

AS and A-level French: Preparing to teach



Agenda

- Accreditation update
- Overview of specifications
- Course planning
 - Themes
 - scope and sequencing
- Paper 2
- **BREAK**
- Paper 3
- **BREAK**
- Paper 1
- Resources and support
- Close



Overview of specifications - headlines

- **A-level now linear:** In common with all other new A-level specifications, the new French, German and Spanish A-levels are linear with all exams being taken at the end of the course.
- **Standalone AS:** AS is a standalone qualification at the same standard as the current AS. Whilst the new AS and A-level specifications will be completely co-teachable, students who sit the AS cannot count this assessment towards their A-level result.
- **AS and A-level co-teachable**
- **Grading system unchanged:** Unlike GCSE, the grading system for A-levels and AS is not changing – so A-E for AS and A*-E for A-level.



Scheme of assessment (A-level)

| Paper | Time | Marks | Weighting | Skills |
|-------|--------------------|-------|-----------|------------------------------|
| 1 | 2 hours 30 minutes | 100 | 50% | Listening, reading, writing. |
| 2 | 2 hours | 80 | 20% | Writing |
| 3 | 21-23 minutes | 60 | 30% | Speaking |



Scheme of assessment (AS level)

| Paper | Time | Marks | Weighting | Skills |
|-------|-------------------|-------|-----------|------------------------------|
| 1 | 1 hour 45 minutes | 90 | 45% | Listening, reading, writing. |
| 2 | 1 hour 30 minutes | 50 | 25% | Writing |
| 3 | 12-14 minutes | 60 | 30% | Speaking |



Course planning



AS and A-level French themes and sub-themes

Aspects of French-speaking society: current trends (AS and A-level)

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work

Artistic culture in the French-speaking world (AS and A-level)

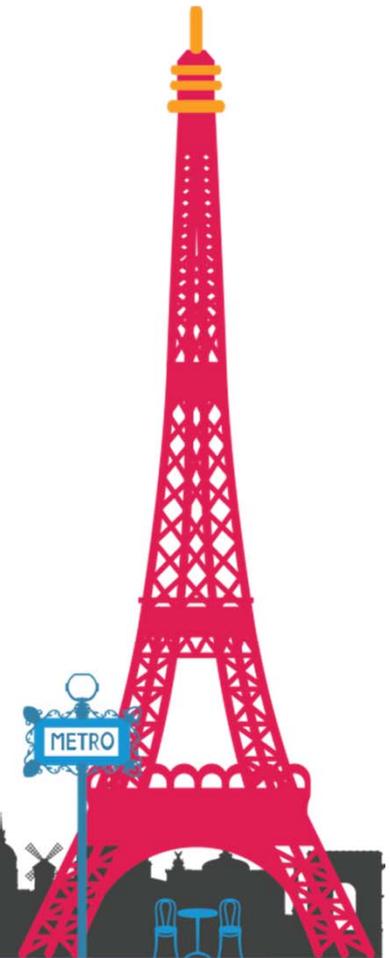
- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form

Aspects of French-speaking society: current issues (A-level)

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

Aspects of political life in the French-speaking world (A-level)

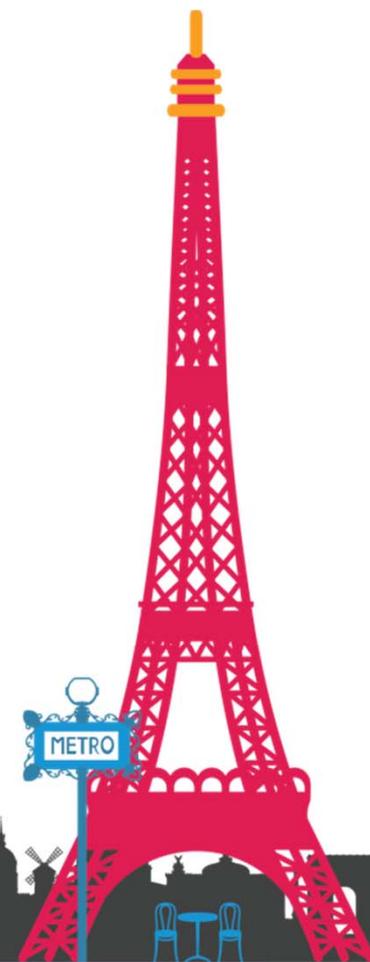
- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration



AS and A-level French themes and sub-themes

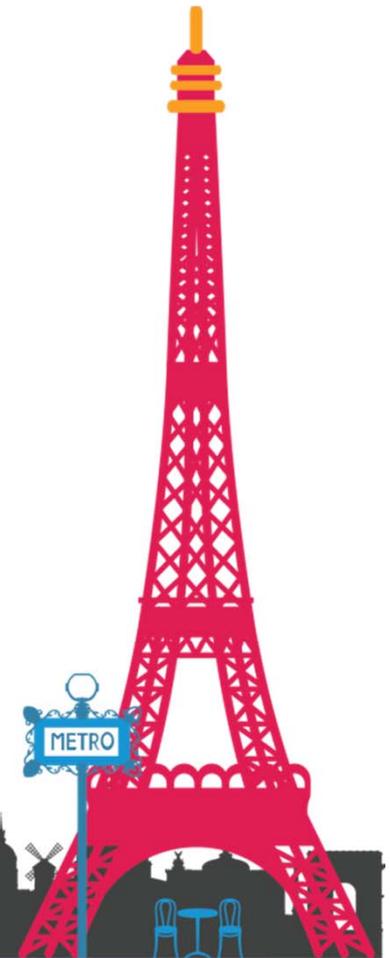
Aspects of French-speaking society: current trends

- **La famille en voie de changement**
 - Grands-parents, parents et enfants – soucis et problèmes
 - Monoparentalité, homoparentalité, familles recomposées
 - La vie de couple – nouvelles tendances
- **La « cyber-société »**
 - Qui sont les cybernautes?
 - Comment la technologie facilite la vie quotidienne ?
 - Quels dangers la « cyber-société » pose-t-elle ?
- **Le rôle du bénévolat**
 - Qui sont et que font les bénévoles?
 - Le bénévolat – quelle valeur pour ceux qui sont aidés ?
 - Le bénévolat – quelle valeur pour ceux qui aident ?



AS and A-level French themes and sub-themes

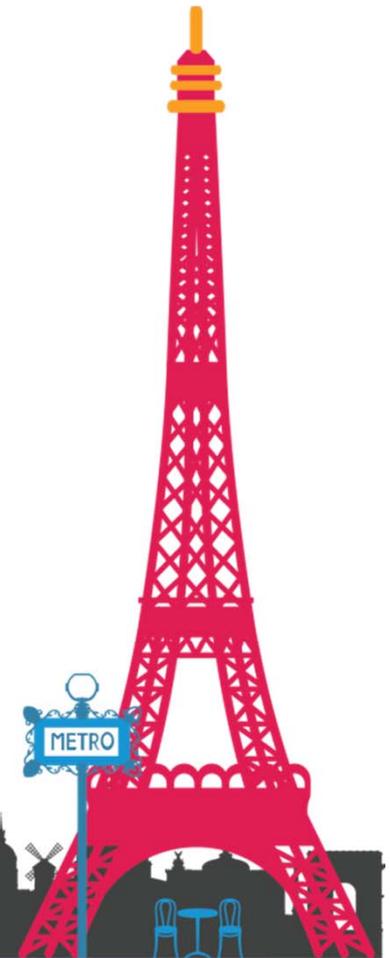
- **Artistic culture in the French-speaking world**
- **Une culture fière de son patrimoine culturel**
 - Le patrimoine sur le plan national, régional at local
 - Comment le patrimoine reflète la culture
 - Le patrimoine et le tourisme
- **La musique francophone contemporaine**
 - La diversité de la musique francophone contemporaine
 - Qui écoute et apprécie cette musique ?
 - Comment sauvegarder cette musique ?
- **Cinéma – le septième art**
 - Pourquoi le septième art ?
 - Le cinéma – une passion nationale ?
 - Evolution du cinéma – les grandes lignes



A-level French themes and sub-themes

Aspects of French-speaking society – current issues

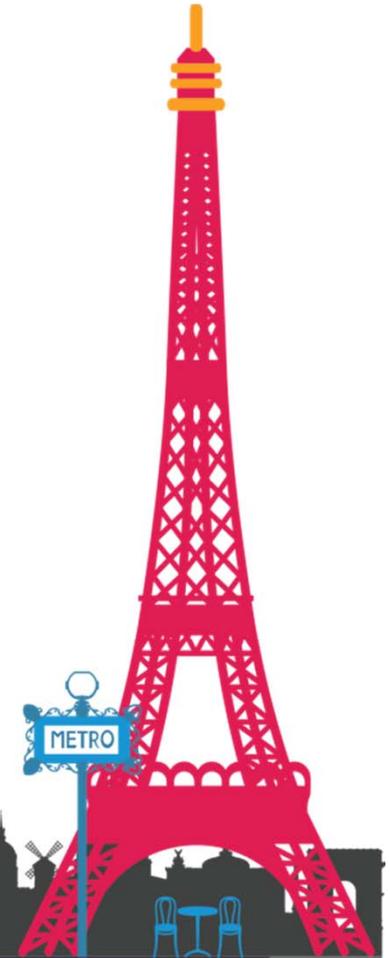
- **Les aspects positifs d'une société diverse**
 - L'enrichissement dû à la mixité ethnique
 - Diversité, tolérance et respect
 - Diversité – un apprentissage pour la vie
- **Quelle vie pour les marginalisés ?**
 - Qui sont les marginalisés ?
 - Quelle aide pour les marginalisés ?
 - Quelles attitudes envers les marginalisés ?
- **Comment on traite les criminels**
 - Quelles attitudes envers la criminalité ?
 - La prison – échec ou succès ?
 - D'autres sanctions



A-level French themes and sub-themes

Aspects of political life in the French-speaking world

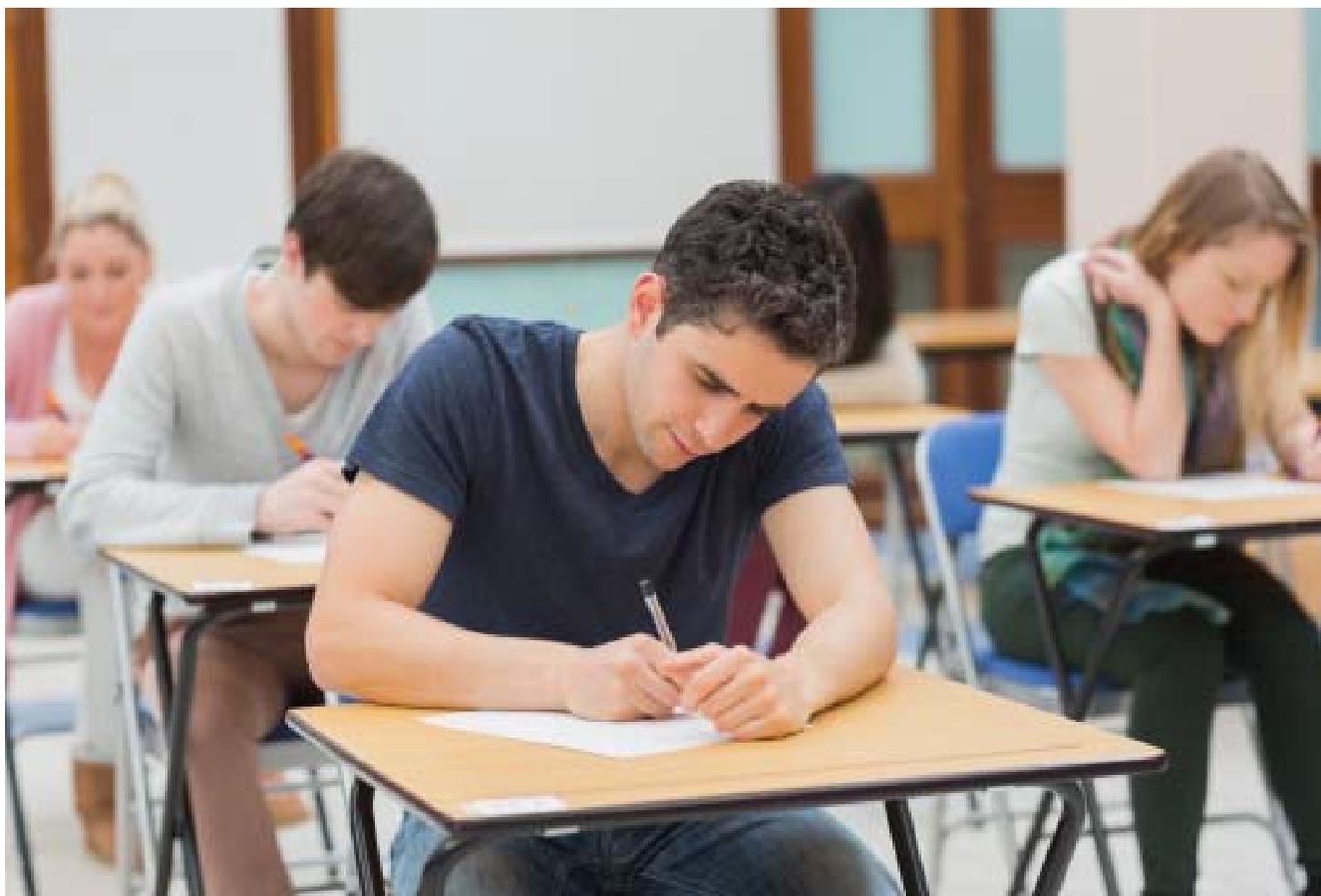
- **Les ados, le droit de vote et l'engagement politique**
 - Pour ou contre le droit de vote ?
 - Les ados et l'engagement politique – motivés ou démotivés ?
 - Quel avenir pour la politique ?
- **Manifestations, grèves – à qui le pouvoir ?**
 - Le pouvoir des syndicats
 - Manifestations et grèves – sont-elles efficaces ?
 - Attitudes différentes envers ces tensions politiques
- **La politique et l'immigration**
 - Solutions politiques à la question de l'immigration
 - L'immigration et les partis politiques
 - L'engagement politique chez les immigrés



Course planning



Paper 2



Set works - texts

- Molière *Le Tartuffe*
- Voltaire *Candide*
- Guy de Maupassant *Boule de Suif et autres contes de la guerre*
- Albert Camus *L'étranger*
- Françoise Sagan *Bonjour tristesse*
- Claire Etcherelli *Elise ou la vraie vie*
- Joseph Joffo *Un sac de billes*
- Faïza Guène *Kiffe kiffe demain*
- Philippe Grimbert *Un secret*
- Delphine de Vigan *No et moi*

Set works - films

- *Les 400 coups* François Truffaut (1959)
- *Au revoir les enfants* Louis Malle (1987)
- *La Haine* Mathieu Kassovitz (1995)
- *L'auberge espagnole* Cédric Klapisch (2002)
- *Un long dimanche de fiançailles* Jean-Pierre Jeunet (2004)
- *Entre les murs* Laurent Cantet (2008)

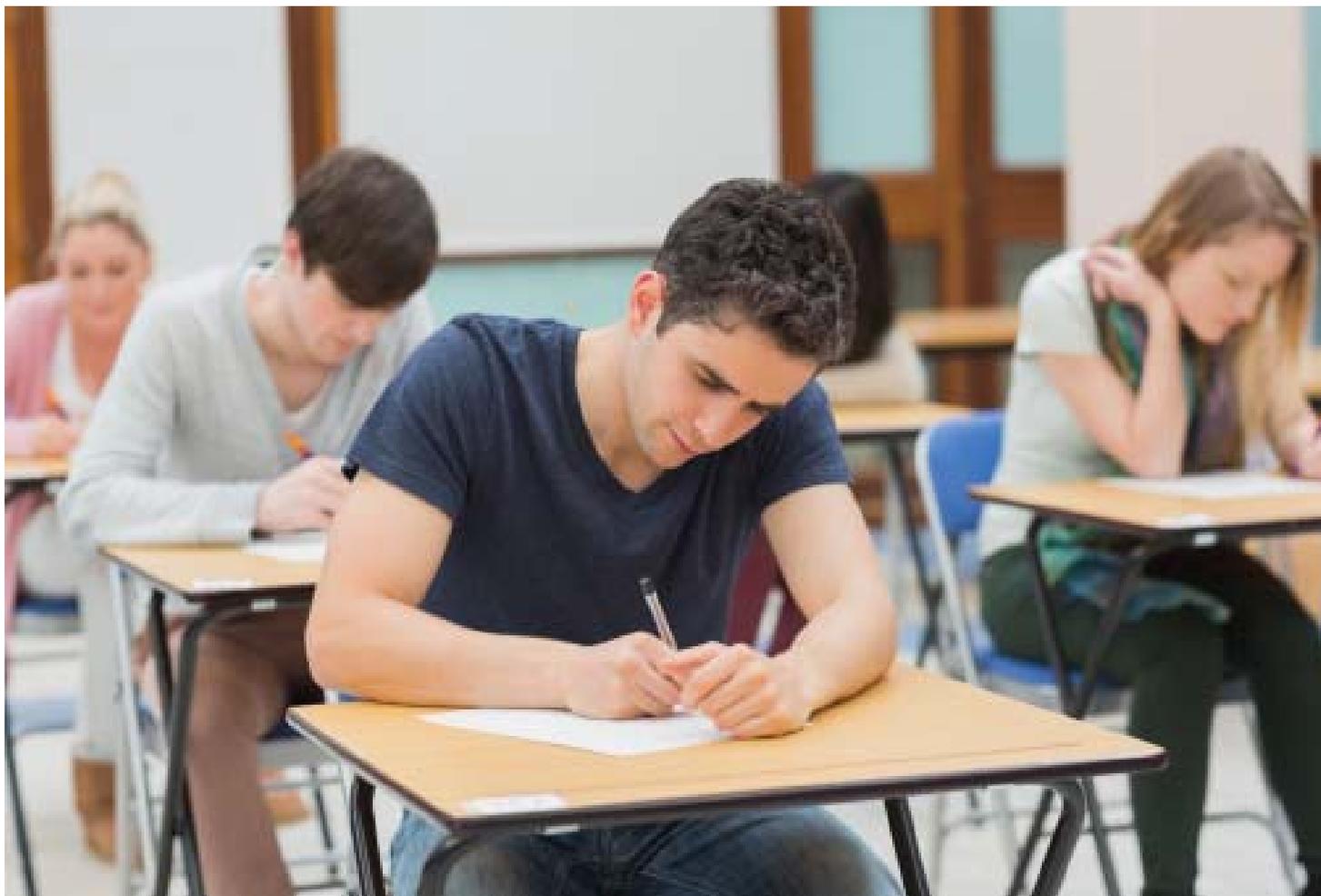
A-level Paper 2: essays on prescribed works

- **Two works studied:** AQA has responded to popular cultural topic choices in the current specification in drawing up lists of prescribed works. Two works are studied over the course:
 - **either one film and one text**
 - **or two texts**NB two films not an option.
- **Choice of questions:** Choice of two questions for each work. Phrasing of questions will be student-friendly i.e. we will endeavour to remove potential comprehension “obstacles” that might make the question difficult to understand.
- **Questions and answers in French**
- **Critical appreciation:** All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation.
- **Word count:** Advised word count is approximately 300 words per essay but examiners will read and mark whatever the student writes. Length of essay needs to be proportional to the 1 hour time limit per question; excessively long essays will be self-penalising in that students might well not achieve a balanced response across the paper as a whole.

A-level Paper 2: essays on prescribed works

- **Assessment: implications of prescribed works:** prescribed works allow for more focussed essay questions and content-guidance for examiners that is specific to the questions set and specific to the works.
- **Generic mark-schemes for AO3 and AO4 (in booklets)**
- **Illustrative content points:** each question will have detailed illustrative content points in the mark scheme of what the essay might include. Illustrative content points are not “model-answers” but are a general steer for examiners. These are neither prescriptive nor exhaustive and any relevant material the student includes that does not figure in the illustrative content will be credited.

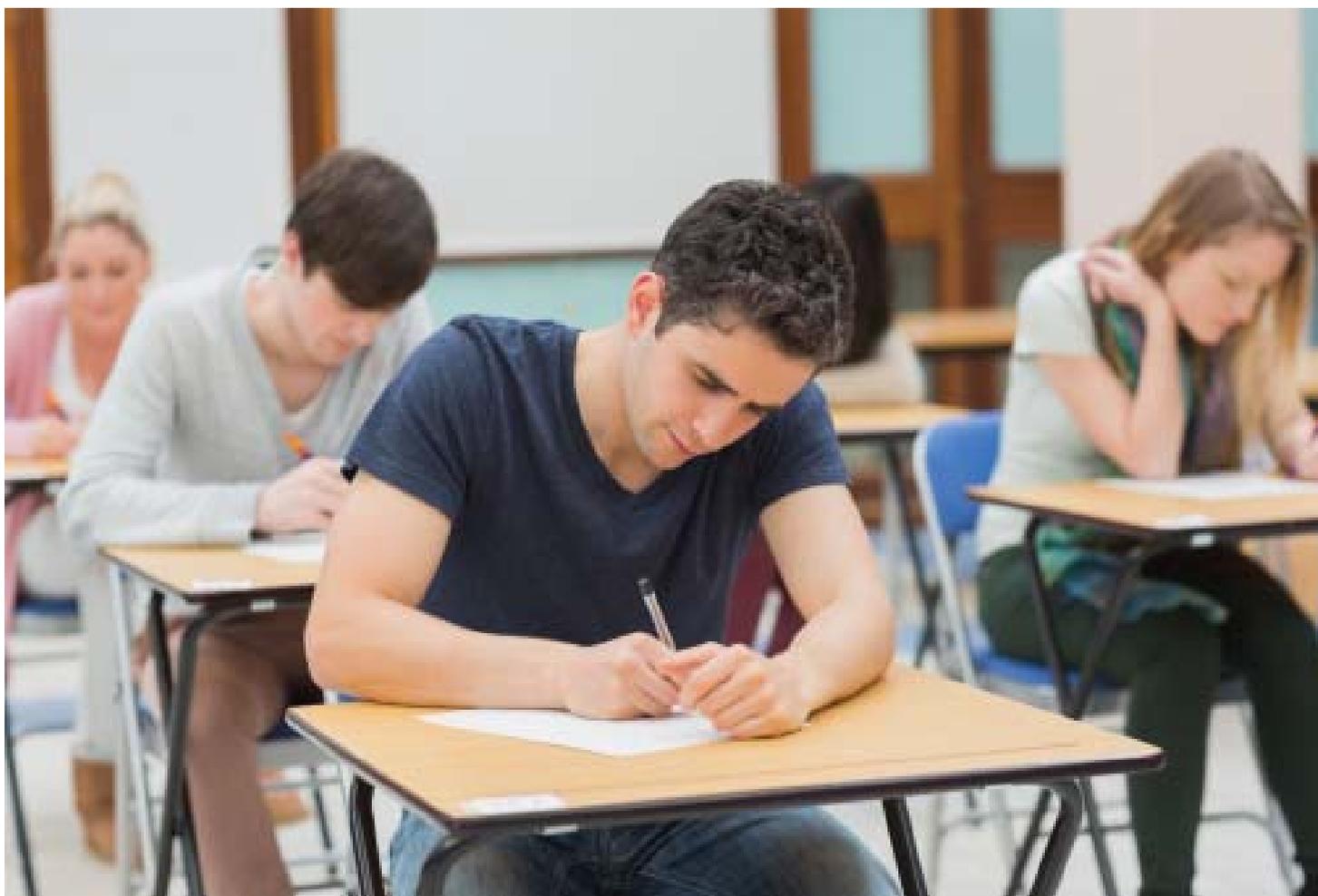
Paper 2



AS Paper 2

- **One work: One** work studied over the course – either a film or text. No access to works and no access to dictionaries during the exam.
- **Critical response:** All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied
- **Content-steer:** Questions will provide a content-steer through bullet points of what might be included. Students may address all or some or none of the bullet points. Any other relevant points made by student will be fully credited. Bullet points are optional and intended as a positive support for students.
- **Word count:** Advised word count is approximately 250 words per essay but examiners will read and mark whatever the student writes. Length of essay needs to be proportional to allocation of time; excessively long essays will be self-penalising in that students might well not achieve a balanced response across the paper as a whole.
- **English to French translation:** AS Paper 2 also has the English to target-language translation based on supporting text. Purpose of text is to reduce potential vocabulary gaps that might impede ability to translate.

Paper 2



Break 1



Paper 3 - Speaking



A-level Paper 3: Speaking

Timing total 21-23 minutes

- 16-18 minutes plus 5 minutes preparation. The 5 minutes' preparation time will take place in the examination room in the presence of the examiner. Students may make notes during the preparation period.
- One Stimulus Card: 5-6 minutes.
- Presentation of Individual Research Project: 2 minutes
- Discussion based on Individual Research Project: 9-10 minutes

Material

- Students will be given a choice from 2 stimulus cards on different sub-themes. Each card will have some visual stimulus and 3 printed questions. One question will be specifically designed to elicit AO4, Knowledge of the target language society but it is anticipated that students will also demonstrate such knowledge in the course of the discussion.
- Students must ask two questions of the examiner, based on the stimulus card discussed.



A-level Paper 3: Speaking

Part 1 Discussion of the sub-theme

The teacher will ask the candidate the printed questions on the card which the candidate has selected. The teacher-examiner will ask follow-up questions in between the printed questions.

Students are advised on the front of the card to consider during their preparation time two questions which arise from the material and to ask the teacher-examiner these questions at an appropriate point during the discussion. If the student does not ask two questions, the teacher-examiner must invite the student to do so before the end of the discussion on the sub-theme. To meet the requirement to ask two questions, the student must seek information or opinion. Asking for clarification or repetition will not meet the requirement. The student's questions must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

- The teacher-examiner should give a brief response to the student's questions so as not to have a significant effect on the time available for the student to demonstrate his/her knowledge and skills. The teacher examiner will then ask further questions relating to the sub-theme.
- The discussion of the sub-theme must last for 5 minutes. The candidate may refer during the discussion to any notes made during the preparation period on an Additional Answer Sheet. At the end of the discussion, the teacher-examiner must collect the stimulus card and the Additional Answer Sheet from the candidate. The notes must be stored securely in the centre until Results day.



A-level Paper 3: Speaking

Part 2 (a) Presentation on the individual research project

- The teacher-examiner must pass to the candidate a copy of his/her completed research project form at the start of Part 2 of the test. The candidate must present a summary of the findings of their research. They may refer to their completed research project form (see attached) but no other notes are permitted. The presentation must not last longer than 2 minutes.

Part 2(b) Discussion of individual research project

- The teacher-examiner will use points raised by the candidate in his/her presentation and information provided by the candidate on the research project form to ask the candidate questions and take part in a discussion with the candidate about the findings of the candidate's research. The candidate may refer during the discussion to their completed research project form but no other notes are permitted.



A-level Paper 3: Individual Research Project

- **Choice of topic:** Students will choose their topic based on a personal interest derived from the study of the language.
- **Focus:** The focus must be on the country/countries where the target language is spoken.
- **No overlap:** There must be no overlap with the books/film studied for Paper 2. No two students are allowed to offer the same project.
- **Submission of sources and headings:** Students will submit up to 10 headings outlining their research 2 weeks before the test. Students will be required to submit the Individual Research Project Form listing their headings and sources and also the Candidate Authentication Form signed by the candidate and the teacher. At least two sources must be listed; at least one must be an online source. Headings must be in English.
- **Ideas and opinions:** The presentation will include ideas and opinions based on knowledge of the target language country/countries.
- **Understanding of culture and society:** The discussion will demonstrate understanding of the culture and society of the TL country.



IRP Form



Individual Research Project Form

A-level French, German and Spanish Summer 20__

| | |
|----------------------------|--|
| Centre Name | |
| Centre Number | |
| Candidate Name | |
| Candidate Number | |
| Component eg French 76523T | |

Subject/Title of research project:

List below at least one online source which you have used:

1

List below one further resource which you have used:

2

List below further sources and/or headings to indicate the scope of your research. Apart from the titles of published sources, the headings must be in English.

You may list up to 8 sources and/or headings. These may include online sources. The total number of words should be no more than 80 words.

| | |
|----|--|
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

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The individual research project must not be based on a book or film which you have studied for Paper 2.

Books/film studied for Paper 2:

| | |
|----|--|
| 1. | |
| 2. | |

Candidate declaration: I have read and understood the above and confirm that I have not used as material for my research project either of the works which I have studied for Paper 2.

| | | | |
|--------|--|------|--|
| Signed | | Date | |
|--------|--|------|--|

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A-level Paper 3: Speaking

Total marks: 60

| | AO1 | AO2 | AO3 | AO4 | Total |
|---------------|-----|-----|-----|-----|-------|
| Stimulus card | 5 | 5 | 10 | 5 | 25 |
| Presentation | - | - | - | 5 | 5 |
| Discussion | 10 | - | 10 | 10 | 30 |



Paper 3 - Speaking



AS Paper 3: Speaking

Timing

- 12-14 minutes plus 15 minutes preparation
- Two stimulus cards 6-7 minutes each

The preparation time will take place in a separate room so that one student will be tested while the next student is preparing. Students may make notes during the preparation period. Students will be given two pairs of stimulus cards and must choose one from each pair, on **different** sub-themes.

Material

- Visual stimulus + 3 printed questions.
- AO4: One of the questions will be specifically designed to elicit AO4, Knowledge of the target language society, but it is anticipated that students will also demonstrate such knowledge in the course of the discussion.
- Notes
- Ask a question: Students must ask one question of the examiner, based on each stimulus card discussed. The student's question to the examiner should demonstrate understanding of the stimulus material.

Knowledge and understanding of the culture and society



AS Paper 3: Speaking

Part 1 Discussion of first sub-theme

- The candidate's prescribed sub-theme will be discussed first and the teacher-examiner will ask the candidate the printed questions which appear on the card. The teacher-examiner will ask follow-up questions in between the printed questions.
- Students are advised on the front of the card to consider during their preparation time a question which arises from the material and to ask the teacher-examiner this question at an appropriate point during the discussion. If the student does not ask a question, the teacher-examiner must invite the student to do so before the end of the discussion on the sub-theme. To meet the requirement to ask a question, the student must seek information or opinion. Asking for clarification or repetition will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.
- The teacher-examiner should give a brief response to the student's question so as not to have a significant effect on the time available for the student to demonstrate his/her knowledge and skills. The teacher-examiner will then ask further questions relating to the sub-theme.
- The discussion of this first sub-theme must last 6-7 minutes. The candidate may refer during the discussion to any notes made during the preparation period on the Additional Answer Sheet. The notes should be stored securely in the centre until Results day.

AS Paper 3: Speaking

Part 2 Discussion of second sub-theme

- The teacher examiner will ask the candidate the printed questions which appear on the other card which the candidate has selected. The teacher-examiner will ask follow-up questions between the printed questions.
- Students are advised on the front of the card to consider during their preparation time a question which arises from the material and to ask the teacher-examiner this question at an appropriate point during the discussion. If the student does not ask a question, the teacher-examiner must invite the student to do so before the end of the discussion on the sub-theme. To meet the requirement to ask a question, the student must seek information or opinion. Asking for clarification or repetition will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.
- The teacher-examiner should give a brief response to the student's question so as not to have a significant effect on the time available for the student to demonstrate his/her knowledge and skills. The teacher examiner will then ask further questions relating to the sub-theme.
- The discussion of this second sub-theme must last 6-7 minutes. The candidate may refer during the discussion to any notes made during the preparation period on the Additional Answer Sheet. The notes should be stored securely in the centre until Results day.

AS Paper 3: Speaking

Total marks: 60

| | AO1 | AO2 | AO3 | AO4 | Total |
|-------------|-----|-----|-----|-----|-------|
| Sub theme 1 | 5 | 5 | 10 | 10 | 30 |
| Sub theme 2 | 5 | 5 | 10 | 10 | 30 |



Paper 3 - Speaking



Break 2



Paper 1



A-level Paper 1

Summary questions:

- Stimulus of around 250 words
- Three bullet points
- Summary = no more than 90 words
- 7 marks for content (AO1/AO2), 5 marks for quality of language (AO3)
- AO3 mark: no transcribing. Excessive transcription may impact on the AO1/2 mark as well as the AO3 mark if the student includes irrelevant or incorrect material in his/her answer. However, avoiding transcription should not be taken to extremes.

Remaining listening and reading questions:

- Non-verbal and short answers
- Emphasis on short answers at A-level
- No AO3 marks for short answers
- Students must answer each question directly and convey only the required information
- One reading question based on an adapted piece of literary fiction or other literary material (e.g. a book review).

Paper 1



AS Paper 1

Summary questions:

- Stimulus of around 150 words (listening) / 200 words (reading)
- 3 bullet points
- No more than 70 words
- 7 marks for content (AO1/AO2), 5 marks for quality of language (AO3)
- AO3 mark: no transcribing. Excessive transcription may impact on the AO1/2 mark as well as the AO3 mark if the student includes irrelevant or incorrect material in his/her answer. However, avoiding transcription should not be taken to extremes.

Remaining listening and reading questions:

- Non-verbal and short answers
- Emphasis on non-verbal at AS
- No AO3 marks for short answers
- Students must answer each question directly and convey only the required information
- One reading question based on an adapted piece of literary fiction

Paper 1



Resources

- **Specimen materials:** there will be the accreditation set and another set will be released to schools only via the secure AQA website so that students cannot get access to these. Listening materials will be made available as soon as possible via the website.
- **Schemes of work:** available now with mapping of content and grammar support and resources.
- Marked student work with commentaries.
- Endorsed publisher resources
- Tips on teaching literature and film – available now on our website
- Translation practice, especially for AS.
- Grammar practice
- Guide to Individual Research Project.
- Resources on films and set texts
- Teacher Support and CPD courses





CPD

Continuing Professional Development and Teacher Support

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Thank you for attending today.

Further French and Spanish AS/A-level events coming up in 2016:

- **NEW:** Get to grips with grammar
- **UPDATED FOR THE NEW SPEC:** Exploiting film in the AS/A-level classroom
- **UPDATED FOR THE NEW SPEC :** Success with literature
- Practical steps to success in writing
- Becoming an outstanding practitioner
- Bridging the gap – stepping up to Key Stage 5

Book online at aqa.org.uk/professional-development

Help and support

We're here to support you throughout the exam changes and beyond.

Sign up for our email updates to get information about the changes, details of free Prepare to teach meetings and available support materials

aqa.org.uk/languageslaunchupdates

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We speak your language.

