



The curriculum for this stage of students' education has been designed to reinforce the structures and vocabulary learned in Key Stages 4 and Y12, and to consolidate linguistic knowledge and understanding in greater depth in preparation for the A-Level exam. The curriculum is mapped to the AQA A Level French syllabus, covering themes three and four (Aspects of French-speaking society: current trends and Aspects of political life in the French-speaking world). In addition, the novel *L'Etranger* by Albert Camus will be studied and critically analysed. Students will be expected to develop in-depth linguistic knowledge and grammatical structures, while enhancing their skills in listening, speaking, reading and writing.

<p><b>HALF TERM 1: Current issues in French-speaking society</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to comment on positive and negative aspects of a diverse society.</li> <li>• How to discuss equality and diversity.</li> <li>• Comparatives and superlatives.</li> <li>• Demonstrative pronouns and adjectives.</li> <li>• Possessive adjectives and pronouns.</li> <li>• <i>Depuis</i> and <i>venir de</i>.</li> <li>• Passive voice with tenses other than the present.</li> <li>• Articles and pronouns.</li> <li>• The plot of <i>L'Etranger</i>.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><u>Formative</u> through in-class monitoring, including peer and self-assessment, grammar tests and essay questions.</p>	<p><b>HALF TERM 2: Crime and Punishment/ Immigration</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to discuss the criminal justice system.</li> <li>• How to comment on attitudes to criminality.</li> <li>• How to discuss and evaluate rehabilitation.</li> <li>• Political views towards immigration; both in terms of the political institutions and the immigrants themselves.</li> <li>• Subject-verb inversion.</li> <li>• Present subjunctive.</li> <li>• Perfect subjunctive.</li> <li>• Imperfect subjunctive.</li> <li>• Impersonal verbs and dependent clauses.</li> <li>• Direct and indirect speech.</li> <li>• The main characters in <i>L'Etranger</i>.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><u>Formative</u> through in-class monitoring, including peer and self-assessment, grammar tests and essay questions.</p> <p><u>Summative</u> via mock examination.</p>	<p><b>HALF TERM 3: Political issues in Francophone countries</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to discuss voting patterns, including (dis)engagement of adolescents including the right to vote.</li> <li>• How to comment on the future of political institutions.</li> <li>• The issues behind strikes and demonstrations.</li> <li>• <i>Quand</i> and the future tense.</li> <li>• How to combine different tenses in the same sentence.</li> <li>• Past historic.</li> <li>• The main themes in <i>L'Etranger</i>.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><u>Formative</u> through in-class monitoring, including peer and self-assessment, fortnightly knowledge/ vocabulary tests and completion of past or specimen papers.</p>
<p><b>HALF TERM 4: Exam skills and consolidation</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The format of the four exams and the skills necessary to perform well in them.</li> <li>• How to critically analyse the two French works: <i>La Haine</i> and <i>L'Etranger</i>.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><u>Formative</u> through in-class monitoring, including peer and self-assessment, fortnightly knowledge/ vocabulary tests and completion of past or specimen papers.</p>	<p><b>HALF TERM 5:</b></p> <p><b>CONSOLIDATION FOR FINAL A LEVEL EXAMINATIONS</b></p>	<p><b>HALF TERM 6:</b></p> <p><b>CONSOLIDATION FOR FINAL A LEVEL EXAMINATIONS</b></p>