



A Level - French

Overview:

Articulate writing and consistent use of terminology appropriate for literary and cinematic analysis will be expected at the end of this 2 year course. Students will develop their skills in order to produce a critical analysis of issues covered in the themes listed below. They will learn to sustain a conversation in order to interact spontaneously, responding with confidence to questions and statements. All assessments will take place at the end of the second year.

What will the course involve? 4 themes (1 book and 1 film)

Book: No et Moi, Delphine de Vigan, 2009

Film: Les Choristes – Barratier 2004

Theme 1: Changes in French society (France only)

- Changes in family structure and expectations. Evolution of attitudes towards marriage, couples and family.
- Education. Pathways and students' expectations.
- World of work. Working in France and attitudes towards work, the right to strike, as well as gender equality.

Theme 2: Arts and politics in French speaking countries

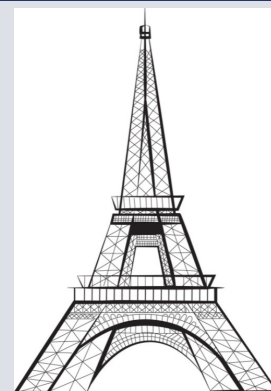
- Music changes and evolution. Impact of music on popular culture.
- The media and the freedom of expression. Impact of paper and online journalism on society and on politics.
- Festivals and traditions.

Theme 3: Immigration and French multiculturalism

- Positive impact of immigration on French society. Immigrants' contribution to the economy and to culture.
- Challenges brought by immigration and inclusion. Sense of community versus alienation from the immigrants' perspective.
- Extreme right. Rise of the Front National and its leaders. Public perception.

Theme 4: Occupation and Resistance

- German occupation and French collaboration. Anti-Semitism.
- Vichy France and Maréchal Pétain.
- Resistance with Jean Moulin and Charles de Gaulle. Women in the resistance. The role of the people during the resistance.



Head of Department

Mrs C Conway

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EXAM BOARD



ENTRY REQUIREMENTS

At least a grade 6 (higher papers) at GCSE will be needed to apply as students will need a secure knowledge of verbs and tense formation in order to convey information with lesser or close to no ambiguity. Students need to have a good grasp of vocabulary and structures in order to produce fluent pieces of coherent analysis.





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Assessment

Paper 1: Listening, reading, translation (40%)

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.

Paper 2: Written response to works, translation (30%)

Students should be able to:

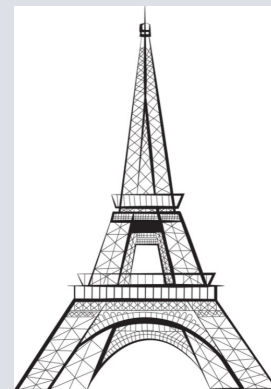
- Develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works.
- Produce responses that show critical appreciation of features.
- Present viewpoints, develop arguments, draw conclusions, analyse and evaluate in writing, manipulate language accurately through translating an unseen passage from English into French.

Paper 3: Speaking (30%)

Discussion on a theme (see overleaf) Independent Research Presentation and discussion.

Students should be able to demonstrate:

- Knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the language studied.
- The ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions.
- The ability to interact and hold a natural and fluent discourse.
- Skill in manipulating language accurately.
- The ability to respond to written language in speech.



COURSE PROGRESSION

Jobs directly related to your A level include:

- Interpreter
- Political risk analyst
- Secondary school teacher
- Translator

Jobs where your A level would be useful include:

broadcast journalist, detective, diplomatic service officer, education consultant, English as a foreign language teacher, international aid worker, logistics and distribution manager, marketing executive, patent examiner, publishing rights manager, sales executive, tour manager.

Remember that Modern Languages are a facilitating subject commonly asked for in universities' entry requirements regardless of the course that you will be applying to.

