

Curriculum Intent

We at The Languages Faculty at Ecclesbourne believe passionately about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. The aim of our AQA GCSE French curriculum is two-fold – to expand our students' cultural knowledge whilst developing their language skills.

The Ecclesbourne French Department will seek to provide an inspirational, inclusive and coherent knowledge led GCSE 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 will challenge our students to think and speak authentically by equipping all them with the knowledge and skills to succeed in language learning during their time in Years 10 and 11. We will also encourage and inspire students broaden their awareness of French culture and society through a wide range of topics that promote curiosity and confidence.

The GCSE French specification encourages students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French should also broaden horizons and encourage pupils to step beyond familiar cultural boundaries and develop new ways of seeing the world. It should also enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

Curriculum Implementation

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where French is spoken.

Theme 1: Identity and culture covers the following four topics with related sub-topics:

Topic 1: Me, my family and friends (relationships with family and friends and/marriage/partnerships)

Topic 2: Technology in everyday life (social media/mobile technology)

Topic 3: Free-time activities (music/cinema and TV/food and eating out/sport)

Topic 4: Customs and festivals in French-speaking countries and communities

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics:

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues (charity and voluntary work/healthy and unhealthy living)

Topic 3: Global issues (the environment/poverty and homelessness)

Topic 4: Travel and tourism (holidays)

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Learning in GCSE French across Years 10 and 11 is organised as shown below:

Year	Term		Content
10	Autumn	1	Theme 3: Current and future study and employment Topic 1: My studies Topic 2: Life at school and college Grammar and prior learning to reactivate School subjects and teachers Adjectives Comparative and superlative constructions Opinions and reasons Intensifiers School vocabulary Imperfect tense Time Routine Reflexive verbs Perfect tense French school system School rules Theme 2: Local, national, international and global areas of Interest Topic 2: Social issues (healthy living) Grammar and prior learning to re-activate Foods and drinks Definite and indefinite articles Direct object pronouns Indirect object pronouns Partitive article Negative constructions The imperative Numbers and quantity Future tense Infinitive constructions
10	Autumn	2	Theme 1: Identity and culture

			<p>Topic 3: Customs and festivals in French-speaking countries and communities</p> <p>Grammar and prior learning to reactivate Emphatic pronouns Perfect tense</p> <p>Theme 2: Local, national, international and global areas of interest Topic 4: Travel and tourism (holidays)</p> <p>Grammar and prior learning to reactivate Countries and cities Negative constructions Holiday activities Transport Infinitive constructions Weather phrases Perfect tense Imperfect tense Conditional tense</p>
10	Spring	3	<p>Theme 3: Current and future study and employment Topic 3: Education post-16 Topic 3: Jobs, career choices and ambitions</p> <p>Grammar and prior learning to reactivate School subjects and competency Jobs and professions 'Si' clauses Conditional tense Future tense Relative pronouns Direct object pronouns Indirect object pronouns</p>
10	Spring	4	<p>Theme 1: Identity and culture Topic 2: Technology in everyday life (social media and mobile technology)</p> <p>Grammar and prior learning to reactivate Opinions and reasons Direct object pronouns Indirect object pronouns Present tense Possessive pronouns Perfect tense Imperfect tense Conditional tense</p>

10	Summer	5	Theme 2: Local, national, international and global areas of interest Topic 2: Global issues (the environment/poverty and homelessness) Grammar and prior learning to re-activate Negative constructions Present participle Infinitive constructions Perfect tense Conditional tense Future tense
10	Summer	6	Theme 1: Identity and culture Topic 3: Customs and festivals in French-speaking countries and communities Grammar and prior learning to reactivate Life in France and in the French-speaking world Present tense Perfect tense Future tense
11	Autumn	1	Theme 1: Identity and culture Topic 1: Me, my family and friends Grammar and prior learning to reactivate Possessive adjectives Reflexive verbs Emphatic pronouns Relative pronouns Adjectives Conditional tense Future tense Theme 2: Local, national, international and global areas of interest Topic 2: Social issues (charity and voluntary work) Grammar and prior learning to reactivate Charities Infinitive constructions
11	Autumn	2	Theme 2: Local, national, international and global areas of interest Topic 1: Home town, neighbourhood and region Grammar and prior learning to reactivate Accommodations and rooms

			<p>Negative constructions</p> <p>Adjectives</p> <p>Modifiers</p> <p>Conditional tense</p> <p>Infinitive constructions</p> <p>Imperfect tense</p> <p>Theme 1: Identity and culture</p> <p>Topic 3: Free-time activities (sport)</p> <p>Grammar and prior learning to reactivate</p> <p>Sports and activities</p> <p>Present tense</p> <p>Perfect tense</p> <p>Opinions and reasons</p>
11	Spring	3	<p>Theme 2: Local, national, international and global areas of interest</p> <p>Topic 2: Global issues (the environment/poverty and homelessness)</p> <p>Theme 2: Local, national, international and global areas of interest</p> <p>Topic 4: Travel and tourism (holidays)</p>
11	Spring	4	<p>Theme 3: Current and future study and employment</p> <p>Topic 3: Education post-16</p> <p>Topic 3: Jobs, career choices and ambitions</p> <p>Revision programme</p>

Assessment Objectives

Foundation & Higher Tiers

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

Assessment objectives	Component weightings				Overall weighting (approx. %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1	25%				25%
AO2		25%			25%
AO3			25%		25%
AO4				25%	25%
Overall weighting of components					100%

How you are assessed

Paper 1: Listening
What's assessed Understanding and responding to different types of spoken language
How it's assessed <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE
Questions Foundation Tier and Higher Tier <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking
What's assessed Communicating and interacting effectively in speech for a variety of purpose
How it's assessed <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
Questions The format is the same at Foundation Tier and Higher Tier , but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: <ul style="list-style-type: none"> • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)

- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading**What's assessed**

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions**Foundation Tier and Higher Tier**

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Paper 4: Writing**What's assessed**

Communicating effectively in writing for a variety of purpose

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions**Foundation Tier**

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

Enrichment – How can you deepen your understanding of French?

Websites that you could use to practise your grammar skills.

- BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/z9dqxb>
- Oak National Academy - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/french>
- Duolingo - <https://www.duolingo.com/>
- Le conjugueur - <https://leconjugueur.lefigaro.fr/exercice>
- Ilini - <https://www.ilini.com/learn-french>
- 1jour1actu.com - <https://www.1jour1actu.com/>
- Memrise - <https://www.memrise.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.co.uk/news/topics/c302m85qenyt/france>
- <https://www.newsinslowfrench.com/home/news/beginner>

Impact

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

Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from French into English.

Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of French grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

Where next – how can French support your future?

Languages at Ecclesbourne are taught with a view to encouraging you to further study at in our sixth form. Looking further ahead, a French degree course 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 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, accountancy, 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.