



St George's School

French

KS5 Curriculum

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| <p>PREREQUISITE KNOWLEDGE & SKILLS <i>The foundations needed to thrive in this subject.</i></p> | <p>Who should study this subject? Students with a keen interest in the international world and travel, along with those who are hoping to enter into the global marketplace or learn new languages in further education. This course will give an invaluable head start to students hoping to enter in the world of international business, journalism, tourism, fashion, football management, finance, banking and law.</p> <p>Key Skills developed during KS4: French specific knowledge as detailed in our KS4 curriculum map. Content & Skills developed:</p> <ul style="list-style-type: none"> • Tenses: present, perfect, imperfect, near future & simple future, conditional & pluperfect • Topics content is taught to tie-in with the five main themes of the Edexcel GCSE: <ul style="list-style-type: none"> ○ Identity and culture ○ Local area, holiday and travel ○ School ○ Future aspirations, study and work ○ International and global dimension <p>A solid understanding of the grammar covered in the Edexcel course is required.</p> <p>St George's course entry requirements: In addition to the entry requirement for sixth form, a grade 6 or above in French GCSE.</p> |
| <p>QUALIFICATION <i>Exam Board, aims and objectives.</i></p> | <p>A Level French, AQA Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.</p> <p>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 texts and film and have the opportunity to carry out independent research on an area of their choice.</p> |
| <p>ASSESSMENT <i>Internal monitoring and final assessment.</i></p> | <p>Internal Assessment:</p> <ul style="list-style-type: none"> • Prep tasks will be monitored for completion and accuracy. • Regular vocab and grammar testing & end of module tests. • Weekly one-to-one speaking sessions with Foreign Language Assistant • Students will complete mock exams in Year 12 and Year 13 which reflect the format and structure of the final assessment. <p>Final assessment:</p> <ul style="list-style-type: none"> • <u>Paper 1: Listening, Reading & Writing</u> <ul style="list-style-type: none"> ○ 50% - Assesses knowledge of current trends & issues, political life and artistic culture in French-speaking society and grammatical knowledge. • <u>Paper 2: Writing</u> <ul style="list-style-type: none"> ○ 20% - Two essays on (1) literary work studied and (2) film studied. • <u>Exam 3: Speaking</u> <ul style="list-style-type: none"> ○ 30% <ul style="list-style-type: none"> - Students select a stimulus card to prepare for discussion on one of the sub-theme of the course. - Over the course of year 13 students work on an individual research project (IRP). They prepare a 2 minute presentation on the main findings and then there is a follow-up discussion of the issues raised with the teacher-examiner. |
| <p>ENRICHMENT <i>Trips & Visits, wider reading, etc.</i></p> | <p>Visits and Events: Year 13 trip to the British Film Institute in London for a day-long course to develop understanding of the evolution of French cinema and the film studied as part of their course - <i>Les 400 Coups</i> (The 400 Blows) dir. François Truffaut.</p> <p>Wider reading: In addition to the set texts for the course, students are encouraged to read more novels by French authors and watch TV and films. They are also expected to keep up to date with current affairs and news in France and French-speaking countries.</p> |
| <p>NEXT STEPS <i>Where this</i></p> | <p>Related University Courses: French and Other Languages, Linguistics, Law, Art, Tourism, Medicine, Engineering, Politics, Journalism</p> |

subject can take you.

Career Paths: International Relations, Marketing, Politics, Charitable Organisations, Law, Medicine, Finance, Translation & Interpreting, Teaching

| Year 12 | |
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| Autumn Term | <p>Topics:</p> <ul style="list-style-type: none"> • The changing nature of family (La famille en voie de changement) <ul style="list-style-type: none"> ◦ Grands-parents, parents et enfants – soucis et problèmes ◦ Monoparentalité, homoparentalité, familles recomposées ◦ La vie de couple – nouvelles tendances • The 'cyber-society' (La « cyber-société ») <ul style="list-style-type: none"> ◦ Qui sont les cybernautes ? ◦ Comment la technologie facilite la vie quotidienne ◦ Quels dangers la « cyber-société » pose-t-elle ? • Contemporary francophone music (La musique francophone contemporaine) <ul style="list-style-type: none"> ◦ La diversité de la musique francophone contemporaine ◦ Qui écoute et apprécie cette musique ? ◦ Comment sauvegarder cette musique ? <p>Skills: A heavy focus is placed on grammar consolidation and regular vocabulary learning. Students develop an understanding of the requirements of the course. Students spend 30 minutes each week with a one-to-one language assistant to develop their spoken French and gain an understanding of the requirements for the Speaking exam and Individual Research Project.</p> <p>Assessment: Past papers in class and exam-style questions practice. Vocabulary and grammar tests.</p> |
| Spring Term | <p>Topics:</p> <ul style="list-style-type: none"> • The place of voluntary work (Le rôle du bénévolat) <ul style="list-style-type: none"> ◦ Qui sont et que font les bénévoles ? ◦ Le bénévolat – quelle valeur pour ceux qui sont aidés ? ◦ Le bénévolat – quelle valeur pour ceux qui aident ? • A culture proud of its heritage (Une culture fière de son patrimoine) <ul style="list-style-type: none"> ◦ Le patrimoine sur le plan national, régional et local ◦ Comment le patrimoine reflète la culture ◦ Le patrimoine et le tourisme • Cinema: the 7th art form (Cinéma : le septième art) <ul style="list-style-type: none"> ◦ Pourquoi le septième art ? ◦ Le cinéma – une passion nationale ? ◦ Evolution du cinéma – les grandes lignes <p>Skills: Students develop their confidence at spoken French and written French after lots of grammar work in previous term. Students spend a large amount of time researching and undertaking wider reading on current societal issues in France and the French speaking World. Students are now building their detailed research for their spoken exam Individual Research Project.</p> <p>Assessment: Timed past papers in class and exam-style questions practice. Vocabulary and grammar tests in advance of Year 12 exams.</p> <p>Year 12 exams: Students sit AS-style papers - paper 1 (listening, reading and writing) and paper 3 (speaking)</p> |
| Summer Term | <p>Topics following end of year 12 exams:</p> <ul style="list-style-type: none"> • Book: Kiffe Kiffe Demain (Faïza Guène) <ul style="list-style-type: none"> ◦ Study of the social context of the novel ◦ Study of the language used by the author and developing students' awareness of the use of <i>verlan</i>. • Film: Les 400 Coups <ul style="list-style-type: none"> ◦ Study of the film & the Nouvelle Vague movement ◦ Study of the director François Truffaut and his other works <p>Skills: Students get greater practice at exam technique and in-class timed essays.</p> |

Year 13

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| Autumn Term | <p>Topics:</p> <ul style="list-style-type: none"> • Positive features of a diverse society (Les aspects positifs d'une société diverse) <ul style="list-style-type: none"> ◦ L'enrichissement dû à la mixité ethnique ◦ Diversité, tolérance et respect ◦ Diversité – un apprentissage pour la vie • Life for the marginalised (Quelle vie pour les marginalisés ?) <ul style="list-style-type: none"> ◦ Qui sont les marginalisés ? ◦ Quelle aide pour les marginalisés ? ◦ Quelles attitudes envers les marginalisés ? • How criminals are treated (Comment on traite les criminels) <ul style="list-style-type: none"> ◦ Quelles attitudes envers la criminalité ? ◦ La prison – échec ou succès ? ◦ D'autres sanctions • Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?) <ul style="list-style-type: none"> ◦ Le pouvoir des syndicats ◦ Manifestations et grèves – sont-elles efficaces ? ◦ Attitudes différentes envers ces tensions politiques <p>Skills: Greater depth of understanding of grammatical structures with increased practice under timed conditions. Focus on essay-writing skills.</p> <p>Assessment: Students complete timed essays in lessons on a more regular basis and have regular practice of speaking exam cards in their one-to-one speaking sessions each week.</p> |
| Spring Term | <p>Topics:</p> <ul style="list-style-type: none"> • Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique) <ul style="list-style-type: none"> ◦ Pour ou contre le droit de vote ? ◦ Les ados et l'engagement politique – motivés ou démotivés ? ◦ Quel avenir pour la politique ? • Politics and immigration (La politique et l'immigration) <ul style="list-style-type: none"> ◦ Solutions politiques à la question de l'immigration ◦ L'immigration et les partis politiques ◦ L'engagement politique chez les immigrés <p>Skills: Development and consolidation of skills acquired earlier in the course, debating and analysing topics and greater in-depth discussion of Individual Research Project content.</p> <p>Assessment: More frequent in-class timed assessments and speaking practice of exam cards.</p> |
| Summer Term | <p>Topics:</p> <ul style="list-style-type: none"> • Consolidation of course content with focus on links between the different aspects. • Looking at topics studied in year 12 in greater depth in preparation for the listening, reading and writing exam. <p>Assessment: Final assessment as detailed above including speaking exam at the start of the Summer Term.</p> |