

FRENCH GCSE

Course Overview

To enable students to develop:

- ✦ an understanding of French in a variety of contexts
- ✦ a knowledge of French vocabulary and structures
- ✦ transferable language learning skills with the ability to communicate effectively in French
- ✦ an awareness and understanding of countries and communities where French is spoken.

The following topics are covered:

- ✦ Identity and culture
- ✦ Local area
- ✦ Holiday
- ✦ Travel
- ✦ School
- ✦ Future aspirations, study and work
- ✦ International and global dimension

Examination Board and Assessment

AQA Examination Board				
		Foundation	Higher	
Paper 1	Listening	35 minutes	45 minutes	25%
Paper 2	Speaking	7-9 minutes plus preparation time	10-12 minutes plus preparation time	25%
Paper 3	Reading	45 minutes	1 hour	25%
Paper 4	Writing	1 hour	1 hour 15 minutes	25%

Is this course right for me?

Studying a language helps students achieve the EBacc, which provides them with greater opportunities in further education. It also provides students with the competitive edge in career choices.

MFL DEPARTMENT: STATEMENT OF CURRICULUM INTENT

INTENT

We want our learners to take an interest in countries and cultures outside their own and embrace the opportunities that being open and outward facing can bring. We want our learners to have the confidence and knowledge to be able to communicate in another language in a wide range of different situations. When asked, they can readily and effortlessly produce (in speech and writing) the target form and when encountering the target form (in listening or reading) in a new or unfamiliar context its meaning is immediately obvious. We believe that language learning is not a question of grammar *or* topics, it's about balancing both. Grammar and knowledge are the keys to independent self-expression, but rich topic material gives us language and ideas, particularly when it includes new cultural knowledge. Just as important, however, are the moments of enjoyment, where we enable students to encounter and play with language, because we want to foster learners who have an understanding and grasp of grammar, allowing them to piece together vocabulary and ideas; we want learners to be interested in cultural knowledge and we want our learners to have fun. We have created a curriculum that we believe does these things and which allows our learners to engage with conversations around culture, global issues and politics. Knowledge of other cultures helps pupils to think critically about their own culture and ideology and helps them engage with modern debates.

KS3

At Key Stage 3, we build pupils' knowledge of grammar, vocabulary, linguistic communications, cultural awareness and experiences to ensure they are equipped to succeed beyond their age range. We prepare pupils for the GCSE course through the increasing depth and breadth of these things, and ensure we build the foundations pupils need to succeed at GCSE, without simply repeating the same contexts lower down the school. Each unit of work equips learners with the core knowledge and skills they will need to communicate in each context.

Year 7

- Family life
- School life
- Free time (sports and activities)
- Local area

Year 8

- Holidays and special occasions
- Free time (TV, going out)
- Local area
- Free time (healthy living)

Year 9

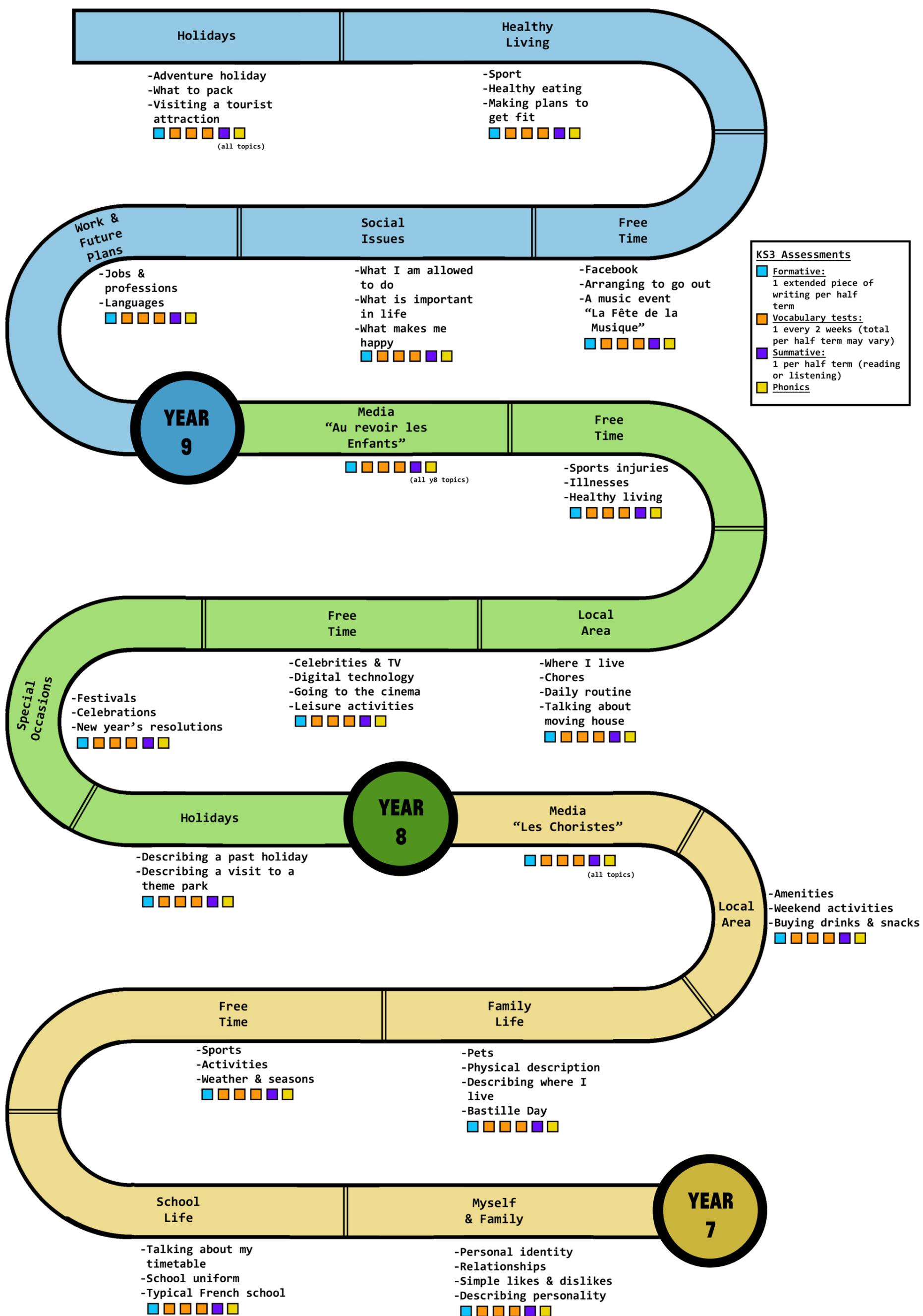
- Future plans
- Social issues
- Free time (social media, music events)
- Healthy eating

KS4

The MFL department follows a 2 – year GCSE course plan and are signed up with the AQA examination board which is the board being used by all other schools in our trust (ELAT). Students are continually assessed throughout the course, with both formative and summative assessments reflecting the GCSE exam structure. The course is assessed through four examinations (listening, speaking, reading and writing skills) at the end of Year 11.

- Friends and family (relationships and discussing role models)
- Free time (reading, actors and films)
- Special occasions (family celebrations, festivals and traditions)
- Local area (community projects)
- Holidays
- Social issues (homelessness, volunteering and fair trade)
- Healthy living (smoking, alcohol, drugs and vegetarianism)
- School life (comparing school systems, school rules, school exchanges and peer pressure)
- Further education and future plans (jobs, hopes and wishes)

FRENCH KS3



FRENCH KS4



KS4 Assessments	
■	PPE:
■	-Listening
■	-Reading
■	-Writing
■	Speaking mock
■	Vocabulary tests
■	GCSE (actual)
■	Formative assessment

