

# Transition booklet

SIXTH  
FORM **BOLDER**

# French

AQA French

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/specification-at-a-glance>



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A-LEVEL  
**FRENCH**  
(7652)

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**Specification**  
For teaching from September 2016 onwards  
For exams in 2018 onwards

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Version 1.2 July 2017



# Transition to Sixth Form:



## Sixth Form Study

You are likely to study 3 subjects at Bolder Sixth form. Each subject will have six lessons per week. You can expect to engage in a wider range of learning strategies in lessons as well as independently. These could be anything from:

- Making and organising presentations.
- Seminar style reading and group work.
- Use of debate, discussion-based learning, TED-talks, and documentaries.
- Wider reading outside of lesson hours.
- Extended 1-1 speaking practice of Independent Research project (IRP)
- Flip learning – learning in your own time and presenting what you have found to the class.

## Independent Study

A Levels and Applied Qualifications will require more study to be completed by you independently rather than with a teacher. At Bolder we recommend that you spend the same time studying outside of lessons as you do in lessons. Therefore, if you have 6 hours of French per week, this means that 6 hours should be spent revisiting notes, completing grammar practice, reading recommended books and articles, revising content and completing practice questions outside of the classroom each week also. This pack will support you with starting to practice independent study over the summer period which will help you understand what works best for you.

## What do you need to complete?

Over the summer it is expected that you engage with this transition booklet to support with your movement into A level French.

## You must make a total of 200 credits through the summer.

The points for each task are outlined below:

1. Familiarise yourself with specification – 50 credits.
2. Completing Task 1 " – 50 credits.
3. Complete Task 2 " – 50 credits.
4. Complete compulsory readings – 50 credits.

These must also be evidenced on your return in September.

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

**Click on the link above to access the specification.**

**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.

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>	<b>The changing nature of family</b>
<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>	<b>The 'cyber-society'</b>
<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>	<b>The place of voluntary work</b>
<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>	<b>Positive features of a diverse society</b>
<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>	<b>Life for the marginalised</b>
<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>	<b>How criminals are treated</b>
<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.

**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>	<b>A culture proud of its heritage</b>
<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>	<b>Contemporary francophone music</b>
<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>	<b>Cinema: the 7th art form</b>
<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.

**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>	<b>Teenagers, the right to vote and political commitment</b>
<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>	<b>Demonstrations, strikes – who holds the power?</b>
<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>	<b>Politics and immigration</b>
<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.

# 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.
<b>Nouns:</b> gender, singular and plural forms (as well as irregular plurals)		
<b>Articles:</b> definite, indefinite and partitive		
<b>Adjectives:</b> - agreement position - comparative - superlative - Use of adjectives as <i>nouns</i> (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> )		
<b>Numerals:</b> -Cardinal (eg <i>un, deux</i> ) Ordinal (eg <i>premier, deuxième</i> ) Expression of time and date		
<b>Adverbs:</b> - 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> )		
<b>Quantifiers/intensifiers</b> ( <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: (*including qui, que, dont, lequel etc, auqueletc, ce qui, ce que*)
- disjunctive/emphatic personal, as subject and object: *moi/moi-même, etc.*
- demonstrative (*celui, celle, ceux, celles; and celui-ci/celui-là etc*)
- indefinite (*e.g. quelqu'un, quelque chose*)
- possessive (*le mien etc.*)
- interrogative (*including qui, que, quoi*)
- use of *y, en*

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<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.
<b>Verbs:</b> - 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		
<b>Tenses:</b>		
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, 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>	<p>Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓</p>	<p>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.</p>
<p><b>Prepositions:</b> all prepositions, both simple (eg <i>sous</i>) and complex (eg <i>au-delà de</i>)</p>		
<p><b>Conjunctions:</b> Coordinating conjunctions (eg <i>et, ou, mais</i>) Subordinating conjunctions</p>		
<p><b>Negation:</b> 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>)</p>		
<p><b>Questions</b></p>		
<p><b>Commands</b></p>		
<p><b>Word order</b> <b>Inversion after speech</b></p>		
<p><b>Other constructions:</b> time expressions with <i>depuis</i> and <i>il y a</i> comparative constructions indirect speech</p>		
<p><b>Discourse markers</b> (eg <i>au contraire, en fait</i>)</p>		
<p><b>Fillers</b> (eg <i>alors, bon</i>)</p>		
<p><b>Grammar Notes</b></p>		
<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.**

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

## Book recommendations:

### *A-Level French – Wider Reading list*

In order to achieve success at AS & A2 Level it is important that you develop your language skills and cultural understanding outside the lessons. This study is in addition to the homework tasks which make up your extended tasks. There is a wide range of resources you can use to support your learning both in school and online. Many of the resources listed are available, free of charge, on the internet.

As well as your course texts there are some other “must read” books in French, ranging from the Asterix or Tintin comic books to classics such as St Exupéry’s *Le Petit Prince*.

There are all sorts of lists online to tempt you but here are a couple of examples:  
 Relatively easy to read modern classic: *L’Etranger* – Albert Camus poetry: *Calligrammes*  
 – Apollinaire classic novel: *Le Père Goriot* – Honoré de Balzac short stories: *Contes de la Bécasse* – Guy de Maupassant

1. “Hygiène de l’assassin” by Amélie Nothomb This book is written almost entirely in dialogue. The story consists of different journalists interviewing a famous novelist,

Prétextat Tach, who is dying. Tach, an obese, misogynistic monster of a man, is an unpleasant yet highly entertaining character. He makes a game of avoiding questions about his personal life and driving away his interviewers, among whom a contest develops to see who can dig up any interesting information on the novelist. The interactions between Tach and the interviewers make for fast and absorbing reading, and the mystery developing around Tach's past and personality will keep you glued to the page.

2. "Un soir au club" by Christian Gailly The protagonist of this drama, Simon Nardis, is a former jazz pianist and alcoholic who had to give up both habits to stay on the straight and narrow. In a single night, he breaks with years of abstinence and returns to his two loves. Written in sharp, snappy prose, "Un soir au club" reads like hot jazz and quickly draws you in with its seductive pace. Gailly often uses short sentence fragments for emphasis, which helps direct the reader's attention to grammar and phrasing.

3. "Bonjour Tristesse" by Françoise Sagan The plot centers on a teenage girl's relationship with her womanizing father, and how his love life influences and becomes entangled with her own. It retains the fast pacing and quick gratification of a romance novel, but reads more like a soap opera condensed into novel form, and draws you in with charisma and personality.

4. "Pietr-le-Letton" by Georges Simenon This novel by Simenon introduces Commissaire Maigret, who appears in many more novels and stories. By many, I mean more than a hundred. So if you develop a taste for following Maigret through his methodical, character-rich investigation processes, you'll have taken on an excellent habit for your French learning. The prose in this novel is still a little rough compared to the easy, relaxed pace Simenon developed in later works, but it familiarizes you with Maigret and Simenon in a story that takes the detective through a variety of locales in different social strata.

5. "Coule la Seine" by Fred Vargas This collection of three mystery stories is a nice sampler to get you acquainted with another French detective, Commissaire Adamsberg, who appears in several Vargas novels. Vargas is a historian who incorporates her knowledge of history into her books, creating rich, eccentric characters who have the education necessary to make her plots play out in a satisfying way. Every native English speaker learning French at some point encounters doubts as to whether what they're doing is really useful. For this reason, you may find Vargas comforting. She creates characters who are armed with unexpected facts that end up applying to real-life situations. These tendencies are not all fully explored in this collection, but you'll get an idea of Adamsberg's personality as well as the charm of the style and characters you'll find in the novels.

6. "L'Amant" by Marguerite Duras This is a classic that is part of any basic education in French literature. Set in French colonial Vietnam, it tells the story of a young girl from a French family who becomes romantically involved with an older Chinese man. The plot

is narrated from the detached point of view of a woman who is now much older and reflecting on the events related. The writing is hypnotic and simple to read. As in the case of Gailly's "Un soir au club," Duras often repeats words and events, which is good for poetic effect and great for learning.

7. "Adolphe" by Benjamin Constant Another classic, this is a sparse moral and psychological drama. The story follows a young man who develops a relationship with an older woman. Narrated in the first person, "Adolphe" explores all of the inner misgivings and woes of the main character, who is highly self-analytical. The prose is mostly limited to Adolphe's state of mind as well as his interactions with others, so the vocabulary and phrasing are efficient and fairly easy to follow despite the fact that the book was first published in 1816.

8. "Extension du domaine de la lutte" by Michel Houellebecq Michel Houellebecq has become a highly controversial figure in France for writing characters with questionable social views and making offensive statements. Despite that, he's someone to be aware of if you have any interest in contemporary French culture and literature. He's a solid writer who can fill out your vocabulary on modern subjects such as dating, social politics, and the workplace. This is his first novel, and it encompasses and riffs on the dreariness of day-to-day societal existence in a way that comes across like Chuck Palahniuk's "Fight Club" as told by Bill Hicks, but with a lot more French.

9. "Moi qui n'ai pas connu les hommes" by Jacqueline Harpman Narrated by a female character who was raised by a group of older women imprisoned in an undisclosed underground location, the reader is introduced to a world that is like this one but also distinctly different. The question of who the women's captors are and why they are being held makes the story a mystery as well. Creepy, imaginative and rife with examples of the first person plural passé simple, Harpman's novel is a dream for any speculative-fiction loving French learner.

10. "Les Yeux jaunes des crocodiles" by Katherine Pancol This is the longest and most difficult book on the list, but also one of the most useful for learning French. If you find it intimidating, work your way through a few others first and try coming back to it. Pancol writes with a light, sympathetic touch about members of a modern French family who follow separate ambitions and interests while still striving to love and support one another. The story has the appeal of an addictive television series that will keep you thinking about the characters when you're not reading and motivate you to get through the more difficult parts to find out what happens to them.

**Other interesting titles:** • Le dernier jour d'un condamné – Victor Hugo • Une vie – Guy de Maupassant • L'Écume des jours – Boris Vian • Antigone – Jean Anouilh • La Princesse de Clèves – Marie-Madeleine de La Fayette • Molière – Pièces de théâtre : - L'école des femmes - Le malade imaginaire - Tartuffe - Le Médecin malgré lui - L'Avare - Le Bourgeois gentilhomme - Les Fourberies de Scapin - Les Femmes savantes • Madame Bovary – Gustave Flaubert • Les Malheurs de Sophie – La Comtesse de Ségu