



A LEVEL FRENCH





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Entry requirement: Level 6 as a minimum



What will I study?

Starting from September 2020, French at A Level will follow the AQA exam board/curriculum:

- 12 topics
- the study of a film
- the study of a book
- an independent research project



A-LEVEL

A-LEVEL FRENCH (7652)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.2 July 2017



AS Topic: Aspects of French-speaking society: current trends

La famille en voie de changement- changing families

La vie de couple: nouvelles tendances	Describe and discuss trends in marriage and other forms of partnership
Monoparentalité, homoparentalité, familles recomposées	Consider and discuss the merits and problems of different family structures
Grands-parents, parents et enfants: soucis et problèmes	Consider relationships between generations and discuss problems that can arise

AS Topic Aspects of French-speaking society: current trends

La cyber-société – cyber society

Comment la technologie facilite la vie quotidienne	Describe and discuss how technology has transformed everyday life
Quels dangers la cyber-société pose-t-elle ?	Consider and discuss the dangers of digital technology
Qui sont les cybernautes ?	Consider the different users of digital technology and discuss possible future developments

AS Topic Aspects of French-speaking society: current trends

Le rôle du bénévolat – the role of volunteering

Qui sont et que font les bénévoles ?	Examine the voluntary sector in France and the range of work volunteers provide
Le bénévolat: quelle valeur pour ceux qui sont aidés ?	Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help
Le bénévolat: quelle valeur pour ceux qui aident ?	Look at the benefits of voluntary work for those who help and for society as a whole

AS Topic Artistic culture in the French-speaking world

Une culture fière de son patrimoine – heritage cultural pride

Le patrimoine sur le plan national, régional et local	Understand the notion of heritage and heritage preservation on a regional and national scale
Le patrimoine et le tourisme	Consider the ways in which some of the country's most famous heritage sites market themselves
Comment le patrimoine reflète la culture ?	Comprehend how heritage impacts upon and is guided by culture in society

AS Topic Artistic culture in the French-speaking world

La musique francophone contemporaine – French speaking world contemporary music

La diversité de la musique francophone contemporaine

Consider the popularity of contemporary francophone music and its diversity of genre and style

Qui écoute et apprécie la musique francophone contemporaine ?

Consider who listens to contemporary francophone music, how often and by what means

Comment sauvegarder la musique francophone contemporaine ?

Consider and discuss the threats to contemporary francophone music and how it might be safeguarded

AS Topic Artistic culture in the French-speaking world

Le septième art – the art of cinema

Pourquoi le septième art ?	Consider a variety of aspects of French cinema
Évolution du septième art: les grandes lignes	Consider the major developments in the evolution of French cinema from its beginnings until the present day
Le cinéma: une passion nationale	Consider the continuing popularity of French cinema and film festivals

A 2 Topic Aspects of French-speaking society: current trends

Les aspects positifs d'une société diverse – the positive aspects of a diverse society

L'enrichissement dû à la mixité ethnique

Explore and discuss the benefits of a diverse society

Diversité, tolérance et respect

Consider and discuss the notions of diversity, tolerance and respect in French society

Diversité – un apprentissage pour la vie

Consider and discuss how diversity in society has an impact on French people's lives



A2 Topic Aspects of French-speaking society: current trends

Quelle vie pour les marginalisés ? What type of life for the marginalised

Qui sont les marginalisés ?

Examine who the marginalised in French society are.

Quelle aide pour les marginalisés ?

Explore the different support systems put in place to help the marginalised

Quelles attitudes envers les marginalisés ?

Consider and discuss the attitudes expressed towards the marginalised

A2 Topic Aspects of French-speaking society: current trends

Le traitement des criminels – The way we treat criminals

Quelles attitudes envers les criminels ?

Consider and discuss how criminals are treated in France

La prison – échec ou succès ?

Consider and discuss if prisons are either a failure or a success of the justice system in France

D'autres sanctions

Explore and discuss other possible judicial sanctions

A2 topic Aspects of political life in the French-speaking world

Les ados, le droit de vote et l'engagement – Political engagement and right to vote for teenagers

Pour ou contre le droit de vote ?

Examine the pros and cons for the right of vote for teenagers

Les ados et l'engagement politique
– motivés ou démotivés ?

Explore and discuss the relationship between teenagers and political commitment

Quel avenir pour la politique?

Consider and discuss future developments in politics in France

A2 topic Aspects of political life in the French-speaking world

Les manifestations et les grèves – Strikes and demonstration

Le pouvoir des syndicats	Explore the origins and influence of unions in France
Manifestations et grèves – sont-elles efficaces ?	Consider and discuss the efficiency of strikes in France
Attitudes différentes envers ces tensions politiques	Explore and discuss other actions and attitudes for political tensions

A2 topic Aspects of political life in the French-speaking world

La politique et l'immigration – immigration politics

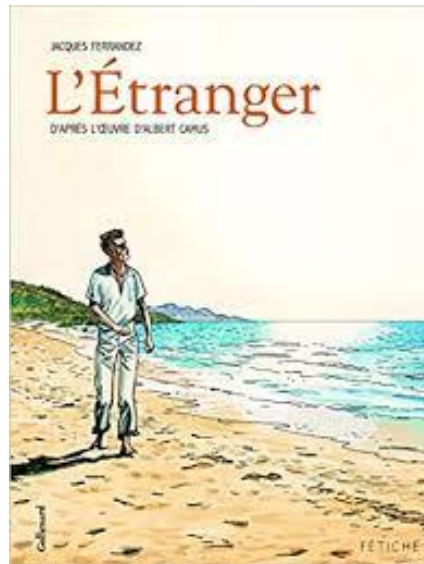
L'immigration et les partis politiques	Explore and examine the origins of immigration in France and the different political parties
Solutions politiques à l'immigration	Consider and discuss the different immigration policies in France
L'engagement politique chez les immigrés	Consider and discuss the political commitment from immigrants in France

La littérature: the books



Un sac de billes,
Joseph Joffo
(1973)

L'étranger,
Albert Camus
(1942)



Un secret,
Philippe Grimbert
(2004)

No et moi,
Delphine de Vigan
(2007)



Les films: the films



La Haine, Matthieu Kassovitz (1995)

Entre les murs,
Laurent Cantet
(2008)



Au revoir les enfants,
Louis Malle (1982)



L'auberge espagnole,
Cédric Klapisch (2002)

A-level Exam consists in 3 papers

Paper	Skills	Marks	Timing	Proportion of the qualification
1	Listening, reading and translation	100	2 hours 30 minutes	50%
2	Written response to works	80	2 hours	20%
3	Speaking	60	21-23 minutes	30%

Papers 1 and 3 are based on topics studied. Paper 2 is based on the study *either of one literary text and one film or two literary texts from a prescribed list.*



Paper 1 - Listening

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes.

Questions will target **main points, gist and detail** and will require either non-verbal responses or responses in French. Questions will include **the need to infer meaning** and will include **abstract material** such as opinions, views, emotional reactions and personal experiences.

For one question students will need **to summarise in French** what they have understood from the passage they have heard and marks will be awarded for the **quality of French used**. Students must write in full sentences and use their own words as far as possible in this question.



Paper 1 - Reading

Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/ or material based on literature. The content of the stimulus texts will be based on the themes and subthemes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.

Questions will target **main points, gist and detail** and will require either non-verbal responses or responses in French. Questions will include the need to **infer meaning** and will include **abstract material** such as opinions, views, emotional reactions and personal experiences.

For one question students will need **to summarise in French** what they have understood from the stimulus text they have read and marks will be awarded for the **quality of French used**. Students must write in full sentences and use their own words as far as possible in this question.



Paper 1 - Translation

Students will translate a passage of at least **100 words from French into English**. The content will be based on the themes and sub-themes in this specification.

Students will translate a passage of at least **100 words from English into French**. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in French, giving them some of the vocabulary and structures which they will need for the translation.

No dictionaries are allowed in this exam.



Paper 2 - Writing

Students will answer an **essay question in French** for each of the two works they have studied (this can be a book and a film, or two books).

Students will have a **choice of question on each book/film**. All questions will be in French and will require a critical and analytical response.

Students will be advised to write approximately **300 words per essay**. Everything that students write will be marked; there is no word limit.

Students who write the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam. Access to the books and films is not allowed in this exam.



Paper 3 - Speaking

The speaking exam (April/May of Y13) is made up of two sections:

1) Stimulus card discussion (5–6 minutes), which has a total of 25 marks.

2) IRP presentation (2 minutes) and discussion (9–10 minutes), which has a total of 35 marks.

During the Independent Research Project (IRP) discussion, the examiner will provide opportunities for you to demonstrate your knowledge and understanding of the topic. You may be asked to defend and justify a particular point of view, and develop some of your ideas further.



Success criteria for WORLD CLASS learners



- Complete **ALL** class work and homework.
- **Learn** and **revise** all of the **vocabulary/work** each week.
- Keep class work notes **neat, organised & ordered chronologically** so that you can easily refer back to them and revise from them.
- **Be aware of what is happening around you!** Watch the news headlines as discussions will relate to the current affairs!
- **Ask questions** during the lesson – **be curious !**
- Come & **see the teacher during your frees/ email them** if you need more help/support with certain areas of the course.

YOU need to be responsible for YOUR learning & success.

