



The curriculum for this stage has been designed to significantly broaden the range of cross-curricular topics studied and analyse the language structures in much greater depth. It has been mapped to assimilate the requirements of the AQA GCSE syllabus focusing on three themes – Identity and Culture, Local National, International and global areas of interest and Current and future study and employment. Students will consolidate and widen their knowledge of the topic-specific vocabulary, developing their confidence and ability to manipulate the language to suit different contexts. An increased emphasis on analysis, precision, evaluation and communication at an advanced level will heighten curiosity, and continue to foster a love of languages. Students will be expected to identify personal targets for improvement and critique the work of others in a respectful manner.

<p>HALF TERM 1 - Theme 2 Local, National, International and Global areas of interest.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Global issues – the environment • <i>Modal verbs linked to behaviours (must do/can do/should do/could do etc...)</i> • Past tense of behaviours on environment • 'Si' sentences revised for consequences of actions • Pluperfect tense for perspective • Strategies to save the planet • Social issues -charity and voluntary work • Vouloir + infinitive • <i>Vouloir que + subjunctive</i> • <i>Il est possible que + subjunctive</i> • <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. Continuous exam-style assessment. <u>Summative</u> – Formal end of theme subject skills assessments.</p>	<p>HALF TERM 2 - Theme 3 Current and future study & employment. Identity and culture.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Jobs • Free work experience • Enhanced statements of possibility including <i>permettre de</i> • Technology in everyday life • Social media • Mobile Technology • Past tenses to recount how social media have been used; or life before technology • <i>Grace à, sans, avec</i> • <i>Il est possible que + subjunctive</i> <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Mock Exams</p>	<p>HALF TERM 3 – Local national, international and global areas of interest.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Poverty/homelessness • <i>Si j'étais...</i> • <i>A la place de...</i>with conditional completions • <i>Il faut + infinitive and il faut que + subjunctive</i> • <i>Combattre la pauvreté</i> • Revision and preparation for assessment • Work Experience • Part-time jobs • Big Events/customs and festivals <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments.</p>
<p>HALF TERM 4 – Revision and preparation for assessment. All themes.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Revision and preparation on all aspects of assessment • Past paper practice • Speaking exam preparations <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments</p>	<p>HALF TERM 5 – All themes -revision and assessment</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Formal GCSE assessments <p>HOW THIS WILL BE ASSESSED: <u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of theme subject skills assessments</p>	<p>HALF TERM 6 – End of course</p> <p>Transition work for A -level preparation?</p>

Embedding this knowledge can be supported at home by encouraging students to watch/ listen to French video clips or TV programmes and music, asking the student to teach you the language as they are learning it, using websites recommended by your MFL Teacher (e.g. Quizlet, Memrise, Bon Patron, Forvo, Acapela, Languages on line, Kahoot, Linguascope, GCSE Pod etc.). Promoting independent study.