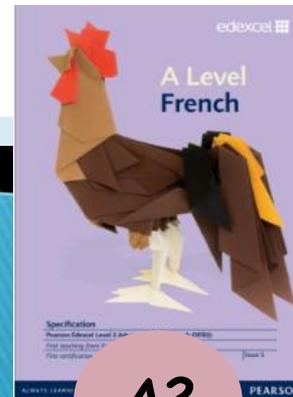


Year  
12

# MFL EDEXCEL A LEVEL COURSE SPECIFICATION COMMENCING SEPTEMBER 2016

*This syllabus aims to:*

*enable students to develop an advanced level knowledge and understanding of the chosen language, the culture of the country and other countries speaking that language, as well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and enhance their employability profile..*



A2

# A Level at a glance

**Paper 1:** Listening, reading and translation  
(\*Paper code: 9FR/SPO/01)

Written examination: 2 hours 40% of the qualification 80 marks

**Paper 2:** Written response to works and translation (\*Paper code: 9FR/SPO/02)

**Paper 3:** Speaking (\*Paper code: 9FR/SPO/03)

# MFL GCE A LEVEL

## Paper 1.

- ▶ Section A: Listening (30 marks)
- ▶ Section B: Reading (30 marks)
- ▶ Section C: Translation into English (20 marks)

# MFL GCE A LEVEL

## Paper 2:

- ▶ Written response to works and translation (\*Paper code: 9FR/SPO/02)
- ▶ Written examination: 2 hours and 40 minutes  
30% of the qualification 120 marks

# MFL GCE A LEVEL

## Paper 3:

- ▶ Speaking (\*Paper code: 9FR/SP0/03) Internally conducted and externally assessed Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time 30% of the qualification 72 marks

# Spoken Expression and Response in TL A Level (Paper3)

In this test, students will be rewarded for presenting an independent research project. This is an opportunity for students to focus on an area of interest to them and is linked to any aspect of the culture and society of the country or countries where the Target Language is spoken.

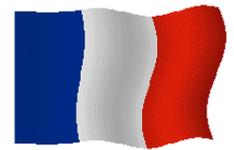
30% of  
the total  
GCE  
marks

# What about the topic areas?



| A LEVEL SPANISH SPEAKING   |  | THEMES & SUB THEMES   |  |
|--|--|---|--|
| <p><b>Theme 1: La evolución de la sociedad Española. Theme 1 is set in the context of Spain only. This theme covers social issues and trends.</b></p>  | <p>El cambio en la estructura familiar, la evolución de las actitudes hacia el matrimonio y las relaciones y las familias.</p>                                 | <p><b>Theme 3: La inmigración y la sociedad multicultural española</b></p>  | <p>La inmigración históricamente y contemporáneamente Los orígenes de la inmigración; los musulmanes en Al-Ándalus; la influencia de los inmigrantes del norte de África y América Latina.</p> |
|  | <p>El mundo laboral La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo para los jóvenes; la igualdad de género.</p>      |   | <p>La integración y el multiculturalismo Los beneficios y los retos del multiculturalismo; las actitudes hacia las comunidades de inmigrantes.</p>   |
|  | <p>El impacto turístico en España El impacto económico; las oportunidades que ofrece el turismo; el impacto socioambiental.</p>                                |   |  |
| <p><b>Theme 2: La cultura política y artística en el mundo hispanohablante Theme 2 is set in the context of Spanish-speaking countries and communities.</b></p> <p>This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).</p> | <p>La música Los cambios y las tendencias; el impacto de la música en la cultura contemporánea.</p>  | <p><b>Theme 4: La dictadura franquista y la transición a la democracia This theme is set in the context of Spain only</b></p> | <p>La dictadura franquista La Guerra Civil y el ascenso de Franco, la vida cotidiana bajo el franquismo: la opresión política, la censura, las divisiones en la sociedad.</p>                  |
|  | <p>Los medios de comunicación La televisión y las telenovelas: los medios de comunicación escritos y en internet; el impacto en la sociedad y la política.</p> |   | <p>El paso de la dictadura a la democracia El papel del Rey Juan Carlos en la transición; el Gobierno de y Suárez; el impacto de la dictadura en la sociedad actual.</p>                       |
|  | <p>Los festivales y las tradiciones Los festivales, las fiestas, las costumbres y las tradiciones.</p>   |   |  |

# What about the topic areas?



| A LEVEL FRENCH SPEAKING   |  | THEMES & SUB THEMES  |  |
|---|--|--|--|
| <p><b>Theme 1: Les changements dans la société française.</b><br/>Theme 1 is set in the context of France only. This theme covers social issues and trends.</p>   | <p>Les changements dans les structures familiales Les changements dans les attitudes envers le mariage, les couples et la famille</p> <p>L'éducation Le système éducatif et les questions estudiantines.</p> | <p><b>Theme 3: L'immigration et la société multiculturelle française.</b> Set in the context of France only. This theme covers social issues and trends.</p> | <p>L'impact positif de l'immigration sur la société française Les contributions des immigrés à l'économie et à la culture.</p>                                       |
|   | <p>Le monde du travail La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.</p>   |  | <p>Répondre aux défis de l'immigration et l'intégration en France Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés</p> |
| <p><b>Theme 2 La culture politique et artistique dans les pays francophones</b> This is set in the context of francophone countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media)</p> | <p>La musique Les changements et les développements; l'impact de la musique sur la culture populaire.</p>  | <p><b>Theme 4: L'Occupation et la Résistance.</b> Set in the context of France only. This theme covers political culture</p>                                 | <p>L'extrême droite La montée du Front National; les leaders du Front National; l'opinion publique.</p>  |
|   | <p>Les médias La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.</p>  |  | <p>La France occupée La collaboration; l'antisémitisme.</p> <p>Le régime de Vichy Maréchal Pétain et la Révolution nationale</p>                                     |
|   | <p>Les festivals et les traditions Les festivals, fêtes, coutumes et traditions.</p>   |  | <p>La Résistance Jean Moulin, Charles de Gaulle et les femmes de la Résistance; la résistance des français.</p>  |

A

# How will the A Level speaking be conducted?

## Task 1 (discussion on a Theme)

- Content for this task will be based on a sub-theme from one of the four overall themes. Students will be able to choose one out of two sub-themes to discuss and this choice will be given to them on the day. Stimulus cards will be given as a springboard to the discussion.

30  
marks

## Task 2 (presentation/discussion on independent research).

- This task is in two parts. Content will be based on the subject of interest that students have chosen for their independent research. This may be based on any of the four themes or on a subject of interest of the student's own choosing. However, it must relate to the cultural and social context of the language studied.

42  
marks

No dictionary /resources allowed.

The A2 Unit 3 test should last between 21 and 23 minutes.. 16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1

Task 1: 6 to 7 minutes (recommended) Task 2: 10 to 11 minutes (recommended) **72 marks**

A

# Task 1 (discussion on a Theme)

- ▶ The student is given a choice of two cards on two different sub-themes. The choice of sub-themes is told to the student in English by the invigilator immediately before the start of the preparation time e.g. 'You may choose 'media' or 'festivals and traditions'.
- ▶ The student does not see the contents of either card until they have chosen the subtheme. The preparation time of 5 minutes begins immediately after the student receives the card. The 5 minutes is for students to prepare their thoughts for this task and make notes that they can refer to during their discussion (maximum of one side of A4 paper).
- ▶ Each stimulus card contains two statements (A and B) offering different views on the subtheme. Students select one statement from the two given on the stimulus card during their 5 minute preparation time and can choose to support the statement or disagree with it during their discussion.

The student must tell the teacher/examiner which statement they have chosen immediately before the discussion begins.

Students have approximately 6 to 7 minutes' discussion time for this task.

# Task 1 (discussion on a Theme) cntd

- ▶ Part 1: The teacher/examiner asks two compulsory questions on the card and then helps to develop the discussion by asking appropriate follow-up questions relating to the statement on the stimulus card.
- ▶ Part 2: The teacher/examiner broadens the discussion to cover other aspects of the overall Theme. Optional generic questions are available to guide the questions the teacher/examiner should ask in order to enable the student to meet the requirements of the assessment criteria, *i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions..*

# How can I succeed in Task 1 of the exam?

- ▶ In this section, the teacher/examiner must initiate a discussion about the general topic area chosen by each student.

# How can I succeed in Task 2 of the exam?

- ▶ Students should choose an issue which they are prepared to research in depth and which is suitable for debate.

Students will have researched this topic using internet-derived sources, but should also be encouraged to refer to books, newspapers, magazines, television and radio programmes. They must at least two written sources, which they can summarise and give a personal response to in their presentation.

The independent research project must not be based on one of the literary works or films studied for Paper 2 but can focus on a wider exploration of the author or filmmaker of those works studied

Students have a completely free choice of the issue they wish to debate;  
**It does not have to relate to any of the AS or A Level topic/theme areas**

# How can I succeed in the speaking?

- ▶ Practise your pronunciation and accent whenever you can (no-one can hear you in the shower!).
- ▶ Record yourself on your device and listen over and over again.
- ▶ Practise with someone else and make sure you test yourself.

# There are 4 skill areas

**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

# A Level Speaking: What is the marking criteria?

## TASK 1

**Task 1: -Discussion on a theme.** Knowledge and understanding of society and culture (AO4) Students demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken.

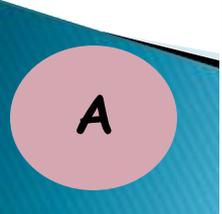
| Marks | Description   |
|-------|---|
| 0     | No rewardable material.   |
| 1-3   | <ul style="list-style-type: none"> <li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li> <li>Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.</li> </ul> |
| 4-6   | <ul style="list-style-type: none"> <li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li> <li>Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li> </ul>  |
| 7-9   | <ul style="list-style-type: none"> <li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li> <li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul>   |
| 10-12 | <ul style="list-style-type: none"> <li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li> <li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>  |

| Marks | Description   | Interaction (AO1) |
|-------|---|-------------------|
| 0     | No rewardable material.   |                   |
| 1-2   | <ul style="list-style-type: none"> <li>Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li> <li>Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li> </ul>                                 |                   |
| 3-4   | <ul style="list-style-type: none"> <li>Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li> <li>Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li> </ul> |                   |
| 5-6   | <ul style="list-style-type: none"> <li>Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li> <li>Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li> </ul>                           |                   |

| Marks | Description   |
|-------|---|
| 0     | No rewardable language.   |
| 1-3   | <ul style="list-style-type: none"> <li>Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li> <li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li> <li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li> </ul> |
| 4-6   | <ul style="list-style-type: none"> <li>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li> <li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li> <li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li> </ul>   |
| 7-9   | <ul style="list-style-type: none"> <li>Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li> <li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li> <li>Pronunciation and intonation are intelligible and mostly accurate.</li> </ul>                    |
| 10-12 | <ul style="list-style-type: none"> <li>Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li> <li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li> <li>Pronunciation and intonation are accurate, intelligible and authentic sounding.</li> </ul>          |

**Task 1: Discussion on a theme-** Interaction (AO1) ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

**Task 1: Discussion on a theme.** Accuracy and range of language (AO3):- Is it basic or complex? Is there a range of tenses and grammatical structures or is there repetition of the same basic forms?



# A Level Speaking: What is the marking criteria?

## TASK 2

### Part 1

| Marks | Description   |
|-------|---|
| 0     | No rewardable material  |
| 1-3   | <ul style="list-style-type: none"><li>• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.</li><li>• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.</li></ul> <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p> |
| 4-6   | <ul style="list-style-type: none"><li>• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.</li><li>• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.</li></ul>   |
| 7-9   | <ul style="list-style-type: none"><li>• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.</li><li>• Gives a relevant personal response to the written sources supported with some justification.</li></ul>   |
| 10-12 | <ul style="list-style-type: none"><li>• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.</li><li>• Gives a convincing personal response to the written sources supported with clear justification.</li></ul>  |

This grid is used to assess the student's two-minute presentation only, it is not applied to the discussion that follows the presentation.

**Independent Research Presentation:** assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

# A Level Speaking: What is the marking criteria?

## Discussion on Independent Research

### TASK 2 Part 2

| Marks | Description   | Knowledge and understanding of society and culture (AO4) |
|-------|---|--|
| 0     | No rewardable material  |  |
| 1-3   | <ul style="list-style-type: none"> <li>Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li> <li>Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.</li> </ul> |  |
| 4-6   | <ul style="list-style-type: none"> <li>Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li> <li>Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li> </ul>   |  |
| 7-9   | <ul style="list-style-type: none"> <li>Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li> <li>Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul>   |  |
| 10-12 | <ul style="list-style-type: none"> <li>Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.</li> <li>Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>   |  |

| Marks | Description   | Accuracy and range of language (AO3) |
|-------|---|--------------------------------------|
| 0     | No rewardable language  |                                      |
| 1-3   | <ul style="list-style-type: none"> <li>Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li> <li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li> <li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li> </ul> |                                      |
| 4-6   | <ul style="list-style-type: none"> <li>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li> <li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li> <li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li> </ul>   |                                      |
| 7-9   | <ul style="list-style-type: none"> <li>Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li> <li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li> <li>Pronunciation and intonation are intelligible and mostly accurate.</li> </ul>                    |                                      |
| 10-12 | <ul style="list-style-type: none"> <li>Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li> <li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li> <li>Pronunciation and intonation are accurate, intelligible and authentic-sounding.</li> </ul>          |                                      |

| Marks | Description   | Interaction (AO1) |
|-------|---|-------------------|
| 0     | No rewardable material.   |                   |
| 1-2   | <ul style="list-style-type: none"> <li>Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li> <li>Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li> </ul>                                 |                   |
| 3-4   | <ul style="list-style-type: none"> <li>Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li> <li>Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li> </ul> |                   |
| 5-6   | <ul style="list-style-type: none"> <li>Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li> <li>Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li> </ul>                           |                   |



# What are the total marks available to me?

## ▶ Task 1

Knowledge & Understanding of Society & Culture 12

Accuracy & Range of language 12

Interaction 6

Responding to written language in speech 12

Task 1: 6 to 7 mins  
(recommended)

## ▶ Task 2

Knowledge & understanding of society & culture 12

Accuracy & Range of Language 12

Interaction 6

Task 2: 10 to 11 mins  
(recommended)

**72 marks**

# Prescribed literary texts and films For A Level Paper 2



Students are required to study two works from the list below. This can be either two literary texts or one literary text and one film.

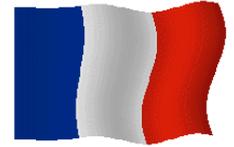
## Literary texts

- *Bodas de sangre*, Federico García Lorca, 1932 (play)
- *Como agua para chocolate*, Laura Esquivel, 1989 (novel)
- *Crónica de una muerte anunciada*, Gabriel García Márquez, 1981 (novella)
- *Eva Luna*, Isabel Allende, 1987 (novel)
- *El coronel no tiene quien le escriba*, Gabriel García Márquez, 1961
- *El túnel*, Ernesto Sabato, 1948 (novel)
- *Ficciones*, Jorge Luis Borges, 1944 (short stories)
- *La casa de Bernarda Alba*, Federico García Lorca, 1936 (play)
- *La casa de los espíritus*, Isabel Allende, 1982 (novel)
- *Modelos de mujer*, Almudena Grandes, 1996 (short stories)
- *Nada*, Carmen Laforet, 1943 (novel)
- *Primera memoria*, Ana María Matute 1959 (novel)
- *Réquiem por un campesino español*, Ramón J. Sender, 1953 (novella)

## Films

- *Diarios de motocicleta*, dir. Walter Salles (2004)
- *El laberinto del fauno*, dir. Guillermo del Toro (2006)
- *La historia oficial*, dir. Luis Puenzo (1985)
- *La lengua de las mariposas*, José Luis Cuerda (1999)
- *La misma luna*, dir. Patricia Riggen (2007)
- *Las 13 rosas*, dir. Emilio Martínez-Lázaro (2007)
- *Machuca*, dir. Andrés Wood (2004)
- *Mar adentro*, dir. Alejandro Amenábar (2004)
- *También la lluvia*, dir. Icíar Bollaín (2010)
- *Todo sobre mi madre*, dir. Pedro Almodóvar (1999)
- *Voces inocentes*, dir. Luis Mandoki (2004)
- *Volver*, dir. Pedro Almodóvar (2006)

# Prescribed literary texts and films For A Level Paper 2



## Literary texts

- *Boule de Suif et autres contes de guerre* (*Boule de Suif*, *Un Duel*, *Deux Amis*, *La Mère Sauvage*), Guy de Maupassant, 1880 (short stories)
- *La Place*, Annie Ernaux, 1983 (novel)
- *Le Blé en Herbe*, Colette, 1923 (novel)
- *Le Château de ma Mère*, Marcel Pagnol, 1957 (novel)
- *Le Gone du Chaâba*, Azouz Begag, 2005 (novel)
- *Les Mains Sales*, Jean-Paul Sartre, 1948 (play)
- *Les Petits Enfants du siècle*, Christiane Rochefort, 1961 (novel)
- *Le Tartuffe*, Molière, 1669 (play)
- *L'Étranger*, Albert Camus, 1942 (novel)
- *No et Moi*, Delphine de Vigan, 2007 (novel)
- *Thérèse Desqueyroux*, François Mauriac, 1927 (novel)
- *Une si longue lettre*, Mariama Bâ, 1981 (novel)
- *Un Sac de Billes*, Joseph Joffo, 1973 (novel)

## Films

- *Au Revoir les Enfants*, dir. Louis Malle (1987)
- *Chocolat*, dir. Claire Denis (1988)
- *Cléo de 5 à 7*, dir. Agnès Varda (1962)
- *Deux Jours, une Nuit*, dirs. Jean-Pierre Dardenne, Luc Dardenne (2014)
- *Entre les murs*, dir. Laurent Cantet (2008)
- *Intouchables*, dirs. Oliver Nakache, Eric Toledano (2011)
- *La Haine*, dir. Mathieu Kassovitz (1995)
- *La Vie en Rose*, dir. Olivier Dahan (2007)
- *Le Dernier Métro*, dir. François Truffaut (1980)
- *Les Choristes*, dir. Christophe Barratier (2004)
- *Les 400 Coups*, dir. François Truffaut (1959)
- *Un Long Dimanche de Fiançailles*, dir. Jean-Pierre Jeunet (2004)

# How will your teachers help you to achieve or exceed your target grade?

1. Coverage of all key topics followed by vocabulary tests to check that you are learning the vocabulary.
2. Lots of practice of exam-style listening and reading activities including past papers with feedback on grades, strengths and areas for improvement.
3. Opportunities to practise speaking assessments at lunch or after-school.
4. Clear progress record to show how you are succeeding in all assessment tasks and how to improve.

**The only missing ingredient is your hard work and effort!**