

## **Key Stage 5 French**

### **Curriculum Intent**

The Ecclesbourne French Department seeks to provide an inspirational, inclusive and coherent knowledge led A Level curriculum that not only allows students to understand and communicate in French, but also fosters a life-long love of the language. To achieve this, we challenge our students to think and speak authentically by equipping them with the knowledge and skills to succeed in language learning in the Sixth Form. We also encourage and inspire students to broaden their awareness of French speaking countries. Through this course, students will develop an appreciation of the different cultures and languages spoken in the French-speaking world through a wide range of topics that promote curiosity and confidence.

Students will study technological and social changes, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. Students will also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study a text and a film and have the opportunity to carry out independent research on an area of their choice via the Individual Research Project which is begun in Year 13.

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 specification has been designed to be studied over two years. The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French.

The choice of works (literary texts and films) offers opportunities to link with the themes so that for example *Life for the marginalised* can be studied in conjunction with the book *No et moi* whilst aspects of Politics and immigration are reflected in the film *La Haine*. They must appreciate, analyse and be able to respond critically in writing in French to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (for example the effect of narrative voice in a prose text or camera-work in a film).

In addition, students following this specification will:

- develop research skills in French, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where French is spoken
- identify a key question or subject of interest and select relevant information in French from a range of authentic sources, including the internet
- use information to illustrate knowledge and understanding of the research subject
- analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.

### Curriculum Implementation

Year	Term		Content
12	Autumn	1	<p><b>Une culture fière de son patrimoine – A culture proud of its heritage</b></p> <ul style="list-style-type: none"> <li>• Le patrimoine sur le plan national, regional et local – The French heritage on a national, regional and local level</li> <li>• Comment le patrimoine reflète la culture – To what extent does the French heritage reflect its culture</li> <li>• Le patrimoine et le tourisme – The French heritage and tourism</li> </ul> <p><b>La « cyber-société » – The ‘cyber-society’</b></p> <ul style="list-style-type: none"> <li>• Qui sont les cybernautes ? – Who are the internet users?</li> <li>• Comment la technologie facilite la vie quotidienne – How does technology make daily life easier</li> <li>• Quels dangers la cyber-société pose-t-elle ? - What are the dangers posed by the cyber-society?</li> </ul> <p><b><u>Grammar and prior learning to reactivate:</u></b>  The present tense  Nouns &amp; genders  Definite articles  Indefinite articles  Partitive articles  Question words and question forms  Infinitive constructions  Demonstrative adjectives  Possessive adjectives  Adjectives and agreements  Comparative and superlative constructions  Intensifiers  Impersonal verbs  Reflexive verbs  Possessive pronouns</p>

			<p>Emphatic pronouns</p> <p>The perfect tense</p> <p>The imperfect tense</p> <p>Adverbs</p>
12	Autumn	2	<p><b>La musique francophone contemporaine – Contemporary French-speaking music</b></p> <ul style="list-style-type: none"> <li>• La diversité de la musique francophone contemporaine – The diversity of contemporary French music</li> <li>• Qui écoute la musique francophone contemporaine – Who listens to contemporary French-speaking music</li> <li>• Comment sauvegarder la musique francophone contemporaine ? – How to protect contemporary French-speaking music</li> </ul> <p><b>La famille en voie de changement – The changing nature of family</b></p> <ul style="list-style-type: none"> <li>• Grands-parents, parents et enfants : soucis et problèmes – Grandparents, parents and children: issues and problems</li> <li>• Monoparentalité, homoparentalité, familles recomposées – Single parenthood, same-sex parenthood, reconstituted families</li> <li>• La vie en couple : nouvelles tendances – Couple life: new trends</li> </ul> <p><b><u>Grammar and prior learning to reactivate:</u></b></p> <p>Direct object pronouns</p> <p>Indirect object pronouns</p> <p>Relative pronouns</p> <p>Prepositional verbs</p> <p>Pronouns 'y' and 'en'</p> <p>'Il y a' time constructions</p> <p>The pluperfect tense</p> <p>The near future tense</p> <p>The future tense</p> <p>The future perfect tense</p> <p>Conditional tense</p> <p>'Si' clauses</p>
12	Spring	3	<p><b>Film study: La Haine, Mathieu Kassovitz (1995)</b></p> <ul style="list-style-type: none"> <li>• Main characters analysis</li> <li>• Secondary characters</li> <li>• Scenes analysis</li> </ul>

			<ul style="list-style-type: none"> <li>Themes analysis (police brutality, life in the 'banlieue' and poverty, social exclusion and immigration, racism, youth and violence, friendship)</li> <li>Director's methods</li> </ul>
12	Spring	4	<p><b>Cinéma : le septième art – Cinema: the 7th art form</b></p> <ul style="list-style-type: none"> <li>Pourquoi le septième art ? – Why the 'seventh art form'?</li> <li>Le cinéma : une passion nationale – The cinema: a national passion</li> <li>Evolution du cinéma : les grandes lignes – Evolution of the cinema: the key ideas</li> </ul> <p><b>Le rôle du bénévolat – The place of voluntary work</b></p> <ul style="list-style-type: none"> <li>Qui sont et que font les bénévoles ? – Who are the volunteers and what do they do?</li> <li>Le bénévolat : quelle valeur pour ceux qui sont aidés ? – Volunteering: what value for those who are helped?</li> <li>Le bénévolat : Quelle valeur pour ceux qui aident ? – Volunteering: what value for those who help?</li> </ul> <p><b><u>Grammar and prior learning to reactivate:</u></b>  The gerund  The imperative  Exclamatory adjectives  The subjunctive  Pronouns – positions and uses  Numerals, dates and statistics  The passive voice</p>
12	Summer	5	<b>Revision of topics, grammar, and exam skills</b>
12	Summer	6	<p><b>Literature study: an introduction to 'No et moi' by Delphine de Vigan</b></p> <ul style="list-style-type: none"> <li>Social context</li> <li>Chapter by chapter analysis</li> <li>Introduction to the characters and themes</li> </ul>
13	Autumn	1	<b>Quelle vie pour les marginalisés ? – Life for the marginalised</b>

			<ul style="list-style-type: none"> <li>• Qui sont les marginalisés ? – Who are the marginalised?</li> <li>• Quelle aide pour les marginalisés ? – What help exists for marginalised people?</li> <li>• Quelles attitudes envers les marginalisés ? – What are the attitudes towards marginalised people?</li> </ul> <p><b>Les aspects positifs d'une société diverse – Positive features of a diverse society</b></p> <ul style="list-style-type: none"> <li>• L'enrichissement dû à la mixité ethnique – Enrichment due to ethnic diversity</li> <li>• Diversité, tolérance et respect – Diversity, tolerance and respect</li> <li>• Diversité : un apprentissage pour la vie – Diversity: learning for life</li> </ul> <p><b>Literature study: continuation of 'No et moi' by Delphine de Vigan</b></p> <ul style="list-style-type: none"> <li>• Main characters analysis</li> <li>• Secondary characters</li> <li>• Themes analysis (homelessness, social isolation, friendship, anonymity in modern life, teenage years)</li> <li>• Writer's methods</li> </ul> <p><b><u>Grammar and prior learning to reactivate:</u></b>  Question words and question forms  The perfect tense  The imperfect tense  The present subjunctive  The past subjunctive  The passive voice – all tenses  Pronouns – positions and uses  Prepositional verbs  Numerals, dates and statistics  Adjectives</p>
13	Autumn	2	<p><b>Les ados, le droit de vote et l'engagement politique – Teenagers, the right to vote and political commitment</b></p> <ul style="list-style-type: none"> <li>• Pour ou contre le droit de vote ? – For or against the right to vote?</li> <li>• Les ados et l'engagement politique : motivés ou démotivés ? – Teenagers and political commitment: motivated or not?</li> </ul>

			<ul style="list-style-type: none"> <li>• Quel avenir pour la politique ? – What future for politics?</li> </ul> <p><b>Comment on traite les criminels – How criminals are treated</b></p> <ul style="list-style-type: none"> <li>• Quelles attitudes envers la criminalité ? – What is the attitude toward criminality</li> <li>• La prison : échec ou succès ? – Prison: failure or success?</li> <li>• D’autres sanctions – Other sanctions</li> </ul> <p><b>Revision of AS content: topics and film</b></p> <p><b><u>Grammar and prior learning to reactivate:</u></b>  The conditional  The future tense  The near future  Compound tenses  Si clauses  Past participle agreement rules  Relative pronouns</p>
13	Spring	3	<p><b>Manifestations, grèves : à qui le pouvoir ? – Demonstrations, strikes : who holds the power?</b></p> <ul style="list-style-type: none"> <li>• Le pouvoir des syndicats – The power of unions</li> <li>• Manifestations et grèves : sont-elles efficaces ? – Demonstrations and strikes: are the effective?</li> <li>• Attitudes différentes envers ces tensions politiques – Different attitudes toward those political tensions</li> </ul> <p><b>Individual Research Project</b></p> <p><b><u>Grammar and prior learning to reactivate:</u></b>  Infinitive constructions  Nouns and articles (definite, indefinite, partitive)  Negative forms  Adverbs  Quantifiers &amp; intensifiers  Conjunctions</p>
13	Spring	4	<p><b>La politique et l’immigration – Politics and immigration</b></p> <ul style="list-style-type: none"> <li>• Solutions politiques à la question de l’immigration – Political solutions to the immigration issue</li> <li>• L’immigration et les partis politiques – Political parties and immigration</li> </ul>

			<ul style="list-style-type: none"> <li>• L'engagement politique chez les immigrés – Political engagement amongst immigrants</li> </ul> <p><b>Individual Research Project</b></p> <p><b>Revision of AS and A2 content: topics, film and novel</b></p>
13	Summer	5	<b>Revision Programme</b>
13	Summer	6	<b>Study leave</b>

### How you are assessed

#### Paper 1: Listening, reading and writing

What's assessed

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

How it's assessed • Written exam: 2 hours 30 minutes • 100 marks • 50 % of A-level

#### Paper 2: Writing

What's assessed

- One text and one film or two texts from the list set in the specification
- Grammar

How it's assessed

- Written exam: 2 hours
- 80 marks in total
- 20 % of A-level

#### Paper 3: Speaking

What's assessed

- Individual research project
- One of four themes such as Aspects of Frenchspeaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world

How it's assessed

- Oral exam: 21 – 23 minutes (including 5 minutes preparation time)
- 60 marks in total • 30 % of A-level

### Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level French specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond:
  - in speech to spoken language including face-to-face interaction
  - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
  - in speech to written language drawn from a variety of sources
  - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

### **How you are assessed**

#### **Enrichment – How can you deepen your understanding of French?**

##### ***Additional films that you could watch from the A Level Specification.***

- Les 400 coups François Truffaut (1959)
- Au revoir les enfants Louis Malle (1987)
- L'auberge espagnole Cédric Klapisch (2002)
- Un long dimanche de fiançailles Jean-Pierre Jeunet (2004)
- Entre les murs Laurent Cantet (2008)

##### ***Additional films that you could watch on other platforms such as Netflix***

- L'Armée des Ombres
- Le Fabuleux Destin d'Amélie Poulain
- Léon
- Les Tontons flingueurs
- Le Trou
- La Cité de la Peur
- La Grande Vadrouille
- Intouchables

##### ***Additional texts that you could read from the A Level Specification.***

- Molière Le Tartuffe
- Voltaire Candide
- Guy de Maupassant Boule de Suif et autres contes de la guerre
- Albert Camus L'étranger
- Françoise Sagan Bonjour tristesse
- Claire Etcherelli Elise ou la vraie vie
- Joseph Joffo Un sac de billes
- Faïza Guène Kiffe kiffe demain
- Philippe Grimbert Un secret

##### ***Websites that you could use to practise your grammar skills.***

- <https://leconjugueur.lefigaro.fr/exercice>
- <https://bonjourdefrance.com>
- <https://www.elearningfrench.com>



***Websites and apps that you can download and use to keep up to date with current affairs in France and in the French-speaking world.***

- <https://www.20minutes.fr>
- <https://www.bbc.com/afrique>
- <https://www.bbc.co.uk/news/topics/c302m85qenyt/france>
- <https://www. www.newsinslowfrench.com>
- <https://www.francetvinfo.fr>

**Impact**

What skills will the study of French teach you?

The A Level course in French encourages students to do the following:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study

**What will you know and understand from your study of French?**

Students following this specification will develop their language knowledge, understanding and skills by:

- using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; analyse and evaluate in speech and writing, including interaction with speakers of French
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expressions
- using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies
- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage from French into English
- translating an unseen passage from English into French.

### **Where next – how can French support your future?**

Languages at Ecclesbourne are taught with a view to encouraging you to further study at university.

A French degree courses will enable you to further improve proficiency and understanding and can be paired with the study of an additional language including Spanish, Italian, German, Russian and others. As part of your university course, you may be offered the exciting opportunity of a period of study or work abroad. Often, a year abroad is crucial to cultivating a stronger grasp of the language, developing independence and strengthening interpersonal skills, all of which will be attractive to prospective employers. Other subjects that could complement a languages degree are other humanities and arts subjects such as English literature or language, history or politics. However, there is no definitive list of subjects that could be studied alongside languages. Those who study languages are able to move into a number of different sectors due to the transferable skills acquired. One of the more popular careers is teaching, whether this is teaching your chosen language or teaching English abroad as a second language. Another common career path that language graduates will follow is translation and interpretation. However, these are not the only career options open to those who study languages. Other industries that welcome language graduates are the media, business, economics, public relations, finance, banking, tourism, consulting or working internationally with a charity or as part of a business that trades internationally. The communication skills acquired during a languages degree are highly sought after by many employers and can be applied across many sectors.