



FRENCH: AQA

CURRICULUM INTENT

The MFL Curriculum at MECE aims to foster a love of learning another language which provides the opportunity to develop the skills of listening, speaking, reading and writing; building confidence in communicating, fluency, spontaneity, recognising and understanding. It also pays careful attention to cultural awareness, deepening knowledge of the world around us and being empathetic to our role as global citizens.

The intent at GCSE level is that students build the above skills across the three main themes: Identity & Culture, Local, national and global areas of interest and Current and future study. Students will acquire knowledge of vocabulary and grammar in order to be able to communicate across the three themes.

CURRICULUM IMPLEMENTATION

The curriculum is implemented using the following techniques:

- Presentation of vocabulary, phrases, extended phrases, paragraphs of longer texts, verbal and written.
- Students are encouraged to be curious learners and recognise patterns, ask questions in order to be continually increasing their knowledge base of words, phrases and complex structures.
- Grammatical terms are discussed and their use are explored and practised so that students can use a mix of tenses and can extend sentences in a variety of ways
- Students practise continually and are encouraged to always try and use new language and have fun with language.
- The department has an approach to learning such that 'mistakes are ok'.
- Strategies to work out unknown words and phrases are discussed.
- Students are given a mix of open and closed questions and asked to share responses and present short and longer answers in class and at home.
- Students are encouraged to follow the French news and events in order to have a 'connection' with the country.

ASSESSMENT OBJECTIVES AND STRUCTURE

The GCSE French specification is a linear course with terminal examinations in the 4 skills of listening, speaking, reading and writing which have equal weighting (25% each). There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic, skill-based and linguistic revision will therefore be strategically planned.

Paper 1: Listening: 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Teacher-examined - Speaking: 7-9 minutes (Foundation), 10-12 minutes (Higher)

Paper 3: Reading: 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Writing: 1 hour (Foundation), 1 hour 15 minutes (Higher)

GROUPINGS

Options Groups

HOMEWORK INFORMATION

All homework tasks will appear on SMHW and will last 45-60 minutes per week.

Examples:

1. Learning vocabulary off by heart (15-20 words at a time), often using Quizlet.
2. Completing grammar exercises.
3. Translating from English to French and vice-versa.
4. Reading/listening comprehensions.
5. Longer written pieces.
6. Preparation for assessments – preparing answers for speaking questions and making checklists.

EXTENDED STUDY INFORMATION

Guide them towards extra vocabulary and grammar practice eg:

www.quizlet.com

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/french>

<http://www.gcse.com/french>

<http://www.frenchteacher.net/free-resources/samples>

www.duolingo.com

www.newsinslowfrench.com

www.aqa.org.uk

Encourage them to read about their favourite celebrity, music, sport in French by googling them on www.google.fr

Read authentic texts on current issues, looking for what they know: <https://www.1jour1actu.com/>

Talk about current affairs and use the Journal des Enfants: <http://www.jde.fr>

Encourage interest in wider French/Francophone culture eg: reading translations of French language novels, children's fables/fairytales, key periods in French history.

Go to France and make them do all the transactions!

ENRICHMENT OPPORTUNITIES

Trips are being researched currently. Students are encouraged to help with the French club at school.

EQUIPMENT NEEDED

Bilingual dictionary

Rough book

Highlighters

Exercise book and Knowledge Organiser (given by school)

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

Even if you don't speak any French, you can help:

- Test them on the meanings of French words when they have to learn vocab or grammar
- For longer pieces of writing, ask them to talk you through the plan of their work in English before they start – to make them think about the structure of what they write
- Ask them to show you where they have included the elements required by the markscheme to get the grade they are aiming for.
- If they are doing reading or listening, get them to summarise what the text/extract is about in English – how fluently can they talk about it?
- Ask them what certain words mean – how spontaneously can they answer you?
- If they are preparing a speaking exam – listen to them for 10 minutes each day in the run-up to the test so they become confident in their topics.

USEFUL ONLINE INFORMATION/ONLINE RESOURCES

See Extended Study Information above

TEXTBOOKS OR REVISION GUIDES

Oxford AQA French Higher/Foundation textbook

Corinne Dzuilka-Heywood, Jean-Claude Gilles, Stuart Glover, Steve Harrison, Amandine Moores
Higher – ISBN 978-0-19-836583-9

Foundation – ISBN 978-0-19-836584-6

CONTACTS / ANY FURTHER INFORMATION

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TERM	KEY STAGE 4 FRENCH COURSE CONTENT: Knowledge and skills <i>Students taking the Higher examination should know the knowledge and skills outlined under Foundation as well as Higher</i>	
	Year 10	Year 11
1	<p><u>Theme 1: Identity & Culture</u></p> <p>Me, my family and friends</p> <p>Relationships with family</p> <p>Marriage and Partnership</p> <p>Describe current family and express opinions about relationships</p> <p>Foundation Revision present tense Possessive adjectives Reflexive verbs Adjective agreement Comparatives and superlatives</p> <p>Higher Direct object pronouns Adverbs of frequency</p>	<p><u>Theme 2: Local, national and global areas of interest</u></p> <p>Holidays and travel – activities, opinions and reasons</p> <p>Using three-time frames: past, present and future</p> <p>Foundation Prepositions for countries and modes of transport Negatives, depuis, ‘y’ Revision of present, perfect, imperfect, future tenses Using the infinitive in phrases</p> <p>Higher Revision of using the imperfect and perfect tenses together and conditional tense Après avoir / être + past participle Venir de + infinitive</p>
ASSESSMENT OPPORTUNITIES	Regular vocab tests Speaking: photo card, Reading, Writing Q1 and translation	Regular vocab and tense checks Speaking: photo card and conversation Writing + Translation
2	<p><u>Theme 1: Identity and Culture</u></p> <p>Technology in everyday life: Social Media and the Internet</p> <p>Describing advantages and disadvantages of technology</p> <p>Foundation The present tense of regular and irregular verbs Using avec and sans Using <i>grâce à / sans / avec</i></p> <p>Higher Aller, faire and other common irregular verbs The pronouns moi, toi, lui and elle Present tense of more irregular verbs <i>Il est possible</i> + subjunctive The pronoun en</p>	<p><u>Theme 3: Current and future study</u></p> <p>Jobs, career choices and ambitions</p> <p>Describing and giving opinions about different jobs</p> <p>Revision for PPE’s</p> <p>Foundation Quand clauses with the future tense Revision of si clauses in the present tense and with the future tense The passive voice in the present tense Revision of comparatives and superlatives</p> <p>Higher Two-verb structures Avoiding the passive Using the pronouns ce qui and ce que Using French idioms to enhance language</p> <p>Theme 1: Identity and Culture Customs, festivals, Christmas and NY</p>
ASSESSMENT OPPORTUNITIES	Regular vocab tests Listening, Writing Q2 and translation.	Regular vocab and tense checks PPE’s in listening, reading and writing

3	<p><u>Theme 2: Local, national, international and global areas of interest.</u></p> <p>House, home and local area Being at home during lockdown</p> <p>Foundation Revision of the position and agreement of adjectives Plurals of nouns Negative phrases followed by de Partitive articles Prepositions Recognising possessive pronouns</p> <p>Higher The conditional of regular and irregular verbs Demonstrative adjectives Revision of comparative and superlative adjectives</p>	<p><u>Theme 1: Identity and Culture</u></p> <p>Music, cinema, TV Sport Eating out</p> <p>Research French music, films, food. Give extended information, opinions and reasons.</p> <p>Foundation/Higher Revision of the present tense of regular verbs Question words, quantities The perfect tense Adverbs of frequency The pronoun en Using subordinating conjunctions Developing sentences using quand, lorsque and si</p> <p><i>Speaking test for endorsement-dependant on Ofqual decision</i></p>
ASSESSMENT OPPORTUNITIES	Regular vocab tests Speaking: role-play, conversation. Reading, Writing Q1	Regular vocab and tense checks Past papers in listening, reading; writing
4	<p><u>Theme 1: Identity and Culture</u></p> <p>Music, cinema, TV Sport Eating out Customs and festivals - Easter</p> <p><u>Theme 2: Healthy/unhealthy living</u></p> <p>Research French music, films, food. Give extended information, opinions and reasons.</p> <p>Foundation/Higher</p> <p>Revision of the present tense of regular verbs Question words, quantities The perfect tense Adverbs of frequency The pronoun en Using subordinating conjunctions Developing sentences using quand, lorsque and si</p>	<p><u>Theme 2: Local, national and global areas of interest</u></p> <p>Poverty and homelessness Recap environment (done in lockdown)</p> <p>Discuss what do now to help the environment, what could be done in the future. Most important issues.</p> <p>Foundation</p> <p>Revision of devoir and pouvoir + infinitive Recognising modals in the conditional Using si + present/future tenses Verbs of possibility</p> <p>Higher Recognising and using the pluperfect tense Revision of en and y The subjunctive</p> <p>Revision on key areas. Focus on Speaking and transferable language.</p>
ASSESSMENT OPPORTUNITIES	Regular vocab tests Listening, Writing: Q2+translation	Regular vocab tests Past papers, speaking practice
5	<p><u>Theme 3: Current and future study and employment.</u></p> <p>Life at school/college</p>	<p>Revision: Skills focus – listening, speaking, reading, writing and translation.</p> <p>Language focus:</p>

	<p>Explain and give opinions about school subjects/teachers/school rules + make up new ones Describe current school Research French schools</p> <p>Foundation Recall opinion phrases with reasons Recall modal verbs Adverbs of time and place Revision of the perfect tense Emphatic pronouns</p> <p>Higher Si clauses using imperfect and conditional Revision for PPE's</p>	<p>Transferable language Topic-based vocabulary Verbs and tenses Strategies for working out unknown words/phrases Writing checklists for use in writing and speaking Extra speaking practice</p>
ASSESSMENT OPPORTUNITIES	Year 10 PPE's in listening, reading and writing	<p><i>Speaking retest if chosen: beginning of May</i> Terminal GCSE exam 19th and 21st May</p>
6	<p><u>Theme 2: Local, national, international and global areas of interest.</u> Charity and voluntary work</p> <p><u>Theme 1: Identity and Culture</u> Customs and festivals Francophone culture – film/music/authentic texts</p> <p>Foundation/Higher Recap tenses Extending sentences using a variety of structures Reading Strategies Translation</p>	
ASSESSMENT OPPORTUNITIES	<p>Speaking mock Regular vocab tests Listening</p>	