

**Modern Foreign Languages**  
**French**  
**KS5 Handbook**

**Exam Offered:** Edexcel AS/A2

**Year 12/13 teachers**

**Mrs C. Leslie:** Teacher in charge of French

Specialist areas of interest: essay writing, oral presentations, current affairs, media, art, literature.

[cleslie@fc.tchs.uk.net](mailto:cleslie@fc.tchs.uk.net)

**Mr T. Ball:** French teacher

Specialist areas of interest: research based writing, politics, sport, current affairs.

[tball@fc.tchs.uk.net](mailto:tball@fc.tchs.uk.net)

**Mrs L. Law:** French teacher

Specialist areas of interest: listening comprehension, media, French cinema.

[llaw@fc.tchs.uk.net](mailto:llaw@fc.tchs.uk.net)

**French Assistant:** TBC

**Department Learning and Teaching Policy and Practice**

**Master Learner Learning Journey:**

In order to be a successful French student, you will need to develop various skills, attitudes, attributes and behaviour. We group these together as steps on your **Master Learner Learning Journey**. We believe that any student can achieve the very highest quality work and grades. Improvement and excellence is achieved through commitment, focus and effort. In the table below you can see some broad descriptions of steps that you might take on your journey. We have called these steps Novice, Apprentice, Practitioner, Expert and Master. It is possible that you will start your journey at Novice or Apprentice level; it is hoped that by the end of your course you will be working at Expert or Master level. There will be a formal Master Learner Assessment and Review at least twice a year.

## Assessment Policy and Practice

You will be assessed on a day-to-day basis, periodically and transitionally (exams).

Subject Name: Modern Foreign Languages				Subject Code: 6FRO 1/2/3/4	
Master Learner Titles:	Novice	Apprentice	Practitioner	Expert	Master
Master Learner Descriptors:					
Novice	You enjoyed this subject at GCSE but you did not realise how much private study is required for the AS. You are struggling, not participating in class and not putting in the effort for home study.				
Apprentice	You are resting on your laurels, continuing to work at GCSE level. You are not taking your studies seriously enough and need to change your attitude to that of a mature and serious student. You have the ability but are not prepared to put in the time and effort into making progress in the subject.				
Practitioner	You have a flair for languages and get by but you are not stretching yourself. You learn the vocabulary and grammar on the day of the test and therefore forget it once the lesson is over. You go to France for your holidays and think this is enough. You need to immerse yourself in French Culture and seek out opportunities to use the French Language in real situations.				
Expert	You are making very good progress. You have the right attitude but have an issue with Time management. You produce work of a high standard, but not consistently and only occasionally use private study to enhance your learning beyond the classroom. You work hard on the areas which interest you and need to see that learning a foreign language is all-encompassing. You show an interest in the culture and issues related to France.				
Master	You show enthusiasm and motivation in all aspects of language learning. Your study goes beyond the classroom and is a pleasure to you. You make your own vocabulary notes, practice grammar exercises on recommended websites and communicate to excellent effect with native speakers. You look up the headlines on the Internet and can discuss issues in France. You read French magazines and newspapers of your choice for pleasure. You visit France to improve your comprehension skills and cultural understanding. You watch French films to improve your cultural understanding and improve comprehension. You establish links with native speakers by letter/email.				

**Day-to-Day:**

You will sit vocabulary and grammar tests on a weekly basis. You will be set home study on a weekly basis. You will be expected to attend weekly conversation classes with the French language assistant outside lesson time. These conversation classes are compulsory.

**Periodic:**

You will sit past papers and receive feedback as you go through the papers in class. You will sit a mid-year mock exam.

**Examinations:**

You will sit 2 exams in Year 12 (AS Level) & 2 exams in Year 13 (A2 Level). These will be:

**Year 12**

Unit 1: Spoken Expression and Response in French (30% of AS and 15% of A2)  
8-10 minutes

*(Speaking: conversation on a chosen topic area)*

Unit 2: Understanding and Written Response in French (70% of AS and 35% of A2)  
2 hours 30

*(Listening, Reading & Writing)*

**Year 13**

Unit 3: Understanding and Spoken Response in French (17.5% of A2)  
11-13 minutes

*(Speaking debate of your choice & general conversation)*

Unit 4: Research, Understanding and Written Response in French (32.5% of A2)  
2 hours 30 minutes

*(Research based essay of your choice, translation & discursive or creative essay)*

**Departmental policy on absences:**

It is expected that **any absence** for whatever reason **must be justified** to your class teacher and/or the French assistant **within 24hrs** either in person or via a Firstclass email. Home study must be submitted as soon as you return to school. You must also catch up on any missed work and complete the home study set for the lesson you missed. If you need an extended deadline to complete these then you must negotiate it with your teacher **prior** to the lesson.

## Unit 1 (6FR01)

### **Assessment:**

8-10 minute assessment in **two** sections.

**Section A** requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic area.

**Section B** requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

### Assessment criteria for the Unit 1 Oral exam

<b>Mark</b>	<b>Quality of language (Accuracy) (AO3)</b>
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2 – 3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4 – 5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6 – 7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.
<b>Mark</b>	<b>Quality of language (Range of Lexis) (AO3)</b>
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2 – 3	Lexis restricted; operates generally in simple sentences.
4 – 5	Adequate range of lexis; limited range of structures.
6 – 7	Good range of lexis with some examples of more complex structures.
8	Range of lexis and good variety of structures with only occasional limitation.
<b>Mark</b>	<b>Response (AO1)</b>
0	No rewardable language.
1 – 4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5 – 8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9 – 12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13 – 16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17 – 20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions;

	develops and sustains discourse well.
<b>Mark</b>	<b>Understanding -Stimulus specific (AO1)</b>
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.
<b>Mark</b>	<b>Understanding (General topic area) (AO1)</b>
0	No rewardable language
1 – 2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3 – 4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5 – 6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7 – 8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9 -10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic

## Unit 2 (6FR02)

### **Assessment:**

2 hour 30 minute paper in **three** sections.

**Section A** requires students to listen to a range of authentic recorded French-language material and to retrieve and convey information given in the recording by responding to a range of French-language questions.

**Section B** requires students to read authentic French-language printed materials and to retrieve and convey information by responding to a range of mainly French-language test types.

**Section C** requires students to write 200-220 words in the form of a letter, report or article in French based on a short printed French-language stimulus.

## Assessment criteria for Unit 2 Writing (Section C)

Mark	Content and Response (A02)
0	No rewardable language.
1-3	Task mostly understood and answer barely relevant.
4-6	Task not fully grasped or developed; much irrelevance and/or repetition.
7-9	Task understood and some points developed satisfactorily; some omissions and/or irrelevance.
10-12	Task understood and developed successfully.
13-15	Task fully grasped; answer wholly relevant, convincing and well developed
Mark	Quality of language (AO3)
0	No rewardable language.
1-3	Limited communication; highly inaccurate; language very basic with much repetition.
4-6	Some communication; language often inaccurate; limited variety of lexis and structures.
7-9	Satisfactory communication; basic language generally satisfactory; some attempt at variety of lexis and structures.
10-12	Good communication; good level of accuracy; generally successful use of a variety of lexis and structures.
13-15	Excellent communication; high level of accuracy; language almost always fluent, varied and appropriate.

## Unit 3 (6FR03)

### **Assessment:**

11-13 minute assessment

Students first outline their chosen issue for about **one** minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to **four** minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

### Assessment criteria for Unit 3 Oral exam

<b>Mark</b>	<b>Response (AO1)</b>
0	No rewardable material.
1 -4	Minimal incidence of spontaneous discourse; very limited range of structures; no use of abstract language.
5 – 8	Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language.
9 – 12	Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts.
13 – 16	Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts.
17 – 20	Very high incidence of spontaneous discourse; impressive range of lexis and structures.
<b>Mark</b>	<b>Quality of language (AO3)</b>
0	No rewardable material.
1-2	Very flawed language, often impeding comprehension; pronunciation and intonation very inauthentic.
3	Basic errors, impeding comprehension at times; pronunciation and intonation erratic.
4	Accuracy variable with some basic errors; pronunciation and intonation generally good with some lapses.
5	Good level of accuracy with occasional, usually minor, errors; good pronunciation and intonation.
6-7	Highly accurate; excellent pronunciation and intonation.
<b>Mark</b>	<b>Reading and research (AO2)</b>
0	No rewardable material.
1	Scant evidence of any reading and research into the chosen issue and other topics discussed; very superficial.
2 – 3	Little evidence of reading and research into the chosen issue and other topics discussed; obvious gaps and very little detail.
4	Adequate evidence of reading and research into the chosen issue and other topics discussed but overall lacks breadth and detail; somewhat inconsistent.
5 – 6	Good to very good evidence of wide reading and research into the chosen issue and other topics discussed with occasional gaps; some pertinent detail at times.
7	Excellent evidence of in-depth and very wide reading and research into the chosen issue and other topics discussed; excellent detail.
<b>Mark</b>	<b>Comprehension and development (AO1)</b>
0	No rewardable material.
1 – 4	Minimal comprehension; many basic question forms unknown; minimal development.
5 – 7	Limited comprehension; basic question forms generally known but little beyond; limited development of resources.
8 – 10	Adequate level of comprehension; responds appropriately to basic question forms but experiences problems with more complex question forms and structures; adequate development.
11 -13	Copes with a variety or wide variety of question forms although more complex forms pose problems at times; generally good to very good development of responses.
14 -16	Excellent level of comprehension; responds at a consistently high level to a wide range of complex and

## **Unit 4 (6FRO4)**

### **Assessment:**

2 hour 30 minute paper in **three** sections.

**Section A:** A short written translation exercise to test students' ability to transfer meaning from English into French effectively.

**Section B:** A French-language essay in response to one from a choice of seven questions, linked to the prescribed general topic areas, that invite either discursive or creative writing.

**Section C:** A research-based essay in French (240-270 words) to reward students for French-language research skills linked to an area of interest to the student that relates to the culture and/or society of a French-language country, countries or community. They have freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to the four research-based essay topic areas for this unit.

### **Assessment Criteria for Unit 4: Creative/Discursive Essay**

<b>Mark</b>	<b>Range and Application of Language – Creative/Discursive Essay (AO3)</b>
0	No rewardable range and application of language.
1-2	Inadequate range of lexis and structures; very limited ability to manipulate the language.
3-4	Restricted range of lexis and structures; limited ability to manipulate the language
5-6	An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always successful.
7-8	A wide range of appropriate lexis and structures; successful manipulation of the language.
9-10	Rich and complex language; very successful manipulation of the language.
<b>Mark</b>	<b>Accuracy of the target language – Creative/Discursive Essay (A03)</b>
0	Language so inaccurate that no reward is possible.
1	Accuracy only in the simplest form; a high incidence of basic error.
2	Communication impaired at times by basic errors, eg agreements, verb forms; some familiar language is accurate.
3	A number of major errors made, without impairing communication significantly; familiar forms and structures usually accurate.
4	Few errors, mostly of a minor nature.
5	High degree of accuracy with minimal and minor errors.
<b>Mark</b>	<b>Understanding and Response – Creative Essay (AO2)</b>
0	No rewardable understanding or response.
1-3	Largely irrelevant; minimal use of stimulus.
4-6	Some relevant points made; unimaginative use of stimulus.
7-9	Satisfactory understanding of question and response to stimulus
10-12	Good to very good understanding of question and response to stimulus.
13-15	Very good to excellent understanding of question and imaginative response to stimulus.
<b>Mark</b>	<b>Understanding and Response – Discursive Essay (A02)</b>
0	No rewardable understanding or response.
1-3	Minimal understanding of question or relevant discussion.
4-6	Limited understanding of question.
7-9	Satisfactory understanding of question; some implication of question addressed.
10-12	Good to very good understanding of question; main implications of question addressed.
13-15	Very good to excellent understanding of question; implications of question fully grasped.
<b>Mark</b>	<b>Organisation and Development – Creative/ Discursive Essay (A02)</b>
0	No rewardable organisation and development.
1-3	Minimal organisation and development; answer largely disorganised.
4-6	Limited organisation and development; structure lacks coherence.
7-9	Organisation and development not always logical and clear.
10-12	Organisation and development logical and clear.
13-15	Extremely clear and effective organisation and development of ideas.

## Assessment Criteria for Unit 4: Research – based Essay

<b>Mark</b>	<b>AO2 - Reading Research and Understanding</b>
0	No rewardable material presented.
1 - 6	Minimal understanding. Almost no evidence of reading and research.
7 - 12	Limited understanding. Little evidence of reading and research.
13 - 18	Adequate understanding. Some evidence of reading and research.
19 - 24	Good to very good understanding; clear evidence of in depth reading and research.
25 - 30	Very good to excellent understanding; clear evidence of extensive and in-depth reading and research.
<b>Mark</b>	<b>AO2 – Organisation and development</b>
0	No rewardable organisation and development.
1 - 2	Limited organisation and development; structure almost wholly lacking in coherence.
3 - 4	Some organisation and development; may be rambling and/or repetitive.
5 - 6	Adequate organisation and development of material; development patchy and/or ambiguous.
7 - 8	Good organisation and development; material well planned and sequenced with minor lapses.
9	Very good organisation and development; material very effectively marshalled and developed within a carefully planned framework.
<b>Mark</b>	<b>AO3 – Quality of language</b>
0	No rewardable language.
1	Very basic level of communication; language often breaks down because of lack of linguistic knowledge and/or ability to use structures; very inaccurate.
2	Some communication achieved on a basic level but often lacks comprehensibility; limited linguistic range; basic sentence construction; register often inappropriate.
3 – 4	Satisfactory communication; inaccurate language occasionally impedes comprehensibility; fair range of appropriate lexis; structures often well handled.
5	Good communication; errors rarely impede comprehensibility; language mainly accurate and appropriate; good range of lexis and structures; good handling of complex structures and use of idioms.
6	Very good communication; language almost always fluent, varied and appropriate; wide range of lexis and structures; high level of accuracy.

## Course Outline Y12:

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Lifestyle</b> Health &amp; fitness Food &amp; diet Health issues: Smoking, Cancer, Aids, health services.</p> <p><b>Grammar</b> Le conditionnel Le participe present L'impératif Le passif Verbes suivis de <i>à</i> ou <i>de</i></p>	<p><b>The world around us</b> Tourist information, travel, transport Weather, natural disasters, Environmental issues: climate change, pollution, environmentally friendly alternatives French speaking world</p> <p><b>Grammar</b> Indirect speech Le futur antérieur Le conditionnel passé</p>	<p>Exam technique</p> <p>Revision</p> <p>Past papers</p>
<p><b>Youth culture</b> Music &amp; fashion Technology, Mp3, blogs, mobile phones, internet, games. Relationships, family, friendships, peer pressure</p> <p><b>Grammar</b> L'imparfait Le passé composé Le future La négation Comparatif &amp; superlatif</p>	<p><b>Education/employment</b> Schooling, higher education, education policy, student issues, the world of work, changing work scene, job opportunities, unemployment</p> <p><b>Grammar</b> Le subjonctif Le plus que parfait</p>	<p>Revision</p> <p>Past papers</p>
<p><b>Suggested reading/resources</b> Edexcel course book Elan grammar book Authentik &amp; see list attached</p>		
<p><b>Major pieces of work</b> Choosing a general topic area for your oral exam.</p>	<p>Preparing thoroughly your chosen topic for the oral examination.</p> <p>Mock exams</p>	<p><u>Unit 1</u>: Spoken expression &amp; Response in French</p> <p><u>Unit 2</u>: Understanding &amp; Written Response in French Start the A2 course transition</p>

## Course Outline Y13:

Autumn Term	Spring Term	Summer Term
<p><b>Histoire, arts et littérature</b> Le XXème siècle Mai 68 Arts Littérature Cinéma français Architecture</p> <p><b>Grammar</b> Le présent Les pronoms démonstratifs et possessifs Les temps du passé Le futur</p>	<p><b>Traditions, croyances &amp; convictions</b> Questions éthiques Le clonage Les OGM L'euthanasie Les droits des femmes Les travailleurs humanitaires</p> <p><b>Grammar</b> Le subjonctif : présent , passé et imparfait Verbes + infinitif <i>Si</i> closes</p>	<p>Revision</p> <p>Past papers</p>
<p><b>Questions de société</b> <b>Questions d'actualités</b> L'argent Situations précaires Mosaïque culturelle Le racisme La drogue La prison</p> <p><b>Grammar</b> Le futur antérieur Le plus que parfait Le conditionnel La négation Les accords de verbes</p>	<p><b>Questions mondiales</b> La pauvreté Le sida La seconde guerre mondiale Le génocide</p> <p><b>Grammar</b> Les verbes impersonnels Le discours indirect Le verbe <i>Devoir</i> Le conditionnel passé Le passif La position des adjectifs Les pronoms indéfinis</p>	<p>Revision</p> <p>Past papers</p>
<p><b>Suggested reading/resources</b> Edexcel course book Élan grammar book Authentik &amp; see list attached</p>		
<p><b>Major pieces of work</b> Choosing a topic for your oral debate.</p> <p>Choosing a topic for your research based essay.</p>	<p>Preparing &amp; researching your debate for the oral exam.</p> <p>Preparing &amp; researching your research based essay</p> <p>Mock exams</p>	<p><u>Unit 3</u>: Understanding &amp; Spoken Response in French</p> <p><u>Unit 4</u>: Research, Understanding &amp; Written Response in French</p>

## Grammar Lists

### AS Level

The examples in brackets are indicative, not exclusive

For structures marked ®, receptive knowledge only is required

Nouns	gender singular and plural forms
Articles	definite, indefinite and partitive
Adjectives	agreement position comparative and superlative demonstrative ( <i>ce, cet, cette, ces</i> ) indefinite ( <i>chaque, quelque</i> ) possessive interrogative ( <i>quell, quelle</i> )
Adverbs	comparative and superlative Interrogative ( <i>comment, quand</i> )
Quantifiers/ Intensifiers	<i>très, assez, beaucoup</i>
Pronouns	personal: subject, object, direct and indirect position and order reflexive relative ( <i>qui, que</i> ) relative ( <i>lequel, auquel, dont</i> ) ® disjunctive/emphatic demonstrative ( <i>celui</i> ) ® indefinite ( <i>quelqu'un</i> ) possessive ( <i>le mien</i> ) ® interrogative ( <i>qui, que</i> ) interrogative ( <i>quoi</i> ) ® use of ( <i>y, en</i> )
Verbs	regular and irregular forms of verbs, including reflexive verbs modes of address ( <i>tu, vous</i> ) impersonal verbs verbs followed by an infinitive (with or without a preposition) dependent infinitives ( <i>faire réparer</i> ) ® perfect Infinitive negative forms interrogative forms
	Tenses <ul style="list-style-type: none"><li>• present</li><li>• perfect (including agreement of past participle)</li><li>• imperfect</li><li>• future</li><li>• conditional</li></ul>

- future perfect ®
- conditional perfect ®
- pluperfect
- past historic ®

#### Passive Voice

- present tense
- other tenses ®

#### Imperative

#### Present participle

#### Subjunctive mood

- present (common uses eg after expressions of possibility, necessity, obligation and after conjunctions such as *bien que*)

#### Indirect speech

#### Inversion after speech

#### Prepositions

Number, Quantity and time including use of *depuis, venir de*

#### A2 - All grammar and structures listed for AS plus:

Pronouns relative: *lequel, auquel, don't*  
 possessive (*le mien*)  
 demonstrative (*celui*)  
 interrogative (*quoi*)

Verbs dependent infinitives (*faire réparer*)  
 future perfect tense  
 conditional Perfect tense  
 passive voice: all tenses  
 subjunctive mood: present  
 perfect  
 imperfect ®

#### Inversion after adverbs

#### Inversion after speech

## **Wider Learning opportunities**

All students are expected to attend conversation classes with the language assistant.

You will be very strongly encouraged to

- read French newspapers & magazines on a weekly basis
- watch French TV on the internet and keep up to date with current affairs,
- go to the French Institute in South Kensington to watch French films
- take part in the work experience programme in France.
- attend the University of Westminster A-Level Language Workshops to increase your fluency, accuracy, confidence and learning skills.

## **French websites**

### **Search engines**

[www.google.fr](http://www.google.fr)

### **Videos**

[www.fr.youtube.com](http://www.fr.youtube.com)

<http://www.bbc.co.uk/learningzone/clips/>

<http://www.curiosphere.tv/>

<http://www.ina.fr/playlist/>

### **Grammar**

[www.bonjourdefrance.com](http://www.bonjourdefrance.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.frenchteacher.net](http://www.frenchteacher.net)

[www.modlangs.co.uk](http://www.modlangs.co.uk)

<http://www.lepointdufle.net/french-learning-material.htm>

<http://french.about.com/library/verb/bl-subjunctivator.htm>

<http://www.conjugation-fr.com/>

### **Newspapers**

[www.lemonde.fr](http://www.lemonde.fr)

[www.lefigaro.fr](http://www.lefigaro.fr)

[www.leparisien.fr](http://www.leparisien.fr)

[www.francesoir.fr](http://www.francesoir.fr)

### **Television**

[www.tf1.fr](http://www.tf1.fr)

[www.france2.fr](http://www.france2.fr)

[www.france3.fr](http://www.france3.fr)

[www.m6.fr](http://www.m6.fr)

[www.tv5.fr](http://www.tv5.fr)

### **Lectures / films / A2 level resources files**

[www.institut-francais.org.uk/library/tools/e-resources.html](http://www.institut-francais.org.uk/library/tools/e-resources.html)

### **Other websites of interest for your studies**

<http://about-france.com/>

<http://www.edexcel.com/quals/gce/gce08/lang/french/Pages/default.aspx>

[http://www.rfi.fr/lffr/statiques/accueil\\_apprendre.asp](http://www.rfi.fr/lffr/statiques/accueil_apprendre.asp)

<http://clicnet.swarthmore.edu/litterature/litterature.html>

### Sixth Formers French Library

<b>Title</b>	<b>Author</b>
L' étranger	Albert Camus
Le petit prince	Antoine de St Exupery
Bonjour Tristesse	Françoise Sagan
Mademoiselle Fifi	Guy de Maupassant
Manon Lescaut	Abbé Presvost
L'école des femmes	André Gide
La fin de la nuit	François Mauriac
Le rouge et le noir	Stendhal
La vie rêvée du loft	Noël Mamère / Patrick Farbiaz
Les droits des femmes	Clémentine Autain
La Femme Dans La Société Française	Thierry Blöss / Alain Frickey
Que Reste-T-Il De Mai 68?	Henri Weber
La Laïcité	Jean Michel Ducomte
L'Alcoolisme	Alain Cerclé
La Laïcité	Guy Haarscher
Population et environnement	Hervé Domenach / Michel Picouet
Les Violences Urbaines	Christophe Soullez
Le Front National	Jean-Yves Camus
Le racisme	Jacques Tarnero
L'immigration	Emmanuel Vaillant
L'environnement	J. F Beaux
1995 Michelin France	
L'Extrême Droite En France	Jean-Christian Petitfils
Les Transports Publics Et La Ville	Francis Beaucire
La Liberté De La Presse	Christine Ockrent
La Peine De Mort	Jean Imbert
L' École	Henri Pena-Ruiz
Violences Et Insécurité Urbaines	Alain Bauer / Xavier Raufer / Christophe Soullez
Les Immigrés en France	
École et violences	Cécile Carra / Daniel Faggianelli
Les Perspectives Des Jeunes Issus De L'Immigration Maghrébine	Jean-William Wallet / Abdeljalil Nehas Mahjoub Sghiri
La Peur Des Banlieues	Henri Rey
L'école en France	J. L. Auduc
Vacances en France de 1830 à nos jours	André Rauch
La France au quotidien	Roselyne Roesch / Rosalba Rolle-Harold

Usage Rend Maître	John Powell
Guides Essentiels - La Réduction Du Temps De Travail	Alain Chatty
Francothèque	Gareth Thomas
La France De Toujours Civilisation	Nelly Mauchamp
La France Tome 2. Les Activites	R. Froment / S. Lerat
La sécurité routière en France 2005	
La France au cent visages	Anne-Marie Hingue
L'Orientation des Jeunes. Les Clés Du Succès	Laurent Sage / Patrick Duchen
Le Tour de France. Une siècle de légendes	Jean-Luc Ferré
Tendances. Social and Cultural Trends in Modern France	Mark Stroud
Matières Premières Advanced Topics on Modern France	Mark Stroud
À la découverte de l'Europe	
La Laïcité	Jean Mich Ducombe
La Laïcité	Guy Haarscher
Le Foulard et la république	
L'euthanasie	
Les grandes écoles	
La Francophonie	
Europe. A Concise Encyclopedia of the European Union from Aachen to Zollverein	Rodney Leach
A Dictionary of Contemporary France	Richard Aplin
Women in Contemporary France	Abigail Gregory / Ursula Tidd
France Today	John Ardagh
Contemporary French Cultural Studies	William Kidd / Siân Reynolds

Also available are:

- A large number of newspapers and magazines covering a wide variety of interests.
- Bilingual and Unilingual French dictionaries.
- Mots à Mots (vocabulary booklets).