

# FRENCH A LEVEL



The Eduqas specification for A Level changed in September 2016. The course is now designed to encourage students to develop their understanding of the language in a variety of contexts and genres, to communicate confidently and effectively in the language and to develop an awareness and understanding of the contemporary society, cultural background and heritage of the countries in which French is spoken.

The course is split into areas of interest, themes and sub-themes which are outlined below:

<b>Social issues and trends</b>	<b>Political, intellectual and artistic culture</b>
<p data-bbox="188 712 715 790"><b><i>Being a young person in French-speaking society</i></b></p> <ul data-bbox="181 831 767 1285" style="list-style-type: none"> <li data-bbox="181 831 767 969">• Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i></li> <li data-bbox="181 974 767 1144">• Youth trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure</i></li> <li data-bbox="181 1149 767 1285">• Education and employment opportunities <i>The education system and student issues; work and travel opportunities and the changing work scene</i></li> </ul>	<p data-bbox="815 712 1398 790"><b><i>Understanding the French-speaking world</i></b></p> <ul data-bbox="842 831 1417 1144" style="list-style-type: none"> <li data-bbox="842 831 1417 1001">• Regional culture and heritage in France, French-speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i></li> <li data-bbox="842 1005 1417 1144">• Media, art, film and music in the French-speaking world <i>Trends in media and art, film and music in the lives of young people</i></li> </ul>
<p data-bbox="256 1328 647 1361"><b><i>Diversity and Difference</i></b></p> <ul data-bbox="181 1406 767 1821" style="list-style-type: none"> <li data-bbox="181 1406 767 1509">• Migration and integration <i>Reasons for migration; factors which make migration/integration easy/difficult</i></li> <li data-bbox="181 1514 767 1617">• Cultural identity and marginalisation <i>Reasons for marginalisation; ways to eliminate marginalisation</i></li> <li data-bbox="181 1621 767 1724">• Cultural enrichment and celebrating difference <i>The positive aspects of a diverse society</i></li> <li data-bbox="181 1729 767 1821">• Discrimination and diversity <i>Life for those who are discriminated against</i></li> </ul>	<p data-bbox="820 1328 1393 1406"><b><i>France 1940-1950: The Occupation and post-war years</i></b></p> <ul data-bbox="842 1447 1417 1800" style="list-style-type: none"> <li data-bbox="842 1447 1417 1550">• June 1940-May 1945 <i>Life in occupied France; the French Resistance</i></li> <li data-bbox="842 1554 1417 1702">• The cultural dimension in occupied France <i>The political context of theatre and cinema productions</i></li> <li data-bbox="842 1706 1417 1800">• 1945-1950 <i>Rebuilding and restructuring society in post-war years</i></li> </ul>

In addition, at A Level students study a book and a film from a prescribed list. At A Level French students will be tested on the literature and film in component 3 of the overall examination. The book currently studied is 'No et Moi' and the film is 'Au Revoir Les Enfants'.

P.T.O.

## **The examinations at the end of Year 13 are as follows:**

### **Component 1: Speaking**

21-23 minutes (including 5 minutes preparation): 30% of qualification; 60 marks

The speaking assessment comprises two tasks.

#### Task 1

- (a) Presentation of independent research project (2 minutes)
- (b) Discussion on independent research project (9-10 minutes)

#### Task 2

Theme-based discussion – 5 minutes preparation followed by 5-6 minutes discussion based on a stimulus card comprising an image, a short text and a point for consideration.

#### Independent Research project

This provides learners with the opportunity to choose an area of personal interest for independent study through which they will be encouraged to broaden their knowledge and appreciation of the countries or communities where French is spoken.

### **Component 2: Listening, Reading and Translation**

2 hours 30 minutes 50% of qualification 100 marks

Stimulus material will be in French, based on the four themes

- Section A: Listening Questions which may include true/false statements, multiple choice, questions and answers, a summary / assimilation-style question and comprehension questions in French.
- Section B: Reading Questions based on texts provided in a supplementary reading folder which may include true/false statements, gap-fill answers, a summary / assimilation-style question and comprehension questions in French.
- Section C: Translation An unseen passage or passages from French into English plus an unseen passage or passages from English into French (each a minimum of 100 words). Learners are not permitted to use dictionaries in any part of the assessment

### **Component 3: Critical and analytical response in writing**

2 hours 20% of qualification 40 marks

- Candidates write an essay of approximately 300 words on each of the two works they have studied.
- One essay will be based on a literary work and the second on an additional literary work or film from the prescribed list.

**Are you interested in the world around you?  
Are you keen on communicating in a foreign language?  
Are you eager to extend your knowledge of how language works?**

**IF SO – CONSIDER TAKING AT LEAST ONE MODERN FOREIGN LANGUAGE IN THE SIXTH FORM**

