

Subject: French

Teachers: Mr Audouin
Mrs Furnival

Exam Board: AQA

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation		
We are following the AQA A-level course in French, as its course content most closely matches teachers' skills, specialisms and experience. Students following this course will have an excellent preparation for continued language study at university or for advanced level communication. The course covers aspects of French culture and society as well as literature and film study alongside advanced grammar practice.		
Examination Information		Facilitating Subject?
Examined end of Year 13 by two written examination papers and a Non-Examination Assessment in speaking		Yes
Impact of Prior Learning from KS4		
A high grade at GCSE is essential and will have provided students with a good grounding in all skills – listening, speaking, reading, writing and translating, as well as a very good standard of grammar and a wide vocabulary. Summer work on grammar, ensures thorough knowledge of all pronouns, irregular verbs in all tenses, adjectival agreements and possessive adjectives. Recording regular reading, listening, film and news watching and research on a Francophone country will prepare students for the research and linguistic skills necessary to achieve a good grade at Advanced Level French.		
Equipment Required for this course		
<ul style="list-style-type: none">• Standard classroom stationery• Own lined paper• A good (not 'pocket') French-English dictionary, eg Collins Robert• Internet access to the online subscription of 'Boost Learning' and e-book		
Curriculum Implementation – Areas of Focus Year 12		
Autumn Term	Spring Term	Summer Term
Depending on teachers' timetabling and calendar commitments, these topics may be taught in a different order but will still be covered by the end of year 12 examination		
<ul style="list-style-type: none">• Introduction to the course and transition – grammar & vocabulary• What is important to you, friendship, hopes and dreams• The changing family – couples, parenting, grandparents' role, problems• Cyber society – technology, dangers, internet users• The role of volunteering – the range of voluntary work, its benefits for those that are helped, those who help and society as a whole	<ul style="list-style-type: none">• A culture proud of its heritage – heritage on a regional & national scale, tourism, the impact on culture & society• Contemporary Francophone music – its popularity & diversity, threats to it and how it might be safeguarded• Cinema – the 7th art – evolution of French cinema, its continuing popularity & film festivals• Examination skills – Speaking, literary texts, grammar	<ul style="list-style-type: none">• Examination skills – translation, summarising, grammar• Examination• Commence study of "Un Secret" by Philippe Grimbert• Diversity in society – the need for tolerance and respect, the promotion of diversity and its benefits

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Curriculum Implementation – Areas of Focus Year 13

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Politics & Immigration – political viewpoints and issues concerning immigration• Completion of study of “Un Secret”• Study of “La Haine”, a film produced by Matthieu Kassovitz• Protests and strikes – their importance, the role of trade unions, attitudes to political tensions	<ul style="list-style-type: none">• Life for the marginalised – examination of the different groups who are socially marginalised, the attitudes towards them and the measures used to help them• Preparation for mock examination: examination skills• Review of performance post-mock examination• Crime and Punishment – examination of different attitudes to crime, the merits and problems of imprisonment and alternative forms of punishment• Political Engagement by the Young – the right to vote, levels of political engagement of young people and their influence on politics, the future of politics and political engagement	<ul style="list-style-type: none">• Completion of Political Engagement• Revision programme of examination skills – translation, summarising, grammar, written responses to “Un Secret” and “La Haine”• Preparation for Examination

Impact / Outcomes

Learning will be assessed throughout the course by:

- Weekly vocabulary tests to ensure that topic-specific words, phrases and idioms are embedded.
- Regular translations, summaries and essays will be set and marked.
- End of module assessments. Each assessment will focus on two or three of the skills that will be tested in the examination.
- More formal assessment in examination weeks set by school, eg end of year examination in Year 12 and Mock examination in Year 13 will reflect the papers of the real examination, in that students will sit papers similar to those expected, but where possible containing material covered in the course so far.
- Detailed feedback and advice is given after each assessment.

Homework / Self Study

Types of homework found in A-level course and how independent study time should be used.

- Weekly vocabulary learning (see Mrs Furnival’s sets on Quizlet)
- Regular grammar exercises
- Reading comprehension tasks
- Listening comprehension tasks
- Preparation for a speaking presentation on research on an aspect of the course.
- Preparation for an individual speaking assessment
- Wider research and reading appropriate to the topics covered.
- Weekly news reading and/or listening

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Ways to support learning

- We currently have a subscription to Boost Learning which supports the course and contains many practice activities in each skill are available for students to access.
- Students may wish to purchase French AQA A-level Revision and Practice Workbooks for Themes 1 & 2, and for Themes 3 & 4 by Hodder Education, which contain many examination-style activities, grammar practice in all the topics covered.
- Students are sent a news Powerpoint every week, which contains short texts to read from topical issues, which should be used to broaden social-cultural knowledge.

Field Work / Extension / Enrichment Opportunities

- Some students have organised work experience in a French-speaking country as well as their own visits, which is a very helpful way of improving spoken French and understanding of Francophone culture.
- Students have an opportunity to practise their spoken conversational French in a weekly half-hour session in small groups with a trained French speaker.

Next Steps

A single or joint honours Modern Foreign Languages degree (with or without French) – or joint with a non-language subject (eg a science). Most universities consider the research and communication skills used and practiced in A-level French to be a useful basis for any degree or further study, particularly for Arts subjects. The ability to speak, write and understand a foreign language at a high level is considered by most employers to be an important employability skill.

Inclusion

- Teachers follow student passports to ensure that the needs of all students with SEND are met.
- Work is enlarged to the necessary size for visually impaired students.
- Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.
- Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.
- Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.
- Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.
- Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.
- Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration.
- Students are seated according to their needs, students work with the SENDCo to decide upon this.

Inclusion within KS5 Curriculum

- **Environment:**
Interactive whiteboards are non-reflective to reduce glare.
Teachers check that students can hear properly during lessons and assessments.
- **Resources:**
Individual whiteboards are available
A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport.
- **Displays:**
They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution.
- **Multi-sensory approaches:**
Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning.
- **Assessments:**
Teachers are live-speakers when students sit listening assessments and examinations.
- **Reviewing progress:**
Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

For more information, contact Mr C Audouin or Mrs H Furnival.