

Subject overview: KS5 French

Subject Rationale (Intent)

The MFL department aims for every student to have a strong basis in grammar and memorisation skills and increase their ability to make connections between different areas of study. Throughout all key stages there is a deep desire to enhance the breadth of cultural capital of all students and create truly global citizens.

In French our primary goal is to turn our students into confident, accurate and independent users of French. However, we also place great importance on developing their capacity for critical thinking and deepening their appreciation of the societies where French is spoken across the Francophone world. In year 13 we intend to develop the cultural and cognitive flexibility of our students through their Independent Research Projects which act as an effective springboard for future university study.

The blended learning approach in the MFL curriculum facilitates a high level of challenge for all students be it through differentiated Google Classroom lessons or the use of a plethora of digital platforms, such as Seneca Learning, Memrise or Word Wall. Within lessons, students are pushed through the use of audio-visual resources to stretch their ability to recognise authentic language use. In key stage 5, the onus is on students to learn and develop a deeper understanding of complex grammatical structures independently, for further use in class activities. This form of flipped learning ensures that the highest level of skill can be accessed in lesson time. Flipped learning is also used to push students to develop a greater understanding of current trends in relation to the language and countries being studied, which is key to the speaking exams in year 12 and 13.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills at AS and at A2. However at A2 students will also have the opportunity to carry out independent research on an area of their choice.

Exam Specification

We follow the AQA AS and A2 French course 7651 and 7652. Over the two year course students develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken.

Students study social and technological change alongside highlights of French-speaking artistic culture, including francophone music and cinema. 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 a text or a film for AS and will study both for A2.

YEAR 12

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching that topic and how does it link to prior learning?)	Main method of assessment
Term 1:1	<p>La famille en voie de changement</p> <ul style="list-style-type: none"> ● Trends in marriage/ partnerships ● Family structures ● Generations & problems <p>La musique</p> <ul style="list-style-type: none"> ● contemporary francophone music ● how you access music ● protecting francophone music 	<p>We begin with the familiar topic of family as students have studied this topic at GCSE. However, we also explore the sociological aspects of the changing role of family over time. This is particularly interesting for students to begin their course with as they are quickly drawn to make comparisons between the Francophone world and the UK in relation to divorce, adoption, single-parent families, blended families, boomerang families, civil partnerships and polygamy.</p> <p>The second A Level teacher delivers the topic of music. Whilst this topic has been covered at GCSE little reference was made at that stage to the vast influence and significance of Francophone music from <i>la chanson à texte</i> to Afrobeats, therefore this signifies an exciting new aspect for students.</p> <p>The exam board requires us to teach these compulsory topics to introduce the following themes, grammatical points and skills:</p> <ul style="list-style-type: none"> → Describe and discuss trends in marriage and other forms of partnership → Form and use the imperfect tense → Skim texts for gist → Consider and discuss the merits and problems of different family structures → use the perfect tense → Translation into French and summary writing → Consider relationships between the generations and discuss problems that can arise, → Recognise the past historic <p>Students will consider the popularity of contemporary Francophone music and its diversity of genre and style, including who listens to contemporary Francophone music, how often and by what means.</p> <p>Grammatical skills are developed to use the subjunctive to suggest possibility with verbs of wishing and to justify opinions. Students will also use the conditional of modal verbs, and express doubt and uncertainty. These themes have been studied at KS3 and 4 but the focus now is far more on the Francophone world and current trends, laws and social changes. It is imperative that pupils understand the most recent current trends in Francophone society.</p>	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the Francophone world to support the third bullet point in oral cards.</p>

<p>Term 1:2</p>	<p>Cyber-société</p> <ul style="list-style-type: none"> ● Technology in everyday life ● Dangers of technology ● Future advances <p>Le septième art</p> <ul style="list-style-type: none"> ● Importance of cinema in France ● Evolution in cinema ● Popularity of cinema / festivals 	<p>We teach the topics of technology and cinema concurrently as both enable us to reflect on the specificity of French society. We therefore emphasise les concepts de l'exception <i>culturelle</i>, <i>la fête du cinéma</i>, <i>le Festival de Cannes</i>, <i>le droit à la déconnexion</i> et <i>le droit à l'oubli</i>.</p> <p>Students will develop their competency in oracy skills through describing and discussing how technology has transformed everyday life. The following skills are enhanced:</p> <ul style="list-style-type: none"> → Understand and use infinitive constructions → Express opinions → Consider and discuss the dangers of digital → Understand and use object pronouns → Strategies to broaden vocabulary → Form the present tense of regular and irregular verbs <p>Students will consider the major developments in the evolution of French cinema from its beginnings until the present day, including an examination of the continuing popularity of French cinema and film festivals.</p> <p>They will revisit and enhance their use of <i>si</i> sentences (pluperfect/past conditional) and persuasive language and learn further how to use connectives followed by the subjunctive.</p> <p>These themes have been studied at KS3 and 4 but the focus now is far more on the Francophone world and current trends, laws and social changes. It is imperative that pupils understand the most recent current trends in Francophone society.</p>	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the Francophone world to support the third bullet point in oral cards.</p>
<p>Term 2:1</p>	<p><i>Le bénévolat</i></p> <ul style="list-style-type: none"> ● Who are volunteers ● What is value of voluntary work ● Impact on individual / society <p>Film – <i>La Haine</i></p> <ul style="list-style-type: none"> ● Character analysis ● Key scenes ● Themes & techniques 	<p>We draw the topic of charity work and the film, “La Haine”, together to teach in term 2:1 as both make reference to the social fabric of French society. We also teach the film at an early point in the course so as to enable students to become well-versed in essay writing, as the film forms the basis of the written component of the AS paper. The theme of charity has been briefly touched upon at KS4 but is much more far-reaching and detailed as part of the fabric of Francophone society at KS5.</p> <p><i>Le Service Civique</i> and French charities such as <i>MSF</i> and <i>Les Restos du Coeur</i> feature often within this topic. An examination of the voluntary sector in France and the range of work volunteers provide is carried out and students use temporal and causal connectives to develop complex sentence structure.</p>	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the Francophone world to support the third bullet point in oral cards.</p>

		<p>We discuss the benefits of voluntary work for those that are helped and how beneficiaries request help using the conditional tense and <i>si</i>. Students develop their ability to summarise from both listening and reading sources.</p> <p>Film topic: La Haine Films have been used at KS4 but there was no requirement to analyse or write about the films in the target language. This is a completely new skill for students to acquire and develop. Having seen “<i>Bande de Filles</i>” students will have a broad notion of life in the <i>banlieue</i> prior to watching this film.</p> <p>Students watch the film and discuss the following elements:</p> <ul style="list-style-type: none"> → Themes and characters → Good and evil → Role of women → Police and social problems on estates → Black and white → Sequence of time and music → <i>Tic-tac de l’horloge</i> → Close-ups <p>Key scenes</p> <ul style="list-style-type: none"> → <i>Vinz et l’arme</i> → Bathroom conversation → On the roof → Art gallery → Final scene <p>There is the opportunity to develop extended writing and students are challenged to produce essays written in timed conditions.</p>	<p>Extended, timed writing in conjunction with the writing examination at AS</p>
<p>Term 2:2</p>	<p><i>Patrimoine</i></p> <ul style="list-style-type: none"> ● Notion of national heritage ● Regional & national scale <p><i>Patrimoine</i></p> <ul style="list-style-type: none"> ● Impact on tourism ● How it reflects culture 	<p>The theme of heritage is far-reaching and covers topics ranging from music, art and architecture to tourism, gastronomy and local traditions. Moreover, the heritage of all of the 29 Francophone countries can be considered at this stage. Thus both teachers focus on different parts of heritage concurrently. Heritage will have been broadly seen as part of holidays and tourism at KS4 and as part of enrichment activities at KS3 but will be investigated in-depth at this point.</p> <p>Students will consider the ways in which some of the country’s most famous heritage sites market themselves and develop the use of <i>si</i> sentences further in</p>	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the Francophone world to support the third</p>

		both present and future tenses, alongside the subjunctive with expressions of doubt, uncertainty or necessity. They should comprehend how heritage impacts upon and is guided by culture in society (Unesco world heritage sites figure significantly here as a way of creating “awe and wonder” about the Francophone world).	bullet point in oral cards. Extended, timed writing in conjunction with the writing examination at AS
Term 3:1	<ul style="list-style-type: none"> Orals and Exam Revision 	Recapitulation of all of the topics and timed skills practice in preparation for the AS papers in June and the speaking exam in May. Students develop and enhance exam technique.	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the Francophone world to support the third bullet point in oral cards.</p> <p>Extended, timed writing in conjunction with the writing examination at AS</p>
Term 3:2	<p>Start literary text -</p> <ul style="list-style-type: none"> <i>No et Moi-Deplhine de Vigan</i> Immigration (<i>Samba</i>) Diversity (<i>Les Intouchables</i>) Preparation for the Individual Research Project 	<p>In the second phase of this term we intend to introduce students to their first literary text. (No et Moio).Whilst extracts have been used at KS4 students are unlikely to have read a full book in French before unless they re native speakers.</p> <p>Students will be expected to research the writer of the text and her background as this will also complement the study of <i>La Haine</i> and establish a deeper understanding of <i>la marginalisation</i> and <i>l’immigration</i>, which is to be studded in tandem with the second teacher. To broaden appreciation of the key social issues around this subject the films <i>Samba</i>, <i>Les Intouchables</i>, and <i>Le Havre</i> will be studied.</p>	Evaluation of IRP research and approval of titles by the examination board.

A series of action research tutorials will be offered to enable pupils to begin the process of determining their preferred research project for their speaking assessment in A2.

This research will form part of their flipped learning over the summer holiday of year 12 into year 13.

YEAR 13

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching that topic and how does it link to prior learning?)	Main methods of assessment
Term 1:1	Literary text - <i>No et Moi</i> , Daphne de Vigan <ul style="list-style-type: none"> ● Essay writing skills for paper 2 ● Aspects of French society – current issues ● <i>Une société diverse</i> ● <i>Les marginalisés</i> 	<p>We open year 13 with the literary text and the topic of immigration and exclusion and integration as they are linked thematically and hence the vocabulary and points of discussion have a clear complementarity. We consider these areas across term 1. The students have completed an important flipped learning task between years 12 and 13 on the text in question.</p> <p>Students are challenged to consider the benefits of living in an ethnically diverse society. They develop their use of the present, future and imperfect tenses, for which the base has been laid at all prior key stages. They will also discuss the need for tolerance and respect for diversity and how to promote diversity to create a richer world. Marginalisation and poverty feature as key themes, which is in common with the previous film study and allows for greater depth of understanding.</p>	Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the French-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing examination at A2
Term 1:2	Literary text - <i>No et Moi</i> , Daphne de Vigan <ul style="list-style-type: none"> ● Essay writing skills for paper 2 ● Aspects of French society – <i>les criminels</i> ● Preparation of the IRP 	<p>As students prepare to complete their IRP, they are pushed to consider contrasting attitudes to those marginalised in society and examine attitudes towards crime. Language use is developed with vocabulary around obligation, modal verbs and recognition of the past historic tense.</p> <p>The pros and cons of prison are discussed using <i>si</i> clauses and alternative sanctions and forms of punishment requires students to use infinitive constructions.</p>	Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the French-speaking world to support the third bullet point in oral cards.

			Extended, timed writing in conjunction with the writing examination at A2
Term 2:1	<p>Aspects of political life:</p> <ul style="list-style-type: none"> ● <i>La politique</i> ● <i>Les manifestations</i> ● <i>Les grèves</i> ● <i>L'immigration</i> 	<p>The socio-political links between protest and migration are intrinsic to French society. Hence we teach the two elements in tandem with one teacher focusing on the social issues and the other teacher focusing on the political issues. This topic is challenging for year 13 and requires a considerable degree of cultural flexibility, which is why it is brought in towards the end of the course. Areas of Sixth form training for students in year 12/13 help with this to some degree as they cover issues such as political engagement, racism and social values on Rise Up days.</p> <p>Students critically analyse the following areas across term 2:</p> <ul style="list-style-type: none"> → Political involvement → The role and importance of unions in France (Mai 68) → Different methods of striking and protesting in France → Arguments relating to the right to vote - the French political system and its evolution → Levels of political engagement and their influence on politics → Differing attitudes towards strikes, protests and political tensions 	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the French-speaking world to support the third bullet point in oral cards.</p> <p>Extended, timed writing in conjunction with the writing examination at A2</p>
Term 2:2	<ul style="list-style-type: none"> ● <i>La politique</i> ● <i>Les manifestations</i> ● <i>Les grèves</i> ● <i>L'immigration</i> <ul style="list-style-type: none"> ● Oral exam preparation ● Revisit film topic – <i>La Haine</i> 	<p>Students discuss the future of politics and political engagement, developing language by combining tenses. They are now well-equipped to do so having built up broad and deep knowledge of these issues in the previous term. They discuss political issues from the standpoint of migrants and aspects of racism are revisited from earlier in the course.</p>	<p>Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the French-speaking world to support the third bullet point in oral cards.</p> <p>Extended, timed writing in conjunction with the writing examination at A2</p>

Term 3:1	<ul style="list-style-type: none"> Orals and Exam Revision 	Recapitulation of all of the topics and timed skills practice in preparation for the A2 papers in June and the speaking exam in May.		Listening and summary writing Reading Translation Speaking-photo card and development of extensive examples from the French-speaking world to support the third bullet point in oral cards. Extended, timed writing in conjunction with the writing examination at A2
Term 3:2	Public exams	Public exams	Public exams	Public exams