

A-Level French

Course handbook



Course content

Social issues and trends

Students must study the following themes and sub-themes 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.

Aspects of French-speaking society: current trends

Students may study all sub-themes in relation to any French-speaking country or countries.

The changing nature of family (La famille en voie de changement)

- Grands-parents, parents et enfants – soucis et problèmes
- Monoparentalité, homoparentalité, familles recomposées
- La vie de couple – nouvelles tendances

The 'cyber-society' (La « cyber-société »)

- Qui sont les cybernautes ?
- Comment la technologie facilite la vie quotidienne
- Quels dangers la « cyber-société » pose-t-elle ?

The place of voluntary work (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 ?

Aspects of French-speaking society: current issues

Students may study all sub-themes in relation to any French-speaking country or countries.

Positive features of a diverse society (Les aspects positifs d'une société diverse)

- L'enrichissement dû à la mixité ethnique
- Diversité, tolérance et respect
- Diversité – un apprentissage pour la vie

Life for the marginalised (Quelle vie pour les marginalisés ?)

- Qui sont les marginalisés ?
- Quelle aide pour les marginalisés ?

- Quelles attitudes envers les marginalisés ?

How criminals are treated (Comment on traite les criminels)

- Quelles attitudes envers la criminalité ?
- La prison – échec ou succès ?
- D'autres sanctions

Political and artistic culture

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

Artistic culture in the French-speaking world

Students may study all sub-themes in relation to any French-speaking country or countries.

A culture proud of its heritage (Une culture fière de son patrimoine)

- Le patrimoine sur le plan national, régional et local
- Comment le patrimoine reflète la culture
- Le patrimoine et le tourisme

Contemporary francophone music (La musique francophone contemporaine)

- La diversité de la musique francophone contemporaine
- Qui écoute et apprécie cette musique ?
- Comment sauvegarder cette musique ?

Cinema: the 7th art form (Cinéma : le septième art)

- Pourquoi le septième art ?
- Le cinéma – une passion nationale ?
- Evolution du cinéma – les grandes lignes

Aspects of political life in the French-speaking world

Students may study all sub-themes in relation to any French-speaking country or countries.

Teenagers, the right to vote and political commitment (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 ?

Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)

- Le pouvoir des syndicats
- Manifestations et grèves – sont-elles efficaces ?
- Attitudes différentes envers ces tensions politiques

Politics and immigration (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

Exam board: AQA

Centre number: 17617

Specification codes:

	A2
French	7652
Spanish	7692

The A-Level exams at a glance

All your A-Level language exams take place in the summer term of your second year of sixth form. You will take three exams:

Paper 1 (7692/1): Listening, Reading and Writing (50%)

In this exam you will answer listening and reading questions, summarise texts that you hear and read in the foreign language and you will translate two texts (one English to foreign language, one foreign language to English).

Paper 2 (7692/2): Writing (20%)

In this exam you will write two essays in the foreign language about the novel and the film that you have studied. You must write one essay about each work.

Paper 3 (7692/3T): Speaking (30%)

In this exam you will speak for approximately 5 minutes about a cultural, artistic, historical or political topic that you have studied and for approximately 12 minutes about a topic that you have chosen. You will have five minutes as part of the exam to prepare for the cultural, artistic, historical or political topic. You will make detailed preparations for your chosen topic before the exam.

Assessment criteria

The exams will measure how students have achieved the following 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

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

- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure

- 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

Across the three exams you will be assessed in a variety of ways to these broad criteria. For AO3 and AO4 you can perhaps simplify the way you think about the criteria as follows:

- AO1 is, essentially, responding to hearing the foreign language spoken out loud. Your response may be a spoken response, for example in the Paper 3 speaking exam, or it may be a written answer, for example in the listening section of Paper 1.
- AO2 is, essentially, responding to reading the foreign language written down. Your response may be a written response, for example the reading section of Paper 1, or a spoken response, for example your spoken answers using the written information in the stimulus card in the Paper 3 speaking exam.
- AO3 is, essentially, the quality of language that you use, whether written or spoken language. It includes accuracy, range of vocabulary, suitability of the language for the task, manipulating language and showing a good grasp of grammar.
- AO4 is, essentially, the content of your work. It includes how you demonstrate knowledge about the culture, history, politics and literature of the country or countries you have studied. It goes beyond simply knowing facts and includes how you select suitable examples to illustrate your points and how you analyse and evaluate this information in the context of the question you are answering.

The exams in more detail: Paper 1

Listening, Reading and Writing

2 hr 30 mins written exam (100 marks)

50% of A Level

Areas assessed:

- Aspects of French-speaking society
- Artistic culture in the French-speaking world
- Multiculturalism in French-speaking society
- Aspects of political life in French-speaking society
- Grammar

Listening and responding

In this section you will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in the specification.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. Questions will include the need to infer meaning and will include of abstract material such as opinions, views, emotional reactions and personal experiences.

For one question you will need to summarise in French what you have understood from the passage you have heard and marks will be awarded for the quality of French used. You must write in full sentences and use your own words as far as possible in this question.

In the remaining questions requiring a response in French, students should give only the information required by the question.

Reading and responding

In this section you will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material based on literature. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question you will need to summarise in French what they have understood from the stimulus text they have read and marks will be awarded for the quality of French used. You must write in full sentences and use your own words as far as possible in this question.

For the remaining questions requiring a response in French, you should give only the information required by the question.

Translation

In this section you will translate a passage of at least 100 words from French into English. The content will be based on the themes and sub-themes in this specification.

You will also translate a passage of at least 100 words from English into French. The content will be based on the themes and sub-themes in this specification and you will be provided with a supporting text in French, giving you some of the vocabulary and structures which you will need for the translation.

Assessment criteria

In Paper 1, the mark scheme varies from year to year. However, the criteria for the language you use in the summary questions will remain the same:

Mark	Criteria
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.

The exams in more detail: Paper 2

Writing

2 hr written exam (80 marks)

20% of A Level

Areas assessed:

- One text and one film or two texts from the list set in the specification
- Grammar

In this paper you will answer an essay question in French for each of the two works they have studied (this can be a book and a film, or two books). You will have a choice of question on each book/film. All questions will be in French and will require a critical and analytical response.

You will be advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

Assessment criteria

Each essay will be given a mark out of 40. 20 marks are available for AO3 (essentially the quality of language) and AO4 (essentially the content).

A03	“Quality and range of language”
Marks	Criteria
17-20	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.
13-16	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. The student uses a good range of vocabulary appropriate to the context and the task.
9-12	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. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5-8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-4	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. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

AO4	"Content"
Marks	Criteria
17-20	<p>Excellent critical and analytical response to the question set.</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
13-16	<p>Good critical and analytical response to the question set.</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
9-12	<p>Reasonable critical and analytical response to the question set.</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
5-8	<p>Limited critical and analytical response to the question set.</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
1-4	<p>Very limited critical and analytical response to the question set.</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied .</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

The exams in more detail: Paper 3

Paper 3 - Speaking

21-23 minute oral exam, including 5 minutes preparation time (60 marks)

30% of A Level

What's assessed:

- Individual research project plus **one** of the following four sub-themes:
- Aspects of French-speaking society
- Artistic culture in the French-speaking world
- Multiculturalism in French-speaking
- Aspects of political life in French-speaking society

Paper three is composed of part one, the speaking card, and part two, the discussion of your Independent Research Project. You will have five minutes immediately prior to the Paper 3 speaking exam in which to prepare your answers and ideas for further discussion to a stimulus card on one of the topic areas from the textbook. For the Independent Research Project you will carry out detailed preparations well in advance of the exam, but will have the opportunity to choose specific areas of focus for the discussion in the exam.

Part one – discussion of a stimulus card (5-6 minutes)

In part one you will have a choice of two cards. Each one is based on a sub-theme from the textbook and will contain images, text and three questions. You will choose the card you feel most confident about and will only discuss one card in the exam. There are three questions on the card that you can prepare in the five minutes before the exam. In part one there will be a follow up discussion immediately after each of the three questions printed on the card, so it is important that you consider how to develop your views on the issue in each question. It is important that you show awareness of specific examples in the French-speaking world when discussing the topic and show analysis and evaluation of these examples as well as giving more general views and opinions.

During part one, you **MUST** ask the teacher-examiner two questions arising from the discussion of the topic on the card.

You may make notes in your five minutes of preparation time and may refer to these notes at any point during part one of the Paper 3 speaking exam. However, you may not refer to these notes once part two has begun.

Assessment criteria - part one

AO1 Discussion of sub-theme on card	
Mark	Criteria
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.
2	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.
1	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.
0	Nothing in the performance is worthy of a mark.

AO2 Discussion of sub-theme on card	
Mark	Criteria
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

If you only ask one question in the discussion of the card, you can only gain a maximum of 4 marks for AO2. Similarly, if you ask no questions, then you can only gain 3 marks for AO2.

The material on the card is defined as the text containing the target-language heading, any statement of opinion, any factual/statistical information and the printed questions.

A03 “Quality of language”	
Mark	Criteria
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Idiom refers to a form of expression that is particular to the target language.

(This applies to all areas of the Paper 3 speaking exam)

AO4 **“Content”****Mark** **Criteria**

5 Very good critical and analytical response.

Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. 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 critical and analytical response.

Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. 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 critical and analytical response.

Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. 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 Limited critical and analytical response.

Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. 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 Very limited critical and analytical response.

A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. 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.

0 Nothing in the performance is worthy of a mark.

Part two – discussion of your Independent Research Project (11-12 minutes)

In part two you will essentially be discussing an Independent Research Project on a topic relating to the Hispanic-speaking world that you have chosen yourself. You will receive some guidance on the suitability of your chosen topic and the sub-titles that you choose, but almost all the work you produce and discuss will be produced by you independently.

In advance of the Paper 3 speaking exam you will provide a list of headings on an Independent Research Project Form to help guide the teacher-examiner and to ensure that you are asked about the areas of the topic with which you are confident and about the sources you have used to research the topic.

Part two is made up of a two minute presentation to introduce your chosen topic, followed by a 9-10 minute discussion of the topic. In this part of the exam you may only refer to the headings and notes on your Independent Research Project

Assessment criteria - part two

Presentation on your Independent Research Project (2 minutes)

AO4	“Content” of your presentation
Mark	Criteria
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

Discussion on your Independent Research Project (9-10 minutes)

AO1

Mark	Criteria
9-10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.
7-8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.
5-6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.
3-4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.
1-2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.
0	Nothing in the performance is worthy of a mark.

AO3 "Quality of language" in discussion

Mark	Criteria
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

AO4 **“Content” in discussion**

Mark **Criteria****9-10** Excellent critical and analytical response.

From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.

7-8 Good critical and analytical response.

From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.

5-6 Reasonable critical and analytical response.

From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.

3-4 Limited critical and analytical response.

From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.

1-2 Very limited critical and analytical response.

From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.

0 The student fails completely to engage with the discussion.

3.3 Grammar

AS and A-level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists. The mention of an item in these lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The lists are divided into AS and A-level. The examples in italics in parentheses are indicative; they serve to illustrate the part of speech or structure that the student must know and do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

A-level students will be expected to have studied all grammar and structures that appear in the lists for

both AS and A-level.

3.3.1 AS grammar

3.3.1.1 Nouns

Gender

Singular and plural forms

3.3.1.2 Articles

Definite, indefinite and partitive

3.3.1.3 Adjectives

Agreement Position

Comparative and superlative

Use of adjectives as nouns (eg *le vieux, les Anglais*) Demonstrative (*ce, cet, cette, ces*)

Indefinite (including *autre, chaque, même, quelque*) Possessive (*mon, ma, mes, etc*)

Interrogative and exclamatory (*quel, quelle, quels, quelles*)

3.3.1.4 Numerals

Cardinal (eg un, deux)

Ordinal (eg premier, deuxième) Expression of time and date

3.3.1.5 Adverbs

Formation of adverbs ending in -ment

Comparative and superlative

Interrogative (including combien (de), comment, où, pourquoi, quand)

3.3.1.6 Quantifiers/intensifiers

(including assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop)

3.3.1.7 Pronouns

Personal: subject, including on

Object: direct and indirect

Disjunctive/emphatic personal, as subject and object: moi/moi-même, etc Position and order

Reflexive

Relative (including qui, que, dont, lequel etc, auquel etc, ce qui, ce que) Demonstrative (celui, celle, ceux, celles; and celui-ci/celui-là etc) Indefinite (including quelqu'un, quelque chose)

Possessive (le mien etc)

Interrogative (including qui, que, quoi) Use of y, en

3.3.1.8 Verbs

Conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs Agreement of verb and subject

Use of il y a

Modes of address (tu, vous) Impersonal verbs Constructions with verbs

Verbs followed by an infinitive (with or without a preposition) Dependent infinitives (faire réparer) (R)

Perfect infinitive Negative forms Interrogative forms

Use of tenses:

- present
- perfect (including agreement of past participle)
- imperfect
- future
- conditional
- future perfect
- conditional perfect
- pluperfect
- past historic (R).

Use of the infinitive, present participle (eg en arrivant) and past participle

Verbal paraphrases and their uses (including aller + infinitive, venir de + infinitive) Passive voice:

- present tense
- other tenses (R).

Subjunctive mood: present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as bien que)

3.3.1.9 Prepositions

All prepositions, both simple (eg sous) and complex (eg au-delà de)

3.3.1.10 Conjunctions

Coordinating conjunctions (eg et, ou, mais) Subordinating conjunctions

3.3.1.11 Negation

Use of negative particles (eg ne...pas, ne...personne, ne...que) Use of ne with negative subjects (eg Personne n'est venu)

3.3.1.12 Questions

3.3.1.13 Commands

3.3.1.14 Word order

Inversion after speech

3.3.1.15 Other constructions

Time expressions with depuis and il y a

Comparative constructions Indirect speech

3.3.1.16 Discourse markers

(eg au contraire, en fait)

3.3.1.17 Fillers

(eg alors, bon)

3.3.2 A-level grammar

In addition to the vocabulary listed in the AS grammar list, students of A-level will also be expected to study the following:

3.3.2.1 Verbs

Dependent infinitives (faire réparer) Passive voice: all tenses

Subjunctive mood:

- perfect tense
- imperfect tense (R).

3.3.2.2 Word order

Inversion after adverbs