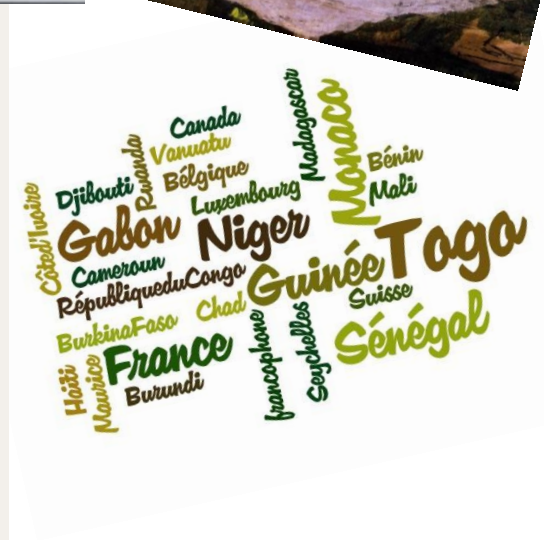




French AS  
Subject handbook  
2015/2016



### Course expectations:

- ✓ 100% attendance- make sure to catch up on work missed if you are absent!
- ✓ If you are unable to attend, make sure to let your teacher know beforehand.
- ✓ Punctuality- make sure to come on time for each lesson
- ✓ Homework needs to be prepared in advance and handed in each week to respective teachers
- ✓ Make sure to come prepared for each session
- ✓ Additional reading- each week we expect you to read additional articles from the press on the topics covered in lessons, current affairs and the topic you have chosen for your speaking exam (once you pick the issue you want to discuss). You will be also expected to do a vocabulary research.

### Year outline

|          | Teacher 1  | Teacher 2   |
|----------|--|---|
| Autumn 1 | Module 1- Youth Culture and Concerns /Culture Jeunes<br>Module 1 Units 1-4                     | Module 2 – Lifestyle: health and fitness<br>Units 1-4                                       |
| Autumn 2 | Module 1 Units 6-8<br><b>In-class AS mock</b>  | Module 2<br>Units 6-8<br><b>In-class AS mock</b>  |
| Spring 1 | Module 3<br>Éducation et avenir<br>Units 1-4<br><b>AS Unit 2 mock</b><br><b>AS Unit 1 mock</b> | Module 4 Units 1-4<br>World around us<br><br><b>AS Unit 1 mock</b><br><b>AS Unit 2 mock</b> |
| Spring 2 | Module 3 Units 5-6   | Module 4 Units 5-6  |
| Summer 1 | Module 3 Units 7-8<br>Exam techniques  | Module 4 Units 7-8<br>Exam techniques<br>Speaking exam preparation                          |
| Summer 2 | Introduction to A2   |   |



## Useful resources

Edexcel GCE website (for past papers, specifications, etc)

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2008.html>

Recommended French Grammar books:

Heinemann A level French Grammar Practice, by Jacob and Scofield.

and Élan French AS/A2 Grammar workbook, second edition (with answers), by Marion Jones and Gill Maynard

### **Grammar and vocab websites:**

- For grammar: [languagesonline.org.uk](http://languagesonline.org.uk)
- For grammar Tex' French Grammar (the website of the University of Texas)
- For grammar: <http://www.aboutfrench.net/>

Also, there is a number excellent grammar tutorials on youtube channels:

<https://www.youtube.com/user/Frencheezee>

<https://www.youtube.com/user/lsfrench>

<https://www.youtube.com/user/imagiers>

- For vocabulary: [vocabexpress](http://vocabexpress.com). Mot à mot
- Dictionary (you are strongly advised to get a good dictionary of your own) Collins dictionary and grammar (paperback) @ Amazon £6.75 or Collins Robert (hardback)
- For reading articles: 1jour 1actu (online news articles for French young people, including topics and archives);
- [www.internews.org](http://www.internews.org); [www.ignatiou.edu](http://www.ignatiou.edu) (website of St Ignatius High School, Cleveland – lots of links);

### **French films:**

Les trois couleurs (The Three Colours trilogy) – Krzysztof Kieslowski

Ne le dis à personne (Tell No One) – Guillaume Canet

Un long dimanche de fiançailles (A Very Long Engagement) – Jean-Pierre Jeunet

La fille sur le pont (The Girl On The Bridge) Patrice Leconte

De battre mon cœur s'est arrêté (The Beat My Heart Skipped) – Jacques Audiard

La Haine – Mathieu Kassovitz

For more films go to :

<http://french.about.com/library/weekly/aa011126b.htm>

Website for events:

L'institut français à Londres (The French Institute) – [www.institutfrancais.com](http://www.institutfrancais.com)

[www.franceinlondon.co.uk](http://www.franceinlondon.co.uk)

[www.spoonfed.co.uk](http://www.spoonfed.co.uk)

[www.londonmacadam.com](http://www.londonmacadam.com) – this is the French “Big Issue” for French people in London.

AS exams:

### **Unit 1 (speaking) 30% of the AS, 15% the total A level mark**

This unit rewards students for their ability to converse in French on a general topic area that they have chosen in advance. You will need to demonstrate that you can engage in a discussion in French that relates to a chosen general topic area and allied subtopics.

Assessment: **8-10 minute** assessment in two sections. Section A requires you to respond to four Edexcel-set questions on a stimulus related to your chosen general topic area. Section B requires the teacher/examiner to engage you in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

You will be able to choose your preferred general topic area in advance. In addition, you will have a **15-minute preparation** period when you receive the stimulus immediately prior to the test. You will not be allowed access to a dictionary or any other resources at this time. However, it will be possible for you to make notes on a one side of A4) which you can refer to during the examination.

| Mark | Quality of language (Accuracy) (AO3)  |
|------|---|
| 0    | No rewardable language.   |
| 1    | Isolated examples of correct language; pronunciation and intonation often impede communication.                         |
| 2-3  | Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.    |
| 4-5  | Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible. |
| 6-7  | Generally accurate but some errors in more complex language; pronunciation and intonation generally good.               |
| 8    | Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.                            |

| Mark | Quality of language (Range of Lexis) (AO3)  |
|------|---|
| 0    | No rewardable language.   |
| 1    | Very basic lexis; minimal command of structure.                                     |
| 2-3  | Lexis restricted; operates generally in simple sentences.                           |
| 4-5  | Adequate range of lexis; limited range of structures.                               |
| 6-7  | Good range of lexis with some examples of more complex structures.                  |
| 8    | Wide range of lexis and good variety of structures with only occasional limitation. |

| Mark  | Response (AO1)   |
|-------|--|
| 0     | No rewardable language.  |
| 1-4   | Little spontaneity; cannot develop responses; very reliant on examiner's language.   |
| 5-8   | Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.           |
| 9-12  | Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions. |
| 13-16 | Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.            |
| 17-20 | High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.                       |

| Mark | Understanding (Stimulus specific) (AO1)   |
|------|---|
| 0    | No understanding of stimulus.   |
| 1    | Limited answers to prescribed questions, demonstrating poor understanding of stimulus.                |
| 2    | Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.       |
| 3    | Detailed answers to prescribed questions, demonstrating good understanding of stimulus.               |
| 4    | Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus. |

| Mark | Understanding (General topic area) (AO1)  |
|------|---|
| 0    | No rewardable language.   |
| 1-2  | Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.     |
| 3-4  | Few relevant ideas and opinions, demonstrating limited understanding of general topic area.         |
| 5-6  | Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.   |
| 7-8  | Many relevant ideas and opinions, demonstrating good understanding of general topic area.           |
| 9-10 | Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area. |

## Unit 2

**70% of AS, 35% of the final A level grade**

The paper set for this unit has three sections.

Section A (20 marks) 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.

Section B (20 marks) you will be required to read authentic French-language printed materials and to retrieve and convey information by responding to a range of mainly French-language test types.

Section C (30 marks) You will be required to write **200-220 words** in the form of a letter, report or article in French based on a short printed French language stimulus. You will be asked to respond to **four-six linked bullet points** and demonstrate your ability to communicate accurately in French using correct grammar and syntax.

**Preparation:** You can prepare for the assessments in this unit by regularly consulting a wide variety of French-language reading and listening materials (textbooks, magazines, the internet, podcasts etc).

Assessment criteria for Section C (writing)

### Section C

| Mark  | Content and response (A02)  |
|-------|---|
| 0     | No rewardable material.   |
| 1-3   | Task mostly misunderstood and answer barely relevant.                                       |
| 4-6   | Task not fully grasped or developed; much irrelevance and/or repetition.                    |
| 7-9   | Task understood and some points developed satisfactorily; some omission and/or irrelevance. |
| 10-12 | Task understood and developed successfully.   |
| 13-15 | Task fully grasped; answer wholly relevant, convincing and well developed.                  |

| Mark  | Quality of language (A03)   |
|-------|---|
| 0     | No rewardable language.   |
| 1-3   | Limited communication; highly inaccurate; language very basic with much repetition.                                 |
| 4-6   | Some communication; language often inaccurate; limited variety of lexis and structures.                             |
| 7-9   | Satisfactory communication; basic language generally satisfactory; some attempt at variety of lexis and structures. |
| 10-12 | Good communication; good level of accuracy; generally successful use of a variety of lexis and structures.          |
| 13-15 | Excellent communication; high level of accuracy; language almost always fluent, varied and appropriate.             |

Things to remember:

Your essay must not be longer than 220 words. Make sure to plan your essay ahead (you have enough space on the paper to write up a plan)- organise your ideas before you start writing.

Make sure to read (and translate) the bullet points and make sure you know what you need to write for each one of them.

You do not need an introduction/closing paragraphs.

### **Style guide:**

#### **Talking about the problem:**

Il y a quelques jours... - A few days ago... Depuis un certain temps... - For some time now... On parle beaucoup en ce moment de... - There is a lot of talk at the moment about... On entend souvent dire que... - It is often said that... Il est généralement admis que... - It is generally agreed that... Il est bien connu que... - It is well known that... Nous vivons dans un monde où... - We live in a world where... De nos jours... - Nowadays

#### **Detailing and illustrating:**

tout d'abord, en premier lieu - first of all pour commencer , premièrement

ensuite de plus, en outre, de surcroît, à ceci s'ajoute / il s'y ajoute , en deuxième (etc) lieu , par ailleurs

en dernier lieu, enfin, pour terminer / achever

#### **Introducing one's own point of view**

À mon avis / Selon moi – In my opinion Pour ma part / En ce qui me concerne – As far as I'm concerned A mon sens – As I see it Il me semble que – It seems to me that J'estime que – I consider that Je soutiens que – I maintain that Je suis d'avis que - I'm of the opinion that Je suis persuadé que – I am convinced that



## **Expressing a position for / against**

être d'accord avec - to agree with être / se prononcer pour - to be / to declare oneself in favour of être favorable à - to be for être bien disposé à l'égard de - to be well disposed towards être partisan de - to support / advocate of

être (fermement) opposé à - to (firmly) be opposed to être / se prononcer contre - to be / declare oneself against être défavorable à / hostile à - to be against être réservé à l'égard de - to be guarded about être adversaire de - to be an opponent of

## **Expressing doubt/possibility**

il est (bien) probable que - it is (very) probable that; il serait étonnant que (+ subjunctive) - it would be surprising if; il se pourrait (bien) / il est (bien) possible que - it is very possible that; il se peut que - it is possible that il y a toutes les chances que / peu de chances que - it is highly likely / unlikely that il est douteux que - it is unlikely that

## **Conjunctions**

Tenant pour acquis que, étant donné que, puisque vu que, en raison de, à cause de

## **Connectives:**

**Pourtant, Cependant, néanmoins, par contre, à l'inverse, en revanche**

## **Introducing source/quotations/opinions**

D'après / Selon, Comme le laisse entendre la presse/ Comme le font remarquer les auteurs de l'article

le sondage; l'enquête [f] opinion poll , la grande majorité des ... trouvent que ... the vast majority of ... think that ... d'autres diront que ... others will say that ...

certains soutiennent que ... some people maintain that ...

on a tendance à croire que ... people tend to believe that ...

nombreux sont ceux qui disent ... there are many who say ...

Concluding expressions tout bien réfléchi / considéré ,tout compte fait / toute réflexion faite , à tout prendre, en fin de compte , en conclusion / pour conclure

# French AS Level: Personalised Learning Checklist

Name:.....

....

| <b>AS Grammar points</b>  | <b>Confident</b> | <b>Developing</b> | <b>With difficulty</b> |
|---|------------------|-------------------|------------------------|
| <b>I fully understand and can apply in Speaking and Writing...</b>    |                  |                   |                        |
| The present tense of regular and irregular verbs                      |                  |                   |                        |
| Reflexive verbs   |                  |                   |                        |
| Impersonal verbs  |                  |                   |                        |
| The Perfect Tense of regular and irregular verbs, with avoir and être |                  |                   |                        |
| The imperfect of regular and irregular verbs                          |                  |                   |                        |
| The simple future tense with regular and irregular stems              |                  |                   |                        |
| Modal verbs in all tenses   |                  |                   |                        |
| Nouns and genders   |                  |                   |                        |

|  |  |  |  |
|--|--|--|--|
| Determiners<br>(ce/cette/cet/ces)  |  |  |  |
| Expressions of quantity  |  |  |  |
| Adverbs (formation, placement)   |  |  |  |
| Negative   |  |  |  |
| Prepositions<br>(verbs followed by prepositions)   |  |  |  |
| Pronouns <ul style="list-style-type: none"> <li>- y/en</li> <li>- relative pronouns (qui/que, ce qui/ce que, dont, ou)</li> <li>- indefinite pronouns</li> <li>- demonstrative pronouns</li> <li>- possessive pronouns</li> <li>-</li> </ul> |  |  |  |
| Conjunctions   |  |  |  |
| Plus-que-parfat (past perfect tense)   |  |  |  |

|  |           |            |                 |
|--|-----------|------------|-----------------|
| Imperative   |           |            |                 |
| Conditional  |           |            |                 |
| Past conditional   |           |            |                 |
| Subjunctive  |           |            |                 |
| Si clauses   |           |            |                 |
| Interrogative constructions (est-ce que...)<br>Interrogative pronouns (qui, que, qu'est-ce que, qu'est-ce qui) |           |            |                 |
| Present participle (en jouant)   |           |            |                 |
| Past infinitive (après avoir fini.../ après être arrivé)   |           |            |                 |
| I am regularly referring to the grammar book and   |           |            |                 |
|  | Confident | Developing | With difficulty |
| <b>Writing response in French – Unit 2 Section C</b>   |           |            |                 |

Everything I write is relevant to the bullet points in Unit 2 Section C

I am aiming to convince my readers of my views

Every point is developed and justified with opinions and evidence

I use a high degree of lexis structures and range of tenses

I use varied language and synonyms, avoiding repetitions

There are hardly any mistakes after my teacher has marked it

What I write looks authentic and reads well

**Speaking response in French – Unit 1 -**

My language is mainly accurate and I would be easily understood by a

|  |  |  |  |
|--|--|--|--|
| French person  |  |  |  |
| I have enough vocabulary to avoid repetitions                                    |  |  |  |
| I am able to develop, extend and justify my answers using examples and opinions  |  |  |  |
| I can read a short text and report the main points of this text                  |  |  |  |
| I have acquired sufficient knowledge of the topic to express my opinion about it |  |  |  |
| I can discuss a variety of issues on my topic                                    |  |  |  |
| I attend all lessons and regularly participate in class discussions/debates      |  |  |  |

| AS Topic Areas   | Confident | Developing | With difficulty |
|--|-----------|------------|-----------------|
| <p><b>Youth culture and concerns</b></p> <ul style="list-style-type: none"> <li>• „ „ Music and fashion</li> <li>• „ „ Technology (eg MP3/blogs/mobile phones/internet/games)</li> <li>• „ „ Relationships (family/friendships and peer pressure)</li> <li>• „ „ Drink, drugs, sex</li> </ul>                                    |           |            |                 |
| <p>I know and can apply basic and AS level vocabulary for all sub topics in speaking and writing</p>   |           |            |                 |
|  |           |            |                 |
| <p><b>Lifestyle: health and fitness</b></p> <ul style="list-style-type: none"> <li>• „ „ Sport and exercise</li> <li>• „ „ Food and diet</li> <li>• „ „ Health issues (eg smoking, skin cancer, health services)</li> </ul> <p>I know and can apply basic and AS level vocabulary for all sub topics in speaking and writing</p> |           |            |                 |



|  |  |  |  |
|--|--|--|--|
| <p><b>Environment</b></p> <p>Travel tourism, environmental issues and the French-speaking world<br/>Tourist information, travel and transport weather, pollution and recycling</p> <p><b>School and education system</b><br/>To talk about different types of 'baccauréat' in France</p> <p>To be able to understand and talk about complaints about the educational system</p> <p>Discussing higher education in France</p> |  |  |  |
| <p><b>The world of work</b><br/>To understand and talk about a range of workplace problems</p> <p>Gain insight into new ways of working</p> <p>Debate working practices</p>  |  |  |  |

**Listening skills:**

I am regularly listening to recordings on yabla.com, French news and other relevant sources to enlarge my vocabulary