

# Nonsuch High School for Girls

## Sixth Form

September 2025

French Handbook



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Name \_\_\_\_\_

Welcome to French at A - Level

You will have two teachers at A- Level:

Mlle Matel – Head of French  
Mrs Rudolph – Teacher of French

## **French at A-Level**

### **Advanced learning of this subject**

Travel – so they saying goes – broadens the mind. And never more so than when you can speak the language. That way you will be able to find out what the local people are thinking, how they live and how their culture works. The Edexcel French A-Level course is designed to give you a profound understanding of the French language. You will also learn about how people live and use language on a day-to-day basis.

### **How is A-Level different from GCSE?**

The A-Level course builds on the four basic skills developed at GCSE – speaking, writing, reading and listening. However, at A-Level, students will learn to communicate confidently, clearly and effectively in the language. They will develop an understanding of the language in a variety of contexts and genres for a range of purposes; they will develop an interest in, and enthusiasm for, language learning, as well as an awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken. They will also acquire knowledge, skills and understanding for practical use, further study and/or employment and take their place in a multilingual global society.

### **In what different ways will you be expected to work?**

You will need to work more independently at AS. As well as doing all classwork and homework set by the teacher, you will need to prepare presentations for the class, visit French news websites regularly to keep up-to-date with current affairs, do more research into the topics covered and attend a weekly conversation class with the French assistant. There is an expectation that students will take more responsibility for their own learning, reading around the subject as well as exploring the materials covered in lessons. You will complete essays both in class and for homework. You will also choose the topic for the presentation of the IRP oral exam yourself.

### **What do successful learners in this subject do? What are their habits?**

Successful French students arrive on time and complete all homework. They also attend support sessions as directed. They seek to improve already good work through speaking to staff outside of lessons and employing redrafting techniques. All homework that is not to standard is discussed with staff and improved to ensure full understanding. Successful students attend revision sessions when help is needed and seek out further reading/listening texts connected to material covered in class.

## Overview of year 12

|                  | Teacher One   | Teacher Two   |
|------------------|---|---|
| Autumn Year 12   | <u>The education system in France</u> <ul style="list-style-type: none"> <li>- Structure</li> <li>- Issues with students</li> <li>- Higher education</li> </ul>   | <u>The changing family structure</u> <ul style="list-style-type: none"> <li>- How it is changing</li> <li>- The institution of marriage relationships</li> </ul>  |
| Spring Year 12   | <u>The world of work</u> <ul style="list-style-type: none"> <li>- attitude to work</li> <li>- strikes and rights of workers</li> <li>- gender discrimination</li> </ul>   | <u>Music in France</u> <ul style="list-style-type: none"> <li>- Francophone music</li> <li>- Musical genre</li> <li>- Influence of francophone music</li> </ul>   |
| Summer Year 12   | <u>French festivals and traditions</u> <ul style="list-style-type: none"> <li>- Celebrations in francophone countries</li> <li>- Customs and traditions in France and French speaking countries</li> </ul> <u>After study leave:</u> <ul style="list-style-type: none"> <li>- Complete above themes</li> <li>- Preparation of the independent research project</li> </ul> | <u>The media in France</u> <ul style="list-style-type: none"> <li>- Freedom of speech</li> <li>- Print and online media</li> <li>- The effect of the media on politics and society</li> </ul> <u>After study leave:</u> <ul style="list-style-type: none"> <li>- Complete above themes</li> <li>- La bicyclette bleue</li> <li>- Introduction to WW2</li> </ul> |
| <u>Resources</u> | <ul style="list-style-type: none"> <li>- Edexcel French for A Level</li> <li>- Dolanguages</li> </ul>   | Edexcel Textbook<br>Dolanguages<br>ZigZag resources   |

## Overview of year 13

|                  | Teacher One   | Teacher Two  |
|------------------|---|--|
| Autumn Year 13   | Throughout year IRP + Film <ul style="list-style-type: none"> <li>- Positive and negative aspects of immigration</li> <li>- Film "les choristes"</li> </ul> | <ul style="list-style-type: none"> <li>- German occupation of France</li> <li>- Un sac de billes</li> </ul>    |
| Spring Year 13   | <ul style="list-style-type: none"> <li>- The extreme right in France</li> <li>- Film "les choristes"</li> </ul>   | <ul style="list-style-type: none"> <li>- The Vichy regime</li> <li>- Un sac de billes</li> </ul>               |
| Summer Year 13   | <ul style="list-style-type: none"> <li>- Revision of all themes</li> <li>- Revision of the film</li> </ul>  | <ul style="list-style-type: none"> <li>- Revision of all themes</li> <li>- Revision of the set text</li> </ul> |
| <u>Resources</u> | <ul style="list-style-type: none"> <li>- Edexcel French for A-level textbook</li> <li>- Dolanguages</li> </ul>  | Edexcel textbook<br>Dolanguages<br>ZigZag resources  |

# Specification Summary

## A-Level French - Edexcel

[http://qualifications.pearson.com/content/dam/pdf/A%20Level/French/2016/Specification%20and%20sample%20assessments/Specification\\_GCE\\_A\\_level\\_L3\\_in\\_French.pdf](http://qualifications.pearson.com/content/dam/pdf/A%20Level/French/2016/Specification%20and%20sample%20assessments/Specification_GCE_A_level_L3_in_French.pdf)

**Written examination: 2 hours**  
**40% of the qualification**  
**80 marks**

### **Content overview**

This paper draws on vocabulary and structures across all four themes. Themes are based on the society and culture of the language being studied and are listed on pages 8–9.

### **Assessment overview**

Students are not permitted access to a dictionary during the examination.

The examination is made up of:

#### **Section A: Listening (30 marks)**

A listening assessment based on a recording, featuring male and female French speakers. Students will respond to comprehension questions based on a variety of contexts and sources.

#### **Section B: Reading (30 marks)**

A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions.

#### **Section C: Translation into English (20 marks)**

An unseen passage to be translated from French to English.

**Written examination: 2 hours and 40 minutes**  
**30% of the qualification**  
**120 marks**

### **Content overview**

This paper draws on the study of two discrete French works: either two literary texts, or one literary text and one film. The works must be taken from the list provided in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include a range of novels, short stories and plays. All of the films are feature length.

### **Assessment overview**

This paper includes a translation exercise and two essays on either two literary texts, **or** one literary text and one film (students must **not** answer questions on two films).

Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

#### **Section A: Translation (20 marks)**

Students translate an unseen passage from English into French.

#### **Section B: Written response to works (literary texts) (50 marks)**

Students must write an extended response on either one **or** two of the literary texts listed in *Appendix 2: Prescribed literary texts and films*.

Students select one question from a choice of two for each of their chosen literary text(s). If a student answers questions on two literary texts then they **do not** complete Section C.

#### **Section C: Written response to works (films) (50 marks)**

Students who answer only one question from a literary text in Section B must now write an extended response on **one** of the films listed in *Appendix 2: Prescribed literary texts and films*.

Students select one question from a choice of two for their chosen film.

***Internally conducted and externally assessed***

***Total assessment time: between 21 and 23 minutes, which includes a single period***

***of 5 minutes' formal preparation time***

***30% of the qualification***

***72 marks***

**Content overview**

Task 1 draws on vocabulary and structures across all four themes (listed on pages 8–9).

Task 2 is based on independent research selected and carried out by the student. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the language studied.

Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources

relating to their research subject, and show knowledge and understanding about the culture

and society where the language is spoken.

**Assessment overview**

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

**Task 1 (discussion on a Theme)**

Students discuss one Theme from the specification based on a stimulus containing two different statements.

**Task 2, Part 1 (independent research presentation)**

Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.

**Task 2, Part 2 (discussion on independent research)**

Students answer questions on their presentation and then have a wider discussion on their research.

## Themes and sub-themes

Papers 1 and 3 will be based on content from the following four themes. The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries. Themes 1, 3, and 4 focus on aspects of society or history of France only. Theme 2 requires students to broaden their knowledge across **any** francophone country/countries and/or community/communities. Each theme is broken into three sub-themes (highlighted in bold). These sub-themes are each exemplified further.

### Theme 1: Les changements dans la société française

Theme 1 is set in the context of France only. This theme covers social issues and trends.

- **Les changements dans les structures familiales**

Les changements dans les attitudes envers le mariage, les couples et la famille.

- **L'éducation**

Le système éducatif et les questions estudiantines.

- **Le monde du travail**

La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.

### Theme 2: La culture politique et artistique dans les pays francophones

Theme 2 is set in the context of francophone countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- **La musique**

Les changements et les développements; l'impact de la musique sur la culture populaire.

- **Les médias**

La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.

- **Les festivals et les traditions**

Les festivals, fêtes, coutumes et traditions.

### Theme 3: L'immigration et la société multiculturelle française

Theme 3 is set in the context of France only. This theme covers social issues and trends.

- **L'impact positif de l'immigration sur la société française**

Les contributions des immigrants à l'économie et à la culture.

- **Répondre aux défis de l'immigration et l'intégration en France**

Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrants.

- **L'extrême droite**

La montée du Front National; les leaders du Front National; l'opinion publique.

### Theme 4: L'Occupation et la Résistance

Theme 4 is set in the context of France only. This theme covers political culture.

- **La France occupée**

La collaboration; l'antisémitisme.

- **Le régime de Vichy**

Maréchal Pétain et la Révolution nationale.

- **La Résistance**

Jean Moulin, Charles de Gaulle et les femmes de la Résistance; la résistance des français.

# Paper 1: Listening, reading and translation

## Content

Students will be assessed on their understanding of spoken and written French from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from French into English.

Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to France and French-speaking countries and are drawn from the four themes (listed on pages 8–9).

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from French into English.

### Listening

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers.

Sources will include material from online media.

### Reading

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

### Translation into English

The content of the translation will be taken from one of the four themes.

## Assessment information

- The total assessment time is 2 hours. Recommended timings for each section are given below.
- The assessment is out of 80 marks.
- There are three sections in the paper, they cover the assessment of listening, reading and translation skills in French.
- Students must answer all questions in each section (A, B and C).
- The use of dictionaries is not permitted.
- 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 who will speak at a speed appropriate for the expected understanding at this level
  - 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.

## Paper 2: written response to works and translation

### Content

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided
- produce responses that relate to features such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied
- present viewpoints; develop arguments; persuade; and analyse and evaluate
- manipulate language accurately through translating an unseen passage from English into French.

Students must study two discrete French works: either two literary texts, or one literary text and one film. The works must be taken from the list in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include a range of novels, plays and a series of short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes

### Assessment information

- The total assessment time is 2 hours and 40 minutes. Recommended timings for each section are given below.
- The assessment is out of 120 marks.
- There are two parts to this paper, Section A (translation into French) and Sections B and C (written response to works).
- 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, **either** two selected from Section B (literary texts) **or** 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.
  - no credit will be given for essays on literary texts which are based on film versions adapted from the literary texts. Evidence given in the essay to justify viewpoints and arguments **must** be based on the original literary text.
- All questions will be set in French and must be answered in French.
- The use of dictionaries is not permitted.
- Students **must not** take any documentation relating to the works into the examination.

## **Paper 2 essay markscheme**

### **Critical and analytical response**

This mark grid assesses students' ability to respond critically and analytically. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.

|       |   |
|-------|---|
| 0     | No rewardable material  |
| 1-4   | <ul style="list-style-type: none"><li>• Points of view relating to issues/themes/cultural or social contexts are presented, with simplistic justification; limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive.</li><li>• Limited ability to form arguments or draw conclusions.</li><li>• Response relates to the work but limited focus on the question.</li></ul>  |
| 5-8   | <ul style="list-style-type: none"><li>• Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive.</li><li>• Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.</li><li>• Response relates to the work but often loses focus on the question</li></ul>  |
| 9-12  | <ul style="list-style-type: none"><li>• Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.</li><li>• Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.</li><li>• Response is relevant to particular aspects of the question, occasional loss of focus.</li></ul> |
| 13-16 | <ul style="list-style-type: none"><li>• Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work.</li><li>• Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.</li><li>• Predominantly relevant response to the question.</li></ul>  |
| 17-20 | <ul style="list-style-type: none"><li>• Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work.</li><li>• Detailed, logical arguments and conclusions are made that consistently link together.</li><li>• Relevant response to the question throughout.</li></ul>  |

### **Range of grammatical structures and vocabulary**

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.

|       |  |
|-------|--|
| 0     | No rewardable language.  |
| 1-4   | <ul style="list-style-type: none"> <li>• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.</li> <li>• Limited range of vocabulary resulting in repetitive expression.</li> <li>• Limited use of terminology appropriate to literary and cinematic analysis.</li> </ul>   |
| 5-8   | <ul style="list-style-type: none"> <li>• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.</li> <li>• Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive.</li> <li>• Occasional use of terminology appropriate for literary and cinematic analysis.</li> </ul>            |
| 9-12  | <ul style="list-style-type: none"> <li>• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.</li> <li>• Some variation in use of vocabulary, resulting in variation of expression but this is not sustained.</li> <li>• Some use of terminology appropriate for literary and cinematic analysis.</li> </ul> |
| 13-16 | <ul style="list-style-type: none"> <li>• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.</li> <li>• Frequently varied use of vocabulary, resulting in regular variation of expression.</li> <li>• Frequent use of terminology appropriate for literary and cinematic analysis.</li> </ul>               |
| 17-20 | <ul style="list-style-type: none"> <li>• Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing.</li> <li>• Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways.</li> <li>• Consistent use of terminology appropriate for literary and cinematic analysis.</li> </ul>                                  |

### **Accuracy of language**

This mark grid assesses students' ability to apply grammar and syntax accurately.

|      |   |
|------|---|
| 0    | No rewardable language.   |
| 1-2  | <ul style="list-style-type: none"> <li>• Limited sequences of accurate language resulting in lapses in coherence.</li> <li>• Errors occur that often prevent meaning being conveyed.</li> </ul>   |
| 3-4  | <ul style="list-style-type: none"> <li>• Some accurate sequences of language resulting in some coherent writing.</li> <li>• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul> |
| 5-6  | <ul style="list-style-type: none"> <li>• Frequent sequences of accurate language resulting in generally coherent writing.</li> <li>• Errors occur that occasionally hinder clarity of communication</li> </ul>                                      |
| 7-8  | <ul style="list-style-type: none"> <li>• Accurate language throughout most of the essay, resulting in mostly coherent writing.</li> <li>• Errors occur that rarely hinder clarity of communication.</li> </ul>                                      |
| 9-10 | <ul style="list-style-type: none"> <li>• Accurate language throughout, resulting in consistently coherent writing.</li> <li>• Any errors do not hinder clarity of communication.</li> </ul>   |

# Paper 3: Speaking Mark-scheme

## Task 1 (discussion on a Theme)

### Knowledge and understanding of society and culture (AO4)

| Marks | Description  |
|-------|--|
| 0     | No rewardable material.  |
| 1-3   | <ul style="list-style-type: none"><li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.</li></ul> |
| 4-6   | <ul style="list-style-type: none"><li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>  |
| 7-9   | <ul style="list-style-type: none"><li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>   |
| 10-12 | <ul style="list-style-type: none"><li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>  |

### Accuracy and range of language (A03)

| Marks | Description   |
|-------|---|
| 0     | No rewardable language.   |
| 1-3   | <ul style="list-style-type: none"><li>• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul> |
| 4-6   | <ul style="list-style-type: none"><li>• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>   |
| 7-9   | <ul style="list-style-type: none"><li>• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible and mostly accurate.</li></ul>                    |
| 10-12 | <ul style="list-style-type: none"><li>• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>• Pronunciation and intonation are accurate, intelligible and authentic sounding.</li></ul>          |

### Interaction (AO1)

| Marks | Description  |
|-------|--|
| 0     | No rewardable material.  |
| 1-2   | <ul style="list-style-type: none"><li>• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li><li>• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li></ul>                                 |
| 3-4   | <ul style="list-style-type: none"><li>• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul> |
| 5-6   | <ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li></ul>                           |

## Task 2, Part 2 (discussion on independent research)

### Knowledge and understanding of society and culture (AO4)

| Marks | Description  |
|-------|--|
| 0     | No rewardable material   |
| 1-3   | <ul style="list-style-type: none"><li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.</li></ul> |
| 4-6   | <ul style="list-style-type: none"><li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>   |
| 7-9   | <ul style="list-style-type: none"><li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>   |
| 10-12 | <ul style="list-style-type: none"><li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.</li><li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>   |

### Accuracy and range of language (AO3)

| Marks | Description   |
|-------|---|
| 0     | No rewardable language  |
| 1-3   | <ul style="list-style-type: none"><li>• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul> |
| 4-6   | <ul style="list-style-type: none"><li>• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>   |
| 7-9   | <ul style="list-style-type: none"><li>• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>• Pronunciation and intonation are intelligible and mostly accurate.</li></ul>                    |
| 10-12 | <ul style="list-style-type: none"><li>• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>• Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li></ul>          |

### Interaction (AO1)

| Marks | Description   |
|-------|---|
| 0     | No rewardable material  |
| 1-3   | <ul style="list-style-type: none"><li>• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.</li><li>• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.</li></ul> <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p> |
| 4-6   | <ul style="list-style-type: none"><li>• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.</li><li>• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.</li></ul>   |
| 7-9   | <ul style="list-style-type: none"><li>• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.</li><li>• Gives a relevant personal response to the written sources supported with some justification.</li></ul>   |
| 10-12 | <ul style="list-style-type: none"><li>• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.</li><li>• Gives a convincing personal response to the written sources supported with clear justification.</li></ul>  |

## **Expectations in French**

In order to provide students with the most effective support in their learning, the following processes will be maintained across the department:

1. **Punctuality**

All students are expected to arrive to lessons on time. Any student who is late for the first time will be spoken to by the teacher regarding why they are late. If the student is late for a second time they will be asked to make up the time during lunch or after school.

2. **Absence**

All students should notify their teacher if they know they will be absent from a lesson. The teacher will organise with the student how to catch up on the work they will miss. If it is an unplanned absence, the student should contact the teacher before the next lesson to complete any work missed. It is the student's responsibility to make sure that they catch up with any work missed. If a student misses more than one lesson with the French assistant then early afternoons will be removed, with this time dedicated to French to make up for the missed lesson.

3. **Deadlines**

Students will always be given sufficient time to complete work. Students should see the teacher before the work is due in and explain why the deadline cannot be met. Teacher and student together will decide on the appropriate strategy.

4. **Consequences of missed deadlines**

If a deadline is missed and there is no appropriate explanation, students will be expected to complete the work during lunch or after school. A second missed deadline will be reported to the Head of Year.

5. **Learning Environment**

French is a spoken language and all students are expected to listen and show respect to each other's ideas. All students should come to the lesson fully prepared in order to be able to engage meaningfully in the discussions and to play an active role.

6. **Study periods and independent study**

Students may be set reading material prior to a lesson, in most cases students will be given a few days to do this and should use their independent study time to complete this. They should use their independent study time to consolidate their class notes, make revision notes, engage in wider reading material, research topics and read relevant French websites/watch French news/listen to French podcasts.

**Learning Conversations** – students will be given continual feedback about their work (both written and oral) and will be encouraged to ask questions and seek clarification on how to improve.

**How we will support you.....**

Teachers will provide regular feedback regarding each student's progress and will offer support to ensure each student achieves their personal target grade. Students must take responsibility for their own progress, for example by asking for help when work is difficult; acting on developmental marking and the targets set during Learning Conversations; fully engaging with independent study. Any student who is off-target will be given additional one-to-one support.

**What to do when stuck...**

*'We all make mistakes, but only the wise learn from their mistakes'*

*Winston Churchill*

### **Class teacher**

Your teachers are available throughout the day to speak to. A good time to catch your teacher might be after the lesson, at break, lunchtime or after school. They will arrange specific times with you to offer support as it is needed, but you are responsible for your own learning. If you need support, the onus is on you to seek help, which will of course then be provided. Mlle Matel and Miss Jones can usually be found in the languages office.

### **Classmates**

Your classmates will be an essential source of support and guidance throughout the A-Level course. Discussing queries and ideas with each other will develop your understanding and extend your learning.

### **Support sessions**

We run sessions throughout the year to support you if you need extra help. You may be directed to attend these as necessary. **Please make sure you ask for extra help if you need it – don't struggle on in silence!**

### **E-mail**

Staff will respond to e-mails sent, but it may on occasion take some time, Please don't think you are being ignored.

Mlle Matel: [matel-r@nonsuch.sutton.sch.uk](mailto:matel-r@nonsuch.sutton.sch.uk)

Mrs Rudolph: [rudolph-p@nonsuch.sutton.sch.uk](mailto:rudolph-p@nonsuch.sutton.sch.uk)

### **A level French – how to succeed and make the most of your time**

In order to give yourself the best chance of doing as well as you possibly can, follow these golden rules:

- ✓ Do some French **EVERY DAY**. It is better to do about an hour a day, rather than doing nothing for several days and then trying to spend all day on it.
- ✓ **Listen** to some French every day ([www.1jour1actu.com](http://www.1jour1actu.com))
- ✓ **Read** some French every day
- ✓ Revise your **grammar** (especially verb tenses) Look back over the grammar notes in your exercise books and exercises you have done. If you prefer the interactive grammar exercises, use the following website: [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- ✓ Revise all key topic **vocabulary in the AQA textbook**. This is essential for the listening, reading AND writing elements of the exam.
- ✓ Use technology to improve your listening skills.
- ✓ Watch a series in French online via Netflix or another provider
- ✓ Basically, little and **OFTEN** is the key to success in French

## **Enrichment and super curricular opportunities**

In order to support your learning we recommend that you engage in activities from all of the sections below to help widen your interest in the subject as well as begin to introduce you to the kind of independent learning activities we encourage you to engage with during A level study.

As a minimum, we would like you to complete the following:

- Read one book and watch two videos/films from the list provided.
- Complete one OU course.
- Go to [tv5monde.com](http://tv5monde.com)
- Watch a series in French online via Netflix or another provider

## **Leadership and Enrichment Opportunities in French**

**These are a few of the many opportunities that are available.....**

Become involved in at least one activity run by the Languages Department:

- The Languages Committee
- Weekly conversations
- Running revision sessions/help club for KS3

### **Resources and Equipment**

Textbook: Edexcel French for A-level

#### **Recommended extra materials:**

Mot à mot French vocabulary for Edexcel A Level / Hodder Education  
ISBN 9781510434813

