

MFL A level Progress Record

Name:		Target grade:	
Subject:		Teacher:	

Year 1 end of unit assessment record	Targets	Teacher signature	Parent / carer signature
Unit 1			
Unit 2			
Unit 3			
Unit 4			
Unit 5			
Unit 6			
Year 2 end of unit assessment record	Targets	Teacher signature	Parent / carer signature
Unit 1			
Unit 2			
Unit 3			
Unit 4			
Unit 5			
Unit 6			
Year 12 mock			
Year 13 mock			

Personalised Learning Checklist

French A level Subject Knowledge: Themes and Sub-Themes

Aspects of French-speaking society: current trends (Year 1)
(in relation to any French-speaking country or countries)

RAG themes and sub-themes which you need to improve and perfect your knowledge and understanding	Speaking	Reading And listening	Translating into English	Translating And Summarising into French	Vocab
The changing nature of family - <i>La famille en voie de changement</i>					
-Grands-parents, parents et enfants – (<i>soucis et problèmes</i>)					
-Monoparentalité, homoparentalité, familles recomposées					
-La vie de couple – nouvelles tendances					
The 'cyber-society' <i>La « cyber-société »</i>					
-Qui sont les cybernautes ?					
-Comment la technologie facilite la vie quotidienne?					
-Quels dangers la « cyber-société » pose-t-elle?					
The place of voluntary work (<i>Le rôle du bénévolat</i>)					
-Qui sont et que font les bénévoles?					
-Le bénévolat – quelle valeur pour ceux qui sont aidés?					
-Le bénévolat – quelle valeur pour ceux qui aident?					

Artistic culture in the French-speaking world (Year 1)
(in relation to any French-speaking country or countries)

RAG themes and sub-themes which you need to improve and perfect your knowledge and understanding	Speaking	Reading And listening	Translating into English	Translating And Summarising into French	Vocab
A culture proud of its heritage (<i>Une culture fière de son patrimoine</i>)					
-Le patrimoine sur le plan national, régional et local					
-Comment le patrimoine reflète la culture					
-Le patrimoine et le tourisme					
Contemporary francophone music (<i>La musique francophone contemporaine</i>)?					
-La diversité de la musique francophone contemporaine					
-Qui écoute et apprécie cette musique ?					
-Comment sauvegarder cette musique					
Cinema: the 7th art form (<i>Cinéma : le septième art</i>)					
-Pourquoi le septième art ?					
-Le cinéma – une passion nationale ?					
-Evolution du cinéma – les grandes lignes					

Aspects of French-speaking society: current issues (Year 2)
(in relation to any French-speaking country or countries)

RAG themes and sub-themes which you need to improve and perfect your knowledge and understanding	Speaking	Reading And listening	Translating into English	Translating And Summarising into French	Vocab
Positive features of a diverse society (<i>Les aspects positifs d'une société diverse</i>)					
-L'enrichissement dû à la mixité ethnique					
-Diversité, tolérance et respect					
-Diversité – un apprentissage pour la vie					
Life for the marginalised (<i>Quelle vie pour les marginalisés?</i>)					
-Qui sont les marginalisés?					
-Quelle aide pour les marginalisés?					
-Quelles attitudes envers les marginalisés?					
How criminals are treated (<i>Comment on traite les criminels</i>)					
-Quelles attitudes envers la criminalité ?					
-La prison – échec ou succès ?					
-D'autres sanctions					

Aspects of political life in the French-speaking world (year 2)
(in relation to any French-speaking country or countries)

RAG themes and sub-themes which you need to improve and perfect your knowledge and understanding	Speaking	Reading And listening	Translating into English	Translating And Summarising into French	Vocab
Teenagers, the right to vote and political commitment (<i>Les ados, le droit de vote et l'engagement politique</i>) -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? (<i>manifestations, grèves – à qui le pouvoir ?</i>) -Le pouvoir des syndicats					
-Manifestations et grèves – sont-elles efficaces ?					
-Attitudes différentes envers ces tensions politiques					
Politics and immigration (<i>La politique et l'immigration</i>) -Solutions politiques à la question de l'immigration					
-L'immigration et les partis politiques					
-L'engagement politique chez les immigrés					

Themes and sub-themes will be assessed in:

Paper 1: Listening, reading and writing (including translations French to English and English to French)

Paper 3: Speaking -Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes). You will study the card for 5 minutes at the start of the test (25 marks). The choice of works (literary texts and films) offers opportunities to link with the themes in Paper 2 also.

Qu	AO3 quality of language marks in listening and reading summary tasks
5	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 structures accurately where required by the task.
4	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 structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.

Verbs: - conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs - agreement of verb and subject regular and irregular verbs - use of il y a -reflexive verbs -modes of address (<i>tu, vous</i>) -impersonal verbs (<i>il faut, il s'agit etc. etc.</i>) -verbs followed by an infinitive (with or without a preposition) -dependent infinitives (<i>faire réparer</i>) -perfect infinitive -negative forms -interrogative forms -inversion after adverbs -inversion after speech								
Tenses:								
present tense								
perfect tense (including agreement of past participle)								
imperfect tense								
future tense (near)								
future tense (simple)								
conditional								
future perfect								
conditional perfect								
pluperfect								
past historic (recognise only)								
subjunctive mood								
-present								
-perfect								
-imperfect (recognise only)								
-use of the infinitive, present participle (eg <i>en arrivant</i>) and past participle								
-verbal paraphrases and their uses (including <i>aller + infinitive, venir de + infinitive</i>)								
-passive voice:								
All tenses								
-Subjunctive mood: present (common uses, for example, after expressions of possibility,								
necessity, obligation and after conjunctions such as <i>bien que</i>)								

