**Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**French**

**New A level**

**How to Guide**



*Blessed Hugh Faringdon Catholic School*

*and Sixth Form Centre*

**2016-2016**

***Background Information***

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=yu6SwcKWFoiNMM&tbnid=sFbOA38EoRehRM:&ved=0CAUQjRw&url=http://majorsandcareers.ncsu.edu/major/french-language-literature&ei=D7JmUrP-OcOm0AXv94GYDg&psig=AFQjCNFL8sjcVAfXsr6JDR9xtbcht2Htag&ust=1382548356483059)

**Examination Board:** Pearson Edexcel Level 3 Advanced GCE in French (9FR0)

* **Year 12/13 teachers**

**Staffing 2019-2020**

**Mrs Cusimano:**  Teacher of French and Head of Year

e-mail: f.cusimano@hughfaringdon.org.uk

**Mrs Walters:** Teacher of French

e-mail: s.walters@hughfaringdon.org

* **Assessment Methods:**

**Day-to-Day:**

You will, regularly, sit vocabulary and grammar tests and will be required to complete exam-type listening, reading and writing exercises. Other homework may comprise researching topics ahead and practising for oral examinations. Homework will be issued on a weekly basis by all staff and clear deadlines for submission will be given. You will be expected to attend one weekly conversation class with Colette, the language assistant. On-going oral assessment will also take place, in class, via question and answer sessions, presentations and discussions to give you the opportunity to demonstrate your knowledge, practice and develop your language skills. You will also be encouraged to apply such learning to new contexts as the course progresses.

**At key points in the year:**

You will sit past papers or elements of past papers which will be marked against the exam board mark scheme. As with homework and work completed in class, you will receive feedback and targets for improvement will be set accompanied by further tasks to complete, as appropriate to your needs.

**2 years course- A level examinations**

At the end of Year 13 you will sit:

**Paper 1:** Listening, Reading and Translation into English ;

**Paper 2:** Written response to works and Translation into French ;

**Paper 3:** Speaking

**Themes and sub-themes**   
Papers 1 and 3 will be based on content from the following four themes.  
The four themes address a range of social issues and trends, as well as aspects of the political  
and artistic culture of France and French-speaking countries.

Themes 1, 3, and 4 focus on aspects of society or history of France only. Theme 2 requires  
you to broaden your knowledge across **any** francophone country/countries and/or  
community/communities. Each theme is broken into three sub-themes (highlighted in bold).  
These sub-themes are each exemplified further.

|  |  |
| --- | --- |
| **Theme 1**  **Les changements dans la société française** | **Theme 2**  **La culture politique et artistique dans les pays francophones** |
| ***Les changements dans les structures familiales***  *(Les changements dans les attitudes envers le mariage, les couples et la famille)* | **La musique**  *(Les changements et les développements; l’impact de la musique sur la culture populaire)* |
| **L’éducation**  *(Le système éducatif et les questions estudiantines)* | **Les médias**  *(La liberté d’expression; la presse écrite et en ligne; l’impact sur la société et la politique)* |
| **Le monde du travail**  *(La vie active en France et les attitudes envers le travail; le droit à la grève; l’égalité des sexes)* | **Les festivals et les traditions**  *(Les festivals, fêtes, coutumes et traditions)* |

|  |  |
| --- | --- |
| **Theme 3**  **L’immigration et la société multiculturelle française** | **Theme 4**  **L’Occupation et la Résistance** |
| **L’impact positif de l’immigration sur la société française**  *(Les contributions des immigrés à l’économie et à la culture)* | **La France occupée**  *(La collaboration; l’antisémitisme)* |
| **Répondre aux défis de l’immigration et l’intégration** *(Les activités des communautés; la marginalisation et l’aliénation du point de vue des immigrés)* | **Le régime de Vichy**  *(Maréchal Pétain et la Révolution nationale)* |
| **L’extrême droite**  *(La montée du Front National; les leaders du Front National; l’opinion publique)* | **La Résistance**  *(Jean Moulin, Charles de Gaulle et les femmes de la Résistance; la résistance des français)* |

**9FR0/01**

**A level - Paper 1: Listening, Reading and Translation into English (2 hours)**

(**80 marks**- **40%** of the total A2 marks) **-**

NB: You will not have access to a dictionary or other reference materials during this examination.

**Section A (30 marks) – Listening comprehension and written summary in English – 50 mins**

You will be required to listen to a range of authentic recorded French-language material and to retrieve and convey information given in the recording by responding to a range of French-language questions. You will need to show understanding of both the general sense and specific details conveyed.

There are four questions in this section made up of multiple choice and open response,  
including questions testing summary skills (in passage 4 (b), you will have to summarise a conversation from spoken sources. You will not be required to write in full sentences and may respond using short phrases). All questions are set in French and must be answered in French.

You will have individual control of the recordings using an mp3 player and you may stop, revisit and replay sections of the recording as required within the time allocated for this section (50 minutes).

**Section B (30 marks) – Reading comprehension – 50 mins**

You will be required to read authentic printed materials and to retrieve and convey information by responding to a range of French-language test types. The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

You will respond to five questions based on the texts provided. Questions comprise both multiple-choice questions and open-response questions. **All questions are set in French** and must be **answered in French**.

**Section C (20 marks) – Translation into English – 20 mins**

In section C, you will be given one unseen text (of minimum 100 words) in French and must translate it into English.

**Example: A level – Paper 1**

**Section A (30 marks): Listening – 50 mins**

Example of passage 4 (b)

**Résumez le passage suivant. Des phrases courtes suffisent. Donnez trois details pour la question 4(b)(i) et trois détails pour la question 4(b)(ii).**

**Passage 4(b) − La Résistance en France en 1944**

(b) Écoutez le rapport sur les premiers maquis. Répondez **en français**.

(i) Résumez ce que la femme nous raconte de :  
• ce qu’on cherchait à faire, si on restait en France  
• pourquoi la situation a évolué en février  
• comment on a gardé le soutien des populations

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(ii) Résumez ce que l’homme nous raconte de :  
• l’impact de la répression brutale en 1944 sur les maquis  
• les conditions de vie en hiver 1944  
• la situation pour les maquis après avril 1944  
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**Section B (30 marks) – Reading comprehension – 50 mins**

Example of question 9

Lisez le texte de *Les Identités meurtrières* par Amin Maalouf, écrivain franco-libanais.  
Répondez aux questions **en français**.

**Mon identité, ma nationalité**

Depuis que j’ai quitté le Liban en 1976, pour m’installer en France, que de fois m’at-on demandé si je me sentais « plutôt français » ou « plutôt libanais ». Je réponds toujours : « L’un et l’autre! » Parce qu’en répondant différemment, je mentirais. Ce qui fait que je suis moi-même et pas un autre, c’est que je suis ainsi à la lisière de deux pays. C’est précisément cela qui définit mon identité.

À ceux qui me posent la question, j’explique que je suis né au Liban, que j’y ai vécu jusqu’à l’âge de vingt-sept ans, que l’arabe est ma langue maternelle et que c’est d’abord en traduction arabe que j’ai découvert les livres fantastiques de Dumas et Dickens. Mais, d’un autre côté, je vis depuis vingt-deux ans sur la terre de France, j’écris mes livres dans sa langue, jamais plus elle ne sera pour moi une terre étrangère.

Parfois, lorsque j’ai fini d’expliquer tout cela, quelqu’un s’approche de moi pour murmurer : « Au fin fond de vous-même, qu’est-ce que vous vous sentez ? »

Cette interrogation insistante est révélatrice d’une vision des hommes fort répandue et, à mes yeux, dangereuse. Lorsqu’on me pose cette question, cela suppose qu’il y a « au fin fond » de chacun une seule appartenance qui compte, déterminée une fois pour toutes à la naissance et qui ne changera jamais.

Le fait d’être chrétien et d’avoir pour langue maternelle l’arabe est un des paradoxes fondamentaux qui ont forgé mon identité. Par ailleurs, mon appartenance au christianisme crée un lien significatif entre moi et les quelque deux milliards de chrétiens dans le monde.

Ainsi, en considérant séparément ces deux éléments de mon identité, je me sens proche, soit par la langue soit par la religion, d’une bonne moitié de l’humanité ; en prenant ces deux mêmes critères simultanément, je me retrouve confronté à ma spécificité.

(a) Comment peut-on justifier l’idée que Maalouf est un homme honnête ? ………………………………………………………………………………………………….

(b) Maalouf dit qu’il est « à la lisière de deux pays ». Expliquez cette phrase. ………………………………………………………………………………………………….

(c) Quand il était petit, qu’est-ce qu’il aimait lire ? ………………………………………………………………………………………………….

(d) Pourquoi Maalouf dit-il que la France ne sera jamais plus pour lui « une terre étrangère » ? Donnez un détail.

………………………………………………………………………………………………….

(e) Selon Maalouf, qu’est-ce qui est dangereux ?

………………………………………………………………………………………………….

(f) Quel rôle le christianisme joue-t-il dans la vie de Maalouf ?

………………………………………………………………………………………………….

(g) Comment Maalouf peut-il croire qu’il est proche de la moitié de l’humanité ?  
Donnez deux détails.

…………………………………………………………………………………………………

**Section C (20 marks) – Translation into English – 20 mins**

Translate the following text from Céline Dion’s autobiography into **English**.

J’avais douze ans et ma mère voulait faire de moi une chanteuse capable de remplir les grandes salles de concert. Pour moi c’était un rêve mais Maman avait un plan d’action. « Il te faut des chansons à toi, Céline. Un agent ne voudra rien savoir d’une fille qui ne fait qu’imiter les autres! On ne peut pas juger de la valeur d’une chanteuse qui interprète une chanson déjà bien connue. » Il fallait que je crée moi-même quelques chansons pour qu’un agent sache que je comprenais quelque chose à la musique. Ce que ma mère m’avait dit m’apparaissait comme évident, même si je n’y avais jamais pensé de façon aussi précise.

**9FR0/02**

**A level - Paper 2: Written response to works and Translation into French (2 hours 40)**

(**120 marks -** **30%** of the total A level marks)

This paper draws on the study of two French works: either two literary texts, or one literary text and one film. The literary texts include a range of novels, plays and a series of short stories. All of the films are feature length. Your teacher will inform you of which French works you will be studying.

**Section A: Translation into French (20 marks)**

You will be required to translate an unseen passage (of minimum 100 words) from English into French.

**Section B: Written response to works (literary texts) (50 marks)**In this section, you must write an extended response on a literary text chosen by your teacher. You will select one question from a choice of two.

**Section C: Written response to works (films) (50 marks)**You will have to write an extended response on the film you have studied in class with your teacher. You will be able to select one question from a choice of two for your studied film.

**Example: A level – Paper 2**

**Section A: Translation (20 marks)**

**1**) Traduisez ce passage **en français.**

When the European Union adopted a policy of free movement of people, many citizens of poor countries started to move to France. It is difficult for an immigrant to fit into a new society unless he has friends or relatives there. Even if he speaks a little French, he will have to try to improve the language as soon as possible. Immigrants have been accused of taking the jobs of those who already live there. In fact, they often end up accepting the work which the latter refuse to do. If people were more tolerant, immigrants would have fewer problems.

**Section B: Written response to works (literary texts) (50 marks)**

Répondez à **DEUX questions**. Choisissez **deux questions de la Section B OU une question de la Section B ET une question de la Section C**. Écrivez entre **300 et 350 mots** pour chaque question.

**Exemple:**

***Boule de Suif et autres contes de guerre (Boule de Suif, Un Duel, Deux Amis, La Mère Sauvage)* (Guy de Maupassant)**

**EITHER**  
(a) Analysez les différences entre Boule de Suif et ceux qui voyagent avec elle.  
**OR**  
(b) Analysez le portrait des Prussiens dans ces contes.

**Section C: Written response to works (films) (50 marks)**

Répondez à **DEUX questions**. Choisissez **deux questions de la Section B OU une question de la Section B ET une question de la Section C**. Écrivez entre **300 et 350 mots** pour chaque question.

**Exemple:**

***Les Choristes* (Christophe Barratier)**

**EITHER**  
(a) Examinez les raisons pour lesquelles Clément Matthieu doit quitter l’école Fond de l’Étang vers la fin du film.  
  
**OR**  
(b) Analysez le rôle joué par la musique dans Les Choristes.

**9FR0/03**

**A level - Paper 3: Speaking** (Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes’ formal preparation time.)

(**72 marks** - **30%** of the total AS marks)

In the speaking examination, you should be able to demonstrate:

● your knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied.

● your ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions

● your ability to interact and hold a natural and fluent discourse

● skill in manipulating language accurately

● your ability to respond to written language in speech

These aspects are assessed via two distinct tasks conducted entirely in the target language and  
which are carried out in consecutive order in one session.

The **two** tasks:  
  
– Task 1: 6-7 minutes   
– Task 2: 10-11 minutes   
– Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes’  
preparation time for Task 1).

**Task 1** **(30 marks) - Discussion on one of the four themes based on a stimulus card (30 marks)**

* You will be given a choice of two cards on two different sub-themes. The invigilator will tell you (in English) which sub-themes you may choose immediately before the start of the preparation time (e.g. ‘You may choose 'media' or 'festivals and traditions’).
* You will not be able to see the contents of either card until you have chosen the sub-theme, after which you will be given one of the cards. The preparation time of 5 minutes begins immediately after you receive the card. The 5 minutes is for you to prepare your thoughts for this task and make notes that you can refer to during your discussion (maximum of one side of A4 paper).
* Each stimulus card contains two statements (A and B) offering different views on the sub-theme. You will select one statement from the two given on the stimulus card during your  
  5 minute preparation time and you can choose to support the statement or disagree with it  
  during your discussion.
* Task 1 follows immediately after the 5 minutes’ preparation time so you can recall your  
  prepared thoughts easily.
* You will tell your teacher which statement you have chosen immediately before the discussion begins.
* The discussion will last approximately 6 to 7 minutes for this task.

There are **two parts** to the discussion.

o ***Part 1:*** your teacher asks you the two compulsory questions on the card and then helps you to develop the discussion by asking appropriate follow-up questions relating to the statement on the stimulus card.

o ***Part 2:*** your teacher then broadens the discussion to cover other aspects of the overall Theme.

**Example: A level – Paper 3**

**Task 1**

***STIMULUS FR6***

**Task 1**  
**Thème: La culture politique et artistique dans les pays francophones**

**Les festivals et les traditions**

Choisissez **UNE** des déclarations suivantes (A ou B) et préparez vos idées sur ce thème  
pour une discussion.

**B) Ce sont les coutumes régionales qui enrichissent la culture dans les pays francophones.**

*Vous devez considérer:*

*• L’importance des traditions régionales pour la culture dans les pays francophones.*

*• Ce qu’on fait pour préserver certaines traditions locales dans les pays francophones.*

1. **Certaines vieilles traditions dans les pays francophones ne signifient plus rien pour les jeunes de nos jours.**

*Vous devez considérer:*

*• Les raisons pour lesquelles les vieilles traditions francophones perdent de leur importance parmi les jeunes.*

*• Le fait que certaines traditions persistent.*

**Task 2** **(42 marks) - presentation and discussion on student’s independent research project**

You will select a subject of interest to you, related to the cultural and social context of French speaking countries and communities. For example, you could choose to study a monument, a person or an artist. Your independent research project must not be based on the literary work or films studied for Paper 2 but you could choose something else from the same author or film maker. Students in the same class can choose the same topic but must use a different angle and make a different statement. Ideally, you will all choose a different topic.

There are two parts to this task.

o ***Part 1:*** The discussion must open with a presentation in which you will provide a summary of at least two of the written sources you have used as part of your research, outlining the authors’ main points/ideas and giving a personal response to what you have read (e.g. French newspaper, magazines, articles, literary texts). The presentation must **not** exceed two minutes. In this part of the task, you will be assessed on your ability to respond in speech to written sources.

o ***Part 2:*** The discussion will be broadened out to a wider exploration of the content of your presentation and of your research as a whole.

In **both** tasks, you are expected to ask questions that elicit opinions and to express your own points of view. You are expected to take the lead in the discussions.

The discussion will last approximately 10 to 11 minutes for task 2.

**Marking Criteria**

**AS – Paper 1: Listening, Reading and Translation into English**

**Section C (20 marks) – Translation into English – 20 mins**

**Marking principles**  
Mis-spelling is tolerated as long as it doesn’t lead to ambiguity e.g. drought misspelled as  
drowght would be acceptable but misspelled as draught would be unacceptable as this would lead to ambiguity.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

**AS – Paper 2: Written response to works and Translation into French**

**Section A (30 marks): Translation into French**

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given above the grid.

**Sections B and C : Written response to works (100 marks)**

There are three levels-based mark grids to be applied to each individual essay that makes up  
the written response to works. The mark grids are:

1. Critical and analytical response (AO4)
2. Range of grammatical structures and vocabulary (AO3)
3. Accuracy of language (AO3)
4. **Critical and analytical response (AO4)**

This mark grid assesses your ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, you should present and justify your points of view, develop arguments, draw conclusions based on your understanding and evaluate issues, themes and cultural and social contexts.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-4** | Points of view relating to issues/themes/cultural or social contexts are presented, with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive.   * Limited ability to form arguments or draw conclusions. * Response relates to the work but limited focus on the question. |
| **5-8** | Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive.   * Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments. * Response relates to the work but often loses focus on the question |
| **9-12** | Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.   * Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. * Response is relevant to particular aspects of the question, occasional loss of focus |
| **13-16** | Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.   * Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. * Response is relevant to particular aspects of the question, occasional loss of focus. |
| **17-20** | Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work.   * Detailed, logical arguments and conclusions are made that consistently link together. * Relevant response to the question throughout. |

1. **Range of grammatical structures and vocabulary (AO3)**

This mark grid assesses your ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-4** | Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted. ● Limited range of vocabulary resulting in repetitive expression. ● Limited use of terminology appropriate to literary and cinematic analysis. |
| **5-8** | Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted. ● Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive. ● Occasional use of terminology appropriate for literary and cinematic analysis. |
| **9-12** | Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing. ● Some variation in use of vocabulary, resulting in variation of expression but this is not sustained. ● Some use of terminology appropriate for literary and cinematic analysis. |
| **13-16** | Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay. ● Frequently varied use of vocabulary, resulting in regular variation of expression. ● Frequent use of terminology appropriate for literary and cinematic analysis. |
| **17-20** | Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing. ● Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways. ● Consistent use of terminology appropriate for literary and cinematic analysis. |

1. **Accuracy of language (AO3)**

This mark grid assesses your ability to apply grammar and syntax accurately.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-2** | * Limited sequences of accurate language resulting in lapses in coherence. * Errors occur that often prevent meaning being conveyed. |
| **3-4** | ● Some accurate sequences of language resulting in some coherent writing. ● Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| **5-6** | ● Frequent sequences of accurate language resulting in generally coherent writing. ● Errors occur that occasionally hinder clarity of communication. |
| **7-8** | ● Accurate language throughout most of the essay, resulting in mostly coherent writing. ● Errors occur that rarely hinder clarity of communication. |
| **9-10** | ● Accurate language throughout, resulting in consistently coherent writing. ● Any errors do not hinder clarity of communication. |

**A level – Paper 3: Speaking**

**Task 1 (discussion on a theme)**

Three mark grids are applied to Task 1:

1. Knowledge and understanding of society and culture (AO4)
2. Accuracy and range of language (AO3)
3. Interaction (AO1)
4. **Knowledge and understanding of society and culture (AO4)**

This grid assesses your ability to communicate information and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. You are also assessed on your ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-3** | ● Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/ examples/ references; frequent loss of focus on the cultural and social context. ● Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis. |
| **4-6** | ● Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. ● Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places. |
| **7-9** | ● Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. ● Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions. |
| **10-12** | ● Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. ● Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. |

1. **Accuracy and range of language (AO3)**

This mark grid assesses your ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses your ability to apply grammar and syntax accurately and accuracy of pronunciation.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-3** | ● Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. ● Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. ● Pronunciation and intonation are inconsistent, leading to occasional impairment in communication. |
| **4-6** | ● Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. ● Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. ● Pronunciation and intonation are intelligible though sometimes inaccurate |
| **7-9** | ● Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. ● Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. ● Pronunciation and intonation are intelligible and mostly accurate. |
| **10-12** | ● Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. ● Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. ● Pronunciation and intonation are accurate, intelligible and authentic sounding. |

1. **Interaction (AO1)**

This mark grid assesses your ability to interact with the examiner by giving relevant responses based on what you have heard, by initiating communication and eliciting points of  
view.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-2** | Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. ● Occasionally initiates communication but development often relies on the examiner’s lead; may elicit points of view/check for understanding, though this may appear contrived. |
| **3-4** | ● Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. ● Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment. |
| **5-6** | ● Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. ● Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation. |

**Task 2, part 1 (presentation of independent research)**

One mark grid is applied to this part of the task:

1. Responding to written language in speech (AO2)
2. **Responding to written language in speech (AO2)**

This grid is used to assess your two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses your ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-3** | ● Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors’ main points/ideas. ● Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.  Responses that refer to just one single written source can be awarded a maximum of 3 marks only. |
| **4-6** | ● Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors’ main points/ideas. ● Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources. |
| **7-9** | ● Presents a mostly clear summary of named written sources, generally clear outline of authors’ main points/ideas. ● Gives a relevant personal response to the written sources supported with some justification. |
| **10-12** | ● Presents a clear summary of named written sources, giving a clear outline of authors’ main points/ideas. ● Gives a convincing personal response to the written sources supported with clear justification. |

**Task 2, part 2 (discussion on independent research)**

Three mark grids are applied to this part of the task:

1. Knowledge and understanding of society and culture (AO4)
2. Accuracy and range of language (AO3)
3. Interaction (AO1)
4. **Knowledge and understanding of society and culture (AO4)**

This grid assesses your ability to communicate information and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. You are also assessed on your ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying your points of view, developing arguments, drawing conclusions based on your  
understanding and evaluating issues.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-3** | ● Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/ examples/ references; frequent loss of focus on the cultural and social context. ● Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis. |
| **4-6** | ● Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. ● Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places. |
| **7-9** | ● Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. ● Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions. |
| **10-12** | ● Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. ● Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. |

1. **Accuracy and range of language (AO3)**

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-3** | ● Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. ● Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. ● Pronunciation and intonation are inconsistent, leading to occasional impairment in communication. |
| **4-6** | ● Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. ● Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. ● Pronunciation and intonation are intelligible though sometimes inaccurate and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places. |
| **7-9** | ● Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. ● Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. ● Pronunciation and intonation are intelligible and mostly accurate. |
| **10-12** | ● Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. ● Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. ● Pronunciation and intonation are accurate, intelligible and authentic-sounding. |

1. **Interaction (AO1)**

This mark grid assesses your ability to interact with the examiner by giving relevant responses based on what you have heard, by initiating communication and eliciting points of view.

| Marks | Description |
| --- | --- |
| **0** | No rewardable language. |
| **1-2** | ● Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. ● Occasionally initiates communication but development often relies on the examiner’s lead; may elicit points of view/check for understanding, though this may appear contrived. |
| **3-4** | ● Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. ● Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment. |
| **5-6** | ● Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. ● Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation. |

**Learning strategies to improve …**

To reach at least your target grade in your French GCE, it is important that you develop each of the four following skills to the required level.

* **... your listening skills**
* **Surround yourself with the language**

Whether you listen to the radio, the Internet, or the TV, every form of media will open up your learning possibilities and enhance the experience for you. You will find yourself understanding things much better and remembering words that you haven't seen in a while if you mix up the media approaches to learning.

* **Watch DVDs in French**

You can borrow the DVDs available at school or look at your own DVDs and switch them to French language, when possible. Whether it is dubbed or subtitled, you will still learn using engaging media.

* **Listen to the radio**

There are hundreds of stations broadcasting in French and many of them can be easily accessed online, for example: [www.europe1.fr](http://www.europe1.fr), [www.radiofrance.fr](http://www.radiofrance.fr), [www.fipradio.fr](http://www.fipradio.fr)

* **Listen to French music**

Ask Mrs Hargreaves or Mrs Matthews to give you a selection of French music that can find on [www.youtube.fr](http://www.youtube.fr) ; <http://www.spotify.com/uk/> or <http://www.deezer.com/en/> . Music is an excellent method by which to perfect accent, and most times, you won't even notice the effort involved.

* **Watch clips on** [www.youtube.fr](http://www.youtube.fr)

Many clips and even sometimes films are available on *youtube*. Just type the topic that interests you in French and look at the clips available.

* **... your reading skills**

To improve your reading skills, you must read French as often as possible. It will expand your vocabulary and broaden your immersion in the language.

* **Borrow books from the French library at school** *(see the list of books available on pages 13 and 14 of this handbook)*

Books will be available to borrow from the French department. Aim to read short stories and write down the words you don’t understand in French and in English in your notebook to extend your knowledge of vocabulary.

* **Read articles in French Newspapers** *(see the list of websites available on pages 13 of this handbook)*

Many newspapers are available on line. The advantage with newspaper is that you can pick the subject that interests you.

* **Read texts from your text book**

You will have many opportunities in year 12 and year 13 to read and study texts in class. Your teachers will encourage you to identify the key phrases, to discuss about the text and to answer questions.

***Feel free to complete exercises in advance to support you to develop your grammar and vocabulary skills further.***

* **...your speaking skills**

You should seize every opportunity to speak French:

* ***Practise your speaking with the Language Assistant***

Every week, you are going to benefit from a 25 minute one-to-one session with our Languages Assistant Colette. This will give you the opportunity to improve your pronunciation, to answer questions in French, to discuss about various topics, to expand your vocabulary and grammatical knowledge and develop an in-depth knowledge of your specialist area of study as well as three of four other areas of your choice, to prepare for your speaking examination.

* ***Practise your speaking in lessons, with your teachers and your peers***

You will also practise your speaking skills in class where lessons are taught predominantly in French. You will interact in French with your teachers but also with other students in the class. You are encouraged to speak French with your peers outside the classroom. You will be required to make presentations on a range of topics from the specification. These will generally be the outcome of learning on a topic and allow you to demonstrate your learning as well as to adapt it for your own use and add further information and opinions which are relevant to you.

* ***Practise your speaking outside lessons***

Our school is in the process of linking with a French school and you should take every opportunity to link with a French student in this school to exchange emails, letters and perhaps engage in video-conferencing. Just like you, students learning English will want to engage in opportunities to liaise with native speakers. You will learn much about the language, culture, traditions and history of the country via such partnerships. You can practice with a conversation partner over the Internet using emails or social networks such as Edmodo or Facebook. You can also talk with French pals using software like Google Talk.

* **... your writing skills**

The course requires you to complete a range of different writing exercises (letters, essays, articles) to develop the range of structures and tenses you are able to use. Over the course, you will be introduced to new topics and vocabulary and will be challenged to write in a range of styles.

You are expected you to be independent learners and to be pro-active in order to develop your knowledge and understanding across the range of topics and grammar. Below are a few steps in order guide you in improving your writing skills:

* ***Revise and extend your grammatical knowledge***

To write accurately in French you must consistently work on your grammar, therefore it is crucial that you revise, revisit and practise this until the individual points become second nature. You have a grammar book. Be proactive. Complete exercises as per your needs, check the answers and see one of your teachers if you need help understanding your mistakes.

In As and A2, you will be expected to have studied the grammatical system and structures of the language during your course. In the examination you will be required to actively and accurately use grammar and structures appropriate to the tasks set. To practise and improve your grammar learning, you can use your grammar books as well as computer games and exercises on line. Many are available for free, do a search on Google: “French grammar games”, “French spelling games”, “French verb games” etc. You can also look for games that French speakers play, such as:

<http://www.ortholud.com/exercices_de_grammaire.html> <http://grammaire.reverso.net/testez-vous.shtml>

<http://www.languagesonline.org.uk/>

You will find more if you type: “Jeux de grammaire en ligne”

Also read and learn the content of the green grammar boxes in each unit in your text book, as well as the grammar section at the end of the book (from page 138 to p169).

* ***Increase your vocabulary***

Learning a language is a life-long commitment. The more vocabulary you learn, the easier it gets, and it will allow you to work out, faster, the meaning of unknown words using context and association. To increase your vocabulary, you are encouraged to:

**Keep a vocabulary book**

Each time you discover a new word when reading, write it down in your notebook. You can choose to look at the meaning of the words later on, rather than constantly interrupting your reading with [dictionary](http://www.wikihow.com/Use-a-Dictionary) hunting. It is helpful to use categories for the words you write down, such as: *youth culture, education/employment, lifestyle and the world around us.* This will allow you to provide contextual association in your mind.

**Read about things that interest you**

Use events, topics, subjects that interest you to provide intrinsic motivation for learning new words. For example, if you like fashion, read fashion magazines in French.

**Learn 5 new words every day**

Aim to learn at least 5 new words every day – that amounts to 35 words a week and 1820 words a year!

**RESOURCES**

* **Wider Learning opportunities**

You will be strongly encouraged

• to read French newspapers & magazines,

• to watch TV on the internet,

• to take part in work experience in France.

* **List of useful websites**

|  |  |  |
| --- | --- | --- |
| **General** | | |
| [www.edexcel.org.uk/gce2008](http://www.edexcel.org.uk/gce2008) |  | |
| [www.altavista.com](http://www.altavista.com) | Option to use French, otherwise similar to Yahoo | |
| [www.culturegouv.fr](http://www.culturegouv.fr) | Site of Ministère de la Culture | |
| [www.diplomatiegouv.fr](http://www.diplomatiegouv.fr) | Site of Ministère des Affaires Étrangères | |
| [www.education.gouv.fr](http://www.education.gouv.fr) | Site of Ministère de l’Éducation Nationale | |
| www.santegouv.fr | Site of Ministère de la Santé | |
| www.utm.edu/departments/french/french.html | ‘Tennessee Bob’s Famous French Links’ is a mine of information | |
| www.yahoo.fr | Easy access to a wide range of information | |
| **Museums and libraries** | | |
| www.bnf.fr | Bibliothèque de France | |
| www.cnam.fr | Centre National des Arts et Métiers | |
| **The media** | | |
| www.bbc.co.uk/languages/french | Provides a variety of useful language resources including links to online French language television news | |
| www.europe1.fr | Online audio news archive with wider range of broadcast material | |
| www.france2.fr | Similar coverage to Radio France | |
| www.lemonde.fr | Le Monde newspaper | |
| www.radiofrance.fr | Radio France: affairs information in current addition to programming | |
| www.radiofrance.fr/chaines/france-info | Online audio news archive with search available by topic | |
| www.leparisien.fr | Le Parisien Newspaper - News about Paris | |
| [www.lefigaro.fr](http://www.lefigaro.fr) | Le Figaro Newspaper | |
| www.tv5.fr | Francophone channel | |
| **Miscellaneous organisations** | | |
| www.ecolo.be | Belgian ecologist group | |
| www.force-ouvriere.fr | Trade unions’ organisation | |
| www.frontnational.com | Le Front National | |
| www.mrap.asso.fr | Mouvement Contre le Racisme et Pour l’Amitié Entre les  Peuples | |
| www.sidaweb.com | Information about AIDS | |
| **French language** | | |
| www.academie-francaise.fr | | L’Académie française |
| www.culture.fr/culture/dglf/  garde.htm | | Délégation générale à la langue française; section of  Ministry of Culture promoting the French language |
| www.francophonie.org | | Range of information on the francophone world |
| www.frenchassistant.com | | Interactive resource to answer grammar and more general queries |
| www.lang.ox.ac.uk | | Oxford University Language Centre site with useful links and its own free resources |
| www.olf.gouv.qc.ca | | Guidance on French language use in Québec |
| www.unicaen.fr | | Freely accessible online synonym dictionary |
| [www.bonjourdefrance.com](http://www.bonjourdefrance.com) | | Exercises available on line |
| http://www.verbix.com/languages/french.shtml | | On line verbs table |
| **Opinion poll organisations**  **(which provide a wealth of information about trends in French life and public opinion)** | | |
| www.bva.fr | Private research organisation | |
| www.ifop.fr | Government body | |
| **Regions** | | |
| www.region-bretagne.fr | Information about all aspects of the life, culture and economy of the region | |
| **Tourism** | | |
| www.alapage.com | Site of the online bookshop AlaPage listing all titles printed in France. Offers price reductions | |
| www.franceguide.com | Tourist information about all areas of France | |

* **Sixth Form French Library books**

|  |  |  |
| --- | --- | --- |
| **Title** | **Author** | **Place** |
| Le Bourgeois Gentilhomme | Molière | MFL office |
| Un sac de billes | Joseph Joffo | MFL office |
| Et si c’était vrai | Marc Levy | MFL office |
| Le Petit Prince | St Exupery | MFL office |
| Les fables de La Fontaine | Jean de La Fontaine | MFL office |
| Harry Potter à l’école des sorciers | J.K Rowling | MFL office |
| Vipère au poing | Hervé Bazin | MFL office |
| Les contes | Maupassant | MFL office |
| Le joueur d’échec | Stefan Zweig | Library |
| Le Cid | Corneille | Library |
| L’lle des esclaves | Marivaux | Library |
| Les Fourberies de Scapin | Molière | Library |
| Le dernier jour d’un condamné | V. Hugo | Library |
| L’étranger | Camus | Library |
| Le malade imaginère | Molière | Library |
| Dom Juan | Molière | Library |

* **Sixth Form DVDs**

|  |
| --- |
| **Title** |
| Le Bourgeois Gentilhomme |
| Les 400 coups |
| Entre les murs |
| Amélie Poulain |
| La Haine |
| Peau d’âne |