



Sir John Cass Red Coat School Programme of Study – Key Stage 5

Subject: French

Year 12	Year 13
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Entry Criteria
 5 GCSE Grades A*-C including Maths and English
 GCSE French A*-C (Higher level GCSE entry)

Topics Covered/ Areas of Focus:

AS Level

1. Youth Culture and Concerns
 Music and fashion
 Technology (e.g. MP3/blogs/mobile phones/internet/games)
 Relationships (family, friendships and peer pressure)
 Drink and drugs

2. Lifestyle: Health and Fitness
 Sport and exercise
 Food and diet
 Health Issues (e.g. smoking, skin cancer, health services)

3. The World Around Us – travel, tourism, environmental issues and the Spanish Speaking World
 Tourist Information, travel and transport
 Weather (e.g. natural disasters, climate change)
 Pollution and Recycling

4. Education and Employment
 Education (schooling and higher education)
 Education policy and student issues
 The World of work (e.g. the changing work scene, job opportunities and unemployment)

Topics Covered/ Areas of Focus:

A-Level (all of the topics studied at AS Level, plus the following):

5. Customs, traditions, beliefs and religions
6. National and International events: past, present and future
7. Literature and the Arts

Skills Development & Expected Progress:

Subject Skills
 You will have an interest in and enthusiasm for the language and culture of France and French-Speaking countries.
 You will have an interest in French grammar.
 You will have an interest in current affairs relating to France and French Speaking Culture

You will be able to communicate key ideas and opinions in a structured manner both verbally and in writing.

You will develop skills used in debate.

You will undertake independent research on a topic of interest relating to the target language country.

You will develop skills to help you become an independent learner through completing independent grammar work on a weekly basis and monitoring your own research for the research based essay component of the exam.

Knowledge and Understanding

- The Advanced Subsidiary specification requires students to:
- listen and respond to a variety of spoken* French-language sources, including authentic sources
- read and respond to a variety of French -language written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their spoken and written French language appropriately for different situations and purposes
- use the French language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing
- understand and apply the grammatical system and a range of structures of the French language as detailed in the grammar section below
- transfer meaning from French into English and/or vice versa.

In addition, the Advanced GCE specification (A2) requires students to:

- use the French language in speech and in writing to present viewpoints, develop arguments, analyse and evaluate
- understand and apply the grammatical system and a range of structures in French as detailed in the grammar section below
- study aspects of the contemporary society, cultural background and heritage of one or more of the French -language countries or communities transfer meaning from English into French and/or vice versa.

**Spoken and written sources must include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.*

Assessment:

AS Level

Unit 1: Spoken Expression and Response (8-10 minutes)

AS Level: 30%

A-Level: 15%

Students have 15 minutes preparation time with the Edexcel set stimulus.

Section A - Students must respond to four Edexcel-set questions on the stimulus relating to the student's chosen general topic area.

Section B – The student must engage in a discussion that, although still related to the general topic area and its linked sub-topics, moves away from the main focus of the stimulus.

Unit 2: Understanding and Written Response (2 hours 30 minutes)

Assessment:

A-Level

Unit 3: Understanding and Spoken Response (11-13 minutes)

A-Level: 17.5%

This unit requires students to demonstrate the effectiveness of their French language skills by presenting and taking a clear stance on any issue of their choice. Students must first outline their chosen topic for one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

Unit 4: Research, Understanding and Written Response (2 hours and 30 minutes)

A-Level: 32.5%

<p>AS Level: 70% A-Level: 35%</p> <p>This unit requires students to understand and convey their understanding of French language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the language in continuous writing.</p> <p>Section A: Students must listen to a range of authentic recorded Spanish language material and retrieve and convey information given in the recording by responding to a range of French language questions.</p> <p>Section B: Students must read authentic target language printed material and retrieve and convey information by responding to a range of mainly French questions.</p> <p>Section C: Students must write 200-220 words in the form of a letter, report or article in French based on a short printed target language stimulus.</p>	<p>This unit requires students to demonstrate skills in advanced-level French writing (discursive or creative essay) and translation from English into French. The unit also requires students to demonstrate evidence of independent French language reading and research of a chosen text, play, film or topic area that links to the culture and/or society of a French -speaking country, countries or community.</p>
<p><u>Literacy:</u></p> <p>Grammar</p> <p>AS Level</p> <p>Nouns</p> <ul style="list-style-type: none"> • gender • singular and plural forms <p>Articles</p> <ul style="list-style-type: none"> • definite, indefinite and partitive <p>Adjectives agreement</p> <ul style="list-style-type: none"> • position • comparative and superlative • demonstrative (<i>ce, cet, cette, ces</i>) • indefinite (<i>chaque, quelque</i>) • possessive • interrogative (<i>quell, quelle</i>) <p>Adverbs comparative and superlative</p> <p>Interrogative (<i>comment, quand</i>)</p> <p>Quantifiers/ <i>très, assez, beaucoup</i></p> <p>Intensifiers</p> <p>Pronouns</p> <ul style="list-style-type: none"> • personal: subject, object, direct and indirect 	<p><u>Literacy:</u></p> <p>Grammar</p> <p>A2 - All grammar and structures listed for AS plus:</p> <p>Pronouns</p> <ul style="list-style-type: none"> • relative: <i>lequel, auquel, dont</i> • possessive (<i>le mien</i>) • demonstrative (<i>celui</i>) • interrogative (<i>quoi</i>) <p>Verbs dependent infinitives (<i>faire réparer</i>)</p> <ul style="list-style-type: none"> • future perfect tense • conditional Perfect tense • passive voice: all tenses • subjunctive mood: present • perfect • imperfect • Inversion after adverbs <p>Inversion after speech</p>

<ul style="list-style-type: none">• position and order• reflexive• relative (<i>qui, que</i>)• relative (<i>lequel, auquel, dont</i>)• disjunctive/emphatic• demonstrative (<i>celui</i>)• indefinite (<i>quelqu'un</i>)• possessive (<i>le mien</i>)• interrogative (<i>qui, que</i>)• interrogative (<i>quoi</i>) <p>use of (<i>y, en</i>)</p> <p>Verbs regular and irregular forms of verbs, including reflexive verbs</p> <ul style="list-style-type: none">• modes of address (<i>tu, vous</i>)• impersonal verbs• verbs followed by an infinitive (with or without a preposition)• dependent infinitives (<i>faire réparer</i>)• perfect Infinitive• negative forms• interrogative forms <p>Tenses</p> <ul style="list-style-type: none">• present• perfect (including agreement of past participle)• imperfect• future• conditional• future perfect• conditional perfect• pluperfect• past historic <p>Passive Voice</p> <ul style="list-style-type: none">• present tense• other tenses <p>Imperative</p> <p>Present participle</p>	
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<p>Subjunctive mood present (common uses eg after expressions of possibility, necessity, obligation and after conjunctions such as bien que) Indirect speech Inversion after speech Prepositions Number, including use of depuis, venir de Quantity and time</p>	
<p><u>Numeracy:</u> Numeracy features heavily in all topic areas as students will be using statistics to examine trends and support their arguments.</p>	<p><u>Numeracy:</u> Numeracy features heavily in all topic areas as students will be using statistics to examine trends and support their arguments.</p>
<p><u>ICT:</u> Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint, use of MP3 audio recording equipment+ editing using audio equipment, Use of weather websites and maps to investigate weather in French speaking countries.</p>	<p><u>ICT:</u> Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint, use of MP3 audio recording equipment+ editing using audio equipment, Use of weather websites and maps to investigate weather in French speaking countries.</p>
<p><u>Life in Modern Britain:</u> The KS5 curriculum focuses on many important themes affecting today's youth. One theme that students will focus on is criminal and civil law. Students will specifically concentrate on what causes crime and how crime can be prevented and is tackled both in France and in Britain.</p>	
<p><u>SMSC:</u> Life in French speaking countries with reference to differing attitudes to family and relationships.</p>	<p><u>SMSC:</u> Looking at Youth Culture and the impact of drugs and alcohol on individuals and society as a whole.</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <ul style="list-style-type: none"> • The course starts with a transitional unit to help students bridge the gap between GCSE and A Level • A range of teaching and learning activities are used in order to successfully 	<p><u>Meeting the needs of individual students & Additional Support:</u></p> <ul style="list-style-type: none"> • A range of teaching and learning activities are used in order to successfully engage students in their learning • Language Assistants are available to help students who may require additional

<p>engage students in their learning</p> <ul style="list-style-type: none"> • Language Assistants are available to help students who may require additional support • A bespoke speaking booklet is produced and given to students to help with independent learning and speaking practice 	<p>support.</p> <ul style="list-style-type: none"> • A variety of websites are used during class and independently to help support individual requirements.
<p><u>Extra-Curricular Activities & Club:</u></p> <p>Extension classes are available to all students. Saturday club is available to all students. Students are able to take part in a joint initiative with a major international company, helping to develop their speaking skills in French.</p>	<p><u>Extra-Curricular Activities & Club:</u></p> <p>Extension classes are available to all students. Saturday club is available to all students.</p>
<p><u>Independent Study/ Homework:</u></p> <ul style="list-style-type: none"> • Homework is set each week which will include a learning task (vocabulary), grammar, reading / listening comprehension and a written task. • The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently. • For independent study students should consider the resources listed. 	
<p><u>Resources for Learning Support and VLE:</u></p> <p>Websites -It is expected that you will keep up to date with current affairs relating to the target language country. To do so students should be reading and listening to the news on a weekly basis.</p> <p>French – newspapers www.lemonde.fr www.lefigaro.fr www.leparisien.fr www.francesoir.fr http://www.liberation.fr</p> <p>French radio http://www.europe1.fr/ http://www.rtl.fr/ http://www.franceinter.fr/</p> <p>French television www.tf1.fr http://lci.tf1.fr www.france2.fr www.france3.fr www.m6.fr</p>	

www.tv5.fr

Recommended Reading

Le Petit Prince – St Exupery

Le dernier jour d'un condamné – Victor Hugo

Une vie – Guy de Maupassant

L'Écume des jours – Boris Vian

Antigone – Jean Anouilh

L'Étranger – Albert Camus

Independent study

Edexcel AS + A2 French (Heinemann)

Action grammaire (Phil Turk)

Mot à Mot (Paul Humberstone)

Elan grammar workbook (Oxford)

Films

La Haine

Les Choristes

Amélie

Kirikou et la Sorcière