

TEACHER	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
CCO / MRD	<p><b>Aspects of French-speaking society</b> <b>La "cyber-société"</b></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>2.1 Comment la technologie facilite la vie</li> <li>2.2 Quels dangers la cyber société pose-t-elle?</li> <li>2.3 Qui sont les cybernautes?</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use infinitive constructions.</li> <li>Use object pronouns.</li> <li>Present tense of regular and irregular verbs.</li> </ul> <p><b>KNOWLEDGE</b> Describe and discuss how technology has transformed everyday life. Discuss dangers of digital technology. Consider different users of digital technology and discussing possible future developments.</p>	<p><b>Artistic Culture in the French-Speaking World:</b> <b>La musique francophone contemporaine</b></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>5.1 La diversité de la musique francophone contemporaine.</li> <li>5.2 Qui l'écoute et qui l'apprécie</li> <li>5.3 Comment la sauvegarder?</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use question forms and commands (imperative).</li> <li>Use the subjunctive to express wishes and emotions.</li> <li>Use the conditional tense of modal verbs.</li> </ul> <p><b>KNOWLEDGE</b> Consider popularity of contemporary francophone music. Consider who listens to francophone music, how often and by what means. Discuss threats to francophone music and how it might be protected.</p>	<p><b>Artistic Culture in the French-Speaking World:</b> <b>le septième art</b></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>6.1 Pourquoi le septième art?</li> <li>6.2 Evolution du cinéma.</li> <li>6.3 Le cinéma : une passion nationale.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Infinitive constructions</li> <li><i>Si</i> + pluperfect + conditional perfect</li> <li>Connectives followed by the subjunctive</li> </ul> <p><b>KNOWLEDGE</b> Consider a variety of aspects of French cinema. Consider major developments in the history of French cinema. Consider the continuing popularity of French cinema and film festivals. <b>Introduction to the film: La Haïne.</b></p>	<p><b>Dossier de cinéma : La Haïne</b></p> <p><b>CONTENT</b> Themes in the film Characters in the film Film techniques used by the director Sociocultural context in cinema</p> <p><b>KNOWLEDGE</b> Analysis of the film and essay writing</p>		Revision of topics / Grammar
CRB	<p><b>Transition between GCSE and A level</b></p> <p><b>CONTENT</b> Passerelle from Elan (only pages 8-11)</p> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use infinitive.</li> <li>Definite and indefinite articles</li> <li>Present tense of regular and irregular verbs.</li> <li>Adjectives (agreement)</li> </ul> <p><b>KNOWLEDGE</b> Describe area you live in Speaking about yourself in details. Introduction to Francophonie</p>	<p><b>Aspects of French-speaking society: La famille en voie de changement</b></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>1.1 La vie de couple</li> <li>1.2 Mono parentalité, homo parentalité, familles recomposées.</li> <li>1.3 Grands-parents, parents and enfants : soucis et problèmes.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Imperfect tense and perfect tense</li> </ul> <p><b>KNOWLEDGE</b> Discuss trends in marriage and other forms of partnerships. Consider different family structures. Consider relationships between the generations.</p>	<p><b>Aspects of French-speaking society: le rôle du bénévolat</b></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>3.1 Qui sont et que font les bénévoles?</li> <li>3.2 Quelle valeur pour ceux qui sont aidés?</li> <li>3.3 Quelle valeur pour ceux qui aident ?</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use connectives – temporal and causal.</li> <li>Use conditional and <i>si</i> clauses (imperfect + conditional).</li> <li>Form and use the future tense.</li> </ul> <p><b>KNOWLEDGE</b> Examine the voluntary sector in France and the range of work volunteers provide. Discuss the benefits of voluntary work for those who are helped and how beneficiaries request help. Examine the benefits of voluntary work for volunteers and wider society.</p>	<p><b>Artistic Culture in the French-Speaking World:</b> <b>Une culture fière de son patrimoine</b></p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>4.1 Le patrimoine (national, régional et local)</li> <li>4.2 Le patrimoine et le tourisme</li> <li>4.3 Comment le patrimoine reflète la culture</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Adjective agreement, comparatives and superlatives.</li> <li><i>Si</i> + present + future</li> <li>Subjunctive to express doubt, uncertainty and necessity.</li> </ul> <p><b>KNOWLEDGE</b> Understanding the notion of heritage and heritage preservation. Considering the ways in which some of the country's most famous heritage sites market themselves. Understand how heritage impacts upon and is guided by culture in society.</p>	<p><b>Dossier de littérature : No et moi</b></p> <p><b>CONTENT</b> Introduction of book. Characters in the novel (Watch DVD : No et moi).</p>	

Assessment	Formative assessment: Grammar test End of unit assessment R/W <u>La "cyber-société"</u>	Formative assessment: Grammar test Oral presentation on French speaking singer/musician/band End of unit assessment L/R/W <u>La famille en voie de changement</u> L/R/W <u>La musique francophone contemporaine</u>	Formative assessment: Grammar test Oral presentation on French region (including monuments/ food/ traditions...) End of unit assessment R/W <u>le rôle du bénévolat</u> L/W <u>le septième art</u>	Formative assessment: Grammar test End of unit assessment: L/W <u>Une culture fière de son patrimoine</u> Essay on La Haine	Essay on No et Moi	Internal exams R/L/W: 2h30 Writing: 1h Speaking: 20 minutes (including 5 minutes prep) Can be done during session with LA
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Year 13

TEACHER	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2	
CCO / MRD	<p><b>Aspects of political life in the French speaking world.</b> <b>Les ados, le droit de vote et l'engagement politique.</b> <b>CONTENT</b></p> <ul style="list-style-type: none"> <li>- Pour ou contre le droit de vote ?</li> <li>- Les ados et l'engagement politique.</li> <li>- Quel avenir pour la politique ?</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>- Use passive voice.</li> <li>- Revise subjunctive</li> </ul> <p><b>KNOWLEDGE</b> Discuss arguments relating to the vote and examine the French political system and its evolution Discuss engagement levels of young people and their influence on politics Discuss the future of politics and political engagement</p>	<p><b>Dossier de cinéma : La haine</b> <b>CONTENT</b></p> <ul style="list-style-type: none"> <li>- Revisit themes and characters</li> </ul> <p><b>KNOWLEDGE</b> Analysis of the film and essay writing</p> <p><b>Aspects of political life in the French speaking world.</b> <b>Manifestations, grèves – à qui le pouvoir?</b> <b>CONTENT</b></p> <ul style="list-style-type: none"> <li>- Le pouvoir des syndicats.</li> <li>- Manifestations et grèves: sont-elles efficaces?</li> <li>- Attitudes différentes envers ces tensions politiques.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>- Revise use subject and object pronouns</li> <li>- Translate English gerund</li> <li>- Use relative pronouns</li> <li>- Understand and use demonstrative adjectives and pronouns</li> </ul> <p><b>KNOWLEDGE</b> Understand the important role of the unions Talk about strikes and protests and consider different methods of protesting Discuss different attitudes towards political tensions</p>	<p><b>Aspects of political life in the French speaking world.</b> <b>La politique et l'immigration</b> <b>CONTENT</b></p> <ul style="list-style-type: none"> <li>- Solutions politique a la question de l'immigration.</li> <li>- L'immigration et les partis politiques.</li> <li>- L'engagement politique chez les immigrés.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>- Use combination tenses: imperfect and perfect</li> <li>- Use the future perfect and the conditional perfect</li> <li>- Choose the right tenses</li> </ul> <p><b>KNOWLEDGE</b> Discuss some of the political issues concerning immigration in francophone countries Consider the viewpoints of political parties regarding immigration Consider immigration from the standpoint of immigrants, as well as aspects of racism</p>	Revision of Topics / Exam Skills / Grammar	Revise all topics (year 12 and Year 13) using past papers. Practise translation into English and into French Practise essay writing		
CRB	<p><b>Dossier de littérature : No et moi</b> <b>CONTENT</b></p> <p>Themes in the novel Literary techniques used by the author</p> <p><b>KNOWLEDGE</b> Analysis of the novel and essay writing</p>	<p><b>Aspects of French-speaking society: current issues.</b> <b>Quelle vie pour les marginalisés ?</b> <b>CONTENT</b></p> <ul style="list-style-type: none"> <li>- Qui sont les marginalisés ?</li> <li>- Quelle aide pour les marginalisés ?</li> <li>- Quelles attitudes envers les marginalisés ?</li> </ul> <p><b>GRAMMAR</b></p>	<p><b>Aspects of French-speaking society : current issues.</b> <b>Les aspects positifs d'une société diverse</b> <b>CONTENT</b></p> <ul style="list-style-type: none"> <li>- L'enrichissement dû à la mixité ethnique.</li> <li>- Diversité, tolérance et respect.</li> </ul>	<p><b>Aspects of French-speaking society: current issues.</b> <b>Comment on traite les criminels ?</b> <b>CONTENT</b></p> <ul style="list-style-type: none"> <li>- Quelles attitudes envers la criminalité ?</li> <li>- La prison : échec ou succès ?</li> <li>- D'autres sanctions.</li> </ul> <p><b>GRAMMAR</b></p>	Revise all topics (year 12 and Year 13) using past papers. Practise translation into English and into French Practise essay writing		

		<ul style="list-style-type: none"> <li>- Revise imperfect and perfect tense.</li> <li>- Revise pluperfect tense</li> </ul> <p><b>KNOWLEDGE</b> Examine different groups who are socially marginalised Discuss measures to help those who are marginalised Consider contrasting attitudes to people who are marginalised</p>	<ul style="list-style-type: none"> <li>- Diversité : un apprentissage pour la vie.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>- Revise present tense.</li> <li>- Revise future tense.</li> <li>- Revise conditional</li> </ul> <p><b>KNOWLEDGE</b> Consider the benefits of living in an ethnically diverse society. Consider the need for tolerance and respect of diversity. Consider how we can promote diversity to create a richer world. .</p>	<ul style="list-style-type: none"> <li>- Revise si clauses.</li> <li>- Use infinitive constructions</li> <li>- Recognise past historic.</li> </ul> <p><b>KNOWLEDGE</b> Examine different attitudes to crime. Discuss pros and cons of prisons. Consider alternatives forms of punishment</p>		
Assessment	End of unit assessment w/c 11 <sup>th</sup> February: R/W <b><u>droit de vote et l'engagement politique.</u></b> Essay on No et Moi	Internal exams R/L/W: 2h30 Writing: 1h Speaking: 20 minutes (including 5 minutes prep) Can be done during session with LA	End of unit assessment R/W <b><u>Manifestations, grèves – à qui le pouvoir?</u></b> L/W <b><u>Quelle vie pour les marginalisés ?</u></b>	Internal exams R/L/W: 2h30 Writing: 1h Speaking: 20 minutes (including 5 minutes prep) Can be done during session with LA	Past Papers (including end of unit assessments for <b><u>- Les aspects positifs d'une société diverse</u></b> <b><u>- Comment on traite les criminels ?</u></b> <b><u>- La politique et l'immigration</u></b>	Public Exams R/L/W: 2h30 Writing: 1h Speaking: 20 minutes (including 5 minutes prep) Can be done during session with LA