

Advanced Higher French 2012-2013

Pack bienvenue

welcome pack

page content

2	Description of course
3	Internal assessment
4	External assessment
5	Language Unit
7	Extended Reading and Viewing
9	Undertaking personal research
11	Literary and film terminology
12	Essay writing
13	Essay structure
15	Giving opinions

Description of the course Descriptif du cours

1/ Areas of study

1.1 Language (80 hours)

1.1.1 Theme 1: Personal, Social and Cultural Issues

1.1.2 Theme 2: Topical and Cultural Issues

1.1.3 Theme 3: Environmental Issues

1.2 Extended Reading and Viewing (40 hours)

1.2.1: Novel, related filmography and texts

1.2.2: Culture and civilization (background topic)

1.3 Additional 40 hours

This time will be used to carry out assessments at the end of each unit and theme, and to exploit areas of the course in which extra time might be necessary (to watch an extra film, for example).

1.4 Personal time

This valuable time should be used for personal reading, research and drafting of written work. Preparation and good background knowledge of each theme is the key to success in the course.

2/ Internal Assessment

2.1 Language

2.1.1 Listening: Listen three times to a 3-4 minute text.
Answer in English. No dictionary use permitted.

2.1.2 Reading: One 500-600 words text on a theme and its topics from the Language Unit. Answer in English.
Dictionary use is permitted.

2.1.3 Speaking (*March 2013*): 2-3 minute presentation on a topic drawn from the Language Unit themes, followed by 5-8 minutes discussion.

2.2 Extended Reading and Viewing

2.2.1 French Writing on Extended Reading and Viewing:
300-400 words in French about one of the topics covered in Extended Reading & Viewing. Work is redrafted, but each draft is done under controlled conditions and *all* drafts are retained for evidence. Dictionary use is permitted.

L'eau des collines de Marcel Pagnol

As your level of accuracy, fluency and comprehension will increase during the year, these assessments will be left as late on in the session as possible.

3/ External Assessment

3.1 Reading & Translation (1hr 20) (May 2013)

Section 1: One passage to read (800 words). Write answers in English. Dictionary use is permitted.

Section 2: Translation from French to English. Dictionary use is permitted.

3.2 Listening & Discursive Writing (1hr 20) (May 2013)

Section 1: Two texts played twice each. Write answers in English. Dictionary use is permitted.

Section 2: Write a 250-300 discursive essay related to the themes and topics of the Language Unit. Dictionary use is permitted.

3.3 Folio

Essay 1: Write 750 words in English on the matter of the literature unit. (Huis-clos)

Essay 2: Write 750 words in English on the matter of the film. (L'eau des collines)

3.4 Speaking (March 2013)

Hold a discussion with an external examiner for 20 minutes on the subjects covered in the Language Unit and Extended Reading & Viewing Unit.

Language Unit

Cours de langage

Themes and Topics

The language unit underpins much of the assessment in terms of the content covered. There will be less language tuition as such. Use multimedia and textbook resources made available to you to make headway in grammar and vocabulary. Your teacher is there for you when you are *still* stuck after trying out new language in these areas.

The content of this unit can be divided into three themes and their related topics. Here is also an indication of the kind of themes you will be led through and which you will develop individually, too.

THEMES	TOPICS	DEVELOPMENT
Personal, social and cultural issues	Pattern of family life Media and the arts	<ul style="list-style-type: none">▪ Marriage, generation gap, gender issues▪ Changing work patterns and lifestyles ▪ Aspects of press, media, TV, information technology▪ Aspects of film, art, literature, theatre, music
Topical and cultural issues	European issues Issues relating to the countries where the language is spoken	<ul style="list-style-type: none">▪ Issues and experiences relating to the EU institutions ▪ The way people live▪ Topical issues: immigration, education (un)employment

Environmental issues	Pollution and conservation	<ul style="list-style-type: none"> ▪ Sources of energy and their effects on the environment ▪ Urban expansion, transport, implications for the countryside, endangered species
-----------------------------	-----------------------------------	--

Assessment Specific to Language Unit

- **Reading and Speaking** Internal Assessment (*2.1.2 & 2.1.3 above*)
- **Discursive Writing** (Section 2 of Listening and Writing Exam) and **Speaking** External Assessment (*3.2 & 3.4 above*)

Extended Reading and Viewing Unit

Cours de littérature, film et culture francophone

Two objectives

There are two areas of study within this unit:

- One literary text and related film.
- One film with related extracts

For a literary text, you will study, concentrating on this aspect of the course with

Give a critical analysis

There are three keys to success in this unit:

- Show in your French writing that you have control of the language and are flexible.
- Write with good structure, clarity and accuracy.
- Include an informed opinion.

Writing about a piece of literature in an appropriate manner requires academic language. Included in the *Pack bienvenue* is a glossary of useful structural phrases to give good structure and clarity to your writing, and allow you to express your view in an academic manner. This will help you achieve at least two of these criteria!

Writing will be supported in class with notes, film and teacher help and redrafted several times.

Assessment Specific to Extended Reading and Viewing Unit

- **300-400 words French Writing** Internal Assessment *(2.2.1 above)*
- **Folio of English Writing** (2x500 words in English) and **Speaking** External Assessment *(3.3 & 3.4 above)*

Undertaking personal research

Comment faire de la recherche personnelle

Reasons for research

Advanced Higher French will ask you to find out a lot for yourself in all areas of the course. Good research skills will save you time and tears.

Sources of research

1/ Language - learning more practical linguistic skills

- *Scholar* programme from Heriot-Watt University will provide grammar explanations and exercises. Note your login details here:

<http://scholar.hw.ac.uk/login>

Scholar Username:

Scholar Password:

- *Mot à Mot, new advanced vocabulary* is a practical resource for oral and written work.
- *Compo 2000* will provide guidance for essay writing.
- *In Classe de français - Advanced Higher French* (<http://advancedhigherfrench.blogspot.com/>)
- *In Méli-mélo, a French Insight* (www.webzinemaker.com/melimele), you will find different articles on French culture and curiosities.
- *Grammar in Action*

3/ Other resources

- Daily Newspapers / News magazines
- Daily TV news
- Streaming Francophone radio and rolling current affairs radio
- BBC Radio 4 cultural resources
- Languages / Advanced Higher discussion boards
- French language newspapers (public library or International Newsagents, Royal Mile, Edinburgh.) Remember, these can always be consulted for free online. Magazines are a little more difficult to access.

Tips for research

- Use known sources first
- Use Internet sources linked from Scholar
- Internet sources' authenticity and stance should be verified.
 - What bias do they have (political, social)?
 - Are they a reliable source (university, radio station, national organization)?
- Keep a copy on paper or on disk of the original document from which you have drawn a quote or some information. You may need reminded of the context later on.
- **Always** note your sources for future bibliography. Keep your bibliographies up-to-date. Use of a word-processed document is good, as it can be topped up as you go and Internet resources can be "copied-and-pasted" into the file. Without a full bibliography you will **fall down one grade level** (eg: A>B, B>C...)
- Use email forums and discussion boards as a source of expertise that you can tap into.

Literary and film terms

Terminologie littéraire et cinématographique

alliteration, de l' : alliteration.

comparaison, une: a simile.

litote, une: a form of understatement. Popular in Margueritte Duras' work, a *litote* is often a form of double negative : « Il n'est pas impossible que cet homme ait froid », instead of saying: « Cet homme a très froid ». Also in Corneille's *Le Cid*, where Chimène tells Don Rodrigue: "Va, je ne te haie point", instead of "je t'aime".

métaphore, une: a metaphor.

oxymore, un: an oxymoron.

personnages, les: In literature, film and TV, the characters.

accessoires, les: In film, the props.

bande sonore, la: In film, the sound track.

cadres multiples, des: In film, two or more different images, each with its own dimensions and shape, appear within the larger frame.

court-métrage, un: In film, a short film.

effets spéciaux, les: In film, special effects.

gros plan, un: In film, a close-up, used to emphasize expression, a significant object or a gesture.

incliner: to tilt. As if the camera were nodding its head.

long-métrage, un: In film, a feature film.

maquillage, le: In film, the makeup.

mixage, le: In film, where the different sound sources are mixed in the way the director envisaged.

montage, le: In film, editing.

panoramiquer: to pan. It gives the impression of a frame horizontally scanning space, as if the camera is turning its head left/right.

plan, un: In film, the camera shot or angle.

plateau, le: In film and TV, the set.

réducteur, le: In film and TV, the director. In newspapers and magazines, the editor.

scénario, le: In film, the script.

tournage, le: In film, the shooting.

tracking, le: In film, the camera moves smoothly, often along a small railway track (hence, tracking). In the opening scene of *Nikita* we see the first example of tracking with no railway track, as the camera is moving forward, chasing the heroine, and we can see no track in front. The effect was achieved by placing the camera in a net shopping bag. Today, Steadicams are the industry's way of achieving the same effect.

Essay writing

Introduction

- Mention the title of your essay
- Give the different points to come
- Give some information of your standpoint

Main body

- Divide your essay into 2 distinct halves
- Leave the argument you favour at the latter stage of your composition in order to influence the reader

Conclusion

You can end with:

- The most important point
- A possible solution
- Something we would be well advised not to forget

Writing individual paragraphs

- Main point
- Definition / explanation
- One / two examples
- Own opinion
- Situate the point within a general context

Common faults:

- What you write should always be relevant to your title
- Do not contradict yourself
- Do not tell stories
- Avoid repetition
- Pay attention to your punctuation

Essay Structure

Expressions de synthèse

Introducing a theme

Tout le monde s'accorde à penser que... donc il convient d'examiner.

everyone agrees that... so it is worthwhile examining...

Telle est la question soulevée par l'article de: Such is the question raised by the article written by...

Nous vivons dans un monde où: We live in a world where...

Un problème souvent évoqué est celui de...: A much-discussed problem is that of...

L'histoire nous fournit de nombreux exemples de...:

History / The story provides us with many examples of...

Developing an argument

Prenons comme point de départ: Let's take... as a starting point.

En premier lieu examinons: First, let's examine...

Il serait utile d'examiner: It would be useful to examine...

Selon l'auteur / le journaliste / le rédacteur: According to the author / journalist / director...

Il est significatif que ce débat soit le résultat de...:

It is significant that this debate is the result of... (requires subjunctive tense)

Presenting the other side of the argument

Considérons maintenant: Let us now consider...

Venons-en maintenant à: Now let us come to...

Plus encore que la pollution c'est le bruit qui provoque...: Even more than pollution it is noise that provokes...

Presenting the balanced view

Au terme de cette analyse, il faut cependant faire remarquer que...: At the end of this analysis, it is, however, necessary to point out that...

Enfin, il faut nous poser cette question : ... : Finally, we must ask ourselves whether...

Concluding

Quelles conclusions tirer de cette analyse? : What conclusions can be drawn from this analysis?

En somme...: In short...

En définitive, ...: When all is said and done...

Useful connectors within the paragraph

Cependant: However

Mais: But

Cela dit: That said

Néanmoins: Nevertheless

Malgré tout: Despite everything

En dépit de...: Despite...

En plus...: Moreover

En outre...: Moreover

Egalement: Equally

D'ailleurs...: Moreover

Or...: Well

Quant à...: As for...

D'une part: On the one hand

D'autre part: On the other hand

D'un côté: On the one hand

De l'autre côté: On the other hand

De même que... de même, ...: In the same way that..., so, too...

Giving informed opinions

Expressions d'analyse critique

Giving your opinion

En ce qui me concerne...: as far as I am concerned...

Je soutiens que... : I maintain that...

Giving a reasoned opinion

Comme le souligne l'auteur: as the author stresses...

Comme le laisse entendre l'auteur : as the author leads us to believe...

Il dit / pense / croit / affirme / déclare que : He says / thinks / believes / declares that...

L'auteur attire notre attention sur... : the author draws our attention to...

Elle prétend que...: She claims that...

Il voudrait nous faire croire que...: He wants us to believe that...

Selon la version officielle...: According to the official version...

Giving an example

Par exemple : for example,...

Prenons le cas de... : Let's take the case of...

X illustre bien (que) : X shows us (that),...

Giving someone else's opinion or source

Comme l'a fait remarquer le journaliste : as the journalist pointed out,...

Selon les paroles de Duras : in the words of Duras,...

Being less sure...

Il semble que : it seems as though...

Il se peut que : it seems possible that...

sans doute : probably... (il s'est sans doute inspiré des contes orientaux)

probablement : probably...

These two pages of phrases are largely drawn from the Collins Robert French Dictionary, "Language in Use", pp.30-37.