

## Personal Learning and Revision Checklist

Use this checklist to make sure that all topics are covered in your revision and to ensure you know what your focus areas are.

Subject: **French**

COMBINED PAPER - SPEAKING - WRITING

|          |                                                                                                                                                                            |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>R</b> | I am not confident I could answer a question on this part of the topic. I need to check with my teacher, find my notes from class and plan this into my revision schedule. |
| <b>A</b> | I am not too sure about this part of the topic. I may need to check with my teacher and spend more time revising this area.                                                |
| <b>G</b> | I am confident about this part of the topic and I know what I need to do to revise it.                                                                                     |

| Topic                                                                                                     | RAG Rate |  |  | Further support required? |
|-----------------------------------------------------------------------------------------------------------|----------|--|--|---------------------------|
| <b>Paper 1: Listening, Reading and Writing</b>                                                            |          |  |  |                           |
| <b>3.1.1 Aspects of French-speaking society: current trends</b>                                           |          |  |  |                           |
| <b>The 'cyber-society' (La « cyber-société »)</b>                                                         |          |  |  |                           |
| <ul style="list-style-type: none"> <li>Comment la technologie facilite la vie quotidienne</li> </ul>      |          |  |  |                           |
| <ul style="list-style-type: none"> <li>Quels dangers la « cyber-société » pose-t-elle ?</li> </ul>        |          |  |  |                           |
| <b>The place of voluntary work (Le rôle du bénévolat)</b>                                                 |          |  |  |                           |
| <ul style="list-style-type: none"> <li>Le bénévolat – quelle valeur pour ceux qui sont aidés ?</li> </ul> |          |  |  |                           |
| <ul style="list-style-type: none"> <li>Le bénévolat – quelle valeur pour ceux qui aident ?</li> </ul>     |          |  |  |                           |
| <b>3.1.2 Aspects of French-speaking society: current issues</b>                                           |          |  |  |                           |
| <b>Positive features of a diverse society (Les</b>                                                        |          |  |  |                           |

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| <b>aspects positifs d'une société diverse)</b>                                                       |  |  |  |  |
| • L'enrichissement dû à la mixité ethnique                                                           |  |  |  |  |
| • Life for the marginalised (Quelle vie pour les marginalisés ? )                                    |  |  |  |  |
| • Quelle aide pour les marginalisés ?                                                                |  |  |  |  |
| • How criminals are treated (Comment on traite les criminels)                                        |  |  |  |  |
| • Quelles attitudes envers la criminalité ?                                                          |  |  |  |  |
| <b>3.2.1 Artistic culture in the French-speaking world</b>                                           |  |  |  |  |
| <b><i>A culture proud of its heritage (Une culture fière de son patrimoine)</i></b>                  |  |  |  |  |
| • <i>Le patrimoine sur le plan national, régional et local</i>                                       |  |  |  |  |
| • Cinema: the 7th art form (Cinéma : le septième art)                                                |  |  |  |  |
| • Pourquoi le septième art ?                                                                         |  |  |  |  |
| <b>3.2.2 Aspects of political life in the French-speaking world</b>                                  |  |  |  |  |
| <b>Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ? )</b> |  |  |  |  |
| • Le pouvoir des syndicats                                                                           |  |  |  |  |
| <b>Politics and immigration (La politique et l'immigration)</b>                                      |  |  |  |  |
| • Solutions politiques à la question de l'immigration                                                |  |  |  |  |
| <b>Paper 2: Writing</b>                                                                              |  |  |  |  |
| <b><i>La haine + Un sac de Billes</i></b>                                                            |  |  |  |  |
| • <i>Do I understand the social, historical and cultural background of the film/book?</i>            |  |  |  |  |
| • <i>Do I know the main themes?</i>                                                                  |  |  |  |  |
| • <i>Can I describe the main characters and their</i>                                                |  |  |  |  |

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| <i>motivation?</i>                                                                                                                                  |  |  |  |  |
| • <i>Can I use the scene to illustrate my points?</i>                                                                                               |  |  |  |  |
| • <i>Do I know enough quotes to cover all the themes and describe the characters?</i>                                                               |  |  |  |  |
| • <i>Can I analyse my point and draw my own conclusion?</i>                                                                                         |  |  |  |  |
| • <i>Do I understand the structure of an essay?</i>                                                                                                 |  |  |  |  |
| <b>Paper 3: Speaking</b>                                                                                                                            |  |  |  |  |
| <b>3.1.1 Aspects of French-speaking society: current trends</b>                                                                                     |  |  |  |  |
| • <b>The changing nature of family (La famille en voie de changement)</b>                                                                           |  |  |  |  |
| • La vie de couple – nouvelles tendances                                                                                                            |  |  |  |  |
| • The 'cyber-society' (La « cyber-société »)                                                                                                        |  |  |  |  |
| • Quels dangers la « cyber-société » pose-t-elle ?                                                                                                  |  |  |  |  |
| • <i>The place of voluntary work (Le rôle du bénévolat)</i>                                                                                         |  |  |  |  |
| • Qui sont et que font les bénévoles ?                                                                                                              |  |  |  |  |
| <b>3.1.2 Aspects of French-speaking society: current issues Positive features of a diverse society (Les aspects positifs d'une société diverse)</b> |  |  |  |  |
| • <i>L'enrichissement dû à la mixité ethnique</i>                                                                                                   |  |  |  |  |
| • <i>Life for the marginalised (Quelle vie pour les marginalisés ?)</i>                                                                             |  |  |  |  |
| • <i>Quelle aide pour les marginalisés ?</i>                                                                                                        |  |  |  |  |
| • <i>How criminals are treated (Comment on traite les criminels)</i>                                                                                |  |  |  |  |
| <b>3.2.1 Artistic culture in the French-speaking world A culture proud of its heritage (Une culture fière de son</b>                                |  |  |  |  |

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| <b>patrimoine)</b>                                                                                                    |  |  |  |  |
| • <i>Le patrimoine sur le plan national, régional et local</i>                                                        |  |  |  |  |
| • <i>Contemporary francophone music (La musique francophone contemporaine)</i>                                        |  |  |  |  |
| • Qui écoute et apprécie cette musique ?                                                                              |  |  |  |  |
| • <i>Cinema: the 7th art form (Cinéma : le septième art)</i>                                                          |  |  |  |  |
| • Pourquoi le septième art ?                                                                                          |  |  |  |  |
| <b>3.2.2 Aspects of political life in the French-speaking world</b>                                                   |  |  |  |  |
| • <i>Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</i> |  |  |  |  |
| • <i>Pour ou contre le droit de vote ?</i>                                                                            |  |  |  |  |
| • <i>Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ? )</i>                |  |  |  |  |
| • Le pouvoir des syndicats                                                                                            |  |  |  |  |
| • Politics and immigration (La politique et l'immigration)                                                            |  |  |  |  |
| • L'immigration et les partis politiques                                                                              |  |  |  |  |
|                                                                                                                       |  |  |  |  |