

**French  
A-level**

# 2<sup>nd</sup> Year Course Introduction

Welcome to the second half of your A-level French course. This cut-down version of the General Introduction should provide you with all the information you need to continue successfully with your studies.

## The Specification (or Syllabus)

This course has been designed to give you a full and thorough preparation for the A-level French specification set by Edexcel.

The **Subject Code** for entry to the A-level award is **Edexcel 9FRO** (1<sup>st</sup> exams June 2018).

The specifications are assessed by examination only, i.e. there is no coursework (NEA). If you plan to take examinations at an earlier date, you will need a different course.

## Private Candidates

This Edexcel A-level specification is open to private candidates.



Oxford Open Learning

## Arrangement of Lessons: 2<sup>nd</sup> Year course

### Module Five: L'Immigration et la société multiculturelle française

- 19. L'histoire et les statistiques de l'immigration
- 20. L'impact positif de l'immigration sur la société française  
**TMA I**
- 21. Répondre aux défis de l'immigration et l'intégration en France
- 22. L'extrême droit et la montée du Front National  
**TMA J**

### Module Six: L'Occupation et la Résistance

- 23. La France sous l'Occupation
- 24. La vie sous l'Occupation: l'Antisémitisme et les représailles
- 25. Pétain et Vichy  
**TMA K**
- 26. La Révolution nationale
- 27. La Résistance: l'importance de Jean Moulin et des femmes
- 28. Les français libres et le général de Gaulle  
**TMA L**

### Module Seven: Literature choice: Jean-Paul Sartre: *Les mains sales*

- 29. French drama in the twentieth century – Sartre
- 30. Existentialism  
**TMA M**
- 31. Characterisation and Style  
**TMA N**

### Module Eight: Independent Research Topic

- 32. How to choose an Independent Research Topic
- 33. 17<sup>th</sup> Century Theatre: Molière
- 34. Marine le Pen et le front National en France
- 35. A Famous Landmark: L'Arc de Triomphe  
**TMA O**

### Module Nine: Preparing for the A-level Examinations

- 36. Unit 1 - Listening, reading and translation  
**TMA P Mock Unit 1 test**
- 37. Unit 2 – Written response to works and translation  
**TMA Q Mock Unit 3 test**
- Appendix** Listening Transcripts

## Textbook

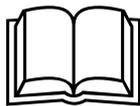
The OOL course is supplemented by the following textbook:

*Edexcel A-level French (includes AS)*, Amy Gregg, Rod Hares, Karine Harrington, Wendy O'Mahony & Kirsty Thathapudi, pub. Hodder Education 2016; ISBN 978-1-4718-5816-1

You may wish to acquire this textbook to support your studies but please note that it does not include the answers to activities or self-assessment tests. These answers and other resources are to be found on the Dynamic website which has been set up by Hodder. Please see the Dynamic website for details (address below).

This textbook is exclusively endorsed by the Edexcel examination board and Pearson to teach their A-level specification, and you will find that it supplements the reading, speaking and writing exercises in this course.

While the OOL course provides extensive coverage of all aspects of the specification, it is important to back this up by working through this textbook as well. As you work through the lessons, you should extend your reading, listening, speaking and writing by looking up the references to the textbook in the course. These are given at the beginning of each lesson, and include the following symbol:



The written exercises in the textbook are for self-assessment and should **not** be sent to your tutor. The textbook also links to listening and other resources online at the Dynamic website.

## How to use Dynamic

You will be notified when you have been registered as a User/Student on the Dynamic website. Please do not try to use these resources before you have received notification because you will not be able to gain access.

Once registered, you will be able to use the Dynamic resources for the remainder of the academic year. If you continue studying for another academic year, your registration should be extended – this should happen automatically.

Having registered, first go to the Dynamic login page at <http://my.dynamic-learning.co.uk>. Then you will need certain details in order to be able to log on, including a password. These details (which are unique to each registered student) will normally be sent to you shortly after your enrolment on this course.

Having logged on, you should then click on the Teaching and Learning Resources (for this textbook).

Dynamic includes a number of resources to supplement your course and also to practise speaking and listening. You will also find answers to textbook exercises on Dynamic.

Once you have logged on, you will see that the resources have been divided into “lessons” (with names like Fr AS Lesson 7) which correspond to the lessons in this course. Each “lesson” in Dynamic is a collection of resources – answers to tests, audio-recordings, etc – based on the matching sections of the textbook. The links are listed on p.2 of each lesson in this folder.

Do not expect to use *all* the resources in Dynamic. The exercises in the textbook are not compulsory and you may pick and choose which ones you want to do. In some cases you may compile and save your answers to textbook exercises within the Dynamic system or you may prefer to attempt them with pen and paper (i.e. offline). **Your teacher will not view or mark the exercises you do in Dynamic** – they are for self-assessment only.

**Web-browsers:** Dynamic works better with some web-browsers than others. Some content works well with (e.g.) Internet Explorer™ and Firefox™ but (at present) not so well with Chrome™. Video content is optimized for use within the Microsoft Edge™ browser (which may be built into Windows™). If one browser does not allow access, please try another. But OOL cannot help with any technical queries relating to installing browsers, etc.

You may access Dynamic on more than one personal device, but please do not pass on your login details to other potential users – our licence is strictly limited in terms of the number of registered users and it will be apparent when unregistered users try to gain access.

Please remember that the Dynamic system was designed for use within schools where whole classes are attempting a specific exercise on a specific day, under the direction of their teacher. It is far from perfect for distance learners and it will take you a little while to discover how to get the most out of this tool (and the textbook on which it is based). So please be patient!

**NB:** Any queries about Dynamic should be addressed to the Dynamic helpdesk, of which details are given on the Dynamic site.

## The OOL CD and Literary Texts

This course also includes the OOL CD of listening activities which comes with this pack. Please note that not all the tracks on the CD are referenced within the course. Additional tracks may be used for speaking and listening exercises within the home environment.

You will also need to obtain copies of the two texts studied in the Cultural Topics section of the course: *L'Étranger* by Albert Camus, and *Les mains sales* by Jean-Paul Sartre. Further details are given in the relevant modules of the course.

## Dictionary

In addition to the textbooks you also need a good dictionary; see Resources section at the end of the General Introduction for suggestions.

## Grammar

It is not obligatory to have a grammar practice textbook. Towards the end of the AS course there is a Grammar Reference Section explaining all the grammar covered in the AS syllabus. The OOL course has many grammar exercises, as does the textbook. However some students like to have additional practice. Please see the Resources section at the end of the General Introduction for recommended grammar practice textbooks.

## Using the Course Materials

### AS Level

The AS Course has two topic modules, *Les changements dans les structures familiales* and *Culture politique et artistique dans le monde français*, which correspond to the AQA and Edexcel AS specifications. Each module is divided into six sub-topics making twelve sub-topics in all. Each of the first twelve lessons centres on one of these sub-topics, see *Arrangement of Lessons* above. Two additional lessons teach skills to help you prepare for the AS Units 1 and 2 examinations. At the end of the course there is a comprehensive French Grammar Section containing explanations of all the grammar required at AS, together with a Verb Table.

The course aims to build on GCSE or Level 2 French skills, and is progressive. It is better to work steadily through the course starting at Lesson One rather than dip into it at random, as each successive lesson builds on skills acquired in previous lessons. Lesson One aims to revise some GCSE work in the context of the AS syllabus, and is also an introduction to AS study. It explains in detail how the lessons are arranged and why. If you find that you are struggling with the level to begin with, look in the Resources section at the end of the General Introduction for suitable resources to revise GCSE work.

### Tutor-marked Assignments (TMAs) in the 2<sup>nd</sup> Year

There are six “regular” tutor-marked assignments in your 2<sup>nd</sup> Year course, plus a TMA as you develop your research topic and two mock

examinations, based on Papers 1 and 3. Your Paper 2 skills are developed in earlier assignments, notably in the literature module.

Experience shows that students who do submit assignments are much more successful than those who don't. It is your primary means of gaining individualised help, of sorting out problems and maintaining motivation.

Suggested Answers to the TMAs will be sent to you with your marked work. Look very carefully at every comment your tutor makes and try to understand *why* your tutor has given you a high mark for this and a low mark for that. If you should encounter particular problems when studying a lesson then contact your tutor.

## 2<sup>nd</sup> Year Course Modules

The 2<sup>nd</sup> Year course has two topic modules, *L'immigration et la société multiculturelle française*, and *L'Occupation et la Résistance* which correspond to the Edexcel A-level specification. Module 7 covers the second set text. Again, additional lessons teach skills to help you prepare for A-level examinations. Unlike the AS course there is no separate grammar section, as the additional grammar for the 2<sup>nd</sup> Year is dealt with in the topic-lessons.

The 2<sup>nd</sup> Year course aims to build on AS French skills, and is progressive. It is better to work steadily through the course rather than dip into it at random, as each successive lesson builds on skills acquired in previous lessons.

## The Listening CD

As part of the 2<sup>nd</sup> Year course, TMAs include listening assessment exercises. Use the CD to practise your listening skills as much as possible. A full list of CD tracks and the listening transcript for the 2<sup>nd</sup> Year lessons' Listening *Activités* is included in an Appendix at the end of the course. The listening transcript for each TMA listening assessment is sent to you together with the Suggested Answers.

The contents of the CD can also be accessed online. 2<sup>nd</sup> Year tracks are at <http://www.ool.co.uk/french-a2-audio>.

## Answers to *Activités*

You will find answers to most activities at the end of each lesson. Depending on the *Activité* you will either be given definitive right answers, or, in the case of some more open-ended questions, a grid detailing the main point(s) required in your answer and a specimen, or suggested, French answer. You do not send the answers to the *Activités* to your tutor.

## Speaking Practice

To prepare for the Speaking tests, you must practise your oral French regularly. Many learners find this challenging, and a distance learner can be at a disadvantage in this respect. However there are many ways you can find opportunities to speak French. It may be possible to arrange a little speaking practice over the phone with your tutor (this is not an unlimited opportunity), but you should also use the Dynamic resources, the CD, local conversation classes and visits to French-speaking countries to improve your performance.

## Practising with your Tutor

The TMAs provide opportunities for one-to-one speaking (and listening) practice with your tutor but tutors only have limited time available for additional practice. Please do not ask too much of your tutor! You will need to find other opportunities to practise your speaking skills. Remember that it is never too early to start.

## The 'AS' Level and A-level System

A-levels allow for some flexibility in the taking of exams. The two main options are:

- AS is completed at the end of one year and the full A-level at the end of the second year;
- AS level exams are omitted and only A-level exams are attempted.

Both of these options are open to students following the OOL French A-level course. Please note that marks achieved in AS exams are not in any way carried forward to A-level exams – you start again from “zero” and must take all A-level papers.

## Grading and Shelf-Life

The full A-level qualification will be graded on a six-point scale: A\*, A, B, C, D and E.

As with the AS qualification, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

A-levels are designed to be *linear*, not modular. This means that all units are assessed at the same sitting. If you wish to re-take your A-level at a later date, you will need to take all the units all over again – you cannot “carry forward” your marks for certain papers.

## The Examination Structure

This information is correct at the time of publication but may be subject to change. Prior to the examination, students should contact the exam board for the latest information.

### The Edexcel A-level 9FR0 specification

The Pearson Edexcel Level 3 Advanced GCE in French (9FR0 specification) consists of two externally-examined papers assessing listening, reading and writing and a separate speaking assessment. The speaking assessment is externally set and conducted by a teacher/examiner\*. All assessments are marked by Pearson.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

\*It is usual for teachers to conduct the speaking assessment with their students during a timetabled assessment window in April/May, although Pearson offers a visiting examiner facility. Timetable and fee information will be available on the Pearson qualifications website [www.qualifications.pearson.com](http://www.qualifications.pearson.com).

#### Paper 1: Listening, reading and translation

(Paper code: 9FR0/01) Written examination: 2 hours

40% of the qualification 80 marks

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 of the specification. 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.

**Paper 2: Written response to works and translation (Paper code: 9FR0/02)**

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, plays and a series of short stories. 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.

**Paper 3: Speaking (Paper code: 9FR0/03)**

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.

## **Qualification aims and objectives**

The aims and objectives of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media

- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study.

## 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 immigrés 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 immigrés.
- **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

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

First assessment: May/June 2018.

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.
- recordings will be issued on CD-ROM audio format or as digital sound files accessed via a secure download
- 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.

The recommended timings have been set to enable the student to complete each section in sufficient time.

## Sample assessment materials

A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 3 Advanced GCE in French Sample Assessment Materials (SAMs) document.

## Paper 2: Written response to works and translation

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 (see Appendix 2: Prescribed literary texts and films)
- 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

First assessment: May/June 2018.

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.

The recommended timings have been given to enable the student to complete each section in sufficient time.

### Sample assessment materials

A sample paper and marking criteria (including guidance on how these criteria are applied) for this paper can be found in the Pearson Edexcel Level 3 Advanced GCE in French Sample Assessment Materials (SAMs) document.

### Marking guidance

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external

examiner. They are printed for reference in the specification to aid understanding of how the assessment criteria will be applied.

## Paper 3: Speaking

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. These aspects are assessed via two distinct tasks conducted entirely in the target language, which are carried out in consecutive order in one session.

**Task 1** (discussion on a Theme) Content for this task will be based on a sub-theme from one of the four overall themes listed on pages 8–9 of the specification. Students will be able to choose one out of two sub-themes to discuss and this choice will be given to them on the day. Stimulus cards will be given as a springboard to the discussion.

**Task 2** (presentation and discussion on student's independent research project) This task is in two parts. Content for this task will be based on the subject of interest that students have chosen for their independent research project. This may be based on any of the four themes of study listed on pages 8–9 of the specification or on a subject of interest of the student's choosing. However, it must relate to the cultural and social context of the language studied.

### Assessment information

First assessment: April/May 2018.

Timing for the speaking assessment:

- Task 1: 6 to 7 minutes (recommended)

- Task 2: 10 to 11 minutes (recommended)

Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).

Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.

The assessment is out of 72 marks.

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

Assessments will be conducted by teachers/examiners in centres in one session within a prescribed five-week assessment period. This will take place in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which changes each year.

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

Three different stimulus cards are produced by Pearson for each of the four themes (one for each sub-theme), giving a total of twelve stimulus cards. These are issued on a random allocation basis following the order prescribed by Pearson.

The student is given a choice of two cards on two different sub-themes following the sequence outlined by Pearson on the day of assessment, (see sequencing grid in General instructions to the teacher/examiner included in the Pearson Edexcel Level 3 Advanced GCE in French Sample Assessment Materials (SAMs) document). The choice of sub-themes is told to the student in English by the invigilator immediately before the start of the preparation time, using the wording for the sub-themes given on the sequencing grid, e.g. 'You may choose 'media' or 'festivals and traditions'. The teacher/examiner is only responsible for conducting the assessment, not for providing the stimulus cards.

The student does not see the contents of either card until they have chosen the sub-theme, after which they will be given one of the cards. The preparation time of 5 minutes begins immediately after the student receives the card. The 5 minutes is for students to prepare their thoughts for this task and make notes that they can refer to during their discussion (maximum of one side of A4 paper).The invigilator will be supervising the student at this point.

Each stimulus card contains two statements (A and B) offering different views on the sub-theme.

Students select one statement from the two given on the stimulus card during their 5 minute preparation time and can choose to support the statement or disagree with it during their discussion.

Task 1 follows immediately after the 5 minutes' preparation time so students can recall their prepared thoughts easily.

The student must tell the teacher/examiner which statement they have chosen immediately before the discussion begins.

Students have approximately 6 to 7 minutes' discussion time for this task.

There are two parts to the discussion.

**Part 1:** The teacher/examiner asks the two compulsory questions on the card. The teacher/examiner then helps to develop the discussion by asking appropriate follow-up questions relating to the statement on the stimulus card.

**Part 2:** The teacher/examiner then broadens the discussion to cover other aspects of the overall Theme. Optional generic questions are provided by Pearson as a guide to the questions the teacher/examiner should ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

## Task 2 (presentation and discussion on student's independent research project)

Students have approximately 10 to 11 minutes for this task.

There are two parts to this task.

**Part 1:** The discussion must open with a presentation from the student in which they provide a summary of at least two of the written sources they have used as part of their research, outlining the authors' main points/ideas and giving a personal response to what they have read. The presentation must not exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.

**Part 2:** The discussion must be broadened out to a wider exploration of the content of the student's presentation and of

their research as a whole. The teacher/examiner should use the key findings and list of sources on Form RP3 in Appendix 1: Independent research form (RP3) to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions the teacher/examiner should ask in order to enable the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information, to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.

In both tasks, students are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Students are also expected to take the lead in the discussions.

The teacher/examiner will cover all parts of each task and ask appropriate questions to ensure that the student is able to access the maximum amount of marks available. The speaking assessment will last between 16 to 18 minutes in total and the teacher/examiner will ensure that timings are followed. The timing of the assessment begins with the student's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher/examiner will bring the assessment to a natural end, allowing the student to complete their last sentence. They will turn off the recording device at that point. Centres should be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

### **Guidance on the independent research project**

For the purposes of the assessment, independent research means research carried out without the help or instruction of others, including teachers.

The independent research project may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the cultural and social context of the language studied.

The independent research project must not be based on one of the literary works or films studied for Paper 2 but can focus on a wider exploration of the author or film-maker of those works studied. For example, if studying a novel by a particular author for Paper 2, the independent research must not focus on that novel as it would be a duplication of content. However, it could focus on the life of the author or the aspects that motivated the author in the broader sense.

The independent research project must:

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities
- include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet
- enable the student independently to contextualise, analyse and summarise findings
- enable the student to identify at least two written sources, which they can summarise and give a personal response to in their presentation.

Here is some guidance on the process that could be followed.

### Stage Description

Although there is a separate module in this course on the IRT, you should not necessarily do it "all in one go" towards the end of the course. Successful students will be thinking about possible titles, etc, for some time before they work on the IRT in earnest. It may be that the best time to commence this process is at the start of the 2<sup>nd</sup> Year course or during the summer vacation prior to the 2<sup>nd</sup> Year course. Think of it in terms of two stages:

1. Pre-Independent Research
2. Independent Research

**Stage 1:** Teacher instruction on how to conduct research, teacher gives advice on suitable resources and how to analyse information.

There may be initial conversations with the teacher on possible questions or statements that the student may use for their independent research project. Subsequent to the above, the student should independently develop the focus of their question or statement.

The teacher checks that the student's question or statement will allow the student to access the full range of marks.

**Stage 2:** The student conducts research to find and select appropriate sources (including written sources).

The teacher monitors the project by giving general feedback.

## Analysis of information

Students record the 6–10 key findings of their research on Form RP3 and prepare to give information about and analyse their findings, ensuring that all material is clearly linked to the target language culture.

In preparation for their two-minute presentation, students prepare to summarise the main points/ideas from at least two of the written sources they have used as part of their research and to give a relevant personal response.

It is recommended that students start on the identification stage as early as possible in the academic year. However, learning hours for the independent research project are not specified because the process of information collation and investigation are undertaken independently. Students should be prepared to talk in detail about their subject of interest for 10-11 minutes.

## Edexcel A-level Prescribed literary texts and films

For Paper 2, students are required to study two works from the list below. This can be either two literary texts or one literary text and one film. OOL choices are marked in bold print.

### 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. Oliver 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)

## Edexcel Assessment Objectives

- AO1 Understand and respond:
- in speech to spoken language including face-to-face interaction
  - in writing to spoken language drawn from a variety of sources (20% of total marks)
- AO2 Understand and respond:
- in speech to written language drawn from a variety of sources
  - in writing to written language drawn from a variety of sources (30%)
- AO3 Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure (30%)
- AO4 Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken (20%)

Total 100%

## Breakdown of Assessment Objectives by Unit/Component

Assessment Objectives (AOs)	Component weightings (approx. %)			Overall weighting (approx. %)
	Component 1	Component 2	Component 3	
AO1	15	-	5	20
AO2	25	-	5	30
AO3	=	20	10	30
AO4	-	10	10	20
Overall weighting of components	40	30	30	100

## Resources Section

Please see the AS Course Introduction.

## Using the Internet

All students would benefit from access to the Internet. You will find a wealth of information on all the topics in your course. As well as the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk)), you should get into the habit of checking the Oxford Open Learning site ([www.ool.co.uk](http://www.ool.co.uk)) where you may find news, additional resources and interactive features as time goes by. Put it on your Favourites list now!

## Recommended websites

Please see the AS Course Introduction.

## And finally...

Bonne chance!

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