



# A Level French (Edexcel)

## Transition Booklet

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# Bienvenue!

Congratulations on choosing to study A Level French. You have opened the door of opportunity! Studying French will enrich your life, giving you opportunities to travel abroad and to learn about different cultures and different ways of life. Studying a language will also enhance your life chances, as universities and employers tend to prefer candidates who can speak more than one language.

Did you know that linguists are better communicators, writers and have a better understanding of their own language too? Students who study languages do better in tests and learning a language will improve the functionality of your brain and improve your memory skills.

French is one of the most influential languages in the world and is spoken as a native language in more than two dozen countries on five continents. Depending on your sources, French is either the 11th or the 13th most common native language in the world, with 72 to 79 million native speakers and another 190 million secondary speakers.

Studying A Level French will not only enable you to learn the French language but you will gain in-depth insight into the cultural, social, political and artistic aspects of the French speaking country/countries you will study.

This booklet will help you make the jump from GCSE to A Level. It's a big jump but don't be daunted, just get started!

Bonne Chance!

## The Main Themes

- Les changements dans la société française (in the context of France only)
- La culture politique et artistique dans les pays francophones (in the context of French-speaking countries and communities)
- L'immigration et la société multiculturelle française (in the context of France only)
- L'Occupation et la Résistance (in the context of France only)

### How you will be tested

**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 translation (including a translation from French to English).

**Paper 2:** Written response to works and translation - One text and one film or two texts from the list set in the specification and translation from English into French.

**Paper 3:** Speaking

Task 1: Discussion on a theme based on a stimulus card containing two different statements (6 – 7 minutes) You will study the card for 5 minutes at the start of the test.

Task 2, Part 1: Presentation (2 minutes)

Task 2, Part 2: Discussion (8 – 9 minutes) of individual research project.

Here is the link to the Edexcel A Level Course:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.html-tab-1>

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.

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

(in the context of France only)

French	English Translation
<b>Les changements dans les structures familiales</b>	<b>The change in family structures</b>
Les changements dans les attitudes envers le mariage, les couples et la famille	
<b>L'éducation</b>	<b>Education</b>
Le système éducatif et les questions estudiantines	
<b>Le monde du travail</b>	<b>The world of work</b>
La vie active en France et les attitudes envers le travail	
Le droit à la grève	
L'égalité des sexes	

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?
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 materials that deal with this theme i.e. **The change in family structure, Education & The world of work**. Learn some new vocabulary.

[http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.coursematerials.html - filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments](http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.coursematerials.html?filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments)

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

(in the context of French-speaking countries and communities)

French	English Translation
<b>La musique</b>	<b>Music</b>
Les changements et les développements	
L'impact de la musique sur la culture populaire	
<b>Les médias</b>	<b>Media</b>
La liberté d'expression	
La presse écrite et en ligne	
L'impact sur la société et la politique	
<b>Les festivals et les traditions</b>	<b>Festivals and traditions</b>
Les festivals, fêtes, coutumes et traditions	

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 film in French. Can you think of positives/advantages or negatives/disadvantages connected with them?
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 materials that deal with this theme i.e. **Music, Media & Festivals and traditions**. Learn some new vocabulary.

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.coursematerials.html - filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

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

(in the context of France only)

French	English Translation
<b>L'impact positif de l'immigration sur la société française</b>	<b>The positive impact of immigration on French society</b>
Les contributions des immigrés à l'économie et à la culture	
<b>Répondre aux défis de l'immigration et l'intégration en France</b>	<b>Responding to the challenges of immigration and integration in France</b>
Les activités des communautés	
La marginalisation et l'aliénation du point de vue des immigrés	
<b>L'extrême droite</b>	<b>The extreme right</b>
La montée du Front National	
Les leaders du Front National	
L'opinion publique	

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 problems/disadvantages connected with them? Write them down.
3. Start to form your own opinions about each theme. 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 these themes.
4. If you really want a challenge – look at the specimen assessment material. (Remember, you haven't completed the course yet). Try to identify questions, texts, listening and speaking materials that deal with this theme i.e. **The issues around immigration and integration in France**. Learn some new vocabulary.

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.coursematerials.html - filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

## Theme 4: L'Occupation et la Résistance

(in the context of France only)

French	English Translation
<b>La France occupée</b>	<b>Occupied France</b>
La collaboration	
L'antisémitisme	
<b>Le régime de Vichy</b>	<b>The Vichy regime</b>
Maréchal Pétain et la Révolution nationale	
<b>La Résistance</b>	<b>The Resistance</b>
Jean Moulin, Charles de Gaulle et les femmes de la Résistance	
La résistance des français	

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 i.e. **Occupied France, The Vichy regime & The Resistance**. Learn some new vocabulary.

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.coursematerials.html - filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>



## Grammar Log and Checklist

<b>Grammar</b>	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. Make notes and explanations about each aspect of grammar.
<b>Nouns:</b> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural forms</li> </ul>		
<b>Articles:</b> <ul style="list-style-type: none"> <li>• Definite and indefinite and partitive</li> </ul>		
<b>Adjectives:</b> <ul style="list-style-type: none"> <li>• Agreement</li> <li>• Position</li> <li>• Comparative and superlative</li> <li>• Use of adjectives as <i>nouns</i> (e.g. <i>le vieux, les Anglais</i>)</li> <li>• Demonstrative (e.g. <i>ce, cet, cette, ces</i>)</li> <li>• Indefinite (e.g. <i>autre, chaque, même, quelque</i>)</li> <li>• Possessive (<i>mon, ma, mes</i>)</li> <li>• Interrogative and exclamatory (<i>quel, quelle, quels, quelles</i>)</li> </ul>		
<b>Numerals:</b> <ul style="list-style-type: none"> <li>• Cardinal (e.g. <i>un, deux</i>)</li> <li>• Ordinal 1-10 (e.g. <i>premier, deuxième</i>)</li> <li>• Expression of time and date</li> </ul>		
<b>Adverbs:</b> <ul style="list-style-type: none"> <li>• Formation of adverbs in <i>-ment</i></li> <li>• Comparative and superlative</li> <li>• Interrogative (including <i>combien (de), comment, où, pourquoi, quand</i>)</li> </ul>		
<b>Quantifiers/intensifiers</b> (including <i>assez, beaucoup, moins, plus, la plupart</i> )		
<b>Pronouns:</b> <ul style="list-style-type: none"> <li>• Personal: subject, including <i>on</i></li> <li>• Object: direct and indirect</li> <li>• Disjunctive/emphatic personal, as subject and object: <i>moi/moi-même</i></li> <li>• Reflexive</li> <li>• Position and order</li> <li>• Relative: (including <i>qui, que, dont</i>)</li> <li>• Demonstrative (e.g. <i>celui, celle, ceux</i>)</li> <li>• Indefinite (e.g. <i>quelqu'un, quelque chose</i>)</li> <li>• Possessive (e.g. <i>le mien</i>)</li> <li>• Interrogative (including <i>qui, que, quoi</i>)</li> <li>• Use of <i>y, en</i></li> </ul>		

## 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. Make notes and explanations about each aspect of grammar.
<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• Conjugations of <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs, modal verbs, principal irregular verbs, including reflexive verbs</li> <li>• Agreement of verb and subject</li> <li>• Use of <i>il y a</i></li> <li>• Modes of address (<i>tu</i>, <i>vous</i>)</li> <li>• Impersonal verbs</li> <li>• Constructions with verbs</li> </ul> <p>Verbs followed by an infinitive (with or without a preposition)</p> <ul style="list-style-type: none"> <li>• Dependent infinitives (<i>faire réparer</i>)</li> <li>• Perfect infinitive</li> <li>• Negative forms</li> <li>• Interrogative forms</li> <li>• Use of tenses:               <ul style="list-style-type: none"> <li>- Present</li> <li>- perfect (including agreement of past participle)</li> <li>- Imperfect</li> <li>- Future</li> <li>- Conditional</li> <li>- future perfect</li> <li>- conditional perfect</li> <li>- pluperfect</li> <li>- past historic</li> </ul> </li> <li>• Use of the infinitive, present participle (e.g. <i>en arrivant</i>) and past participle</li> <li>• Verbal paraphrases and their uses (including <i>aller</i> + infinitive, <i>venir de</i> + infinitive)</li> <li>• Passive voice:               <ul style="list-style-type: none"> <li>- present tense</li> <li>- other tenses</li> </ul> </li> <li>• Dependent infinitives (<i>faire réparer</i>)</li> <li>• Passive voice: all tenses</li> <li>• Subjunctive mood:</li> </ul>		

<ul style="list-style-type: none"> <li>- present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as <i>bien que</i>)</li> <li>- perfect tense</li> <li>- imperfect tense</li> </ul>		
<b>Prepositions</b> <ul style="list-style-type: none"> <li>• All prepositions, both simple (e.g. <i>sous</i>) and complex (e.g. <i>au-de là de</i>)</li> </ul>		
<b>Conjunctions</b> <ul style="list-style-type: none"> <li>• Coordinating conjunctions (e.g. <i>et, ou, mais</i>)</li> <li>• Subordinating conjunctions</li> </ul>		
<b>Negation</b> <ul style="list-style-type: none"> <li>• Use of negative particles (e.g. <i>ne...pas, ne...personne, ne...que</i>)</li> <li>• Use of <i>ne</i> with negative subjects (e.g. <i>Personne n'est venu</i>)</li> </ul>		
<b>Questions</b>		
<b>Commands</b>		
<b>Word order</b> <ul style="list-style-type: none"> <li>• Inversion after speech</li> <li>• Inversion after adverbs</li> </ul>		
<b>Other constructions</b> <ul style="list-style-type: none"> <li>• Time expressions with <i>depuis</i> and <i>il y a</i></li> <li>• Comparative constructions</li> <li>• Indirect speech</li> </ul>		
<b>Discourse markers</b> <ul style="list-style-type: none"> <li>• e.g. <i>Au contraire, En fait</i></li> </ul>		
<b>Fillers</b> <ul style="list-style-type: none"> <li>• e.g. <i>alors, bon</i></li> </ul>		

<b>Grammar Log and Checklist</b>		
<b>Grammar</b>	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. Make notes and explanations about each aspect of grammar.
<b>Prepositions:</b> <ul style="list-style-type: none"> <li>All prepositions, both simple (e.g. <i>sous</i>) and complex (e.g. <i>au-delà de</i>)</li> <li></li> </ul>		
<b>Conjunctions:</b> <ul style="list-style-type: none"> <li>Coordinating conjunctions (e.g. <i>et, ou, mais</i>)</li> <li>Subordinating conjunctions</li> </ul>		
<b>Negation</b> <ul style="list-style-type: none"> <li>Use of negative particles (e.g. <i>ne...pas, ne...personne, ne...que</i>)</li> <li>Subordinating conjunctions</li> </ul>		
<b>Questions</b>		
<b>Commands</b>		
<b>Word order</b> <ul style="list-style-type: none"> <li>Inversion after speech</li> <li>Inversion after adverbs</li> </ul>		
<b>Other constructions:</b> <ul style="list-style-type: none"> <li>Time expressions with <i>depuis</i> and <i>il y a</i></li> <li>Comparative constructions</li> <li>Indirect speech</li> </ul>		
<b>Discourse markers</b> <ul style="list-style-type: none"> <li>e.g. <i>Au contraire, en fait</i></li> </ul>		
<b>Fillers</b> <ul style="list-style-type: none"> <li>e.g. <i>alors, bon</i></li> </ul>		

## **Paper 2: Text / Film** (Writing 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.)

### **Literary texts**

*Boule de Suif et autres contes de guerre* (*Boule de Suif, Un Duel, Deux Amis, La Mère Sauvage*), Guy de Maupassant, 1880 (short stories)

*La Place*, Annie Ernaux, 1983 (novel)

*Le Blé en Herbe*, Colette, 1923 (novel)

*Le Château de ma Mère*, Marcel Pagnol, 1957 (novel)

*Le Gone du Chaâba*, Azouz Begag, 2005 (novel)

*Les Mains Sales*, Jean-Paul Sartre, 1948 (play)

*Les Petits Enfants du siècle*, Christiane Rochefort, 1961 (novel)

*Le Tartuffe*, Molière, 1669 (play)

*L'Étranger*, Albert Camus, 1942 (novel)

*No et Moi*, Delphine de Vigan, 2007 (novel)

*Thérèse Desqueyroux*, François Mauriac, 1927 (novel)

*Une si longue lettre*, Mariama Bâ, 1981 (novel)

*Un Sac de Billes*, Joseph Joffo, 1973 (novel)

### **Films**

*Au Revoir les Enfants*, dir. Louis Malle (1987)

*Chocolat*, dir. Claire Denis (1988)

*Cléo de 5 à 7*, dir. Agnès Varda (1962)

*Deux Jours, une Nuit*, dirs. Jean-Pierre Dardenne, Luc Dardenne (2014)

*Entre les murs*, dir. Laurent Cantet (2008)

*Intouchables*, dirs. Olivier Nakache, Eric Toledano (2011)

*La Haine*, dir. Mathieu Kassovitz (1995)

*La Vie en Rose*, dir. Olivier Dahan (2007)

*Le Dernier Métro*, dir. François Truffaut (1980)

*Les Choristes*, dir. Christophe Barratier (2004)

*Les 400 Coups*, dir. François Truffaut (1959)

*Un Long Dimanche de Fiançailles*, dir. Jean-Pierre Jeunet (2004)

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.

## Individual research project (Speaking)

**Presentation** (2 minutes) and **discussion** (8 – 9 minutes) of individual research project (42 marks).

This is **part 2** of paper 3 (the speaking assessment); In **part 1** you will also have a discussion about sub-themes based on a stimulus card.

### What you must 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**

<http://www.linguee.com/>

<https://mfl.jimdo.com/resources/>

[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN)

<http://languagesresources.co.uk/french%20resources%20a%20level.htm>

**Useful opinion phrases and expressions**





