation of an unseen passage from English into French (15 marks)

AND

- one question in French either on a set text or film (35 marks).

- critical response to plot, characterisation, imagery or other stylistic features.

A-level

300 words per essay

- critical appreciation of the concepts and issues covered in the work

AND

- critical and analytical response to features such as the form and the technique of presentation.

Paper 3: Speaking

(Students may take the assessment only once before certification)

AS

15 min. preparation time
12-14 min. speaking time
30% of the qualification
(60 marks)

No dictionary

**Internally conducted and
externally assessed**

A-level

5 min. preparation time
16-18 min. speaking time (23 mins)
30 % of A-level
(60 marks)

No dictionary

**Internally conducted and
externally assessed**

Paper 3: Speaking

AS

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

**Artistic culture in the French-
speaking world**

A-level

Same as AS +

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

**Aspects of political life in the
French-speaking world**

+ Individual research project

Paper 3: Speaking

AS

- Discussion of the two sub-themes (6-7 min. on each)
- Based on a stimulus card for each sub-theme.

The student studies the cards for 15 minutes before the test begins.

A-level

- Discussion of a sub-theme with the discussion based on a stimulus card (5-6 min.) (25 marks)
The student studies the card for 5 minutes at the start of the test.
- Presentation (2 min.) and discussion (9-10 min.) of individual research project (35 marks)

List of approved works

Texts

- Molière - *Le Tartuffe*
- Voltaire - *Candide*
- Guy de Maupassant - *Boule de Suif et autres contes de la guerre*
- Albert Camus - *L'étranger*
- Françoise Sagan - *Bonjour tristesse*
- Claire Etcherelli - *Elise ou la vraie vie*
- Joseph Joffo - *Un sac de billes*
- Faïza Guène - *Kiffe kiffe demain*
- **Philippe Grimbert - *Un secret***
- Delphine de Vigan - *No et moi*

List of approved works

Films

- Les 400 coups - François Truffaut (1959)
- **Au revoir les enfants - Louis Malle (1987)**
- La Haine - Mathieu Kassovitz (1995)
- L'auberge espagnole - Cédric Klapisch (2002)
- Un long dimanche de fiançailles - Jean-Pierre Jeunet (2004)
- Entre les murs - Laurent Cantet (2008)

Themes studied in year 1

3.2.1 Artistic culture in the French-speaking world

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