



# Holy Trinity School

A Church of England Secondary School



## Modern Foreign Languages Curriculum Guide

## Subject Intent Statement:

The intent of French at Holy Trinity is to promote a love of language learning and inspire students to explore the cultures of the wider French speaking world.

Key skill areas: listening, reading, writing and speaking.

At all Key Stages, students will progressively develop their language skills in the four skills areas, enabling them to read and respond in the target language successfully with a degree of accuracy and fluency.

Our curriculum builds to three different end points: KS3, KS4 and KS5, as referenced in the [Curriculum Overview](#) section.

The French curriculum is also designed to have a golden thread of diversity and cultural awareness running through it. Throughout each key stage, students will be encouraged to develop their cultural knowledge and understanding of France and other Francophone countries around the world. The culture of the wider French speaking world is one of the aspects of language learning which excites students and brings the subject alive.

French will support the wider school by:

- Promoting high literacy standards, in both French and English
- Including links to numeracy where appropriate
- Exploring future pathways as part of the curriculum at all key stages
- Encouraging cross-curricular links as we explore and develop the cultural knowledge of the wider world.
- Maintaining schemes of work which are clear, accessible and effectively implemented in line with school policy.

### Curriculum Aim:

The overall curriculum aim of the MFL team is to deliver an engaging, broad curriculum which offers students the opportunity to develop their French language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom.

### Curriculum Principles:

The curriculum has been designed to meet all the requirements of the National Curriculum for MFL. Accessible to all language learners regardless of ability.

Four key skill areas have been identified in MFL. Students will actively develop their reading, listening, writing and speaking skills in the target language. Within the key skill areas of reading and writing, there will also be an emphasis on developing translation and dictation skills.

Students will also develop their knowledge of culture and the wider world.

### Key Stage 3:



## Year 7

We begin from a limited knowledge and experience of primary French. For those with no prior knowledge, revision of basic vocabulary and structures can be built into early units of work. For those with much more primary French experience, extension activities will be used. There will be an introduction of the present tense and how it is used.

## Year 8

At this point in the Key Stage, students will be encouraged to develop their knowledge and understanding of the past, present and future tenses, as well as broadening their knowledge of vocabulary. Students will begin to use more complex sentence structures and learning strategies to support their learning.

## Year 9

In the final year of KS3 and as we transition towards KS4, students will be confidently identifying language patterns and handling texts of increased complexity. Students will be adept at using more complex sentence construction including use of adjectives, adverbs, connectives and intensifiers to increase the complexity of their work and prepare them for study at GCSE.

## Key Stage 4:

At KS4 we offer our students the opportunity to develop their French language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom.

Assessments are clear, accessible and discriminate effectively. Content of the course is engaging and relevant.

The importance of attracting students of all abilities to languages has been a high priority as and the GCSE course has been tailored to help inspire and engage students.

The culture of the wider French speaking world is one of the aspects of language-learning which excites students and brings the subject alive. The topics covered at KS4 can help build students' cultural knowledge alongside their language skills.

## Key Stage 5:

At KS5 students will develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken.

There is a broad area of study and prescribed certain aspects for closer examination.

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.

## Curriculum Overview for Year 7:

### Unit 1: Relationships, family and friends

Content	Grammar	Literacy/language	Culture
Meeting Greetings Dates Ages Birthdays Classroom objects and instructions Family members Pets Descriptions (physical and personality) Opinions Numbers (1–100)	Asking questions Imperatives Adjectives Regular verbs (- <i>er</i> , - <i>ir</i> , - <i>re</i> ) Key irregular verbs ( <i>avoir</i> , <i>être</i> , <i>aller</i> , <i>faire</i> ) Subject pronouns Gender Articles Negatives Possessive adjectives	Recognising cognates and near cognates False friends Connectives Intensifiers Adverbs	Polite and familiar forms of verbs Facts about France

### Unit 2: Where I live

Content	Grammar	Literacy/language	Culture
Countries Nationalities House and home including descriptions, rooms Daily routine Household chores	Irregular adjectives (including nationalities) More irregular verbs in the present tense Likes and dislikes followed by an infinitive	Dictionary skills Sound patterns (eg alphabet)	Francophone countries

### Unit 3: Education

Content	Grammar	Literacy/language	Culture
Description of school including facilities School subjects and opinions Teachers School routine (times) Uniform School rules	Giving reasons (including connectives, <i>car</i> , <i>parce que</i> , <i>puisque</i> ) Adverbs of frequency Reflexive verbs Telling the time	Learning vocabulary Language learning strategies	Differences in education systems between France, England and other French-speaking countries



#### Unit 4: Future plans

Content	Grammar	Literacy/language	Culture
Future education plans (Key Stage 4 and beyond) Future life plans Where to live Family plans Future job intentions	Use of <i>je voudrais/j'aimerais</i> + infinitive Near future tense (aller + infinitive)	Memorisation techniques	Differences in jobs in different countries Working times

### Curriculum Overview for Year 8:

#### Unit 5: Holidays

Content	Grammar	Literacy/language	Culture
Countries and languages Weather Past holiday destinations Holiday experiences Regions and sightseeing Future holiday plans Accommodation	Near future revision Future tense of regular verbs and key irregular verbs Perfect tense of verbs ( <i>avoir/être</i> and irregular verbs) Use of the infinitive	Asking questions Reading complicated texts	French holiday destinations French conventions including eating out

#### Unit 6: Travel

Content	Grammar	Literacy/language	Culture
Means of transport Places in a town and directions Travel arrangements and preferences	Extended justifications and reasons for opinions Cardinal and ordinal numbers Imperatives Modal verbs with infinitive	Advanced dictionary skills Sound patterns (nasal vowels)	Greeting people in France Popular holiday destinations including ski resorts

#### Unit 7: Sports

Content	Grammar	Literacy/language	Culture
Sports and games with opinions Past and future sporting events Famous French sports people	<i>Jouer/faire</i> and sports Prepositions Adverbs of place Revision of perfect tense Imperfect tense	Language learning strategies including identifying gender of words	Famous French sportsmen and women Tour de France

#### Unit 8: Hobbies

Content	Grammar	Literacy/language	Culture
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TV programmes Films and opinions Leisure time with friends Past and future hobbies Invitations Excuses	<i>Jouer de</i> + musical instruments Revision of perfect tense Revision of imperfect tense Conditional tense	More complex sentence construction including the use of adjectives, adverbs, connectives and intensifiers to increase complexity	Famous French musicians/singers
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## Curriculum Overview for Year 9:

### Unit 9: Health

Content	Grammar	Literacy/language	Culture
Parts of the body Illnesses and injuries Visiting a doctor/pharmacy Seeking and understanding medical help	Partitive article Use of <i>à</i> + definite article Revision of adjectives	Listening skills – detail and gist Extended conversations	Emergency procedures Differences in visiting a doctor in France

### Unit 10: Fitness/healthy lifestyle

Content	Grammar	Literacy/language	Culture
Healthy lifestyles Avoiding obesity Active living Diet	<i>Il faut/devoir</i> + infinitive Revision of the conditional tense <i>Si</i> clauses	Extended conversations Comprehension of longer texts	Globalisation

### Unit 11: Food and drink

Content	Grammar	Literacy/language	Culture
Items of food and drink Different courses when eating out Meals and mealtimes Food preferences and opinions Shopping for food and drink Amounts, weights, prices Eating out Former and future eating habits	Revision of negatives and contraction of the partitive article to <i>de</i> Revision of the imperfect tense Revision of the future tense <i>Si</i> + the imperfect + the conditional	Drafting and redrafting written work	French eating habits Different mealtimes

### Unit 12: Revision

Content	Grammar	Literacy/language	Culture
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Revision of all topics covered in units 1–11	Revision of all grammar but concentrating on verb tenses, connectives, adjectives, adverbs and opinions with justifications to prepare for study at GCSE (Key Stage 4)	Reading Listening Speaking Writing	French and Francophone countries – differences in cultural outlooks
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## Curriculum Overview for KS4:

The two-year French GCSE curriculum offers students the opportunity to develop their French language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom. The content has been designed to inspire and engage language students of all abilities. The culture of the wider French speaking world is one of the aspects of language learning which excites students and brings the subject alive. It is clearly represented in the topics selected for the course. The curriculum at KS4 will build student cultural knowledge alongside their language skills.

### UNIT 1: IDENTITY AND RELATIONSHIPS WITH OTHERS

Intent	Key language	Grammar	Phonics
Describe a person's nationality, character, personality and physical appearance. Describe a person's sexual orientation. Describe relationships with friends and family. Describe qualities of a good friend. Describe ideal partners and why. Describe different types of partnerships - pros and cons.	Je suis Je m'appelle, il/elle s'appelle J'ai seize ans Dans ma famille il y a 4/5 personnes J'ai deux frères Je m'entends... avec Il/elle me fait rire/content Je voudrais avoir/être Il/elle a Il/elle est	Formation of nouns (feminine/plural) Indefinite articles Definite articles Subject pronouns (je, il, elle) Avoir (present tense) Être (present tense) Expressing age Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)	silent final 'd' eu silent final e è/ê/ai 'n' liaison on/om



Intent	Key language	Grammar	Phonics
	<b>Higher tier only</b> Il/elle serait Il/elle aurait	Conditional tense (je voudrais) Possessive adjectives (mon, ma, mes, ton, ta, tes) Adjectival agreements Adjectival positioning (including more than one) Adverbs of intensity Emphatic pronouns (avec moi, toi) Negative (ne... pas) <i>De</i> after negative Cardinal numbers (1-30) Impersonal verb phrase (il y a) Interrogatives (comment...?) <b>Higher tier only</b> Emphatic pronouns (avec lui, elle, eux, elles) Conditional tense (il/elle aurait, ce serait)	

## UNIT 2: MEDIA, TECHNOLOGY AND CELEBRITY CULTURE

Intent	Key language	Grammar	Phonics
Refer to internet, describe how it is used/its importance to young people and society, frequency of use,	J'utilise mon... pour...	Present tense (-ER regular verbs) Perfect tense (auxiliary of <i>avoir</i> ,	silent s e on/om





Intent	Key language	Grammar	Phonics
<p>preferences, advantages/disadvantages.</p> <p>Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages.</p> <p>Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages.</p> <p>Give opinions and personal details on a variety of celebrities/famous people.</p> <p>Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</p> <p>Give opinions about celebrities' activities/influences on young people and wider society.</p> <p>Refer to events involving famous people eg music, film, TV, fashion, culture and technology.</p>	<p>Mon gadget préféré c'est mon...</p> <p>Je l'utilise pour.../j'ai utilisé</p> <p>Je l'adore</p> <p>Je le/la trouve</p> <p>On peut/on doit</p> <p>J'ai regardé, écouté</p> <p>Ça me fait peur</p> <p>Ça m'inquiète</p> <p>Je m'inquiète</p> <p>A l'avenir je vais</p> <p>Le lundi je regarde...</p> <p>Il y a un risque de...</p> <p>Il existe le risque de...</p> <p>Days of the week</p> <p><b>Higher tier only</b></p> <p>Je les trouve</p> <p>Je ne peux pas vivre sans</p> <p>J'ai toujours voulu avoir</p> <p>Quand j'étais petit(e), j'avais/j'utilisais</p> <p>Je viens de</p>	<p>je + regular verbs)</p> <p>Modal verbs (je peux, on peut)</p> <p>Adverbs of frequency, time</p> <p>Comparatives (moins... que, plus... que, aussi... que)</p> <p>Negative (ne... jamais)</p> <p>Pour + infinitive</p> <p>Sans + infinitive</p> <p>Impersonal verb phrases (il y a, il existe)</p> <p>Relative clauses using <i>qui</i></p> <p>Preverbal singular direct object pronouns (le, la)</p> <p>Demonstrative adjectives (ce, cette, ces)</p> <p>Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)</p> <p>24 hour clock (à 18 heures)</p> <p>Possessive adjectives (son, sa, ses)</p> <p>Interrogatives (qui, quel...?)</p> <p><b>Higher tier only</b></p> <p>Time expressions (venir de, être en train de)</p>	<p>que</p> <p>j</p> <p>th</p>



Intent	Key language	Grammar	Phonics
		Relative clauses using <i>que</i> and <i>quand</i>  Preverbal plural direct object pronoun (les)  Relative pronoun (quand)  Modal verbs (pouvoir – full paradigm)	

### UNIT 3: FREE TIME ACTIVITIES

Intent	Key language	Grammar	Phonics
Express positive and negative opinions about own and other people's hobbies.  Extend sentences with justified reasons.  Add details regarding when, where, how often and who with.  Use a variety of adverbs and connectives.  Include opinions and justifications with preceding direct objects.  Use comparatives to compare activities/give preference.  Refer to past activities and future plans.  Refer to sporting events and favourite sports personalities/teams.	J'aime J'adore Je déteste Je préfère D'habitude je joue au football/du piano J'adore faire du basket-ball car j'aime les sports d'équipe. Je joue au tennis depuis deux ans. Je suis allé/e ...c'était je vais aller... je voudrais... j'ai lu, vu, on a lu, vu Mes amis et moi allons au centre de loisir pour faire de la natation car c'est vraiment relaxant. Hier j'ai mangé du fromage parce que je le trouve bien. Demain je vais aller au cinéma pour voir un film avec mon frère car...	Present tense (-ER regular verbs) Jouer au, à la, à l', aux + sports activities Jouer du, de la, de l', des + instruments Aller (present) Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies) Perfect tense (with <i>avoir</i> , regular and irregular verbs: <i>je/on</i> form) Perfect tense (with <i>être</i> - je suis allé(e), on est allé) Imperfect (c'était) Periphrastic future (near future tense - je vais aller) Negatives (ne... personne) Modal verbs (je veux, on veut)	silent final consonant p é (-er, -ez) ain, in, aim, im que tion s



Intent	Key language	Grammar	Phonics
	<p>Je voudrais essayer de faire du ski cependant ça coûte cher.</p> <p><b>Higher tier only</b></p> <p>Ce sera...</p> <p>Ce serait...</p>	<p>Adverbs of time and frequency (demain, hier, d'habitude)</p> <p>Prepositions of place (à) with activity locations (eg sports centre, cinema, park)</p> <p>Pour + infinitive</p> <p>Comparatives (plus... que, moins... que, aussi...que)</p> <p>Interrogatives (avec qui, qu'est-ce que... ?)</p> <p><b>Higher tier only</b></p> <p>Regular superlative adjective and adverb structures</p> <p>Conditional (ce serait)</p> <p>Inflectional (simple) future (ce sera)</p> <p>Depuis</p>	

#### UNIT 4 CUSTOMS, FESTIVALS & CELEBRATIONS

Intent	Key language	Grammar	Phonics
<p>Learn about local and national festivals in the UK and in French-speaking countries/communities.</p> <p>Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.</p> <p>Refer to food on special occasions and at celebrations.</p> <p>Refer to nationally renowned events</p>	<p>Je célèbre/on célèbre (festivals)</p> <p>Je suis/on est (religion)</p> <p>On va... (places of worship/celebration)</p> <p>C'est le (event) de (person)</p> <p>On mange/donne/organise/prépare/cache/achète/s'amuse</p> <p>On croit/voit/boit/reçoit/écrit...</p>	<p>Present tense (-ER/-IR/-RE regular verbs - full paradigm)</p> <p>Present tense (high frequency irregular verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</p> <p>Perfect tense (with <i>avoir</i> and <i>être</i>, regular and irregular verbs)</p> <p>Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular, regular and high frequency irregular verbs -</p>	<p>silent 't'</p> <p>i/y</p> <p>au/eau/ close o, ô</p> <p>u</p> <p>è, ê, ai</p> <p>ien</p>



Intent	Key language	Grammar	Phonics
<p>such as sports (eg Tour de France, 14 juillet).</p> <p>Country traditions/customs focus, eg Senegal, Morocco.</p>	<p>Je suis allé(e)/on est allé(e)/nous sommes allé(e)s</p> <p>On a vu, bu, reçu, écrit, ouvert</p> <p>J'étais, c'était, on était...</p> <p>Je voudrais, on voudrait...</p> <p>Il (ne) faut (pas)</p> <p>il ne faut jamais</p> <p>Je vais, nous allons + infinitive</p> <p>Times of year, months, dates</p> <p><b>Higher tier only</b></p> <p>Ce serait...</p> <p>Çe sera...</p> <p>J'ai toujours voulu</p>	<p>aller, faire, être, avoir)</p> <p>Periphrastic future (near future tense - aller + infinitive)</p> <p>Conditional tense (je/tu voudrais, il/elle/on voudrait)</p> <p>Impersonal verb (il faut, including negatives)</p> <p>Modal verbs (pouvoir, vouloir – present tense + activities)</p> <p>Possessive adjectives (notre, votre, nos, leur(s))</p> <p>Interrogatives (quand, quelle... ?)</p> <p>Reflexive verbs (present tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular - eg s'amuser)</p> <p>Contraction of pronouns (m → m', te → t', le/la → l', se → s')</p> <p>Word order with <i>de</i> to indicate possession (eg l'anniversaire de mon père)</p> <p>Emphatic pronouns (moi, toi)</p> <p><b>Higher tier only</b></p> <p>Preverbal plural indirect object pronouns (nous, vous, leur)</p> <p>Imperfect tense (singular and plural)</p> <p>Reflexive verbs (present tense - 1<sup>st</sup>,</p>	



Intent	Key language	Grammar	Phonics
		2 <sup>nd</sup> , 3 <sup>rd</sup> person singular and plural) Conditional tense (ce serait)	

## UNIT 5: HEALTHY LIVING AND LIFESTYLE

Intent	Key language	Grammar	Phonics
<p>Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.</p> <p>Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.</p> <p>Describe sporting activities and ways of keeping fit.</p> <p>Compare past and present lifestyle choices and future intentions.</p>	<p>Je suis en forme/en mauvaise forme</p> <p>Je joue/fais/regarde/mange/je bois/je prends/lis/cours</p> <p>Si j'ai soif/faim</p> <p>J'ai joué/fait/regardé/mangé/bu/pris / lu/couru</p> <p>Je passe le temps</p> <p>Je le/la/les trouve</p> <p>Ça me fait peur</p> <p>Ça m'inquiète/je m'inquiète</p> <p>Il/elle m'intéresse, ça m'intéresse</p> <p>On peut/on doit</p> <p>Quand j'étais petit(e)/plus jeune, j'étais/ je menais une vie (mal)saine</p> <p>Je jouais/faisais/ mangeais/prenais/lisais</p> <p>Je serai/ferai, j'aurai/j'irai</p> <p>Il me faut</p> <p>Ça peut te tuer/ te faire mal</p> <p>Pour devenir...</p> <p><b>Higher tier only</b></p> <p>En faisant plus d'exercice, je voudrais être en forme...</p>	<p>Present tense</p> <p>Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</p> <p>Perfect tense (with <i>avoir</i> and <i>être</i>)</p> <p>Modal verbs (present tense - pouvoir, vouloir, savoir, devoir)</p> <p>Negatives (ne... rien)</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular present and imperfect - s'inquiéter de, s'intéresser...)</p> <p><i>Avoir</i> phrases (j'ai faim/soif)</p> <p>Imperatives (2<sup>nd</sup> person singular and plural, including <i>aller</i> and <i>faire</i>)</p> <p>Impersonal verb forms (il me faut)</p> <p>Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est</p>	<p>z</p> <p>un</p> <p>r</p> <p>open</p> <p>eu/oeu</p> <p>qu</p>



Intent	Key language	Grammar	Phonics
		<p>pas bon pour la santé...)</p> <p>Preverbal singular direct object pronouns (me, te, vous, le, la)</p> <p>Pour + infinitive</p> <p><b>Higher tier only</b></p> <p>Aucun(e)</p> <p>Negative (ne... ni... (ni... ))</p> <p>Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir)</p> <p>Preposition <i>en</i> + present participle (regular verbs + faire)</p> <p>Imperative (être : sois, soyez)</p> <p>Inflectional (simple) future (ce sera, je serai)</p> <p>Preverbal plural direct object pronouns (nous, vous, les)</p> <p>Present participle of regular (-er, and the nine 'anchor' verb patterns) verbs after <i>en</i>, including adjectival use where relevant</p>	





## UNIT 6: EDUCATION AND WORK

Intent	Key language	Grammar	Phonics
<p>Express opinions about school subjects, homework, school rules, uniform, exams and teachers.</p> <p>Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.</p> <p>Refer to primary school days.</p> <p>Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.</p> <p>Give opinions on different jobs, including advantages and disadvantages.</p> <p>Describe personal</p>	<p>J'ai/j'étudie + subjects</p> <p>Je suis fort/faible en</p> <p>Je porte...</p> <p>Je me lève, me lave, pars, rentre, commence, termine/finis, me couche</p> <p>Hier j'ai vu, bu, lu, étudié, fait</p> <p>C'était...</p> <p>On doit (school rules)</p> <p>On peut (school rules)</p> <p>Il est interdit/essentiel/important de</p> <p>Il est + time</p> <p>Il (ne) faut (pas)</p> <p>Il y a/il n'y pas de</p> <p>Je voudrais être/devenir/travailler comme ...</p> <p>J'ai toujours voulu/rêvé de</p> <p>Si j'avais la chance, je voudrais...</p> <p>Si j'avais l'occasion de le faire, je voudrais...</p> <p>Je serais, il serait</p> <p>J'aurais</p> <p>Ça m'est égal</p> <p>Ça ne m'a jamais intéressé</p> <p>Mon père est...</p> <p>Jobs (without article)</p> <p><b>Higher tier only</b></p> <p>Avant de + infinitive</p>	<p>Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future))</p> <p>Present tense</p> <p>Perfect tense</p> <p>Modal verbs revision (present tense)</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular present and perfect - daily routine: se lever, se laver, se coucher)</p> <p>Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n'y a pas de)</p> <p>Impersonal verbs (il est + time)</p> <p>Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</p> <p>Preverbal singular direct object pronouns (me, te, vous, le, la)</p> <p>Adverbs of sequence</p> <p>Conditional (je voudrais, il/elle/on voudrait)</p> <p>Avoir phrases (avoir l'occasion de...)</p> <p>Interrogatives (pourquoi... ?)</p> <p><b>Higher tier only</b></p> <p>Prepositions (avant de + infinitive, après avoir + past participle)</p> <p>Inflectional (simple) future (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> singular, regular and irregular verbs: avoir, faire, être)</p>	<p>a</p> <p>oi/oy</p> <p>ch</p> <p>ç (and soft c)</p> <p>open o</p> <p>th</p> <p>aill/ail</p>



Intent	Key language	Grammar	Phonics
<p>qualities, qualifications.</p> <p>Refer to ideal job/personal ambitions and skills required.</p> <p>Recognise opportunities to work abroad/use language skills and give opinions.</p>	<p>Après avoir + past participle (Après avoir fini/terminé)</p> <p>Quand j'étais petit(e)/jeune, j'étais, allais, avais, je faisais/voulais devenir</p> <p>Quand je serai plus âgé(e), je serai, ce sera</p>	<p>Inflectional (simple) future (je serai, ce sera)</p> <p>Present participle of irregular verbs (étant, ayant, faisant)</p> <p>Conditional tense (regular -ER verbs, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural, singular irregular verbs: aller, avoir, faire, être)</p> <p>Si + imperfect + conditional tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular, regular verbs + irregular verbs: avoir, être, aller, faire, vouloir)</p>	

## UNIT 7: WHERE PEOPLE LIVE

Intent	Key language	Grammar	Phonics
<p>Describe town/village/neighbourhood of residence.</p> <p>Refer to period of time in residence.</p> <p>Describe local area, buildings.</p> <p>Describe activities and facilities in area.</p> <p>Give opinions including advantages/disadvantages for young people/tourists.</p> <p>Describe an ideal home and area, future intentions on where to live with reasons.</p> <p>Understanding/giving directions</p>	<p>Habiter</p> <p>Il y a ...</p> <p>Il n'y a pas de ...</p> <p>Dans ma ville il y avait ...</p> <p>Je pense que... est</p> <p>Pour... infinitive</p> <p>Opinion + aller</p> <p>Je le/la/les trouve</p> <p>C'est/il se trouve/il est situé</p> <p>Je voudrais</p> <p>J'habite à/en... depuis... ans/mois</p>	<p>Aller (present, perfect, near future)</p> <p>Faire (present, perfect, near future)</p> <p>Être (present, past, near future)</p> <p>Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière)</p> <p>Adverbs of place (loin/près)</p> <p>Imperatives (eg allez, tournez, prenez, continuez)</p> <p>Imperfect (il y avait)</p>	<p>ou</p> <p>s-liaison</p> <p>t-liaison</p> <p>n-liaison</p> <p>gn</p> <p>ill/ille</p>



Intent	Key language	Grammar	Phonics
	<p>A l'avenir, je voudrais vivre/habiter</p> <p>Si j'avais l'argent/le choix, je voudrais</p> <p>Chez nous/vous</p> <p><b>Higher tier only</b></p> <p>...où je peux + infinitive</p>	<p>Interrogatives (où... ?)</p> <p><b>Higher tier only</b></p> <p>Depuis</p> <p>Il y en a, il y en avait</p> <p>Negatives (ne...plus, ne...ni... (ni...), ne...pas encore, ne que)</p> <p>Impersonal verbs (Il manque)</p> <p>Inflectional (simple) future (regular -ER verbs, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural, irregular verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular - aller, avoir, faire, être)</p> <p>Être (inflectional (simple) future - ce sera, conditional - ce serait)</p> <p>Emphatic pronouns (chez nous, vous)</p> <p>Relative pronoun (où)</p>	

## UNIT 8: THE ENVIRONMENT

Intent	Key language	Grammar	Phonics
Describe local environment, including environmental issues.	Dans ma ville il y a un problème avec...	<p>Conditional tense (vouloir – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</p> <p>Present tense</p> <p>Perfect tense</p>	<p>Silent consonant 'z'</p> <p>é (-er, -ez)</p>



Intent	Key language	Grammar	Phonics
<p>Refer to activities to help/protect local area/environment in the past, present and future.</p> <p>Refer to and express opinions on wider global issues eg climate change, environmental damage.</p>	<p>... est un (grave) problème</p> <p>... est une menace à</p> <p>Avant, il y avait</p> <p>Je m'inquiète, ça m'inquiète</p> <p>Je me suis toujours inquiété(e)</p> <p>Ça me fait peur</p> <p>Ça m'a toujours fait peur</p> <p>Je vais + infinitive</p> <p>Il faut</p> <p>Nous devons, nous pouvons</p> <p>Si j'avais l'occasion de le faire, je...</p> <p><b>Higher tier only</b></p> <p>Il nous faut... est menacé(e)/sont menacé(e)(s) par...</p>	<p>Imperfect tense</p> <p>Negatives</p> <p>Periphrastic future (near future tense)</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular - revision of present, perfect, imperfect tense + introduction of periphrastic (near) future)</p> <p>Modal verbs</p> <p>Imperative (2<sup>nd</sup> person singular and plural, including <i>aller</i> and <i>faire</i>)</p> <p>Impersonal verb forms (il faut)</p> <p>Preverbal singular indirect object pronouns (me, te, vous, lui)</p> <p>Pour + infinitive</p> <p>Plus de, moins de + noun</p> <p>Interrogatives (quoi...?)</p> <p><b>Higher tier only</b></p> <p>Conditional tense (regular -ER verbs, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural, irregular verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular: aller, avoir, faire, être)</p> <p>Inflectional (simple) future (regular verbs, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural, irregular verbs: aller, avoir, faire, être)</p> <p>Impersonal verbs (Il y en aura)</p> <p>Negatives (personne ne + verb, rien ne... verb)</p> <p>Passive form (present tense)</p>	<p>en, an, em, am</p> <p>ain, in, aim, im</p> <p>open o</p>



Intent	Key language	Grammar	Phonics
		<p>Impersonal verbs in phrases (il manque, il vaut mieux, il vaut la peine)</p> <p>Time phrases (venir de + verb)</p> <p>Imperative (1<sup>st</sup> person plural regular verbs including <i>aller</i> eg <i>allons-y</i>)</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural, present, perfect, imperfect revision + introduction of periphrastic (near) future)</p>	

#### UNIT 9: TRAVEL AND TOURISM, INCLUDING PLACES OF INTEREST

Intent	Key language	Grammar	Phonics
<p>Refer to and give opinions on:</p> <ul style="list-style-type: none"> <li>• holiday destinations</li> <li>• holiday locations</li> <li>• means of transport for holidays</li> <li>• weather</li> <li>• holiday activities</li> <li>• holiday accommodation.</li> </ul> <p>Refer to recent and future holidays.</p> <p>Places of interest locally and elsewhere, including descriptions and preferences.</p> <p><i>NB: This unit may also be taught in the context of school holidays and school holiday activities, including what students do during the school holidays at home. Alternatively learning can focus on ideal holidays e.g. ideal</i></p>	<p>Je vais au/aux + masculine countries</p> <p>En + feminine countries</p> <p>En/à + forms of transport</p> <p>En/au + seasons/time of year</p> <p>Avec + travel companions</p> <p>Nous restons + accommodation</p> <p>Weather phrases (il fait chaud/froid etc)</p> <p>L'année dernière je suis allé(e)</p> <p>C'était...</p> <p>Il y avait/il n'y avait pas de...</p> <p>Tous les jours j'allais/je</p>	<p>Present tense</p> <p>Perfect tense</p> <p>Imperfect tense</p> <p>Periphrastic future (near future tense)</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular perfect tense – daily routine)</p> <p>Modal verbs (present tense)</p> <p>Faire + activities (past, perfect)</p> <p>Faire + weather phrases</p> <p>Prepositions (countries) - à with masculine and plural countries, <i>en</i> with feminine countries</p> <p>Prepositions (en + transport)</p>	<p>i/y</p> <p>en, an, em, am</p> <p>x-liaison</p> <p>h</p> <p>oy</p>



Intent	Key language	Grammar	Phonics
<i>locations, activities and accommodation.</i>	<p>jouais/je faisais...</p> <p>Cette année, je vais aller/ voyager</p> <p>Je voudrais aller</p> <p><b>Higher tier only</b></p> <p>Ce sera</p> <p>Ce serait</p> <p>Quand j'étais jeune, j'allais...</p> <p>Tous les jours, nous allions/nous jouions/nous faisions....</p>	<p>Use of article with <i>dans</i>; omission of article with <i>en</i> (eg dans les Alpes/en France)</p> <p>Position of adverbs of time (l'année dernière, tous les jours)</p> <p>Position of adverbs of manner (lentement, facilement, vite, rapidement)</p> <p>Pronoun (y)</p> <p>Interrogatives: que...?</p> <p>Impersonal verbs (il fait + adjective for weather)</p> <p><b>Higher tier only</b></p> <p>Inflectional (simple) future tense (ce sera)</p> <p>Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural)</p>	

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## GCSE FRENCH (8652)

This qualification is linear meaning all students will sit their final exams at the end of Y11

## Subject Content





Assessment is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

### **Paper 1: Listening**

What's assessed

Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier

Dictation of short, spoken extracts

How it's assessed

Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)

40 marks (Foundation tier), 50 marks (Higher tier)

25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions

Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)

Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

### **Paper 2: Speaking**

What's assessed

Speaking using clear and comprehensible language to undertake a Role-play

Carry out a Reading aloud task

Talk about visual stimuli



How it's assessed

Non-exam assessment (NEA)

7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time

10–12 minutes (Higher tier) + 15 minutes' supervised preparation time

50 marks (for each Foundation tier and Higher tier)

25% of GCSE

Questions

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)

Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)

Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier

Short unprepared conversation

Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)

Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)

Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

### **Paper 3: Reading**

What's assessed

Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier

Inferring plausible meanings of single words when they are embedded in written sentences

Translating from French into English

How it's assessed



Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)

50 marks (for each Foundation tier and Higher tier)

25% of GCSE

Questions

Section A – reading comprehension questions in English, to be answered in English or non- verbally (40 marks)

Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

#### **Paper 4: Writing**

What's assessed

Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli

Translating from English into French

How it's assessed

Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)

50 marks (for each Foundation tier and Higher tier)

25% of GCSE

Questions

Foundation tier

Question 1 – student produces five short sentences in response to a photo (10 marks)

Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)

Question 3 – student completes five short grammar tasks (5 marks)

Question 4 – translation of sentences from English into French , minimum 35 words in total (10 marks)

Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)



Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice of two questions (25 marks)

## ASSESSMENT OBJECTIVES

The exams will measure how students have achieved the following assessment objectives.

- AO1: understand and respond to spoken language in speaking and in writing
- AO2: understand and respond to written language in speaking and in writing
- AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.

### 4.2.1 Assessment objective weightings for GCSE French

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1	22.5	12.5			35
AO2		7.5	25	12.5	45
AO3	2.5	5		12.5	20
Overall weighting of components	25	25	25	25	100

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## Curriculum Overview for A Level

### Core content

- 1. [Social issues and trends](#)
- 2. [Political and artistic culture](#)
- 3. [Grammar](#)



Assessment objectives (AOs) are set by Ofqual and are the same across all A-level French specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond:
  - in speech to spoken language including face-to-face interaction
  - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
  - in speech to written language drawn from a variety of sources
  - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

#### 4.2.1 Assessment objective weightings for A-level French

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	12.5	0	7.5	20
AO2	27.5	0	2.5	30
AO3	10	10	10	30
AO4	0	10	10	20
Overall weighting of components	50	20	30	100

## Assessments

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

One text and one film or two texts from the list set in the specification

Grammar

How it's assessed

Written exam: 2 hours

80 marks in total

20% of A-level

Questions

Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French on set texts from a choice of two questions on each text.

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 (eg 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 themes (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.

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Year 12		
Key topics	Course content	Assessment
<b>Unit 1: The changing nature of family (La famille en voie de changement)</b>	<ul style="list-style-type: none"> <li>Describe and discuss trends in marriage and other forms of partnership</li> <li>Consider and discuss the merits and problems of different family structures</li> <li>Consider relationships between the generations and discuss problems that can arise</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>Form and use of the imperfect tense</li> <li>Form and use of the perfect tense</li> <li>Recognise and understand the past historic tense</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<b>Unit 2 : The 'cyber-society' (La « cyber-société »)</b>	<ul style="list-style-type: none"> <li>Describe and discuss how technology has transformed everyday life</li> <li>Consider and discuss the dangers of digital technology</li> <li>Consider the different users of digital technology and discuss possible future developments</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>Understand and use infinitive constructions</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening,</p>



	<ul style="list-style-type: none"> <li>• Understand and use object pronouns</li> <li>• Form of the present tense of regular and irregular verbs</li> <li>•</li> </ul>	writing and/or speaking)
<b>Unit 3: The place of voluntary work (Le rôle du bénévolat)</b>	<ul style="list-style-type: none"> <li>• Examine the voluntary sector in France and the range of work volunteers provide</li> <li>• Discuss the benefits of voluntary work for those that are helped and how beneficiaries request help</li> <li>• Look at the benefits of voluntary work for those that do it and for society as a whole</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Use connectives – temporal and causal</li> <li>• Use conditional and <i>si</i> sentences (imperfect and conditional)</li> <li>• Form and use the future tense</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<b>Unit 4: A culture proud of its heritage (Une culture fière de son patrimoine)</b>	<ul style="list-style-type: none"> <li>• Understand the notion of heritage and heritage preservation on a regional and national scale</li> <li>• Consider the ways in which some of the country's most famous heritage sites market themselves</li> <li>• Comprehend how heritage impacts upon and is guided by culture in society</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Use adjective agreements, comparatives and superlatives</li> <li>• Use <i>si</i> sentences (present and future)</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>



	<ul style="list-style-type: none"> <li>Use the subjunctive with expressions of doubt, uncertainty or necessity</li> </ul>	
<b>Unit 5 : Contemporary francophone music (La musique francophone contemporaine)</b>	<ul style="list-style-type: none"> <li>Consider the popularity of contemporary francophone music and its diversity of genre and style</li> <li>Consider who listens to contemporary francophone music, how often and by what means</li> <li>Consider and discuss the threats to contemporary francophone music and how it might be safeguarded</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>Use questions forms and command forms</li> <li>Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction</li> <li>Use the conditional</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<b>Unit 6: Cinema- the 7th art form (Cinéma : le septième art)</b>	<ul style="list-style-type: none"> <li>Consider a variety of aspects of French cinema</li> <li>Consider the major developments in the evolution of French cinema from its beginnings until the present day</li> <li>Consider the continuing popularity of French cinema and film festivals</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>Use infinitive constructions</li> <li>Use <i>si</i> sentences (pluperfect / past conditional)</li> </ul>	<p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>



	<ul style="list-style-type: none"> <li>• Use connectives followed by the subjunctive</li> </ul>	
<p><b>Dossier cinema et literature: l'étude d'un film et l'étude d'un text littéraire</b></p> <p><i>Cultural works: Study of one text and one film in the target language (from the list set in the specification)</i></p>	<ul style="list-style-type: none"> <li>• Discussing theme, character, social and cultural context in film and text studied</li> <li>• Developing a critical appreciation of the concepts and issues covered in the work</li> <li>• Developing 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).</li> </ul>	Exam style questions and exam style essays

### Suggestions for independent study and home support:

- Visit <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652> for everything you need to prepare for exams, including: past papers, mark schemes and examiners' reports & exemplar student answers with examiner commentaries.

### Sites normaux, pour tous les francophones

- <http://www.linternaute.com/> lots of cool pictures, news, magazines... a prefect homepage!
- [www.tv5.org](http://www.tv5.org) the site for the French-speaking world, plenty of news, reports, quizzes and an excellent digest of daily news with the transcript "Le JT en video"
- [www.lemonde.fr](http://www.lemonde.fr) the most respected daily newspaper in France
- [www.liberation.fr](http://www.liberation.fr) a left-wing newspaper, very punchy articles
- [www.20minutes.fr](http://www.20minutes.fr) the free newspaper given out in big cities, concise and focused articles. Good headings at the top to find articles that interest you
- [www.lequipe.fr](http://www.lequipe.fr) the daily sports newspaper, dealing with all the sporting news and nothing else
- find a **radio** you like and a few specific **songs**- look up the lyrics and sing along! (try Stromae, Kyo, Shy'm, Maître Gims, Renan Luce...) Trial various radios via [www.radio.fr/](http://www.radio.fr/)

### Sites créés pour les élèves de français



- [www.zut.org.uk](http://www.zut.org.uk) then "Intermediate" or "Higher" from the menu on the left. Log in free outside of school hours. Very good listening & reading exercises on various topics, plus some presentations to download, vocab etc
- [www.s-cool.co.uk](http://www.s-cool.co.uk) then link to GCSE, then French to revise vocabulary + do exercises, organised by topics: accommodation, careers, free time, house & home, money, self, school, shopping, food & drink, health, exam skills, environment. Perfect to revise.
- [www.wildfrench.co.uk](http://www.wildfrench.co.uk) , at the top right corner to GCSE. Very good spelling revision (words that are mixed up).

## KEY SKILLS

### Literacy:

Continued reference to key grammatical terms such as noun, gender, verb, pronoun, adjective, etc. See above for exhaustive list of grammar points covered.

Verb conjugation across several tenses

Concept of grammatical gender and adjective agreement

Reading a literary text in the target language.

### Numeracy:

Use of high numbers in French, referring to years.

Presentation and interpretation of statistics in French.

### Other:

Dictionary skills

Language learning and vocabulary learning skills

Memorisation techniques

Sound patterns to build up good pronunciation

Asking questions in TL

Reading and listening for gist and more detail

Dealing with longer texts

Getting to grips with the AQA mark schemes

Developing cultural awareness through topical work and the study of a film and a text in the target language.

### Careers and world of work

Links to future study of MFL will be made throughout students' learning journeys.

Importance of languages in the world of work will be highlighted throughout.

Importance of languages for inter-cultural understanding will be highlighted throughout – these are good skills to have in the workplace.

## Curriculum Overview for Year 13:



Key topics	Course content	Assessment
<b>Unit 1: Positive features of a diverse society (Les aspects positifs d'une société diverse)</b>	<ul style="list-style-type: none"> <li>Consider the benefits of living in an ethnically diverse society</li> <li>Consider the need for tolerance and respect of diversity</li> <li>Consider how we can promote diversity to create a richer world</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>Form and use of the present tense</li> <li>Form and use of the future tense</li> <li>Form and use of the conditional tense</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<b>Unit 2 : Life for the marginalised (Quelle vie pour les marginalisés ? )</b>	<ul style="list-style-type: none"> <li>Examine different groups who are socially marginalised</li> <li>Discuss measures to help those who are marginalised</li> <li>Consider contrasting attitudes to people who are marginalised</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>Form and use of the imperfect tense</li> <li>Form and use of the perfect tense</li> <li>Form and use of the pluperfect tense</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<b>Unit 3: How criminals are treated (Comment on traite les criminels)</b>	<ul style="list-style-type: none"> <li>Examine different attitudes to crime</li> <li>Discuss prison and its merits and problems</li> <li>Consider alternative forms of punishment</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p>





	<p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and understand the past historic tense</li> <li>• Use different tenses with <i>si</i></li> <li>• Use infinitive constructions</li> </ul>	<p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 4 : Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</b></p>	<ul style="list-style-type: none"> <li>• Discuss arguments relating to the vote and examine the French political system and its evolution</li> <li>• Discuss engagement levels of young people and their influence on politics</li> <li>• Discuss the future of politics and political engagement</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Form and use of the passive voice</li> <li>• Form and use of the subjunctive mood</li> <li>• Use the subjunctive mood</li> </ul>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Unit 5: Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ? )</b></p>	<ul style="list-style-type: none"> <li>• Understand the important role of unions</li> <li>• Talk about strikes and protests and consider different methods of protesting</li> <li>• Discuss different attitudes towards strikes, protests and other political tensions</li> </ul> <p><b><u>Grammar points:</u></b></p>	<p><b><u>Preparation:</u></b></p> <p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading,</p>



	<ul style="list-style-type: none"> <li>• Understand and use subject and object pronouns</li> <li>• Understand and use relative pronouns</li> <li>• Understand and use demonstrative adjectives and pronouns</li> </ul>	listening, writing and/or speaking)
<b>Unit 6 : Politics and immigration (La politique et l'immigration)</b>	<ul style="list-style-type: none"> <li>• Discuss some of the political issues concerning immigration in francophone countries</li> <li>• Consider the viewpoints of political parties regarding immigration</li> <li>• Consider immigration from the standpoint of immigrants, as well as aspects of racism</li> <li>•</li> </ul> <p><b><u>Grammar points:</u></b></p> <ul style="list-style-type: none"> <li>• Form and use combination of tenses: imperfect and perfect</li> <li>• Form and use of the future perfect and the conditional perfect</li> <li>• Choose the right tenses</li> </ul>	<p>Exam style activities / questions in lesson and/ or for homework</p> <p><b><u>Other assessments:</u></b></p> <p>Vocabulary tests</p> <p>End of unit assessments (reading, listening, writing and/or speaking)</p>
<p><b>Dossier cinema et literature: l'étude d'un film et l'étude d'un text littéraire</b></p> <p><i>Cultural works: Study of one text and one film in the target language (from the list set in the specification)</i></p>	<ul style="list-style-type: none"> <li>• Discussing theme, character, social and cultural context in film and text studied</li> <li>• Developing a critical appreciation of the concepts and issues covered in the work</li> <li>• Developing 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</li> </ul>	Exam style questions and exam style essays



	effect of narrative voice in a prose text or camera work in a film).	
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### Suggestions for independent study and home support:

- Visit <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652> for everything you need to prepare for exams, including: past papers, mark schemes and examiners' reports & exemplar student answers with examiner commentaries.

#### Sites normaux, pour tous les francophones

- <http://www.linternaute.com/> lots of cool pictures, news, magazines... a prefect homepage!
- [www.tv5.org](http://www.tv5.org) the site for the French-speaking world news, reports, quizzes and an excellent digest of daily news with the transcript "Le JT en video"
- [www.lemonde.fr](http://www.lemonde.fr) the most respected daily newspaper in France
- [www.liberation.fr](http://www.liberation.fr) a left-wing newspaper, very punchy articles
- [www.20minutes.fr](http://www.20minutes.fr) the free newspaper given out in big cities, concise and focused articles. Good headings at the top to find articles that interest you
- [www.lequipe.fr](http://www.lequipe.fr) the daily sports newspaper, dealing with all the sporting news and nothing else
- find a **radio** you like and a few specific **songs**- look up the lyrics and sing along! (try Stromae, Kyo, Shy'm, Maître Gims, Renan Luce...) Trial various radios via [www.radio.fr/](http://www.radio.fr/)

#### Sites créés pour les élèves de français

- [www.zut.org.uk](http://www.zut.org.uk) then "Intermediate" or "Higher" from the menu on the left. Log in free outside of school hours. Very good listening & reading exercises on various topics, plus some presentations to download, vocab etc
- [www.s-cool.co.uk](http://www.s-cool.co.uk) then link to GCSE, then French to revise vocabulary + do exercises, organised by topics: accommodation, careers, free time, house & home, money, self, school, shopping, food & drink, health, exam skills, environment. Perfect to revise.
- [www.wildfrench.co.uk](http://www.wildfrench.co.uk) , at the top right corner to GCSE. Very good spelling revision (words that are mixed up).

### KEY SKILLS

Literacy:	Numeracy:	Other:
Continued reference to key grammatical terms such as noun, gender, verb, pronoun, adjective, etc. See above for exhaustive list of	Use of high numbers in French, referring to years.	Dictionary skills  Language learning and vocabulary learning skills  Memorisation techniques



<p>grammar points covered.</p> <p>Verb conjugation across several tenses</p> <p>Concept of grammatical gender and adjective agreement</p> <p>Reading a literary text in the target language.</p>	<p>Presentation and interpretation of statistics in French.</p>	<p>Sound patterns to build up good pronunciation</p> <p>Asking questions in TL</p> <p>Reading and listening for gist and more detail</p> <p>Dealing with longer texts</p> <p>Getting to grips with the AQA mark schemes</p> <p>Developing cultural awareness through topical work and the study of a film and a text in the target language.</p>
<p><b>Careers and the world of work</b></p> <p>Links to future study of MFL will be made throughout the course.</p> <p>The importance of languages in the world of work will be explored.</p>		

### Subject Assessment Reporting and Recording:

#### ASSESSMENT, MARKING AND REPORTING POLICY DOCUMENT FOR THE MFL DEPARTMENT

##### The aim of marking student work is to:

- Monitor and feedback on student progress
- Ensure students are aware of their current and target grade and how they can achieve it
- Provide information for parents/carers about student progress and ways to improve.
- Offer feedback and praise to students in order to encourage outcomes are exceeded.

##### The MFL department will achieve these aims by planning the following types of assessment into their schemes of work:

- Formative: Regular AfL opportunities built into lessons
- Summative: End of unit assessments encompassing all skills, Formal feedback and recording of assessment grades at critical points in the year.

##### Teachers will record marks to:

- Monitor progress over time.
- Provide accurate historic information for students/parents and careers/other teachers.
- Provide evidence to support reporting and target setting.

Marks will be consistently recorded in line with school policy



### **To support these aims:**

- Teachers will regularly access baseline data, attendance and other information such as SEND, EAL and HA to inform effective planning and teaching.

### **Key Responsibilities**

#### **The responsibilities of Students**

- There should be a student response to teacher comments completed in green pen following formal assessments. This should evidence that future goals and how they are achieved is understood.
- Self and peer assessment, where deemed appropriate, will also be evidenced regularly.

#### **The responsibilities of Teachers**

- Formal assessments will be marked in line with PIA criteria. Grades will be recorded and shared with students and parents at regular intervals.
- Classwork will be checked in student Notebook
- **At KS3** homework will be set once fortnightly on the digital app Languagenut.
- **At Ks4** Languagenut tasks will be twinned with extended focused HW set once in a cycle set by teacher
- **At KS5** work will be marked twice a half term using PIA criteria and/or exam board specification. Essay marks will be recorded. Students will review and improve on these outcomes.
- **At KS5** students will complete an End of Unit exam style assessment. Assessments will be marked according to exam specification and followed up with reflection and target setting.
- Formal assessments will be marked in line with HTS marking policy.
- All teachers will report on student progress and attitude to learning following the school's reporting schedule.
- All assessments will be supported by evidence and moderation to ensure consistency. Results will be reviewed and where necessary interventions will be put in place to ensure outcomes are achieved or exceeded.

### **Appendix 1:**

*PIA*

#### **P – Positive**

What is really good about this work? What skills have been demonstrated really well here?

#### **I – Improvement**



What mistakes have been made? Which areas have not been done correctly?

### **A – Action**

This is the next part of the feedback and represents a part of the ongoing dialogue. The student should be **acting** upon the advice given

This is where students respond to the marking and complete an action in order to help improve their work or move their skills on.



