

Robert Smyth Academy

A Level French Transition Booklet



Pont Alexandre III - Paris



Welcome!

Welcome to Modern Foreign Languages at Robert Smyth Academy. Studying a language is hugely rewarding and will open many doors in your future career. Throughout the course, you will acquire new language skills but also widen your global cultural knowledge as well as develop your critical thinking skills, all very useful for university studies and future employment.

We follow the AQA specification, you can find the full document here:
<https://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF>



This booklet aims at giving you:

- an overview of the programme of study
- the assessment criteria
- a list of supporting resources
- tips to develop good study habits
- tips for essay writing
- opportunities
- an independent work diary

Themes and sub-themes studied

Aspects of French-speaking society: current trends (yr 12)

Students may study all sub-themes in relation to any French-speaking country or countries.

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 ?

Artistic culture in the French-speaking world (Yr 12)

Students may study all sub-themes in relation to any French-speaking country or countries.

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 musique francophone contemporaine)

- 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

Aspects of French-speaking society: current issues (Yr 13)

Students may study all sub-themes in relation to any French-speaking country or countries.

Positive features of a diverse society (Les aspects positifs d'une société diverse)

- L'enrichissement dû à la mixité ethnique
- Diversité, tolérance et respect
- Diversité – un apprentissage pour la vie

Life for the marginalised (Quelle vie pour les marginalisés ?)

- Qui sont les marginalisés ?
- Quelle aide pour les marginalisés ?
- Quelles attitudes envers les marginalisés ?

How criminals are treated (Comment on traite les criminels)

- Quelles attitudes envers la criminalité ?
- La prison – échec ou succès ?
- D'autres sanctions

Aspects of political life in the French-speaking world (Yr 13)

Students may study all sub-themes in relation to any French-speaking country or countries.

Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)

- 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? (manifestations, grèves – à qui le pouvoir ?)

- Le pouvoir des syndicats
- Manifestations et grèves – sont-elles efficaces ?
- Attitudes différentes envers ces tensions politiques

Politics and immigration (La politique et l'immigration)

- Solutions politiques à la question de l'immigration
- L'immigration et les partis politiques
- L'engagement politique chez les immigrés

Assessment

Paper 1: Listening, reading and writing		
What's assessed <ul style="list-style-type: none"> • Aspects of French-speaking society: current trends • Aspects of French-speaking society: current issues • Artistic culture in the French-speaking world • Aspects of political life in the French-speaking world • Grammar 		
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours 30 minutes • 100 marks • 50% of A-level 		
Questions <ul style="list-style-type: none"> • Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. <p>All questions are in French, to be answered with non-verbal responses or in French (30 marks).</p> <ul style="list-style-type: none"> • Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. <p>All questions are in French, to be answered with non-verbal responses or in French (50 marks).</p> <ul style="list-style-type: none"> • Translation into English; a passage of minimum 100 words (10 marks). • Translation into French; a passage of minimum 100 words (10 marks). <p>No access to a dictionary during the assessment.</p>		
Paper 2: Writing	+	Paper 3: Speaking
What's assessed <ul style="list-style-type: none"> • One text and one film or two texts from the list set in the specification • Grammar 		What's assessed <ul style="list-style-type: none"> • Individual research project • One of four themes ie Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 80 marks in total • 20% of A-level 		How it's assessed <ul style="list-style-type: none"> • Oral exam: 21–23 minutes (including 5 minutes preparation time) • 60 marks in total • 30% of A-level
Questions <ul style="list-style-type: none"> • one question on each work studied (book and film) • All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features <p>Students are advised to write approximately 300 words per essay.</p>		Questions <ul style="list-style-type: none"> • Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes) – 25 marks • Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks)

Resources

Books to purchase

We will be using these two textbooks in class, available to purchase from OUP, Amazon or Waterstones

Year 12: 978-0-19-836688-1 (about £24.00)

Year 13: 978-0-19-836685-0

The grammar and translation workbook: 978-0-19-841553-4 (about £8.00)

'No et Moi' by Delphine de Vigan 978-2253124801 (about £8.00)

'No et Moi' study guide 978-1471890079 (about £12.00) from Hodder or Amazon or Waterstones



Extra optional useful resources (These may be available to buy second hand).

Mot à Mot French vocabulary for AQA 978-1510434806

Lots of topic related vocab around each theme studied in years 12 and 13.

AQA A level French revision practice workbooks 1 and 2 978-1510417731 / 978-1510416789

Lots of exam style practice around themes studied in years 12 and 13.

Online resources

MSTeams. Download the Microsoft Teams app on any device and join the MFL class with your school email and password.

You will be able to access past papers and mark schemes, audio files and transcripts as well of extra worksheets around the themes studied

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>

dictionary: Use <https://www.wordreference.com/> to look up words. This is an online dictionary NOT a translator. It will give you all the possible translations with context so you can pick the best fit.

<https://www.linguee.com/> is also a useful tool.

If you need to check the conjugation of a verb use <http://www.conjugation-fr.com/>

Websites

Grammar:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html> the grammar section is a good way of revising tenses and transition from GCSE to A level. (interactive tasks)

<https://www.laits.utexas.edu/tex/> for thorough explanation and interactive tasks, very detailed.

<http://avosplumes.org/students/understand-grammar/> lots of videos going through various grammar points

Polishing your accent

<https://www.newsinslowfrench.com/> lots of extract on current affairs, read out by a native speaker, with a transcription. You can adjust the speed, hover over the words to access translation. Listen and repeat to refine your accent.

Reading and listening skills:

www.1jour1actu.com This is an excellent website which is designed to help French school children to keep abreast of the news.

www.20minutes.fr excellent site for keeping abreast of world affairs as well as important news in France. More challenging than 1jour1actu but still very accessible.

BBC2, Channel 4 and Film 4, Netflix and Amazon prime often show foreign language documentaries and films.

www.bbc.co.uk/bitesize is currently offering daily on-line lessons for all subjects and ages with a dedicated TV channel and podcasts on BBC Sounds which are worth checking out.

French TV programmes can also be found at: www.bbc.co.uk/education/languages/fr/tv

www.TV5monde this is an excellent website which has news items, video clips and related exercises, all available at no cost. There are updates every day so there is plenty for independent study.

French radio can be difficult to understand but try viewing clips on www.canalplus.fr for news items, and watch chat shows!

<http://www.tv-replay.fr/arte-journal-junior/> this is an excellent 6-minute evening news précis for French teenagers and well worth watching.

www.zut.org.uk This site, previously mentioned, has excellent resources for Year 12 and 13 with video clips and related exercises as well as interactive activities.

<https://www.ilini.com/learn-french> another excellent site with current affairs and cultural stories. There are videos which you can watch in French, with French subtitles, which make for excellent listening practice.

www.francaisfacile.com games, vocab and grammar etc. you can do a self-assessment quiz to check the best level for you.

Cultural research

In the speaking exam, it is important to show that you know lots of different trends in French speaking countries around each sub-theme studied. Whilst you will be able to collect some facts in class, it is important to keep up to date about what is happening in France and French-speaking countries. You could read magazines like Phosphore and Okapi, or Le Nouvel Observateur. Marie Claire, and Paris Match are also a good read for colloquial French and hot gossip! Remember that all national newspapers, such as Figaro or Le Monde, are available online.

When using a search engine such as google always input your key words in French to access French websites. It is best to do your research based on French documents it will provide useful accurate language to draw from.

<https://www.insee.fr/fr/accueil> INSEE is the national institutes of Statistics. It is a very good site to find out latest trends. They often offer a summary around themes and go on into greater depth.

<https://www.ifop.com/> carry many surveys and collect opinions of French people, so a good site to find out about views and attitudes.

Expectations and organisation of work

Independent work

You should complete at least 4 hours of independent work a week.

Learning new vocabulary and phrases is essential and you must do this on a weekly basis.

MSTeams and the websites listed above offer a wealth of free material you should exploit.

You will be asked to show what extra work you have completed to your teacher on a regular basis.

Keep on top of your work and ask if you need any extra help. We are here to support you.

What should you bring every lesson:

Some students find organising their resources quite a challenge, and poor organisation can easily lead to falling behind. It also causes great disruption if students come without their equipment, so ensure that you have:

- your French ring binder with all the material relevant to the topic studied at the time. It is also useful to keep a few useful reference sheets, such as a list of irregular verbs. You will need 4 dividers with the following tabs:
 - ✓ Topic
 - ✓ Book / film
 - ✓ Reference
 - ✓ Tracking
- This booklet
- Your own textbook, don't rely on somebody else please!
- Your cultural knowledge organiser, to record facts and trends around topics.
- Your tracker, where you can record your end of unit assessment results, essay grades, mock exam etc
- Your grammar tracker, so you have an overview of what points you need to secure.

We will do some regular folder checks to help you with this.

Essay writing

Your written assessment will be paper 2 and will consist of two essays, one on the book, one on the film. (1 hour for each)

You will have a choice of 2 questions per work.

The aim is to show that you have a **thorough knowledge** of both works, so building a quote tracker around events and character evolutions as well as mind maps around themes is very useful.

You will need to **bring your own critical views, develop arguments and draw your own conclusions**. You will need to also **understand literary and cinematographic technics** and use them judiciously to reinforce **the author / director's intention**.

You will need to read the book and watch the film several times, you will discover something new each time!

Planning is the most important stage and you should plan for 20 minutes at least, to make sure that you have thought of a **range of points and techniques**.

You must also show off a variety of grammatical structures (the more complex and accurate, the better) – this will count for **half your mark**

We recommend the **PETAL** method of planning.

Introduction: this should be fairly short and present the question you are going to discuss, you can also mention the aspects you are going to focus on. Best written AFTER you have planned, so you know exactly the points you are going to make and in which order. You should NOT answer the question in your intro, purely present the question				
P	E	T	A	L
POINT each paragraph should start with a clear statement presenting the point you are going to explore in this paragraph. 1 point per paragraph, you should aim at making 3 distinct points	EXAMPLE draw on a particular scene / event / thought / character / action to illustrate your point. Give enough context so that the examiner gets the picture	TECHNIQUE is there a literary or cinematographic technique used to reinforce the author / director's intentions.	ANALYSIS This will depend on the title set, so stay focused on the angle Develop your point, connect to French culture / society / are the techniques used effective (impact on audience / viewer) / how does it show that the character evolves / how is the author, director presenting society / is it biased? etc	LINK link back to title, this is a mini conclusion making it explicit how the point you have just developed contributes to answering the title
Conclusion: This should be fairly short, about 4 lines. It should be a direct answer to the question raised in the intro, you should refer briefly to the points you have made throughout your essay to justify your answer.				

Range of key structures to show off in your essay

As well as showing that you have a thorough understanding of the book and the film, the essay should also showcase your language skills. Aim at showcasing as much grammatical knowledge as possible.

The more complex the better, but accuracy is paramount, so do not take too many risks and reign things in a bit if you are not confident with the language you are using.

'les' and 'des'	<i>Il y a des problèmes compliqués / les problèmes qui touchent les banlieues sont compliqués</i>
adjectives	show accurate placement and agreement
superlative	AFTER the noun, <i>le personnage le plus attachant</i>
comparative	Saïd et Hubert ne sont pas aussi agressifs que Vinz (the neg. adds complexity too)
demonstrative	ce / cet / cette / ces + noun (this / these + noun) cette situation est insupportable
interrogative	Que faire dans cette situation / comment peut-on rélaiser l'ampleur du problème
adverbs	<i>patiemment / régulièrement</i> etc placed AFTER the verb
direct obj pron	me / te / le / la / nous / vous / les <i>on peut les comprendre / elle la trouve</i>
indir obj pr	me / te / lui / nous / vous / leur <i>il lui reproche d'être irresponsable</i>
emphatic pr	moi / toi / lui / elle / nous / vous / eux <i>on passe 24 heures avec eux</i>
indefinite	<i>c'est quelqu'un de raisonné / blagueur c'est quelqu'un qui cherche la bagarre</i>
relative pr	qui + vb que + pers <i>c'est une situation qui dégénère / le groupe que l'on voit...</i>
demonstrative pr	celui / celle / ceux / celles <i>celles qui se retrouvent à le rue sont des proies</i>
possessive pr	le mien / le tien / le sien etc
y and en	<i>elle y va pour regarder les gens / elle en parle tout le temps</i>
impersonal vbs	<i>il vaut mieux cacher ses affaires personnelles</i>
vbs + inf	<i>elle voudrait partir en Irlande / ils ne peuvent pas échapper à leur situation</i>
Vbs + prep	permettre à qq'un de + vb / montrer à + vb
range of neg.	ne...pas / neplus / ne...que / ne ni ... ni / ne ... jamais / ne ... guère
depuis + pres	<i>elle est déprimée depuis la mort de son bébé</i>
il y a	<i>il y a 10 ans = 10 years ago</i>
indir. speech	<i>elle dit à ses parents qu'elle est allée faire des devoirs chez une amie (watch tenses) alle a dit à ses parents qu'elle était allée faire des devoirs chez une amie</i>
inv after speech	<i>«t'es toute petite et t'es toute grande » lui dit-il</i>

prep + lequel	<i>les conflits auxquels ils sont confrontés / l'assurance avec laquelle il parle</i>
dont	<i>la façon dont il marche</i>
depend inf	<i>faire réparer (have sthing repaired) / entendre dire / laisser tomber</i>
passive voice	<i>ils ont été arrêtés / elle a été recueillie /</i>
si clauses	Si elle n'avait pas été rejetée par sa mère, elle ne serait pas retombée dans l'alcool
subjunctives	on ne peut pas être surpris qu'elle ne veuille pas aller dans les centres d'hébergement
remember to show a range of verbs irregular ones are particularly good to show off show a range of tenses	

Opportunities

Mentoring

You will be encouraged to become an MFL mentor to help younger students with their language studies. You may offer some one-to-one sessions or support a teacher in the classroom. There is a lot to be gained, mentors usually find that having a mentee sharpen their understanding of the language and grammar.

Work experience abroad

Some of our students have gone on work experience abroad with Halsbury. You can follow this link to find more information.

<https://www.workexperienceabroad.co.uk/>

Exchange

The Rotary Club in Market Harborough organises full exchanges, where students spend 3 weeks in each other's family. They also organise youth camps.

You can find more details here <https://www.rotary.org/en/our-programs/youth-exchanges>

Independent learning and learning log

To try and encourage good study habits we would like you to keep a diary of the work you are completing on a daily basis. This should show the time you spend on the set homework, but it is also important that you are proactive and complete extra work, useful to you specifically.

You should consolidate what you have learnt with extra independent practice, but also go above and beyond and try and challenge yourself with extra task to make more rapid progress.

When completing extra work, you must bring solid evidence of that work to show your teacher, this could be the task itself, a list of words written down that you have learnt relating to a task you have completed. Always make sure that you have corrected your work with a purple pen. If you are doing online tasks, take a photo with your phone to show your teacher.

Skills to develop:

Vocab learning / translation / listening skills / reading skills / grammar practice / reading around topics to gather trends and cultural knowledge. Make sure you use the resources on MSteams or the website listed before.

Independent work diary

Week 1: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							

Total time spent week 1: _____



Independent work diary

Week 2: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							

Total time spent week 2: _____



Independent work diary

Week 3: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							



Total time spent week 3: _____
Independent work diary

Week 4: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							



Total time spent week 4: _____
Independent work diary

Week 5: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							



Total time spent week 5: _____
Independent work diary

Week 6: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							

Total time spent week 6: _____



Student's progress check

French / German / Spanish

Name:.....

Form:.....

GCSE grade:_____

Your target grade

Mock

	Paper1 (L, R, W)	Paper 2 (W)	Paper 3 (S)	Total /Grade	Next steps
Mock 1					
Mock 2					
Mock 3					

End of Unit assessments record, enter in %:

	Listening and Writing %	Reading and writing %	Transl %	Speak %	Total %	Next steps
Unit 1						
Unit 2						
Unit 3						
Unit 4						
Unit 5						
Unit 6						

Essays

Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:

Grammar checks

date & point checked	Result %	date and point checked	Result %

Year 2

End of yr12 grade

my target grade

Mock

	Paper 1 (L, R & W)	Paper 2 (W)	Paper 3 (S)	Total & Grade	Next steps
Mock 1					
Mock 2					

End of Unit assessments record, enter in %:

	Listening and Writing	Reading and writing	Transl	speak	total	Next steps
Unit 1						
Unit 2						
Unit 3						
Unit 4						
Unit 5						
Unit 6						

Grammar checks

date & point checked	Result %	date and point checked	Result %

Essays

Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:



Grammar checklist for AS and A2 French.

Grammar point	Key revision notes?	Practised?	Revised?
AS Level - where (R) is indicated, receptive knowledge only is required			
Nouns: gender, singular and plural forms			
Articles: Definite (le / la), indefinite (un / une) and partitive (du / de la).			
Adjectives Agreement, position, irregular.			
Comparative & superlative.			
Demonstrative(ce,cet, cette, ces).			
Indefinite (chaque, quelque)			
Possessive (mon / ma).			
Interrogative (quel / quelles..) & exclamatory			
Adverbs Comparative & superlative			
Quantifiers / intensifiers (très , assez, beaucoup)			
Pronouns Personal / subject (je, tu..)			
Reflexive (me, te)			
Object / indirect (le,la,les / lui, leur...)			
Emphatic (moi, eux...)			
Indefinite (quelqu'un)			
Interrogative (qui, que, quoi).			
Relative (qui, que) (R)			
Demonstrative (celui) (R)			
Possessive (le mien) (R)			
Use of y and en			
Verbs Regular / irregular / reflexive.			
Impersonal verbs (il faut / il vaut)			
Vbs + infinitive / vbs + preposition			
Dependent infinitive (faire réparer) (R)			

Grammar point	Key revision notes?	Practised?	Revised?
Perfect infinitive (avoir mangé)			
Negative forms			
Interrogative forms			
Tenses Present Perfect (incl. agreement of pp) Imperfect Future Conditional Pluperfect Future perfect Conditional perfect Past historic (R) Passive voice present Passive voice other tenses (R)
Imperative Present participle (en arrivant) subjunctive
Depuis / il y a			
Indirect speech			
Inversion after speech			
prepositions			
conjunctions			
Numbers (cardinal & ordinal), quantity and time			
A Level - ALL grammar and structures listed in AS, plus:			
Pronouns Relative (lequel, auquel, dont) Demonstrative (celui) Interrogative (quoi)
Verbs and tenses Dependent infinitives (faire réparer) Passive voice : all tenses Subjunctive mood : present, perfect. Subjunctive mood: imperfect (R)
Inversion after adverb			
Dependent infinitive (faire réparer)			

