



MFL : French



Overview

Travel - so the saying goes – broadens the mind, and never more so than when you can speak the language. That way you'll be able to find out what the local people are thinking, how they live ... and how their culture really works. This course has been designed to give you a profound understanding of your chosen language. Not only will you know more about the mechanics of the language – like grammar and vocabulary – but also about how people live and use language on a daily basis.

The A level course will cover:

3.1 Social issues and trends

Students must study the themes and sub-themes below in relation to at least one French-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

3.1.1 Aspects of French-speaking society: current trends

- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (Le rôle du bénévolat)

3.1.2 Aspects of French-speaking society: current issues

- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés ?)
- How criminals are treated (Comment on traite les criminels)

3.2 Political and artistic culture

Students must study the themes and sub-themes below in relation to at least one French-speaking country.

3.2.1 Artistic culture in the French-speaking world

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma : le septième art)

3.2.2 Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et (engagement politique)
- Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)
- Politics and immigration (La politique et l'immigration)

3.4 Works

3.4.1 Literary texts and films

- Students will study Kassovitz's 'La Haine' and Joffo's 'Un Sac de Billes'.

3.5 Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Exam Board



Specifications

French: 7652

<http://www.aqa.org.uk/subjects/languages/as-and-a-level>

Subject Specific Entry Requirements

A minimum of Grade 6 at GCSE

“Studying languages opens the door to a world of opportunity. The teaching is personalised and varied, with the chance to focus on areas that interest us.”

Nicole and Aletia

Assessment

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| <p>Paper 1: Listening, Reading, Writing</p> | <p>What's examined? Core content and grammar. Listening and responding to spoken passages from a range of contexts and sources. Students will have individual control of the recording. All questions are in target language, to be answered with non-verbal responses or in target language (30 marks). Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. All questions are in target language, to be answered with non-verbal responses or in target language (50 marks). Translation into English a passage of minimum 100 words (10 marks). Translation into target language a passage of minimum 100 words (10 marks).</p> | <p>2 hrs 30 mins 50% of A level</p> |
| <p>Paper 2: Writing</p> | <p>What's examined? Texts and/or films. Either: one question in target language on a set text from a choice of two questions and one question in target language on a set film from a choice of two questions Or: two questions in target language on set texts from a choice of two questions on each text. (40 marks) for each question (80 marks in total).</p> | <p>2 hrs 20% of A level</p> |
| <p>Paper 3: Speaking</p> | <p>What's examined? Individual research project and one further sub-theme from 3.1 or 3.2 Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks). Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).</p> | <p>20 mins with 5 mins prep. 30% of A level</p> |

Progression and Career Opportunities

Students find that MFL is a natural fit for many subjects, enabling them to use their skills and qualifications to access career opportunities at home and abroad.

There will be a range of opportunities open to you where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages; others choose to pursue a Higher Education course in another subject, but choose a language option alongside it.

Having a language at A Level will improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course at A Level is an excellent step to achieving your goals.