

Tarporley Sixth Form College



French A Level

Year 12 Programme of Study

Exam Board: AQA

100% Examination

Paper 1: 50%

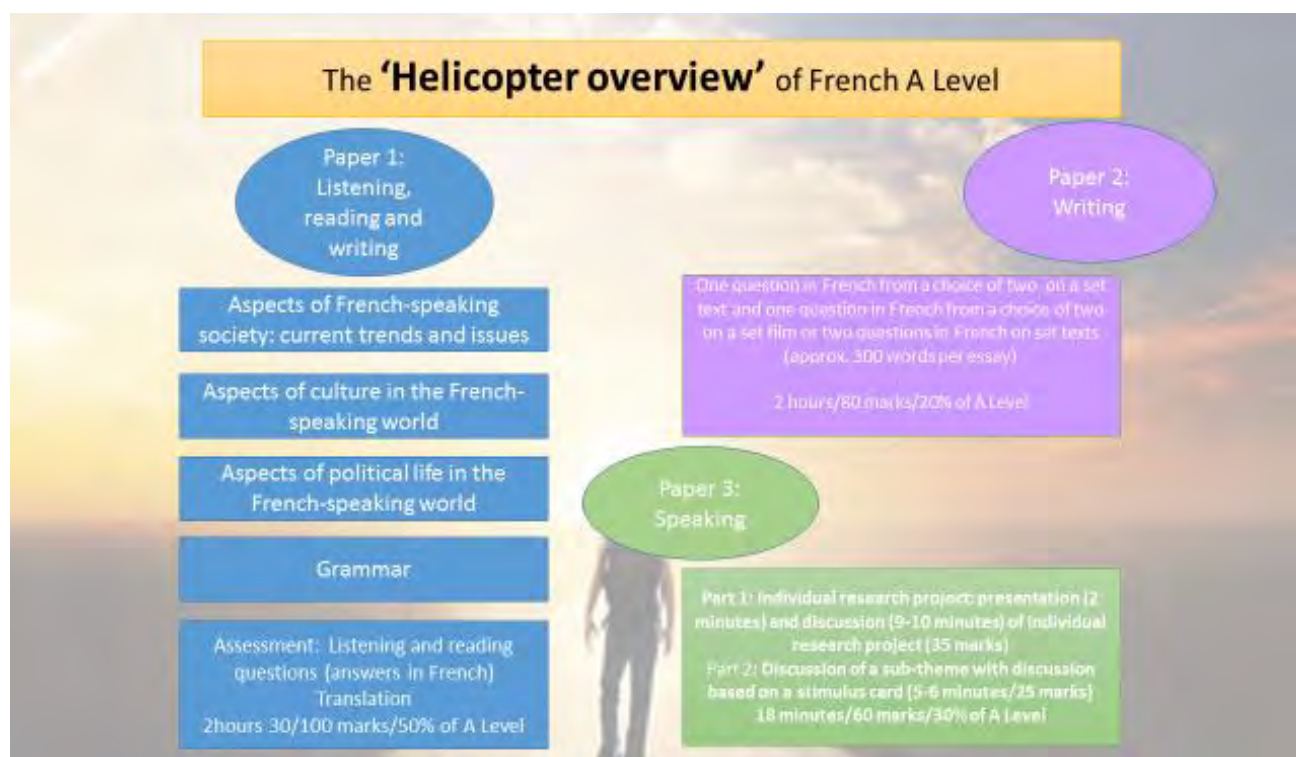
Paper 2: 20%

Paper 3: 30%

NAME:

**TARGET
GRADE**

**ASPIRATIONAL
GRADE**





Your Assessment Objectives:

AO1 Listening	Understand and respond: <ul style="list-style-type: none"> •• in speech to spoken language including face-to-face interaction •• in writing to spoken language drawn from a variety of sources.
AO2 Reading	AO2: Understand and respond: <ul style="list-style-type: none"> •• in speech to written language drawn from a variety of sources •• in writing to written language drawn from a variety of sources.
AO3 Language	AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
AO4 Knowledge	AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Your Key Topics over the Course:

Aspects of French-speaking society: current trends	
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)	<ul style="list-style-type: none"> •• Grands-parents, parents et enfants – soucis et problèmes •• Monoparentalité, homoparentalité, familles recomposées •• La vie de couple – nouvelles tendances
The 'cyber-society' (La « cyber-société »)	<ul style="list-style-type: none"> •• 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)	<ul style="list-style-type: none"> •• Qui sont et que font les bénévoles ? •• Le bénévolat – quelle valeur pour ceux qui sont aidés ? •• Le bénévolat – quelle valeur pour ceux qui aident

Aspects of French-speaking society: current issues

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)	<ul style="list-style-type: none">• 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 ?)	<ul style="list-style-type: none">• Qui sont les marginalisés ?• Quelle aide pour les marginalisés ?• Quelles attitudes envers les marginalisés ?
How criminals are treated (Comment on traite les criminels)	<ul style="list-style-type: none">• Quelles attitudes envers la criminalité ?• La prison – échec ou succès ?• D'autres sanctions

Artistic culture in the French-speaking world

Students must study the themes and sub-themes below in relation to at least one French-speaking country.

A culture proud of its heritage (Une culture fière de son patrimoine)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Pourquoi le septième art ?• Le cinéma – une passion nationale ?• Evolution du cinéma – les grandes lignes

Aspects of political life in the French-Speaking World

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

<p>Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</p>	<ul style="list-style-type: none"> •• 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
<p>Politics and immigration (La politique et l'immigration)</p>	<ul style="list-style-type: none"> •• Solutions politiques à la question de l'immigration •• L'immigration et les partis politiques •• L'engagement politique chez les immigrés

Year 12 SOW: Miss Nutton	Year 12 SOW: Mrs Gildea
<p>Themes :</p> <ul style="list-style-type: none"> • La famille en voie de changement • Le rôle du bénévolat <p>Assessment : Translation French to English</p>	<p>Themes:</p> <ul style="list-style-type: none"> • La « cyber-société » • Une culture fière de son patrimoine <p>Assessment : A Level Speaking Cards on La « cyber-société »</p>
Christmas	Holidays
<p>La Haine</p> <p>Theme :</p> <ul style="list-style-type: none"> • Les aspects positifs d'une société diverse <p>Assessment : Summary task: Quelle vie pour les marginalisés</p>	<p>Themes:</p> <ul style="list-style-type: none"> • La musique francophone contemporaine <p>L'Etranger (after February Half Term)</p> <p>Assessment 1: Listening tasks: la musique contemporaine</p> <p>Assessment 2: Response to an unseen literary text</p>
Easter	Holidays
<p>La Haine</p> <p>Individual Research Project – research and preparation</p> <p>Assessment: Year 12 Examination Paper 1 and 2 (La Haine)</p>	<ul style="list-style-type: none"> • L'Etranger – Practice Questions • Revision – Year 12 Themes <p>Assessment: Speaking Examination cards – all themes Y12</p>
Summer	Holidays



Key grammar to learn:

Nouns	Gender Singular and plural forms
Articles	Definite, indefinite and partitive
Adjectives	Agreement Position Comparative and superlative Use of adjectives as nouns (eg <i>le vieux, les Anglais</i>) Demonstrative (<i>ce, cet, cette, ces</i>) Indefinite (including <i>autre, chaque, même, quelque</i>) Possessive (<i>mon, ma, mes, etc</i>) Interrogative and exclamatory (<i>quel, quelle, quels, quelles</i>)
Numerals	Cardinal (eg <i>un, deux</i>) Ordinal (eg <i>premier, deuxième</i>) Expression of time and date
Adverbs	Formation of adverbs ending in <i>-ment</i> Comparative and superlative Interrogative (including <i>combien (de), comment, où, pourquoi, quand</i>)
Quantifiers/intensifiers	(including <i>assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop</i>)
Pronouns	Personal: subject, including <i>on</i> Object: direct and indirect Disjunctive/emphatic personal, as subject and object: <i>moi/moi-même, etc</i> Position and order Reflexive Relative (including <i>qui, que, dont, lequel etc, auquel etc, ce qui, ce que</i>) Demonstrative (<i>celui, celle, ceux, celles; and celui-ci/celui-là etc</i>) Indefinite (including <i>quelqu'un, quelque chose</i>) Possessive (<i>le mien etc</i>) Interrogative (including <i>qui, que, quoi</i>) Use of <i>y, en</i>
Verbs	Conjugation of regular <i>-er, -ir, -re</i> verbs, modal verbs, principal irregular verbs, including reflexive verbs Agreement of verb and subject Use of <i>il y a</i> Modes of address (<i>tu, vous</i>) Impersonal verbs Constructions with verbs Verbs followed by an infinitive (with or without a preposition) Dependent infinitives (<i>faire réparer</i>) (R)

	<p>Perfect infinitive</p> <p>Negative forms</p> <p>Interrogative forms</p> <p>Use of tenses:</p> <ul style="list-style-type: none"> •• present •• perfect (including agreement of past participle) •• imperfect •• future •• conditional •• future perfect •• conditional perfect •• pluperfect •• past historic (R). <p>Use of the infinitive, present participle (eg <i>en arrivant</i>) and past participle</p> <p>Verbal paraphrases and their uses (including <i>aller</i> + infinitive, <i>venir de</i> + infinitive)</p> <p>Passive voice:</p> <ul style="list-style-type: none"> •• present tense •• other tenses <p>Subjunctive mood: present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as <i>bien que</i>)</p> <p>subjunctive mood:</p> <ul style="list-style-type: none"> •• perfect tense •• imperfect tense (R).
Prepositions	All prepositions, both simple (eg <i>sous</i>) and complex (eg <i>au-delà de</i>)
Conjunctions	Coordinating conjunctions (eg <i>et, ou, mais</i>) Subordinating conjunctions
Negation	Use of negative particles (eg <i>ne...pas, ne...personne, ne...que</i>) Use of <i>ne</i> with negative subjects (eg <i>Personne n'est venu</i>)
Questions	
Commands	
Word order	Inversion after speech Inversion after adverbs
Other constructions	Time expressions with <i>depuis</i> and <i>il y a</i> Comparative constructions Indirect speech
Discourse markers	(eg <i>au contraire, en fait</i>)
Fillers	Bon...alors

Literary texts and films

Texts

- Molière *Le Tartuffe*
- Voltaire *Candide*
- Guy de Maupassant *Boule de Suif et autres contes de la guerre*
- Albert Camus *L'étranger*
- Françoise Sagan *Bonjour tristesse*
- Claire Etcherelli *Elise ou la vraie vie*
- Joseph Joffo *Un sac de billes*
- Faïza Guène *Kiffe kiffe demain*
- Philippe Grimbert *Un secret*
- Delphine de Vigan *No et moi*

Films

- *Les 400 coups* François Truffaut (1959)
- *Au revoir les enfants* Louis Malle (1987)
- *La Haine* Mathieu Kassovitz (1995)
- *L'auberge espagnole* Cédric Klapisch (2002)
- *Un long dimanche de fiançailles* Jean-Pierre Jeunet (2004)
- *Entre les murs* Laurent Cantet (2008)

Top Study Tips:

Follow us: @Tarporleymfl

Interesting news articles to support your independent study

Have two Lever Arch Folders – one for each teacher

Use file dividers to organise each topic. File your notes carefully each week – remember to date classwork so you remember the sequence of each lesson. This will make revision easier.

Add new vocab to memrise/quizlet at the end of each week

Type up class notes and add to them.

This is a great way to consolidate your knowledge, commit things to memory and make your knowledge deeper.

Keep revisiting work and topics

Don't simply file away and forget. Routinely to go over last term / year's work.

Read news articles in French each week and use these to practise summary tasks and translation