



French - AQA

7652/1 Listening, reading and writing 2h 30m 18 June 2018 am

7652/2 Writing 2h 20 June 2018 am

Speaking conducted by ALB in April

Exam Overview:

The A Level examination consists of:

- A) Paper 1: Listening, reading and writing (50% of A-level)
- B) Paper 2: Writing (20% of A-level)
- C) Paper 3: Speaking (30% of A-level)

Paper 1: Listening, reading and writing

What's assessed

- 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

- Written exam: 2 hours 30 minutes
- 100 marks
- 50 % of A-level

Questions

- 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. All questions are in French, to be answered with non-verbal responses or in French (30 marks).
 - 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. All questions are in French, to be answered with non-verbal responses or in French (50 marks).
 - Translation into English; a passage of minimum 100 words (10 marks).
 - Translation into French; a passage of minimum 100 words (10 marks).
- No access to a dictionary during the assessment.

Paper 2: Writing

What's assessed

- “La Haine” *and* Albert Camus’ “L’Étranger”



- Grammar

How it's assessed

- Written exam: 2 hours
- 80 marks in total
- 20 % of A-level

Questions

- One question in French on “**La Haine**” from a choice of two questions
- One question in French on “**L'Étranger**” from a choice of two questions

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay

Paper 3: Speaking**What's assessed**

- Individual research project
- One of four sub-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

- Oral exam: 21 – 23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30 % of A-level

Questions

- Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9 – 10 minutes) of individual research project (35 marks).

No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

Paper 3: Speaking**The presentation**

The presentation should cover some key findings emerging from the research carried out by



the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

Level	Descriptor
Thorough knowledge	A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings.
Good knowledge	A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings.
Reasonable knowledge	A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings.
Limited knowledge	A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge.
Very limited knowledge	The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge.

The discussion

The examiner may use points made in the presentation as well as information given on the Individual research project form to initiate the discussion.

From there on, the examiner proceeds on the basis of points made in response to questions. Questions can be informed by knowledge of the topic area, or lack of knowledge of the topic area.

The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which they will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given.

The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse, evaluate and draw conclusions on those aspects of the topic area that have been researched.



Areas of Revision

Social issues and trends

Aspects of French-speaking society: current trends

- **La famille en voie de changement**
 - Grands-parents, parents et enfants – soucis et problèmes
 - Monoparentalité, homoparentalité, familles recomposées
 - La vie de couple – nouvelles tendances
- **La « cyber-société »**
 - Qui sont les cybernautes ?
 - Comment la technologie facilite la vie quotidienne
 - Quels dangers la « cyber-société » pose-t-elle ?
- **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 ?

Aspects of French-speaking society: current issues

- **Les aspects positifs d'une société diverse**
 - L'enrichissement dû à la mixité ethnique
 - Diversité, tolérance et respect
 - Diversité – un apprentissage pour la vie
- **Quelle vie pour les marginalisés ?**
 - Qui sont les marginalisés ?
 - Quelle aide pour les marginalisés ?
 - Quelles attitudes envers les marginalisés ?
- **Comment on traite les criminels**
 - Quelles attitudes envers la criminalité ?
 - La prison – échec ou succès ?
 - D'autres sanctions

Political and artistic culture

Artistic culture in the French-speaking world

- **Une culture fière de son patrimoine culturel**
 - Le patrimoine sur le plan national, régional et local
 - Comment le patrimoine reflète la culture
 - Le patrimoine et le tourisme
- **La musique francophone contemporaine**
 - La diversité de la musique francophone contemporaine
 - Qui écoute et apprécie cette musique ?
 - Comment sauvegarder cette musique ?
- **Cinéma – le septième art**
 - Pourquoi le septième art ?
 - Le cinéma – une passion nationale ?
 - Evolution du cinéma – les grandes lignes

Aspects of political life in the French-speaking world

- **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 ?
- **Manifestations, grèves – à qui le pouvoir ?**
 - Le pouvoir des syndicats
 - Manifestations et grèves – sont-elles efficaces ?
 - Attitudes différentes envers ces tensions politiques
- **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

Revision Tips

- Copy the vocab out a couple of times — on actual paper!
- Say the vocab aloud
- Test yourself regularly
- Keep going over topics you have revised previously
- Break vocab lists into manageable chunks– for example on vocab express 8-10 words per topic are tested each time
- Use post- it notes around the house
- Associate sounds or images with the information you are learning
- Use notes / mind maps as a visual memory trigger.
- Create mind maps based on themes / characters from the book
- Practise model speaking answers
- Complete sample essay questions under exam conditions and timings
- Create mind maps for each topic with topic specific vocabulary in preparation for speaking card

Useful websites

- vocabexpress.com
- www.quizlet.com
- www.memrise.com
- www.languagesonline.org.uk
- www.wordreference.com
- www.conjuguemos.com/verb/frog_game
- <http://www.bbc.co.uk/languages>
All sorts on here, including listening, grammar, cultural information

- **Albert Camus, L'étranger (STUDIED IN YEAR 2)**
- **Mot à mot**
- **500 verbs**

Newspapers

www.lemonde.fr

<http://lequotidien.lefigaro.fr/>



www.20minutes.fr

Popular culture

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

An online French version of the film and cinema magazine, this site provides a valuable way of introducing students to contemporary and colloquial French.

Current affairs

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

A very useful place to find out about France and the structure of its government. The site is available in French, German and Spanish as well as English, so it would be very useful for language practice.

www.1jour1actu.com Please sign up to this website ! It is a news website aimed at French teenagers (think Newsround!) and when you sign up, you will receive an email with a free news article each day. There are also some great videos on this site too!

www.newsinslowfrench.com/

This is a really useful website for A level French students and other students of intermediate – advanced level French. Great for listening and pronunciation practice, as well as expanding your vocabulary.