



French

Key Stage 4 Framework for Learning

Year 11 2017-2018: I am Creative, Successful and Happy


Syllabus:

French AQA TEXT BOOK: AQA FRENCH FOUNDATION/ HIGHER


Autumn 1

<p>Knowledge</p>	<p>2 ½ hours Green Route (MAPs) L'école et les matières [F & H] <i>Describing your school and subjects.</i></p> <p>2 ½ hours La journée scolaire [F & H] <i>Describing a day in school.</i></p> <p>2 ½ hours Le règlement scolaire [F & H] <i>Talking about school rules and uniform.</i></p> <p>3 hours La vie scolaire <i>Comparing school like in France and Britain.</i> [F & H] Blue Route (HAPs) Des écoles différentes Describing school like in different countries.</p> <p>1 hour ½</p> <p>ANSWER & PRACTICE of 4 GENERAL QUESTIONS <i>"My studies, life at school and college."</i></p> <p>4 hours Améliorer son école Talking about your ideal school 2 role plays preparation & 2 Photo card preparation on "My studies, life at school and college."</p>
<p>Skills</p>	<p>GREEN ROUTES [MAPS] Grade 3-5 Listening Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, ore the present and the future spoken clearly. [D]</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [C]</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures. [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Listening Understand long passages at normal speed.</p>



	<p>Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers.</p>
Assessment	<p>Marking Point 1 <i>Listening & Understanding</i> Ex 3a & b page 146 <i>Overlap Question</i></p> <p>Marking Point 2 <i>Home Learning</i> FOUNDATION: Reading & Understanding <i>Worksheets 9.1 G</i> <i>“L'école et les matières” & Forming longer sentences</i></p> <p>HIGHER: Reading & Understanding <i>Tricolore Total 4 Text book:</i> Ex 2a page 66 Ex 3a p 67</p> <p>Marking Point 3 <i>Reading & Understanding</i> Ex 2 page 152</p>
Cultural enrichment	Comparing France's school life to the UK and French speaking country and developing country: Togo.
Character	 <p>QoS – Optimism Having and maintaining a positive outlook in the learning of a foreign language. Optimism in the positive of new (or newish) new learning experiences and opportunities to broaden their horizons in the short term and future life.</p> <p>CV – Democracy Rights and responsibility as learners of a foreign language: i.e. mutual respect/ rights to be listened/ heard.</p>
Autumn 2	
Knowledge	To develop students' knowledge of vocabulary and structures in a range of settings.
Skills	<p>GREEN ROUTES [MAPS] Grade 3-5 Writing Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [D]</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past and the future. [C] Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Writing Have a wealth of interesting ideas, which are expressed accurately & succinctly. [A*] Use sophisticated vocabulary & write in different registers. [A*] Manipulate grammar & tenses effortlessly & accurately. [A*] Use a wide range of tenses and structures accurately. [A] Use varied & interesting vocabulary & well- structured. [A] Express themselves well & justify my opinions accurately. [A] Make very few errors but verbs are always correct. [A]</p>
Assessment	<p>Marking Point 1 <i>L'orientation ex 1 + 2 (handout)</i> <i>Projets d'avenir ex 5 + 6_ Tricolore total text book</i></p>




	<p>Marking Point 2 L'avenir ex 1 + 2 (handout) Work experience and Plans for the future ex 1, 2, 3, 4_HIGHER gcse WORKBOOK</p> <p>Marking Point 3 Comment obtenir un emploi (handout)</p>
Cultural enrichment	Y10 as a Key Year to start vocational or general studies. Vocational studies in France.
Character	 <p>QoS – Empathy Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/ groups is a life skill; understanding different cultures to be able to make comparisons and thus develop empathy.</p> <p>CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self- manage in their own learning.</p>

Spring 1

Knowledge	To develop students' knowledge of vocabulary and structures in a range of settings.
Skills	<p>GREEN ROUTES [MAPS] Grade 3-5 Reading Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D]</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C]</p> <p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. [B]</p> <p>BLUE ROUTES [HAPS] Grade 659; 5 –A*</p> <p>Reading Skim a text to pinpoint answers. Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones. Infer answers & work out meaning of new words in context. Have an in-depth vocab & understand complex grammar & idioms.</p>
Assessment	<p>Marking Point 1 Foundation Workbook METRO VER page 15 ex A & B & CPG workbook: page 18 ex 1 + 2</p> <p>Higher page 14 ex 7 TEXT BOOK: Tricolore Total</p> <p>Higher: ex 1 & b page 12</p> <p>Marking Point 2 Slide 16 le mariage Reading comprehension task.</p> <p>Marking Point 3 Workbook METRO ROUGE (HIGHER) Ex 1a, 1b page 11</p> <p>Workbook METRO VERT (FOUNDATION)</p>





	Ex 6a, 6b, 7 page 12 & CGP page 17 "Personality" ex 1
Cultural enrichment	Marriage and divorce in France. Legal status of couple living together.
Character	 <p>QoS – Creativity & Curiosity Curious to try sports/ games that are popular in France (eg: handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p>

Spring 2

Knowledge	To develop students' knowledge of vocabulary and structures in a range of settings.
Skills	<p>GREEN ROUTES [MAPS] Grade 3-5 Speaking Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past <u>or</u> future as well as the present. [D]</p> <p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past <u>and</u> the future. Use a range of common vocabulary and grammatical structures [C]</p> <p>Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding. [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Speaking Speak effortlessly, use lots of complex vocab, advanced grammar & at least 5 tenses & I am always precise & fluent. [A*] Has excellent pronunciation. [A*] Use subordinate clauses. [A*] Express complex ideas and interesting opinions fluently & accurately. [A*] Take the initiative & speak spontaneously by asking unsolicited questions, responding to unexpected questions and points of view, & confidently with good pronunciation & a nice accent [A*/A] Talk for a long time using a wide variety of grammar, vocabulary (including connectives) and at least 4 tenses correctly and not make many errors. [A] Take the initiative & give lots of opinions & justifications. [A]</p>
Assessment	<p>Marking Point 1 <i>CGP French workbook</i> <i>The present tense of regular and irregular verbs.</i> Q 1, 2, 3, 4, 5, 6, 7, 8, 9 page 90</p> <p>Q 1, 2, 3, 4</p> <p>Marking point 2 <i>CGP French workbook</i> <i>The perfect tense</i> Q 4 & 5 PAGE 96 Q 2 & 3 PAGE 97 Q 1, 2, 3 & 4 PAGE 99</p> <p>Marking Point 3 <i>Ex 3a & 3 b page 36, 37 in AQA Foundation GCSE text book.</i></p>
Cultural enrichment	Main festivals in France.



Character	<div style="display: flex; justify-content: space-around;">   </div> <p>QofS – Responsibility & Reflection A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p>
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Summer 1

Knowledge	<p>Week 1</p> <ol style="list-style-type: none"> 1. Revision MFL Orals. 2. Role-Plays. 3. Photo cards. 4. General Conversation. <p>Week 2 MFL ORALS (25% of total GCSE marks)</p> <p>Week 3 & 4 Revision:</p> <ol style="list-style-type: none"> 1) Translation both ways across topics. 2) Listening & Reading comprehension Across all topics.
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Skills	
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Assessment	<p><i>Marking Point 1</i></p> <p><i>Marking Point 2</i></p> <p><i>Marking Point 3</i></p>
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Cultural enrichment	
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Character	<div style="display: flex; justify-content: space-around;">   </div> <p>QofS – Practice & Resiliency Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p> <p>CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary.</p>
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