

NEW: AQA A LEVEL FRENCH-PAPER 2, LITERATURE ESSAY QUESTION

CODE 8717

ABOUT THIS COURSE

This course is designed for all AQA A level French teachers who wish to maximise their students' marks in Paper 2. Run by an experienced A level Examiner, former Head of Languages and producer of A level materials, webinars held over the last two years received overwhelmingly positive feedback.

After briefly exploring the key messages from recent examinations, the morning will focus on a detailed exploration of the remit of the essay paper exploring details that, once integrated into teaching, significantly impact students' marks across both essays, and will impact on oral and written fluency generally. Exact requirements of both AO3 and AO4, and the balance needed within essays will be examined in detail, along with strategies for teaching techniques to embed these areas into practice.

Suggestions will be made for developing skills of low, mid and high ability students, specifically word, sentence, paragraph with teachers receiving the literature title booklet of their choice to use to accompany the process. Ideas for teaching essay skills, and ways to build up to writing essays throughout the course will also be explored.

The afternoon session adopts a more hands-on approach to teaching the essays.

PROGRAMME

	TIME
Overview of Paper 2 and what is need to succeed	10.00 – 11.15am
<ul style="list-style-type: none"> ● Feedback and reflection on the recent exams, what has come out of the examiner reports? ● Understanding how students can maximise their marks. ● Detailed examination of the requirements of AO3 and AO4, and how students need to use them to achieve high marks. 	
Discussion: coffee break	11.15 – 11.30am
Developing Students Analytical Skills at word and sentence level and developing thematic evidence (participants use booklet for literature title of their choice-see list below)	11.30 – 12.30pm
<ul style="list-style-type: none"> ● Using electronic version of text for efficient preparation ● Developing, shaping and practising analytical skills, through compilation of essential vocabulary list and ● Developing individualised personal response through summary skills employing complex sentences (analytical sentences) ● Writing short but effective paragraphs from the start to develop facility in writing short, well organised paragraphs ● Examining high quality examples of paragraphs. 	
Lunch and informal discussion	12.45 – 1.30pm
Character development, style and reaction to the work	1.30 – 2.15pm
<ul style="list-style-type: none"> ● Developing individual response to character and the character arc ● Innovative approaches to teaching the set works ● Developing a deeper knowledge of the works within a wider historical and social context 	
Discussion: afternoon tea	2.15 – 2.30pm
Developing planning skills using non-linear approach	2.30 – 3.30pm
<ul style="list-style-type: none"> ● Examining a variety of approaches to planning –mind mapping, concept maps ● Working from the plan to create the final essay ● Training students to write the essay in the same circumstances in which they will tackle the examination ● Practical activity-Working on planning and beginning an essay to demonstrate the level of creative thinking required ● Checking that AO3 and AO4 are appropriately addressed. ● Questions and feedback 	

Titles with booklets from which to choose

L'étranger, No et moi, Bonjour tristesse, Un sac de billes, Un secret

LOCATION/DATE

London

Monday 29 November 2021

COURSE LEADER

Steve Glover is an experienced A level French with over twenty years teaching at various types of school in the north of England. Since his own sixth form education he has been fascinated by approaches to essay writing and enjoying teaching this skill to pupils. After working with schools in the context of e-learning for ten years he began to produce materials for teaching A level which would be time saving and effective which he commercialised on alevelfrench.com and the dolanguages.com.

WHO SHOULD ATTEND?

- Heads of Languages
- Teachers of AQA A level French, either new or experienced
- Teachers of A level French looking to change boards to AQA

BENEFITS OF ATTENDING

- A vast amount of information covered over the day by an A level examiner, along with detailed scrutiny of the appraising paper and essay requirements.
- Gain fresh approaches to developing analytical skills and linguistic knowledge through both Years 12 and 13.
- Take away innovative approaches and alternative resources for eliciting a deep understanding of the set works.
- Understand exactly what is required of the Paper 2 essays to gain high marks.
- Gain new approaches for teaching analysis to Years 12 and 13 students, and ways to help weaker students.
- Gain effective and proven exam techniques, including how to shape preparation and revision.