

French

Essential Study

There are 3 separate tasks for French, each with a slightly different aim.

Task 1: Film Review task

Task 2: Article – Reading and Summary task

Task 3: Research and Speaking Prep task

See below for more information on each task.

Extended reading

In addition to the 3 main tasks, here are suggestions for extended reading which you can complete to get ahead for Y12. This reading is optional but will be a good foundation for Y12 study:

Article Unit 1 : <https://www.lesbridgets.com/index.php/etude-statistiques-sur-le-couple/le-nombre-de-divorces-et-de-mariages-en-france-en-baisse-depuis-2013.html>

Article Unit 2 : <https://www.tiz.fr/utilisateurs-reseaux-sociaux-france-monde/>

Poem : *Quand la Vie est un collier* by **Jacques Prévert** - <http://lespoemesdemichelle.e-monsite.com/pages/poemes-de-j-prevert/quand-la-vie-est-un-collier.html>

Book : *Bonjour Tristesse* by **Francoise Sagan** – story of 17-year old Cécile's summer. When her summer romance is brought to an end by her father's fiancée, she plots a way to carry on her easy life with disastrous consequences.

Can be purchased on Amazon : https://www.amazon.co.uk/gp/offer-listing/2266195581/ref=sr_1_1_olp?s=books&ie=UTF8&qid=1528045626&sr=1-1&keywords=bonjour+tristesse+in+french

Exceptional activity

Complete one of the following tasks with the extended reading:

Articles – Write an additional summary of one of the extended reading articles as in Task 2 below

Poem – Write your own version of Jacques Prévert's poem using the same structure (*Quand la vie est... / Chaque jour est ...*)

Book – Write a review of **Bonjour Tristesse** in French answering the following questions:

- 1) What are the main themes in this book?
- 2) Would you recommend it and why?

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Task 1: Film Review task

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Task 1:

Watch 1 of the French language films from the list below:

- *Les 400 coups*
- *Au revoir les enfants*
- *La Haine*
- *L'auberge espagnole*
- *Un long dimanche de fiançailles*
- *Entre les murs*
- *Hors de prix*
- *Arnacoeur*
- *La famille Bélier*
- *Intouchables*
- *Tout ce qui brille*
- *La tête en friche*

Answer the following question **in FRENCH**

Qu'est-ce que le réalisateur dans ce film voulait dire au public?

A ton avis, a-t-il/elle réussi à communiquer son message? Justifie ton opinion.

Consider the following:

- What happens in the film?
- What is the historical and social context of the film?
- What are the director's intentions (think about the context of the film)?
- What is unique / special about the film? e.g. cinematography, music etc.
- Would you recommend this film and why?

You should write approximately 300 words.

Please write your review by hand (and not on the computer).

Useful vocabulary :

Le réalisateur/la réalisatrice = the director

Le film a été tourné en... = the film was produced in

Il s'agit de... = it is about

Le/la personnage principal est... = the main character is

Les personnages principaux sont... = the main characters are

Le film m'a plu parce que... = the film pleased me because

If you are struggling to find a copy of the film you may be able to borrow a copy for the WP MFL library – ask Mrs Lewis for help.

Link to course	<p>For the A-level course, you will be required to write 2 essays in your “Paper 2: Writing” exam.</p> <p>One essay will be written about the set film studied.</p> <p>One essay will be written about the set text studied.</p> <p>The aims of this task, therefore, are:</p> <ul style="list-style-type: none"> • To identify existing knowledge of filmic techniques and language • To identify existing knowledge of social and political context(s) • To identify strengths and weaknesses with regards to grammar, range of vocabulary and essay composition 																												
Success criteria	<ul style="list-style-type: none"> • You will have written approximately 300 words in French on A4 lined paper. • You will have clear handwriting and have written your essay on every other line. <u>It will not have been written on the computer.</u> • You will have used a range of vocabulary and tenses (minimum past, present, future and conditional) • You will have included your own opinions with justifications using specific examples from the film. • You will have referenced the social / political context of the film. • You will have explained the director’s intentions, supporting your opinion with relevant scenes or quotes from the film. 																												
Marking structure	<p>Your work will be marked for Quality of Language (A03) and Critical Analysis (A04) using the following mark scheme:</p> <table border="1" data-bbox="316 987 1374 1447"> <thead> <tr> <th colspan="2">A03</th> </tr> </thead> <tbody> <tr> <td>17-20</td> <td>Mainly accurate (occasional minor errors) with wide range of vocabulary The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.</td> </tr> <tr> <td>13-16</td> <td>Generally accurate (minor errors) with good range of vocabulary The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. 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<p>Link to course</p>	<p>For the A-level course, you will be required to complete “Paper 1: Listening, Reading & Writing” exam. The reading and listening tasks are broadly similar to GCSE questions, albeit of a more difficult level. The main difference, however, is the requirement for summary writing. In both the listening and reading sections of this exam, you will need to summarise a passage in 75-90 words.</p> <p>The aims of this task, therefore, are:</p> <ul style="list-style-type: none"> • To identify strengths and weaknesses in reading skills • To identify strengths and weaknesses in summary writing • To identify strengths and weaknesses with regards to grammar & vocabulary 														
<p>Success criteria</p>	<ul style="list-style-type: none"> • You will have written 75-90 words in French. • You will have written in full sentences, not in bullet points. • You will have used, where possible, your own words. • You will have included all necessary information to address the bullet points. • You will have demonstrated a consistently secure grasp of French grammar. 														
<p>Marking structure</p>	<p>Your work will be marked for Content (7 marks) and Quality of Language (5 marks). Quality of Language will be assessed using the following mark scheme:</p> <table border="1" data-bbox="308 1025 1401 1597"> <thead> <tr> <th>Mark</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td>4</td> <td>The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td>3</td> <td>The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td>2</td> <td>The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td>1</td> <td>The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.</td> </tr> <tr> <td>0</td> <td>The student produces nothing worthy of credit.</td> </tr> </tbody> </table>	Mark	Description	5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.	4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.	3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.	2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.	1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.	0	The student produces nothing worthy of credit.
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<p>Task 3:</p>	<ol style="list-style-type: none"> 1. Read through the statistics, photo card and sentence starters in Appendix 2. 2. Prepare answers to all 3 questions on the photo card. 3. Use the sentence starters and statistics to support your answers. 														
<p>Link to course</p>	<p>For the A-level course, you will be required to complete “Paper 3: Speaking” exam. For this exam, you will need to discuss a photo card (as in Appendix 2) and also discuss your individual research project (which will have been completed over the two year period).</p>														

	<p>In order to score the top grades in this exam, pupils are expected to demonstrate in depth knowledge of the issues studied. In order to do this pupils are expected to use statistics and data found in articles and surveys in order to answer questions in the speaking exam. Although your teacher and the textbook will provide you with useful statistics during the course of study, you will also be expected to carry out your own research and use it to support your arguments.</p> <p>The aims of this task, therefore, are:</p> <ul style="list-style-type: none"> • To identify strengths and weaknesses in using statistics to support arguments. • To identify strengths and weaknesses with regards to interpreting statistics. • To identify strengths and weaknesses with regards to interpreting photos. 														
<p>Success criteria</p>	<ul style="list-style-type: none"> • You will have written 50 words in French for each answer. • You will have written in full sentences, not in bullet points. • You will have included at least 2 questions for the teacher. (These can be rhetorical questions for this task) • You will have used a range of tenses and vocabulary. • You will have demonstrated a consistently secure grasp of French grammar. • You will have included some of the key statistics in your answers. • You will have included some of the sentence starters in your answers. • You will be prepared to answer these questions in a speaking exercise in class. 														
<p>Marking structure</p>	<p>Your work will be marked using the following mark scheme:</p> <table border="1" data-bbox="308 1294 1201 1550"> <thead> <tr> <th colspan="2">A02 – Understanding of the material on the card</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>Very good understanding</td> </tr> <tr> <td>4</td> <td>Good understanding</td> </tr> <tr> <td>3</td> <td>Some understanding</td> </tr> <tr> <td>2</td> <td>Limited understanding</td> </tr> <tr> <td>1</td> <td>Very limited understanding</td> </tr> <tr> <td colspan="2" style="text-align: center;"><i>1 question = max. 4 marks; 0 questions = max. 3 marks</i></td> </tr> </tbody> </table>	A02 – Understanding of the material on the card		5	Very good understanding	4	Good understanding	3	Some understanding	2	Limited understanding	1	Very limited understanding	<i>1 question = max. 4 marks; 0 questions = max. 3 marks</i>	
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A03 - CONTENT		
Marks	Vocab/Structures	Grammar
9-10	A wide range of vocabulary and complex language; good knowledge of appropriate idiom.	Highly accurate with occasional minor errors
7-8	A good range of vocabulary and complex language; some knowledge of appropriate idiom.	Mostly accurate with some minor errors
5-6	Some variety of vocabulary and structures	Accurate application of grammar is uneven.
3-4	Little variety of vocabulary and structures	Accurate application of grammar is limited.
1-2	Very little variety of vocabulary and structures	Accurate application of grammar is very limited.
A04	Knowledge/Understanding	
5	Very good knowledge and understanding of sub-theme. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.	
4	Good knowledge and understanding of sub-theme. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.	
3	Reasonable knowledge and understanding of sub-theme. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.	
2	Some knowledge and understanding of sub-theme. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.	
1	A little knowledge and understanding of sub-theme. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme	

Writing a summary

When you are asked to write a summary in the examination, you will always be given some guidance in the form of bullet points listing the things that you must include. Make sure that you **do** include them! Try to ensure that you adhere to the specified word limit; your summary must not be too short and certainly not too long – or else it won't be a SUMMARY! Remember that you must **use your own words where possible and try not copy from the text**. In order to ease you in gently to summary writing in the exercise below, you will first match up some words from the text with synonyms. You may find these synonyms will help you to avoid repeating vocabulary from the text.

1. Lisez le texte

Le mariage en baisse

Le nombre de mariages a baissé en 2016, tandis que celui des pacs était en hausse. Aujourd'hui, les trois quarts des personnes en couples sont mariées, mais parmi les moins de 30 ans, elles ne sont plus que 45 %. Pourquoi les jeunes couples se marient-ils de moins en moins ?

En 2013, l'institution du mariage, autrefois sacrée, était à nouveau délaissée par les Français. Selon les chiffres de l'Insee publiés en 2015, la baisse du nombre de mariages, continue depuis 2005 (l'année 2012 mise à part), s'est poursuivie en 2016 avec 220 000 mariages de personnes de sexe différent et 15 000 de personnes de même sexe. Le changement de loi en 2015 a créé, bien sûr la possibilité du mariage pour les couples homosexuels. Touchés par la crise économique, les jeunes sont découragés par des dépenses qu'ils jugent excessives, mais nécessaires à un mariage réussi. Pour une cérémonie correcte, il faut compter de 20 à 30 000 euros. Ces dépenses peuvent créer des dettes considérables pour des jeunes mariés.

C'est quoi, un "beau" mariage ; les chapeaux, le gâteau, les costumes, la réception, les bouquets, les photos. Certains se marient sans trop de dépenses, comme Hélène, 28 ans. « Si on veut vraiment se marier, on trouve toujours une solution. Mon mariage n'a pas coûté trop cher. Mais pour moi qui suis chrétienne, faire une cérémonie à l'Église était essentiel. »

2. Trouvez les synonymes dans le texte.

1	diminuer	
2	D'après	
3	Les statistiques	
4	La modification	
5	affecter	

■ **Le saviez-vous?**

- Avec la loi du 18 mai 2013 sur le mariage pour tous, la France est devenue le 9^e pays européen et le 14^e pays au monde à autoriser le mariage homosexuel. En 2014, les mariages de couples de même sexe ont représenté 4% du total des unions.
- Pourtant, l'institution du mariage est en déclin. Le taux de nuptialité (nombre de mariages pour 1000 habitants) qui était de 8,1 en 1972, n'a cessé de baisser. En 2014, il était de 3,5.
- Depuis l'an 2000, le pacs (pacte civil de solidarité) est monté en puissance en France. Pour cinq mariages célébrés en 2010, il y avait quatre pacs conclus entre hétérosexuels.
- En France, 334 divorces sont prononcés chaque jour. Dans trois cas sur quatre, le demandeur du divorce est la femme.
- Souvent, le divorce ou la séparation oblige à trouver un nouveau logement. La création d'un foyer supplémentaire est aussi un poids pour la planète. Une personne vivant seule consomme 38% plus de biens qu'une personne vivant en couple.
- Retour au foyer parental, c'est une option à ne pas négliger. Selon l'Insee (Institut nationale de la statistique et des études économiques), 415 000 adultes français vivent chez leurs parents soit parce qu'ils sont tombés malades, soit parce qu'ils ont perdu leur emploi ou parce qu'ils ont divorcé.
- Le nombre de célibataires en France tourne autour de 18 millions, chiffre en constante augmentation. Le comportement des célibataires a bel et bien changé: de plus en plus de célibataires se lancent dans l'aventure des sites de rencontres. Ces derniers ne cessent de se multiplier.

Le mariage est-il dépassé?



Malgré la popularité croissante du pacs, le mariage reste la norme en France et le nombre de couples choisissant cette forme d'union s'est stabilisé.

Questions

- Que dit-on ici sur le mariage en France?
- Êtes-vous étonné(e) que le mariage reste populaire? Pourquoi (pas)?
- Selon ce que vous en savez, en France ou ailleurs dans le monde francophone, comment la vie de couple évolue-t-elle?

Support:

The sentence starters below should help you discuss statistics in your answers to these questions:

Français	Anglais
Les statistiques montrent ...	The statistics show...
Les statistiques illustrent ...	The statistics illustrate...
La statistique donne information sur...	The statistic gives information about...
La statistique est au sujet de ...	The statistic is about...
Le thème de la statistique est ...	The topic of the statistic is...
La statistique parle de ...	The statistic speaks about...

Français	Anglais
Selon la statistique...	According to the statistic...
Il semble que...	It seems that...
C'est intéressant que...	It's interesting that...
C'est surprenant que...	It's surprising that...

Français	Anglais
La majorité / La plupart / La minorité de...	The majority/ most /the minority...
Le nombre de ... a augmenté / diminué ...	The number of ... has increased / decreased
Comparé à ... le nombre de ... est plus / moins élevé.	Compared to ... the number of ... is higher / lower.

Français	Anglais
En ce qui concerne mon pays, on peut voir des tendances pareilles / différentes.	With regard to my home country, similar / different tendencies can be seen.
Dans mon pays, les statistiques seraient pareilles / différentes.	In my home country, the statistics would be similar / different.