



A level 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 year 12 file dividers as follows:

1. General information
2. The changing nature of family (La famille en voie de changement)
3. The 'cyber-society' (La « cyber-société »)
4. The place of voluntary work (Le rôle du bénévole)
5. A culture proud of its heritage (Une culture fière de son patrimoine)
6. Contemporary francophone music (La musique francophone contemporaine)
7. Cinema: the 7th art form (Cinéma: le septième art)
8. Cultural topic 1: La Haine
9. Grammar

In year 13, you will need the following sections

1. Positive features of a diverse society (Les aspects positifs d'une société diverse)
 2. Life for the marginalised (Quelle vie pour les marginalisés ?)
 3. How criminals are treated (Comment on traite les criminels)
 4. Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
 5. Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)
 6. Politics and immigration (La politique et l'immigration)
 7. Cultural topic 2: Kiffe Kiffe demain
 8. Grammar
- ✓ 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 to take good care of the textbooks 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.
- ✓ 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!). Use online resources for vocabulary learning, for revision of tenses, for authentic news reports and accompanying exercises or for more general information read French newspapers or blogs.

UNIT 3 EXAM TIPS

Listening, Reading & Writing - 2 ½ hours, 110 marks

1. The exams:

a. **Listening – 30 minutes (25 marks)**

There will be 3-5 items requiring answers in French, or an answer given by a number or letter.

b. **Reading & Writing – 1 hour (45 marks)**

This section is made up of 2-4 items requiring answers in French or an answer given by a number or a letter together with a task involving translation from French into English and a task involving translation from English into French.

c. **Writing – 1 hour (40 marks)**

Candidates respond with one piece of writing to **one** question from a choice of two, based on each of the Cultural Topics. You must write a minimum of **250 words**.

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. **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: See the specialist section in your Atouts book

Check spellings and remember you are in control – it's your opportunity to shine and show the progress you've made since AS– 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 both years
- 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,

THE CULTURAL TOPICS

ESSAY MARK SCHEME

You will be studying a book and a movie. You will have to respond to one question on each cultural topic from a choice of two. You are advised to spend approximately 1 hour on this section and must write a **minimum** of 250 words.

LANGUAGE

A03 (20 marks)

Mark	Description
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.

CONTENT

A04 (20 marks)

Mark	Descriptors
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

a) 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?

b) Then say what you are going to do in your essay – stick to the essay title!

2. The main body of the essay

Remember, one idea per paragraph and for each paragraph:

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

3. The conclusion

Sum up the main points you have made throughout the essay – DON'T introduce new ideas. Give your opinion.

Finally

1. Do a **systematic error check** using the checklist overleaf.
2. 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 <i>qui</i> or <i>que</i> ? Have you checked that you have the correctly chosen <i>le/la/les</i> and <i>lui/leur</i> ?			
Prepositions Have you used the right preposition? Check if the verb used needs a preposition (e.g. <i>commencer à</i> , <i>continuer à</i>)			
Articles Have you been consistent using <i>le/la/l'/les</i> , <i>un/une</i> , <i>du</i> , <i>de la</i> , <i>de l'</i> , <i>d'</i> , <i>des</i> ?			

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, omniprésente , 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*



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...	<i>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</i>
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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	<i>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</i>
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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	<i>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</i>
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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	<i>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</i>
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ADDING OR DETAILING

de plus en outre à cet égard / à ce propos de même d'ailleurs pour ce qui est de	<i>what is more furthermore in this respect by the same token moreover as for the</i>
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OPPOSING

néanmoins cependant malgré malgré tout en dépit de toutefois bien que (+subj) malheureusement condamner critiquer	<i>nevertheless however despite despite everything despite however although unfortunately to condemn to criticise</i>	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	<i>without doubt you cannot deny indeed I agree that you have to accept fortunately they are right to at last rightly</i>
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AGREEING & APPROVING

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	<i>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</i>
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WRITTEN WORK CHECK GRID

DATE:									
THEME:									
1. Planned an outline (essays: intro, main body of 2-4 points for pros and for cons, opinions, conclusions, solutions)									
2. Tenses (perf/ imp/ plup/ pres / pres/ fut perf/ cond perf/ fut/ fut cont/ cond..)									
3. Person of verb (je, tu, ils, nous...)									
4. la majorité/ le public/ la ville= singular									
5. negatives and quantity followed by de/d'									
6. Prepositions after verbs (à or de)									
7. Adjectival agreements (la belle fille, les hommes idiots)									
8. Correct gender for nouns (le problème, la personne,)									
9. Infinitives (only one conjugated verb per subject)									
10. Passive (être + past participle agreeing: il a été tué par - he was killed by...)									
11. Avoidance of passive <i>on boit du vin</i> - wine is drunk									
12. Accents (préféré/ préfère)									
13. Spellings (use dictionary to help you)									
14. Appropriate register of language used (high/ technical/ complicated for essays)									
15. Essay expressions (see dictionaries, textbooks etc)									
16. Subjunctives (checked endings: regular/ irregular)									
17. Subjunctives (used correctly with phrase in correct tense)									
18. Checked work thoroughly before handing in?									
19. How long did it take for me to do it?									



REALLY USEFUL FRENCH WEBSITES

and how to use them best!

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.

French News

<http://fr.euronews.com>

Choose from a wide variety of News videos.

<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

<http://www.ina.fr/> is an free resource. It includes excerpts of news programmes and documentaries and covers a huge range of topics.

<http://fr.ver-taal.com/> has an excellent selection of videos which include newsreels, advertisements, and songs. They have transcripts for you to download and the videos are all accompanied by online exercises. A very useful website.

For celebrity gossip....

<http://people.excite.fr/>

French Radio on-line

<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.

French cartoons / TV series with English subtitles

Les aventures de Tintin

https://www.youtube.com/watch?v=LfS_IEW8TR0

Fais pas ci, fais pas ça

<https://www.youtube.com/watch?v=RCRCzXJYDoU>

Plus belle la vie

<https://www.youtube.com/playlist?list=PLv5Ujrv8zhqO-LkABMwGob86ZFtFVmXMt>

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:

<http://www.liberation.fr/>

<http://www.lemonde.fr/>

<http://www.leparisien.fr/>

<https://www.lefigaro.fr/>

Other popular national newspapers can be read on

<https://www.tf1info.fr/>

<https://www.20minutes.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:

<https://www.caminteresse.fr/> (cultural knowledge/podcasts)

<http://www.telerama.fr/>

<http://www.elle.fr/>

<http://www.lexpress.fr/>

<http://www.letudiant.fr/>

<http://www.lequipe.fr/> (for sport)

French Literature: novels are available for download in all formats:

<https://manybooks.net/search-book?language%5Bfr%5D=fr>

TO WORK ON YOUR GRAMMAR

<http://www.mdlsoft.co.uk/freeTMhome.htm>

You can download the Task Magic 3 play home software to play a variety of grammar games for all tenses.

www.languagesonline.org.uk

Self-correcting gap fill exercises for all tenses.

<https://app.memrise.com/course/1154270/french-conjugation/>

Varied activities for all tenses using your login details

TO WORK ON YOUR VOCABULARY

www.quizlet.com

there are a huge range of topical vocabulary lists uploaded by teachers and students

<https://app.memrise.com/course/1164669/french-vocabulary-aqa-as/>

All topic studied organised by module and theme using your login details

<https://app.memrise.com/course/83835/a-level-french-la-haine/>

Using vocabulary linked to the movie “La Haine” organised in the 3 parts studied using your login details