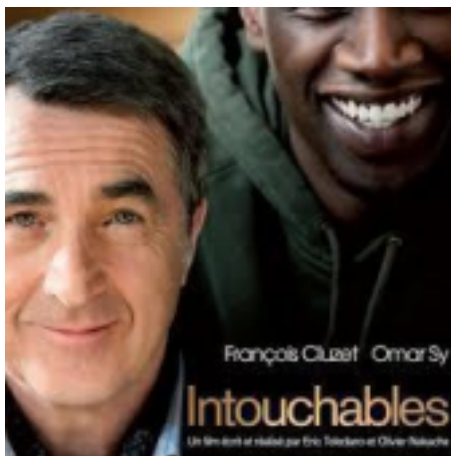


Year 12 Course Induction Booklet 2026-2028

A Level Français



Name:

Tutor Group:

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French Learning Agreement

Requirements

All students will be expected to get to all lessons on time. In addition to this, you will be expected to complete other work in your own time. You will be required to hand in assignments no later than the end of day on the deadline date. You will also be expected to take full participation in practical group work and theory debate.

Class work

Lesson time will focus on covering the key aspects of each topic along with a couple of worked examples. There may be some class time dedicated to working through exercises, but it is likely that you will have to complete the exercises at home or in your own time. In the first few weeks of term, you need to spend a lot of time going over grammar and consolidate basic skills which you will develop during the course.

The work studied (book and film) will require more student-led input with time dedicated to vocabulary building and text analysis. The Themes will focus on current events/ news and research (both in English and in French via the Internet, books, grammar books, dictionaries) which must be undertaken to fully participate in the lessons.

Homework

You will be given assignments to complete in individual learning time, and revision tasks. These will be expected to be completed on time and assessed formally to enable effective revision and learning to take place.

Monitoring

You will be regularly assessed in the form of learning conversations, past papers, research assignments, critical debates, group and peer work, case studies, presentations, textual analyses etc. Students will be assessed in accordance with Edexcel's marking criteria and assessment objectives.

Your target

We want you to achieve the highest possible grade and we will provide you with the support needed so you can achieve. This target grade will be based on your GCSE grade and our experience. We will discuss this grade with you and therefore regular assessment in the form of learning conversations will take place to enable individual targets to be set and reviewed.

A LEVEL LEARNING CONTRACT

“Promoting Independent Learning”

Please take this copy home and have it signed by the person who has responsibility for you and return to your French Teacher

Things, I, as your teacher, will do:

- Prepare my lessons
- Mark your work within 10 school days
- Be honest with you
- Meet when we agree
- Give you constructive feedback and targets for improvement with each assignment
- Deliver all the necessary parts of the syllabus
- Prepare for the exams with past papers, mark schemes and mocks
- Put on additional study support /rehearsals in out of school hours
- Treat you as an individual and the maturing young adult that you are
- Individual interviews with each students throughout the course of the year
- Give additional support and help with the course if needed and asked for
- Put additional resources and information on Edmodo and Google Drive

Things, I, as your teacher, will not do:

- Do all your work for you
- Talk all lesson
- Take responsibility for your shortcomings
- Nursemaid or spoon-feed you
- Chase you up all the time, you are responsible for your learning

Things you, as the student, will do:

- Attend all lessons; we expect a **95% +** attendance. If you cannot attend, you must bring a letter to your next lesson or phone in (Holy Family Reception – 0208 520 0482)
- Remember at all times that Drama is heavily reliant on group work and if you jeopardise the grades of others because of lack of attendance you may jeopardise your own place on the course.
- Be punctual to all lessons; if you are more than 10 minutes late without good reason you will not be allowed in, if this is not possible due to emergency, contact your teacher ASAP
- Meet your MEG in all assessments.
- Bring your handbook/folders/equipment to all lessons
- Wear correct uniform at all times to all lessons
- Treat class members with respect, including teachers, at all times
- Meet all homework deadlines, if this is not possible make sure that you speak to your teacher **before** it is due
- Read around the subject and take an active interest in it
- Behave like a maturing young adult at all times
- Post assignments and resources on Google Classroom

If this agreement is broken consequences may include:

1. Individual interview with teacher and/or Head of Department
2. Letter or phone call home
3. Cause for Concern to form tutor and sixth form – this can lead to a meeting with a sixth form tutor
4. A request for your parent(s) to meet with the Head of Department regarding your place on the course
5. A recommendation to the Head of Sixth Form that you are removed from the course

Signed: _____ (Student)

Signed: _____ (Parent)

Introduction

A level French helps you explore a wide range of topics, which will add to your understanding of the language and country. Topics are: *evolving society in France; political and artistic culture in French-speaking countries; immigration and multiculturalism in France; the Occupation and Resistance*. The books (or book and film) you study will link to the topics, giving you further insight into French culture. You will also learn new grammar and vocabulary and you will be able to translate into and out of French. You will develop your critical thinking, creativity, independence and skills of analysis.

This is designed to tell you key information that will help you towards achieving a good grade at A Level French

- 1- When you are given handouts, please ensure that they are filed in the appropriate section of your folder. If you miss a lesson for any reason, it is your responsibility to get a copy of anything handed out.
- 2- It is essential that you bring your folder to every lesson.
- 3- You will have a speaking lesson once a week. This is a compulsory lesson and if you know that you are going to be away you must inform your teacher, just as you would inform your class teacher. All prep for that lesson is compulsory too.
- 4- Use your private study time to develop your independent study skills (not just to complete homework!). Use online resources [Quizlet](#) for vocabulary learning, [languagesonline.org](#) for revision of tenses, [ver-taal.com](#) for authentic news reports and accompanying exercises or for more general information read [1jour1actu.com](#), French newspapers or blogs on TV5Monde / [francaisfacile.rfi.fr/fr/podcasts](#).

Books

Students will follow the *Hodder, Edexcel A level French (includes AS)* textbook, an online copy will be made available. The textbook is needed for the 2-year course but you will need to read newspaper articles online as well to keep abreast of societal, political and cultural developments.

You need to purchase your own copy of *Un sac de billes* by Joseph Joffo (paperback in French) and of the film *Intouchables* by Éric Toledano, Olivier Nakache.

Exam Board

Students will follow the Edexcel course 9FR0.

If you have any questions or problems please contact:

Ms Orblin – aoorblin@hfcs.w.uk

Absences

*You must contact your teacher to let them know of any absence and catch up on any missed work
- an absence on the day work was set does not mean you don't have to do the work.*

Course Outline Year 1

Students will study 2 Themes in each year, with 10 lessons per fortnight.

Autumn	1 st Half Term
7 Weeks <u>Thème 1</u> Les changements dans la société française	<ul style="list-style-type: none"> ● Introduction to and revision of the GCSE essential grammar rules ● Different types of modern family in France ● Recent changes in relationships and marriage in France ● Concerns and problems within the family in France ● French educational system/ Awareness of universities and the <i>grandes écoles</i> in France ● Preparing for work and work experience in France
	2 nd Half Term
7 Weeks	<ul style="list-style-type: none"> ● Balancing work commitments and social life in France ● The history of strikes in France ● Discrimination in the workplace in France ● Familiarisation to <i>Un sac de billes</i> through other works and exposure to a wider range of authentic materials (novel synopsis, Character portrayal, Film comparison, Comment on the plot, Character analysis)
Spring	1st Half Term
7 Weeks <u>Thème 2</u> La culture politique et artistique dans les pays francophones	<ul style="list-style-type: none"> ● Contemporary francophone music ● The development of francophone music ● The influence of music in modern francophone society ● Study of <i>Un sac de billes</i> and practice of essay-writing skills in the 2nd Half Term
6 Weeks	<ul style="list-style-type: none"> ● Freedom of the Press / The influence of the internet on the written press ● The effects of media and new technology on political and social life ● How Christmas and other religious festivals are changing in France ● The influence of other cultures on festivals in France and <i>outré-mer</i> ● Study of <i>Un sac de billes</i> and practice of essay-writing skills
Summer	1 st Half Term
6 Weeks	<ul style="list-style-type: none"> ● Everyday customs and traditions in France ● Customs in francophone countries <ol style="list-style-type: none"> 1. <i>Translation</i> to and from English 2. <i>Reading and Listening</i> 3. <i>Essay-writing</i> skills <i>Un sac de billes</i> 4. <i>Summarising</i> skills (Speaking & Listening)

	2 nd Half Term
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7 Weeks	<ul style="list-style-type: none"> ● Notes on topics studied in Year 1 + top-up ● Revision of AS grammar ● Work on Literature to meet A-level standard ● Mock Exams ● Intro to second Work (Film) ● Preparation for Themes 3 and 4 through research and presentation ● Start A2 : Development of Research skills
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How will I be assessed?

You will take three exams which make up the total available.

Paper 1 is 40% of the total marks; Paper 2 is 30% and Paper 3 is 30%.

Paper 1 : Listening, reading and translation	Paper 2 : Written response to works, grammar and translation	Paper 3 : Speaking
<p>Listening section: answer multiple choice and comprehension questions in French on a variety of recordings.</p> <p>Reading section: answer multiple choice and comprehension questions in French, based on a variety of written passages.</p> <p>Translate a passage from French into English.</p>	<p>Translation of a passage from English into French.</p> <p>2 essays: Write about one book (Un sac de billes) and one film (La Haine) that you have studied throughout the year.</p>	<p>5 minutes to prepare a discussion based on a stimulus card on Theme 1, 2, 3 or 4, where you can make notes to take with you in the exam.</p> <p>Discuss the topic of the card with the examiner.</p> <p>Give a presentation on an independent research project you will have conducted on a francophone based topic you will have chosen.</p>

Assessment Objectives

AO1 Understand and respond:	20
<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 Understand and respond:	30

<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 Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure	30
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	20
Total 100%	

Paper	AO1 %	AO2 %	AO3 % AO4 %	Total for all Assessment Objectives
Paper 1: Listening, reading and translation	15	25	— —	40%
Paper 2: Written response to works and translation	—	—	20 10	30%
Paper 3: Speaking	5	5	10 10	30%
Total for GCE A Level	20	30	30 20	100%

Paper 1 - 80 marks

- The total assessment time is 2 hours.

- For Section A (listening), 50 minutes (recommended timing), 30 marks:

There are four questions in this section made up of multiple choice and open response, including questions testing summary skills; all questions are set in French and must be answered in French. Students will listen to a recording featuring French-language speakers. Students will have individual control of the recording and may stop, revisit and replay sections of the recording as they wish.

- For Section B (reading), 50 minutes (recommended), 30 marks:

Students 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.

- For Section C (translation into English), 20 minutes (recommended), 20

marks: Students are given one unseen text in French and must translate it into English.

An example of a multiple choice question

Ses nouvelles camarades de classe ont l'âge de sa petite sœur. « Elles sont très sympas, et elles sont aussi douées que moi. Mais mes amis sont en fac et moi je suis encore au lycée », regrette Margaux, qui fait sa première rentrée en terminale au lycée parisien Jules-Ferry.

Question : Choisissez la bonne fin pour la phrase. Cochez [X] la phrase correcte.

En comparaison avec ses camarades de classe, Margaux est

- A plus âgée. []
- B moins âgée. []
- C plus intelligente. []
- D moins intelligente. []

An example of a comprehension question

Astérix est une série de bande dessinée franco-belge créée par l'écrivain René Goscinny et le dessinateur Albert Uderzo. *Astérix chez les Bretons*, qui présente des éléments spécifiques liés à la culture britannique, a particulièrement plu aux Anglais.

Question : Comment Goscinny et Uderzo ont-ils collaboré pour produire les albums d'Astérix?

Answer : Goscinny écrivait le texte, Uderzo faisait les dessins

Paper 2 - 120 marks

The total assessment time is 2 hours and 40 minutes.

● For Section A (translation into French), 30 minutes (recommended timing), 20 marks Students are given one unseen text in English and must translate it into French. ● For Sections B and C (written response to works), 2 hours and 10 minutes, 100 marks Students must write two essays, one selected from Section B (literary texts) and one from Section C (films)

There will be a choice of two questions for each literary text and film. It is recommended that, in order to give a detailed analysis of the work, students write between 300–350 words for each essay, giving justified points of view, arguments and conclusions with evidence from the work. The whole essay will be marked regardless of length.

Students are expected to provide a critical and analytical response by selecting relevant material from the works, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding, and evaluating issues, themes and cultural and social contexts related to the works studied.

The mark grids are:

- *Critical and analytical response (AO4)*
- *Range of grammatical structures and vocabulary (AO3)*
- *Accuracy of language (AO3).*

Paper 3 - 72 marks

Timing for the speaking assessment:

Task 1 (discussion on a Theme): 6 to 7 minutes plus 5 minutes' preparation time. Task 2 (presentation and discussion on student's independent research project): 10 to 11 minutes • Students complete two tasks – Task 1 is worth 30 marks and Task 2 is worth 42 marks. The independent research project

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers.

The independent research project may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the cultural and social context of the language studied.

The independent research project must **not** be based on one of the literary works or films studied for Paper 2 but can focus on a wider exploration of the author or film-maker of those works studied. For example, if studying a novel by a particular author for Paper 2, the independent research must not focus on that novel as it would be a duplication of content.

However, it could focus on the life of the author or the aspects that motivated the author in the broader sense.

The independent research project **must**:

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities
- include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet
- enable the student independently to contextualise, analyse and summarise findings
- enable the student to identify at least two written sources, which they can summarise and give a personal response to in their presentation.

The table below gives guidance on the process that could be followed.

1 Pre-Independent Research	<ul style="list-style-type: none">• Teacher instruction on how to conduct research, teacher gives advice on suitable resources and how to analyse information.• Initial conversations with the teacher on possible questions or statements that the student may use for their independent research project.• Subsequent to the above, the student should independently develop the focus of their question or statement.• The teacher checks that the student's question or statement will allow the student to access the full range of marks.
2 Independent Research	<ul style="list-style-type: none">• The student conducts research to find and select appropriate sources (including written sources).• The teacher monitors the project by giving general feedback.
3 Analysis of information	<ul style="list-style-type: none">• Students record the 6–10 key findings of their research on <i>Form RP3</i> and prepare to give information about and analyse their findings, ensuring that all material is clearly linked to the target language culture.• In preparation for their two-minute presentation, students prepare to summarise the main points/ideas from at least two of the written sources they have used as part of their research and to give a relevant personal response.

It is recommended that students start on the identification stage as early as possible in the academic year. However, learning hours for the independent research project are not specified because the process of information collation and investigation are undertaken independently.

Students should be prepared to talk in detail about their subject of interest for 10-11 minutes.

Students **must**:

- initiate and conduct their own research and develop their research skills when investigating their subject of personal interest
- include **written** sources for their research that are **in the assessed language** (students must refer to at least **two** written sources in their presentation); these could include newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced. However, students can use and refer to other authentic sources they have used in their research during the discussion that follows the presentation. These could include films, television, radio, online audio-visual material and interviews
- complete and sign the independent research project form and submit it no later than three weeks in advance of the date of the assessment.

Useful Websites, Books and Resources

The following websites are suggestions for possible research, or for authentic reading or listening materials.

www.franceguide.com

www.tourisme.fr

www.1jour1actu.com

www.lemonde.fr

www.academie-francaise.fr www.google.fr

www.lefigaro.fr

www.myswitzerland.com/fr

<http://www.ambafrance-be.org/>

www.bnf.fr

www.europe1.fr

www.liberation.fr

www.education.gouv.fr

www.francophonie.org

www.olf.gouv.qc.ca

www.unicaen.fr

www.lapressedefrance.fr/phosphore.htm

<http://tempsreel.nouvelobs.com/>

TO WORK ON YOUR LISTENING

You should select a short audio or video clip from the Internet. Play the clip at least three times and write a brief summary in French (it needn't be any longer than 50 words) with a vocabulary list of at least 10 words. These could be key words or they could be words that are new to you and had to be looked up.

It is easier to start with short news bulletins. Video clips are ideal as they are easier to understand. Start with shorter clips and then when you feel ready, you could choose a radio programme from the Radio station websites listed below.

Choose from a wide variety of News videos.

<http://fr.euronews.com/>

Choose from a wide variety of News videos.

<http://www.tf1.fr/jt-20h/>

Watch today's news from the TV channel TF1 (not easy, but if you already know what the main stories are)

French TV channel websites: Many sites will block content from the UK. Log on instead to TV5 where you can access a number of videos

<http://www.ina.fr/> is a free resource. It includes excerpts of news programmes and documentaries and covers a huge range of topics.



<http://fr.ver-taal.com/> has an excellent selection of videos which include newsreels, advertisements, and songs. They have transcripts for you to download and the videos are all accompanied by online exercises. A very useful website.

For celebrity gossip....

<http://people.excite.fr/>

French Radio on-line

<http://www.radiofrance.fr/>

This is an excellent website that allows you to access seven radio stations and listen live or download podcasts. There are a number of videos on the site too.

TO WORK ON YOUR READING

Select an article which interests you, read it carefully and select at least 10 new pieces of vocabulary to look up. The choice of topic area is limitless. The temptation may be to pick an article on fashion, but you should avoid doing this every week as they are not so easy to understand. It is a good idea to vary the topic area and to choose articles related to the syllabus topics so that you encounter a variety of vocabulary.



The major national newspapers can all be read online:

<http://www.liberation.fr/>

<http://www.lemonde.fr/>

<http://www.leparisien.fr/>

World news can be read on <http://www.courrierinternational.com/>

It is also worth looking at <http://www.1jour1actu.com/> which is a resume of news articles aimed at French children (and therefore might be more accessible).

The following magazines are also worth looking at:

<http://www.telrama.fr/>

<http://www.elle.fr/>

<http://www.lexpress.fr/>

<http://www.letudiant.fr/>

<http://www.lequipe.fr/> (for sport)

TO WORK ON YOUR GRAMMAR

<http://www.mdlsoft.co.uk/freeTMhome.htm>

You can download the Task Magic 3 play home software to play a variety of grammar games for all tenses.

www.languagesonline.org.uk

Self-correcting gap fill exercises for all tenses.



TO WORK ON YOUR VOCABULARY

www.quizlet.com

There are a huge range of topical vocabulary lists uploaded by teachers and students.