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French A Level

Transition Booklet 2024

The Arthur Terry School

This booklet has been prepared by MFL staff for you to read and the suggested activities contained in it will ensure that you get off to the best possible start in this subject area. It is very important that you read this booklet carefully over the summer. This will give you a clear understanding of what the course involves and what to expect next year.

Exam board: AQA

Paper 1: Listening, Reading & Writing (50%)

Paper 2: Writing (Film/Novel) (20%)

Paper 3: Speaking (30%)

Course Specification: <https://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF>

Salut! We hope you are all keeping safe and well. We are delighted that you have chosen French for and AS and A level! We have put together some work that will bridge the gap between GCSE and the A level course. There are six parts to this work.

1. Outline of the course content.
2. Cultural research.
3. Grammar and translation.
4. Speaking work.
5. Au Revoir Les Enfants – Film Study
6. Useful websites.

Activité 1: Le Cours

Read through the list of themes we will study and translate them into English. Use a dictionary to help if you need it.

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| **Aspects of French-speaking society** | |
| **French** | **English Translation** |
| **La Famille en voie de changement** | • **The Changing Family** |
| *• La vie de couple : nouvelles tendances* |  |
| *• Monoparentalité, homoparentalité, familles recomposées* |  |
| *• Grands-parents, parents et enfants : soucis et problèmes* |  |
| **La Cyber-Société** | **• Cyberspace** |
| *• Comment la technologie facilite la vie quotidienne* |  |
| *• Quels dangers la cyber-société pose-t-elle ?* |  |
| *• Qui sont les cybernautes ?* |  |
| **Le Rôle du bénévolat** | • **The role of Voluntary work** |
| *• Qui sont et que font les bénévoles ?* |  |
| *• Le bénévolat : quelle valeur pour ceux qui sont aidés ?* |  |
| *• Le bénévolat : quelle valeur pour ceux qui aident ?* |  |

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| **Artistic culture in the French-speaking world** | |
| **French** | **English Translation** |
| **Une culture fière de son patrimoine** | **• A Culture proud of its heritage** |
| *• Le patrimoine sur le plan national, régional et local.* |  |
| *• Le patrimoine et le tourisme.* |  |
| *• Comment le patrimoine reflète la culture* |  |
| **La musique francophone contemporaine** | **• Contemporary francophone music** |
| *• La diversité de la musique francophone contemporaine* |  |
| *• Qui écoute et apprécie la musique francophone contemporaine ?* |  |
| *• Comment sauvegarder la musique francophone contemporaine ?* |  |
| **Le septième art** | • **Cinema** |
| *• Pourquoi le septième art ?* |  |
| *• Evolution du cinéma : les grandes lignes* |  |
| *• Le cinéma : une passion nationale.* |  |

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| **Aspects of French-speaking society : current issues** | |
| **French** | **English Translation** |
| **Les Aspects positifs d’une société diverse** | • **Positive aspects of a diverse society** |
| *• L’enrichissement dû à la mixité ethnique* |  |
| *• Diversité, tolérance et respect* |  |
| *• Diversité – un apprentissage pour la vie* |  |
| **Quelle vie pour les marginalisés ?** | **• What is life like for the marginalised?** |
| *• Qui sont les marginalisés ?* |  |
| *• Quelle aide pour les marginalisés ?* |  |
| *• Quelles attitudes envers les marginalisés ?* |  |
| **Comment on traite les criminels ?** | • **How are criminals treated?** |
| *• Quelles attitudes envers la criminalité ?* |  |
| *• La prison – échec ou succès ?* |  |
| *• D’autres sanctions* |  |

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| **Aspects of Political life in the French-speaking world** | |
| **French** | **English Translation** |
| **Les ados, le droit de vote et l’engagement politique** | • **Adolescents, the right to vote and political engagement** |
| *• 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 ?** | **• Demonstrations, strokes – who has the power?** |
| *• Le pouvoir des syndicats* |  |
| *• Manifestations et grèves – sont-elles efficaces ?* |  |
| *• Attitudes différentes envers ces tensions politiques* |  |
| **La Politique et l’immigration** | • **Politics and Immigration** |
| *• Solutions politiques à la question d’immigration* |  |
| *• L’immigration et les parties politiques* |  |
| *• L’engagement politique chez les immigrés.* |  |

Activité 2: Investigation Culturelle

The questions below link to the six topics that we study in Year 12. Your research should be completed in English, using the Internet. You should use online encyclopaedias, quality online newspapers and even social media!

1.1 La Famille en voie de changement

1. What was the marriage rate in the 1950s in France? What is it now?
2. What is the PACS, when was it created and for whom?
3. What is the current rate of divorce in France? Choose two further French-speaking countries. Do the results differ? If so, why do you think that is?
4. Which is the main branch of Christianity in France? How does this relate to divorce and abortion?
5. How has the family model changed in France over the last 50 years?

1.2 La cyber-société

1. What are some of the main dangers of using the Internet? Make a list of five issues.
2. What percentage of homes in France have access to the Internet? Choose two further French-speaking countries. Do the results differ? If so, why do you think that is?
3. How have mobile phones changed over the last twenty years?
4. What are the pros and cons of using modern technology for the elderly?

1.3 Le rôle du bénévolat

1. Research the charity ‘Les Restos du Coeur’. What is their goal and how to they go about this?
2. What is the ‘Service Civique’ and what are its aims?
3. What percentage of French people engage with volunteering? What do you notice about the demographics of these statistics?
4. Make a list of the advantages and disadvantages of volunteering, for both the volunteers and those they help

1.4 Une culture fière de son patrimoine

1. Make a list of Francophone sites listed on the UNESCO world heritage list.
2. Why is it important to the French people to protect their heritage?
3. What happened to the Notre Dame Cathedral in 2019 and how did the world react?
4. What are the Lascaux caves and why was their discovery such an important event?

1.5 La musique francophone contemporaine

1. Listen to the artists Louane, BB Brunes and Stromae. What do you think of their music. Research the background of each artist and create a short fact file.
2. How does the French state ensure that French music remains popular on the radio and in the wider world?
3. What is the French cultural exception? Note down some key statistics
4. What are the threats to modern French music?
5. What is ‘Les Francophonies de Montréal’ ?

1.6. Le septième art

1. Who are the Lumière brothers and what was their contribution to French cinema?
2. How many films come out each year in France?
3. What is the new wave movement in cinema and who are the famous directors involved?
4. How does TV pose a threat to the cinema industry?
5. What is the Cannes Film festival?
6. What are the César awards?

Activité 3: La Grammaire et la traduction

1. Grammar booklet.

There is a separate booklet based on French grammar. This booklet has been designed to help you consolidate the grammar that you have met through your GCSE studies. Please complete the booklet and if you need support please refer to:

[www.LanguagesOnline.org.uk](http://www.LanguagesOnline.org.uk)

1. Translate the following into natural sounding English:

En Belgique, un enfant sur cinq grandit dans une famille monoparentale. Ces chiffres officiels publiés par l’Institut pour un développement durable sont très impressionnants et en nette évolution depuis maintenant de nombreuses années : en 1991 seules 14% des familles étaient des familles monoparentales.

Activité 4: Parler

1. General conversation.

There is a separate booklet based on a general conversation in French. Please use the booklet to help you prepare your answers.

1. Research project

Research an area of Francophone culture in English that interests you, for example: French food, French festivals, Francophone cinema or music etc. This will give you a head start on gaining more Hispanic cultural knowledge necessary for the course and will form the basis of your first speaking assessment towards the end of the 1st half term.

Activité 5: Au Revoir Les Enfants

1. Watch the film

Please get a copy of the film, Au Revoir Les Enfants by Louis Malle and watch it at least twice. We strongly recommend you watch the film with the director’s commentary. The film is currently available on Youtube:

[Au Revoir, Les Enfants (English and portuguese subtitles/AudioFR) French movie Goodbye Children 1987 - YouTube](https://www.youtube.com/watch?v=omzhMVHBluo)

1. Having watched the film please complete the following activities:
2. Fais une liste des adjectifs que tu pourrais utiliser pour décrire le film.

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1. Research the history of the film. When is it set? What was happening in France during that time?
2. Research the key terms below and write a definition in English alongside.

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| La Milice |  |
| La résistance |  |
| La collaboration |  |
| L’Occupation |  |
| La ligne de demarcation |  |
| Le rationnement |  |
| La pénurie |  |
| Le marché noir |  |
| Le service de travail obligatoire (STO) |  |
| Les Maquis |  |
| Le rafle du Vel d’Hiv |  |
| Les camps de concentration |  |

1. Décris la photo

Activité 6: Les sites internet à consulter:

Grammar:

[www.lawlessfrench.com](http://www.lawlessfrench.com)

<https://www.francaisfacile.com/>

News:

<https://www.1jour1actu.com/>

<https://www.lefigaro.fr/>

<https://www.france24.com/en/>