



A Level French

(AQA)

Transition Booklet

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Bienvenue!

Congratulations on choosing to study French A Level. You have opened the door of opportunity! Studying French will enrich your life, giving you opportunities to travel abroad and to learn about different cultures and different ways of life. Studying a language will also enhance your life chances, as universities and employers tend to prefer candidates who can speak more than one language.

Did you know that linguists are better communicators and writers and have a better understanding of their own language too? Students who study languages do better in tests, and learning a language will improve the functionality of your brain and improve your memory skills.

French is one of the most influential languages in the world and is spoken as a native language in more than two dozen countries on five continents. Depending on your sources, French is either the 11th or the 13th most common native language in the world, with 72 to 79 million native speakers and another 190 million secondary speakers.

Studying A Level French will enable you to learn the French language and will also help you to gain an in-depth insight into the cultural, social, political and artistic aspects of the French speaking country/countries you will study.

This booklet will help you make the jump from GCSE to A Level. It's a big jump but don't be daunted, just get started!

Bonne Chance!

Be prepared! Familiarise yourself with how you will be tested.

There are 2 core themes in the A level specification:

- Social Issues and trends
- Political and artistic culture

In addition you will have to study either two texts or a text and a film.

Themes and sub-themes will be assessed in paper 1 & 3.

Texts or text and film will be assessed in paper 2.

Paper 1: Listening, reading and writing (including translations French to English and English to French)

Paper 2: Writing - One text and one film or two texts from the list set in the specification & Grammar

Paper 3: Speaking -Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes) You will study the card for 5 minutes at the start of the test. Presentation (2 minutes) and discussion (9 – 10 minutes) of individual research project.

The choice of works (literary texts and films) offers opportunities to link with the themes.

Here is the link to the AQA A Level Course

<http://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF>

NOTES

A Level French

Subject Knowledge: Themes and Sub-Themes

**Familiarise yourself with the topics you are going to study next year.
Translate the themes and sub-themes into English.**

Aspects of French-speaking society: current trends
(in relation to any French-speaking country or countries)

French	English Translation
<i>La famille en voie de changement)</i>	The changing nature of family
<i>-Grands-parents, parents et enfants – (soucis et problèmes)</i>	
<i>-Monoparentalité, homoparentalité, familles recomposées</i>	
<i>-La vie de couple – nouvelles tendances</i>	
<i>(La « cyber-société »)</i>	The 'cyber-society'
<i>-Qui sont les cybernautes?</i>	
<i>-Comment la technologie facilite la vie quotidienne.</i>	
<i>-Quels dangers la « cyber-société » pose-t-elle?</i>	
<i>(Le rôle du bénévolat)</i>	The place of voluntary work
<i>-Qui sont et que font les bénévoles?</i>	
<i>-Le bénévolat – quelle valeur pour ceux qui sont aidés?</i>	
<i>-Le bénévolat – quelle valeur pour ceux qui aident?</i>	

1. Draw up a list of French nouns, verbs, adjectives and useful phrases connected with the themes **in bold** above.
2. Start to think about and research some of these themes. Can you think of benefits/advantages or dangers/disadvantages connected with them? Make two lists.
3. Start to form your own opinions about them. How would you go about expressing these opinions in French? Compile a list of opinion phrases to express what you think.
4. If you really want a challenge – look at the specimen assessment material. (Don't panic you haven't completed the course yet.) Try to identify questions, texts, listening and speaking material that deal with this theme *Current Trends?* i.e. **The changing nature of family, The cyber society, The place of voluntary work.** Learn some new vocabulary.

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/assessment-resources>

**Familiarise yourself with the topics you are going to study next year.
Translate the themes and sub-themes into English.**

Aspects of French-speaking society: current issues
(in relation to any French-speaking country or countries)

French	English Translation
<i>(Les aspects positifs d'une société diverse)</i>	Positive features of a diverse society
<i>-L'enrichissement dû à la mixité ethnique</i>	
<i>-Diversité, tolérance et respect</i>	
<i>-Diversité – un apprentissage pour la vie</i>	
<i>(Quelle vie pour les marginalisés?)</i>	Life for the marginalised
<i>-Qui sont les marginalisés?</i>	
<i>-Quelle aide pour les marginalisés?</i>	
<i>-Quelles attitudes envers les marginalisés?</i>	
<i>(Comment on traite les criminels)</i>	How criminals are treated
<i>-Quelles attitudes envers la criminalité?</i>	
<i>-La prison – échec ou succès?</i>	
<i>- D'autres sanctions</i>	

1. Draw up a list of French nouns, verbs, adjectives and useful phrases connected with the themes **in bold** above.
2. Start to think about and research some of these themes. Can you think of positives/advantages or negatives/disadvantages connected with them? Write them down.
3. Start to form your own opinions about each theme. How would you go about expressing these opinions in French? Compile a list of opinion phrases to express what you think.
4. Ready for a challenge? Look at the specimen assessment material. (Remember, you haven't completed the course yet). Try to identify questions, texts, listening and speaking material that deal with this theme *Current Issues* i.e. **Positive features of a diverse society, Life for the marginalised, How criminals are treated**. Learn some new vocabulary.

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/assessment-resources>

**Familiarise yourself with the topics you are going to study next year.
Translate the themes and sub-themes into English.**

Artistic culture in the French-speaking world
(in relation to any French-speaking country or countries)

French	English Translation
<i>(Une culture fière de son patrimoine)</i>	A culture proud of its heritage
<i>-Le patrimoine sur le plan national, régional et local</i>	
<i>-Comment le patrimoine reflète la culture</i>	
<i>-Le patrimoine et le tourisme</i>	
<i>(La musique francophone contemporaine)</i>	Contemporary francophone music
<i>-La diversité de la musique francophone contemporaine</i>	
<i>-Qui écoute et apprécie cette musique?</i>	
<i>-Comment sauvegarder cette musique</i>	
<i>(Cinéma: le septième art)</i>	Cinema: the 7th art form
<i>-Pourquoi le septième art?</i>	
<i>-Le cinéma – une passion nationale?</i>	
<i>-Evolution du cinéma – les grandes lignes</i>	

1. Draw up a list of French nouns, verbs, adjectives and useful phrases connected with the themes **in bold** above.
2. Start to think about and research some of these themes. Research French culture and heritage. Listen to French music. Watch a French film. Keep a log of them and their themes. Can you think of the importance of these aspects of culture? How have they been influenced? What are the threats to French culture?
3. Start to form your own opinions about different elements of artistic culture. Learn some facts. How would you go about expressing these opinions in French? Compile a list of opinion phrases to express what you think. Use the facts you've learnt to express your knowledge about the artistic aspects to any French speaking country/countries.
4. If you really want a challenge – look at the specimen assessment material. (Remember, you haven't completed the course yet so don't panic.) Try to identify questions, texts, listening and speaking material that deal with this theme *Artistic Culture* i.e. **A culture proud of its heritage. Contemporary francophone music. Cinema: the 7th art form.** Learn some new vocabulary.

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/assessment-resources>

**Familiarise yourself with the topics you are going to study next year.
Translate the themes and sub-themes into English.**

Aspects of political life in the French-speaking world
(in relation to any French-speaking country or countries)

French	English Translation
<i>(Les ados, le droit de vote et l'engagement politique)</i>	Teenagers, the right to vote and political commitment
<i>-Pour ou contre le droit de vote?</i>	
<i>-Les ados et l'engagement politique – motivés ou démotivés?</i>	
<i>-Quel avenir pour la politique?</i>	
<i>(Manifestations, grèves – à qui le pouvoir?)</i>	Demonstrations, strikes – who holds the power?
<i>-Le pouvoir des syndicats</i>	
<i>-Manifestations et grèves – sont-elles efficaces?</i>	
<i>-Attitudes différentes envers ces tensions politiques</i>	
<i>(La politique et l'immigration)</i>	Politics and immigration
<i>-Solutions politiques à la question de l'immigration</i>	
<i>-L'immigration et les partis politiques</i>	
<i>-L'engagement politique chez les immigrés</i>	

1. Draw up a list of French nouns, verbs, adjectives and useful phrases connected with the themes **in bold** above.
2. Start to think about and research some of these themes. Research the politics of a French speaking country. Read newspapers from a French speaking country. Watch both past and present news reports about the politics of a French speaking country. Keep a log of what you learn. What events have shaped the politics of the country you are studying? History? Culture? Geography or industry for example? Positives and negatives - make a list.
3. Start to form your own opinions about different aspects of political life. Learn some facts. How would you go about expressing these opinions in French? Compile a list of opinion phrases to express what you think. Use the facts you've learnt to express your knowledge about the aspects of political life of any French speaking country/countries.
4. If you really want a challenge – look at the specimen assessment material. (Remember, you haven't completed the course yet so don't panic.) Try to identify questions, texts, listening and speaking material that deal with this theme *Aspects of Political Life* i.e. **Teenagers, the right to vote and political commitment. Demonstrations, strikes - who holds the power? Politics and immigration.** Learn some new vocabulary.

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/assessment-resource>

Grammar Log and Checklist

Grammar	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
Nouns: gender, singular and plural forms (as well as irregular plurals)		
Articles: definite, indefinite and partitive		
Adjectives: - agreement position - comparative - superlative - Use of adjectives as nouns (e.g. <i>le vieux, les Anglais</i>) - demonstrative (<i>ce, cet, cette, ces</i>) - indefinite (<i>chaque, quelque</i>) - possessive (<i>mon, ton, son etc.etc.</i>) - interrogative (<i>quel, quelle</i>)		
Numerals: -Cardinal (eg <i>un, deux</i>) Ordinal (eg <i>premier, deuxième</i>) Expression of time and date		
Adverbs: - comparative (<i>plus/moins... (de or que), aussi/autant... (de or que)</i>) - superlative (<i>le plus/moins</i>) - interrogative (<i>including combien (de), comment, où, pourquoi, quand</i>)		
Quantifiers/intensifiers (<i>including assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop</i>)		
Pronouns: -personal -subject -object: direct and indirect -position and order -reflexive -relative: (<i>including qui, que, dont, lequel etc, auquel etc, ce qui, ce que</i>) -disjunctive/emphatic personal, as subject and object: <i>moi/moi-même, etc.</i> -demonstrative (<i>celui, celle, ceux, celles; and celui-ci/celui-là etc</i>) -indefinite (e.g. <i>quelqu'un, quelque chose</i>) -possessive (<i>le mien etc.</i>) -interrogative (<i>including qui, que, quoi</i>) -use of <i>y, en</i>		

<h1 style="text-align: center; color: red;">Grammar</h1>	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
Verbs: - conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs - agreement of verb and subject regular and irregular verbs - use of il y a - reflexive verbs - modes of address (<i>tu, vous</i>) - impersonal verbs (<i>il faut, il s'agit etc. etc.</i>) - verbs followed by an infinitive (with or without a preposition) - dependent infinitives (<i>faire réparer</i>) - perfect infinitive - negative forms - interrogative forms - inversion after adverbs - inversion after speech		
Tenses:		
present tense		
perfect tense (including agreement of past participle)		
imperfect tense		
future tense (near)		
future tense (simple)		
conditional		
future perfect		
conditional perfect		
pluperfect		
past historic (recognise only)		
subjunctive mood - present - perfect - imperfect (recognise only)		
- use of the infinitive, present participle (eg <i>en arrivant</i>) and past participle - verbal paraphrases and their uses (including <i>aller + infinitive</i> , <i>venir de + infinitive</i>) - passive voice: - all tenses		
- Subjunctive mood: present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as <i>bien que</i>)		

<h1 style="color: red; text-align: center;">Grammar</h1>	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
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		
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 (eg <i>alors, bon</i>)		
Grammar Notes		
<div style="border: 1px solid black; height: 350px;"></div>		

Paper 2: Text/Film Writing: 2-hour exam with a question on both texts (OPTION 1) or a question on one text and one film (OPTION 2)

Choose one text and one film or two texts from the list set in the specification. (Consult with your teachers first.)

OPTION 1	
Text 1:	Film:
OPTION 2	
Text1:	Text 2

Option 1

Task 1. During the holidays, read the first text you will be studying. Look up key words as you go to ensure you are understanding and absorbing the text. Make notes on post-its as you go. It's hard-going at first but keep at it.

Task 2. Next, read the second text you will be studying. Look up key words as you go to ensure you are understanding and absorbing the text. Make notes on post-its as you go. You will come across language you have learned from the first text.

Task 3. Make notes on the issues, themes and the cultural and social contexts of the two texts. Highlight sections of the text you think are important.

Option 2

Task 1. During the holidays read the text you will be studying. Look up key words as you go to ensure you are understanding and absorbing the text. Make notes on post-its as you go. It's hard-going at first but keep at it.

Task 2. Watch the film you will be studying twice, first with sub-titles and then without. Make notes as you go. You don't have to understand every word but are you getting the gist of the plot?

Task 3. Make notes on the issues, themes and the cultural and social contexts of the text and film studied. Highlight sections of the text you think are important. Rewind and watch again sections of the film which you feel are particularly poignant or important.

Paper 3: Individual research project (Speaking)

Presentation (2 minutes) and **discussion** (9 – 10 minutes) of individual research project.

This is **part 2** of paper 3 (the speaking assessment) In **part 1** of paper 3 you will also have a discussion about sub-themes based on a stimulus card.

What you should prepare to do.

1- At some point during the 2 year course you need to identify a subject or a key question which is of interest to you and which relates to a country or countries where French is spoken. **You may already have an idea of the topics which interest you. Make a note of them below.**

Topics of interest	Possible key questions for discussion

2-Select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. **You will be given guidance on this, and your teacher will prompt you to do this during the 2- year course, but you may wish to make a start now. Keep a research log.**

Topics researched	Research sources

3-Demonstrate your ability to initiate and conduct individual research by analysing and summarising your findings, in order to present and discuss them in the speaking assessment. **Just keep this in mind for now but remember a lot of the A level course is about expressing opinions, defending your opinions and justifying your point of view. Start to think about the opinions you will form on the issues you will study. You may change your opinions as you start learning about them during the course.**

<p>Useful websites</p> <p>http://www.linguee.com/</p> <p>https://mfl.jimdo.com/resources/</p> <p>http://www.reverso.net/text_translation.aspx?lang=EN</p> <p>http://languagesresources.co.uk/french%20resources%20_a%20level.htm</p>	<p>Useful opinion phases and expression</p>
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