

# FRANÇAIS



**Niveau A2**

Guide de l'étudiant

# AQA French A Level

The **A Level course** has been designed to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken. The specification has also been designed to be studied over two years.

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French.

Students will study Mathieu Kassovitz (1995) “**La Haine**” in Year 1 *and* Faiza Guene’s “**Kiffe kiffe demain**” in Year 2. Abridged editions should not be used



Students must appreciate, analyse and be able to respond critically in writing in French to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera-work in a film)

# THE A LEVEL EXAMINATION

The A Level examination consists of:

- A) Paper 1: Listening, reading and writing (50% of A Level)
- B) Paper 2: Writing (20% of A Level)
- C) Paper 3: Speaking (30% of A Level)

## **Paper 1: Listening, reading and writing**

### **What's assessed**

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

### **How it's assessed**

- Written exam: 2 hours 30 minutes
- 100 marks
- 50 % of A Level

### **Questions**

• Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in French, to be answered with non-verbal responses or in French (30 marks).

• Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in French, to be answered with non-verbal responses or in French (50 marks).

- Translation into English; a passage of minimum 100 words (10 marks).
- Translation into French; a passage of minimum 100 words (10 marks).

No access to a dictionary during the assessment.

## **Paper 2: Writing**

### **What's assessed**

- Mathieu Kassovitz (1995) "La Haine" and Faiza Guene's "Kiffe kiffe demain"
- Grammar

### **How it's assessed**

- Written exam: 2 hours
- 80 marks in total
- 20 % of A Level

### **Questions**

- One question in French on "La Haine" from a choice of two questions
- One question in French on "Kiffe kiffe demain" from a choice of two questions

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay

### **Paper 3: Speaking**

#### **What's assessed**

- Individual research project
- One of four sub-themes i.e. Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world

#### **How it's assessed**

- Oral exam: 21 – 23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30 % of A Level

#### **Questions**

- Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9 – 10 minutes) of individual research project (35 marks).

No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

## Paper 3: Speaking

### The presentation

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

Level	Descriptor
Thorough knowledge	A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings.
Good knowledge	A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings.
Reasonable knowledge	A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings.
Limited knowledge	A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge.
Very limited knowledge	The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge.

### The discussion

The examiner may use points made in the presentation as well as information given on the Individual research project form to initiate the discussion.

From there on, the examiner proceeds on the basis of points made in response to questions. Questions can be informed by knowledge of the topic area, or lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which they will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given.

The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse, evaluate and draw conclusions on those aspects of the topic area that have been researched.

# Themes studied:

## Social issues and trends

### Aspects of French-speaking society: current trends

- **La famille en voie de changement**
  - Grands-parents, parents et enfants – soucis et problèmes
  - Monoparentalité, homoparentalité, familles recomposées
  - La vie de couple – nouvelles tendances
- **La « cyber-société »**
  - Qui sont les cybernautes ?
  - Comment la technologie facilite la vie quotidienne
  - Quels dangers la « cyber-société » pose-t-elle ?
- **Le rôle du bénévolat**
  - Qui sont et que font les bénévoles ?
  - Le bénévolat – quelle valeur pour ceux qui sont aidés ?
  - Le bénévolat – quelle valeur pour ceux qui aident ?

### Aspects of French-speaking society: current issues

- **Les aspects positifs d'une société diverse**
  - L'enrichissement dû à la mixité ethnique
  - Diversité, tolérance et respect
  - Diversité – un apprentissage pour la vie
- **Quelle vie pour les marginalisés ?**
  - Qui sont les marginalisés ?
  - Quelle aide pour les marginalisés ?
  - Quelles attitudes envers les marginalisés ?
- **Comment on traite les criminels**
  - Quelles attitudes envers la criminalité ?
  - La prison – échec ou succès ?
  - D'autres sanctions

## Political and artistic culture

### Artistic culture in the French-speaking world

- **Une culture fière de son patrimoine culturel**

- Le patrimoine sur le plan national, régional et local
- Comment le patrimoine reflète la culture
- Le patrimoine et le tourisme
- **La musique francophone contemporaine**
  - La diversité de la musique francophone contemporaine
  - Qui écoute et apprécie cette musique ?
  - Comment sauvegarder cette musique ?
- **Cinéma – le septième art**
  - Pourquoi le septième art ?
  - Le cinéma – une passion nationale ?
  - Evolution du cinéma – les grandes lignes

### **Aspects of political life in the French-speaking world**

- **Les ados, le droit de vote et l'engagement politique**
  - Pour ou contre le droit de vote ?
  - Les ados et l'engagement politique – motivés ou démotivés ?
  - Quel avenir pour la politique ?
- **Manifestations, grèves – à qui le pouvoir ?**
  - Le pouvoir des syndicats
  - Manifestations et grèves – sont-elles efficaces ?
  - Attitudes différentes envers ces tensions politiques
- **La politique et l'immigration**
  - Solutions politiques à la question de l'immigration
  - L'immigration et les partis politiques
  - L'engagement politique chez les immigrés

## ASSESSMENT CRITERIA:

### Paper 1: Summary questions

AO3	
Mark	Description
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

### Paper 2: Writing

Essays on the film “La Haine” and the text “Kiffe kiffe demain” will be assessed according to the following assessment criteria.

AO3 (20 marks)	
Mark	Description
17-20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13-16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5-8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language

	accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

AO4 (20 marks)	
Mark	Description
17-20	<b>Excellent critical and analytical response to the question set.</b> Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
13-16	<b>Good critical and analytical response to the question set.</b> Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
9-12	<b>Reasonable critical and analytical response to the question set.</b> Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
5-8	<b>Limited critical and analytical response to the question set.</b> Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
1-4	<b>Very limited critical and analytical response to the question set.</b> A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
0	The student produces nothing worthy of credit in response to the question

## Paper 3: Speaking

The following assessment criteria will be used.

AO1 (5 marks)	
Mark	Description
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.
2	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.
1	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.
0	Nothing in the performance is worthy of a mark

### Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

AO2 (5 marks)	
Mark	Description
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

### Notes

The material on the card is defined as the text containing the target-language heading, any statement of opinion, any factual/statistical information and the printed questions

AO3 (10 marks)	
Mark	Description

9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

### Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Idiom refers to a form of expression that is particular to the target language.

AO4 (5 marks)	
Mark	Description
5	<b>Very good critical and analytical response.</b> Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme
4	<b>Good critical and analytical response.</b> Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.
3	<b>Reasonable critical and analytical response.</b> Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme
2	<b>Limited critical and analytical response.</b> Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme
1	<b>Very limited critical and analytical response.</b> A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.
0	Nothing in the performance is worthy of a mark

## Research-based topic presentation

The maximum mark available for the presentation is 5.

AO4 (5 marks)	
Mark	Description
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the performance is worthy of a mark

## Research-based topic discussion

The maximum mark available for discussion of the research topic is 30.

AO1 (10 marks)	
Mark	Description
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.
3-4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.
1-2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.
0	Nothing in the performance is worthy of a mark.

## Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised

AO3 (10 marks)	
Mark	Description
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.

7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

### Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Idiom refers to a form of expression that is particular to the target language

AO4 (10 marks)	
Mark	Description
9-10	<b>Excellent critical and analytical response.</b> From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.
7-8	<b>Good critical and analytical response.</b> From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.
5-6	<b>Reasonable critical and analytical response.</b> From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.
3-4	<b>Limited critical and analytical response.</b> From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic
1-2	<b>Very limited critical and analytical response.</b> From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic
0	The student fails completely to engage with the discussion.

## GRAMMAR LIST FOR A LEVEL:

NOUNS	Gender
	Singular & plural forms
ARTICLES	Definite
	Indefinite
	Partitive
ADJECTIVES	Agreement
	Position
	Comparative and superlative
	Demonstrative (ce/ cet/ cette/ ces)
	Indefinite (autre, chaque, même, quelque)
	Possessive
	Interrogative and exclamatory (quel, quelle, quels, quelles)
ADVERBS	Comparative
	Superlative
	Interrogative
QUANTIFIERS / INTENSIFIERS	E.g. très, assez, beaucoup
PRONOUNS	Subject
	Direct object
	Indirect object
	Emphatic
	Position and order
	Reflexive
	Relative (qui, que, dont, lequel, auquel, ce qui, ce que)
	Demonstrative (celui)
	Indefinite (incl. quelqu'un, quelque chose)
	Possessive (le mien etc.)
	Interrogative (incl. comment, quand, qui, que, quoi)
	Use of y / en
VERBS	Regular and irregular forms of verbs
	Agreement
	Use of il y a
	Modes of address (tu, vous)
	Impersonal verbs
	Constructions with verbs
	Verbs followed by an infinitive (with or without a preposition)
	Dependent infinitives (faire réparer) ®
	Perfect infinitive
	Negative forms
	Interrogative forms
	Negative forms
TENSES	present
	perfect (including agreement of past participle)
	imperfect
	future

	conditional
	future perfect
	conditional perfect
	Pluperfect
	past historic (R).
	Use of the infinitive
	present participle (eg en arrivant)
	past participle
	Verbal paraphrases and their uses (including aller+ infinitive, venir de+ infinitive)
PASSIVE VOICE	present tense & other tenses (R).
PREPOSITIONS	All prepositions, both simple (e.g. sous) and complex (e.g. au-delà de)
CONJUNCTIONS	Coordinating conjunctions (e.g. et, ou, mais)
	Subordinating conjunctions
QUESTIONS	
COMMANDS	
WORD ORDER	Inversion after speech
NUMERALS	Cardinal
	Ordinal
	Expression of time and date
FILLERS	(e.g. alors, bon...)
DISCOURSE MARKERS	Au contraire, En fait
OTHER CONSTRUCTIONS	Time expressions with <i>depuis</i> and <i>il y a</i>
	Comparative constructions
	Indirect speech

## CHECKLIST (TO AVOID MISTAKES):

Gender	
Agreement noun/adjective	
Agreement on subject/verb	
Basic verb forms	
Basic noun spelling (eg. cognates)	
Anglicised structures	
Inaccuracy on du/de la/ des ...	
Use of avoir/ être (idioms or perfect tense)	
Use of the infinitive	
Distinguish use of noun/verb	
Pronunciation of final consonant	
Sounded link (eg les évènements)	
Anglicised pronunciation (prépare/ emploi/ quand / jeunes v gens / femmes / pays)	
Vocabulary (Do not invent words)	
Faux-amis (topique / opportunité)	
Pronouns	
Negatives (position / order)	
Comparatives	
Superlatives	
Use of parce que / à cause de / grâce à	
Question words / meaning	
Use of possessives	

## SUGGESTED LIST FOR READING:

- Faiza Guene, Kiffe kiffe demain (STUDIED IN YEAR 2)

Joseph Joffo, Un Sac de billes

- Molière, Le Tartuffe
- Voltaire, Candide
- Guy de Maupassant, Boule de Suif et autres contes de la guerre
- Albert Camus, L'étranger
- Françoise Sagan, Bonjour tristesse
- Claire Etcherelli, Elise ou la vraie vie
- Faïza Guène, Kiffe kiffe demain
- Philippe Grimbert, Un secret
- Delphine de Vigan, No et mo

## SUGGESTED LIST FOR FILMS:

- La Haine, Mathieu Kassovitz (1995) (STUDIED IN YEAR 1 and 2)
- Les 400 coups, François Truffaut (1959),
- Au revoir les enfants, Louis Malle (1987)
- L'auberge espagnole, Cédric Klapisch (2002)
- Un long dimanche de fiançailles, Jean-Pierre Jeunet (2004)
- Entre les murs, Laurent Cantet (2008)