

# French A Level Curriculum Intent

## Core aims of the subject at Key Stage 5

*Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy. OFSTED curriculum review, June 2021.*

Firstly, learning French gives the opportunity and pleasure of learning a beautiful, rich, melodious language. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations. France is one of the world's most visited tourist destinations and attracts millions of visitors every year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France, as well as offering insights into the culture and way of life. French also comes in handy when travelling to Francophone, French-speaking parts of the world.

French is among the most commonly spoken languages in the world; it is also one of the most used languages on the internet after English, Chinese and Spanish. The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors to French companies both in France and in England. French is one of the six official languages of the United Nations. It is also used as an official language by the European Union and many other international organizations. This shows how important it is to be able to speak this language.

A knowledge of French offers many cultural opportunities giving access to great works of literature in the original language, as well as films and music. France has a thriving film and music industry to explore.

Speaking French opens up opportunities for further study at renowned French universities and business schools. A Degree in French will typically include a year studying at a French university. Transferable skills: communication skills, adaptability/resilience /resourcefulness, independent learner, cultural development and global awareness.

For all these reasons, we feel that through your A-level French journey you will be prepared to access a much broader world. As the course goes on, you will develop a greater understanding of the French language as well as different aspects of France and Francophone culture.

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to

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employment or further study including a modern languages degree. The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change.

We will study technological and social change, looking at the multicultural nature of French society. We will study highlights of French artistic culture, including a focus on cultural heritage. We will learn about aspects of the diverse political landscape of the French world. Throughout your studies, you will learn the language in the context of France and Francophone countries the issues and influences, which have shaped them. We will study literature and film and you will also have the opportunity to carry out independent research on an area of your choice.

### Trips and visits

Students have the possibility to go on a trip to France. There they will be able to experience the culture first hand and have the opportunity to put into practice everything they have learnt in the classroom whilst conversing with native French speakers.

### Assessment

Students will be tested in listening, reading, speaking and writing and will develop transferable skills, relevant to further study and the world of work. The range of topics within the specification aims to inspire students who are interested in French culture and Francophone countries. Students study all of the following themes on which the assessments are based:

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- Theme 1: Aspects of French –speaking society: Current trends
  - Theme 2: Aspects of French –speaking society: Current issues
  - Theme 3: Artistic culture in the French-speaking world
  - Theme 4: Aspects of political life in the French-speaking world
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### Independent Study – approx. 4 hours weekly

This will include a range of skills based activities, consolidation of notes, grammar practice, exam question practice, preparation for assessments, translations, vocabulary learning and use of authentic material. Furthermore, after each film and the book study, a series of essay writing will take place to prepare fully for the final exam.

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## Year 1 and Year 2 termly overview

### Summer holiday tasks:

When possible preparation work will be set for the course. The tasks could be:

- Grammar tasks based on KS4 grammar
- Reading or watching the work to be studied accompanied by general questions on characters/themes/setting/author/director/story line/opinions...
- Acquiring up-to-date knowledge on some of the sub-themes to be covered in Term 1 accompanied by brainstorm of vocabulary

<b>Term 1.1</b>	<ul style="list-style-type: none"> <li>• Revision of main grammar – bridging the gap from GCSE</li> <li>• Development of some essential and new skills, e.g. dictionary skills/internet research/organising notes...</li> <li>• <b>Theme 1</b> – <i>Aspects of French-speaking society: current trends</i></li> </ul>	<p>Students will need to spend a good amount of their time in the first weeks of their course going over <b>grammar</b> in order to develop the productive skills needed for the demands of the course.</p> <p>At the start students should focus on the <b>basic skills</b> they will need to use and develop during their course.</p> <p><b>A theme by theme</b> approach has been adopted to give students the focus of one theme at a time and also to ensure progressive grammar revision and learning.</p> <p>It is also expected that the coverage of the units of Theme 1 will take longer than subsequent units to allow students to settle in and to develop the skills needed to meet the demands of the course.</p> <p><b>Literary work/film</b> set familiarisation tasks for the duration of Term 1.1 ready for Term 1.2.</p>
<b>Term 1.2</b>	<ul style="list-style-type: none"> <li>• Revision of main grammar – bridging the gap from GCSE</li> <li>• Development of new skills, e.g. translation</li> <li>• <b>Theme 1:</b> <i>Aspects of French-speaking society: current trends</i></li> <li>• Introduction to <u>film and/or literature</u></li> <li>• Study of the film/book chosen by the teacher</li> <li>• Introduction to <u>Essay-writing skills</u></li> <li>• Introduction to the new <u>Speaking examination format</u></li> </ul>	<p>It is essential that the skills required by the demands of the new specification are introduced as early as possible.</p> <p>Introduction to studying film and/or literature at the start of this second half-term to anticipate the study of the chosen work towards the end of November.</p> <p>End-of-unit assessment at this point based on Theme 1 and some of the new skills, e.g. translation.</p>

<b>Term 2.1</b>	<ul style="list-style-type: none"> <li>● Development of grammar</li> <li>● Development of exam skills through the topics</li> <li>● Study of the film/book chosen by the teacher</li> <li>● Essay-writing</li> <li>● <b>Theme 2: <i>Artistic culture in the French-speaking world</i></b></li> <li>● <u>Speaking examination format practice</u></li> </ul>	<p>Theme 2 should be covered this term with the continuation of the new exam skills.</p> <p>Students should now have had exposure to all the skills and exam tasks of the new specification.</p>
<b>Term 2.2</b>	<ul style="list-style-type: none"> <li>● Development of grammar</li> <li>● Development of exam skills through the topics</li> <li>● Study of the film/book chosen by the teacher</li> <li>● Essay-writing</li> <li>● <b>Theme 2: <i>Artistic culture in the French-speaking world</i></b></li> <li>● <u>Speaking examination format practice</u></li> </ul>	<p>Plan ahead for Mock Exam on Themes 1 and 2 and the chosen work.</p>
<b>Term 3.1 + 3.2</b>	<ul style="list-style-type: none"> <li>● Revision of Theme 1 and Theme 2 and exam skills practice For students taking the 2-year A-level</li> <li>● Work on book/film to meet A-level standard</li> <li>● Development of research skills</li> <li>● Introduction to the second work/literature spread</li> <li>● Revision of AS grammar</li> <li>● Notes on the themes studied in Year 1</li> </ul>	<p>End-of-year assessment after the May half-term holiday</p>

Year 2	Content	Notes
<b>Term 1.1 + 1.2</b>	<ul style="list-style-type: none"> <li>● Revision of AS grammar</li> <li>● Introduction to A-level grammar</li> <li>● Development of exam skills, e.g. summarising in French</li> <li>● Study of Work 2</li> </ul> <p><b>A book or a film can be studied in Year 1 but if a film has been studied in Year 1 a book must be studied in Year 2. The study of two films is not permitted.</b></p> <ul style="list-style-type: none"> <li>● Highlights of Themes 1 and 2</li> <li>● <b>Theme 3:</b> <i>Aspects of French-speaking society: current issues</i></li> <li>● Independent Research – planning stage</li> </ul>	<p>Spend the first couple of weeks of Year 2 going over some AS grammar and revisiting some key topics of Theme 1 and Theme 2. The planning of this first part will depend on how much of Year 1 Term 3.2 was covered.</p> <p>A summary of the key skills developed with <b>Work 1</b> would also need to be revisited to be used with <b>Work 2</b>.</p> <p>End-of-unit assessment at the end of Term 1 or start of Term 2 on Theme 3 and Works 1 and 2 and some of the new skills, e.g. summarising in French.</p> <p>Start primary planning for the Research project.</p>
<b>Term 2.1 + 2.2</b>	<ul style="list-style-type: none"> <li>● Grammar</li> <li>● Development of A-level exam skills</li> <li>● Study of Work 2</li> <li>● <b>Theme 4:</b> <i>Aspects of political life in the French-speaking world</i></li> <li>● Independent Research practice</li> </ul>	<p>Start active work on the Research project this term.</p> <p>Plan for a mock examination on all Themes and Works 1 and 2.</p>
<b>Term 3.1</b>	<ul style="list-style-type: none"> <li>● Exam preparation and practice</li> <li>● Revision of Work 1</li> <li>● Revision of Themes 1 and 2</li> </ul>	<p>Plan for time to revisit Work 1</p> <p>Students all need to revisit Themes 1 and 2.</p>

### IMPACT:

Students will be assessed to prove that they have understood and can apply what has been taught after each full unit. Students will be tested using cumulative A Level exam style assessments in all 4 skill areas of Listening, Reading, Speaking and Writing over each term. A Level Speaking assessments held at key points throughout KS5 are essential in building student's confidence and success in this challenging skill. Each student will be graded in each of the skill areas as at A Level using appropriate grade boundaries

This approach enables students to confidently be A Level Exam ready. In addition, students will be ready to continue their language learning into further education and transfer the skills they have developed into the workplace.

