

Year: 12-13

Subject: French

A-level French – Unit 1		
Overarching Topics: The changing nature of family / Contemporary francophone music		
What has come before and what comes later:	Students must complete a GCSE in French in order to take the A-level course, which is designed to build upon the topics studied at GCSE. The A-level topics require students to be able to discuss contemporary issues in the French-speaking world. The first topics studied are linked to topics studied at GCSE, however at A-level students must be able to speak about the situation in the French-speaking world in greater depth than at GCSE. Unit 2 develops the ability of students to develop their knowledge of the 'cyber-society' that has developed in recent decades and the importance of cinema in the French-speaking world.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>How have attitudes towards marriage and other forms of partnership evolved in the French-speaking world?</li> <li>What are the merits of and problems that can arise from different family structures in the French-speaking world (e.g. single-parent families, families with gay parents, stepfamilies)?</li> <li>What are relationships between different generations of families like in the French-speaking world (grandparents, parents, children), and what problems can arise from them?</li> <li>Give examples of contemporary francophone music that you have studied that demonstrate diversity and style. How popular is contemporary francophone music?</li> <li>Who listens to contemporary francophone music, how often, and by what means?</li> <li>What threats exist to contemporary francophone music, and how might it be safeguarded?</li> <li>Give examples of the following grammatical items in French:                             <ul style="list-style-type: none"> <li>the imperfect tense</li> <li>the perfect tense</li> <li>the past historic tense</li> <li>question forms and command forms</li> <li>the subjunctive to suggest possibility with verbs of wishing and emotional reaction</li> <li>the conditional tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What current examples from French-speaking media do you have of these issues, based on your research?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Listening / speaking (expressing opinions) / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar / independent research.</li> <li>Skills focus → Cloze texts (grammar gap fills) / Summary writing.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework activities.</li> <li>Assessments.</li> </ul>

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Subject: French

A-level French – Unit 2		
Overarching Topics: The 'cyber-society' / Cinema: the 7 <sup>th</sup> art form		
What has come before and what comes later:	Students studied the topics of the changing nature of the family, and music in the previous unit. During this unit, students develop more knowledge which is specific to the French-speaking world. Students learn to defend their opinions on topics, as well as countering opinions given by others. In the next unit, students will learn about cultural heritage in the French-speaking world, and the role of volunteer work in society.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>How has technology transformed everyday life in the French-speaking world?</li> <li>What are the possible dangers of digital technology and the 'cyber-society' for people living in the French-speaking world?</li> <li>Who are the different users of digital technology in the French-speaking world, and what are the challenges to this?</li> <li>Why is cinema considered the 7<sup>th</sup> art form? Give examples of francophone cinema that you have studied.</li> <li>What have been the major developments in the evolution of francophone cinema from its beginnings until the present day?</li> <li>Would you consider cinema to be a national passion in a French-speaking country that you have studied? How popular are cinema and film festivals in this country?</li> <li>Give examples of the following grammatical items in French:                             <ul style="list-style-type: none"> <li>infinitive constructions</li> <li>object pronouns</li> <li>the present tense of regular and irregular verbs</li> <li>infinitive constructions</li> <li>'si' sentences (pluperfect / past conditional)</li> <li>connectives followed by the subjunctive.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What current examples from French-speaking media do you have of these issues, based on your research?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Listening / speaking (counting and defending opinions) / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar / independent research.</li> <li>Skills focus → Cloze texts (grammar gap fills) / Summary writing.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework activities.</li> <li>Assessments.</li> </ul>

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Subject: French

A-level French – Unit 3		
Overarching Topics: A culture proud of its heritage / The place of voluntary work		
What has come before and what comes later:	Students studied the topics of 'cyber-society' and cinema in the previous unit. During this unit, students study cultural heritage in the French-speaking world, and the role of volunteer work in society. Students learn to use their knowledge to comment on statistics and draw inferences from data and texts. In the next unit, students will learn about political engagement of young people and diversity in the French-speaking world.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>• Give examples that you have studied of heritage sites in the French-speaking world. How is heritage preservation managed on a national, regional and local level?</li> <li>• What is the link between heritage and tourism? How do some of the French-speaking world's most famous heritage sites market themselves?</li> <li>• How does heritage reflect the culture in French-speaking societies?</li> <li>• Who works in the voluntary sector in the French-speaking world, and what type of work do the volunteers do?</li> <li>• What are the benefits of voluntary work for those who are helped?</li> <li>• What are the benefits of voluntary work for those who do it?</li> <li>• Give examples of the following grammatical items in French:               <ul style="list-style-type: none"> <li>○ adjectival agreements, comparatives and superlatives</li> <li>○ 'si' sentences (present and future)</li> <li>○ the subjunctive with expressions of doubt, uncertainty or necessity</li> <li>○ connectives – temporal and causal</li> <li>○ conditional tense and 'si' sentences (imperfect and conditional)</li> <li>○ the future tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What current examples from French-speaking media do you have of these issues, based on your research?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Listening / speaking (commenting on data / drawing influences) / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar / independent research.</li> <li>• Skills focus → Cloze texts (grammar gap fills) / Summary writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork and homework activities.</li> <li>• Assessments.</li> </ul>

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Subject: French

A-level French – Unit 4		
Overarching Topics: Teenagers, the right to vote and political commitment / Positive features of a diverse society		
What has come before and what comes later:	In the previous unit, students studied the topics of cultural heritage in the French-speaking world, and the role of volunteer work in society. In this unit, students begin to study the more complex topics which are only found on the full A-level French course, the first two of which are political engagement of young people and diversity in the French-speaking world. Students begin to consider their individual research project for their unit 3 examination. In the next unit, students will learn about the effectiveness of strikes and demonstrations, and marginalisation in the French-speaking world.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>What are the arguments that exist in the French-speaking world for and against the right to vote? What do you know about the political system of a francophone country that you have studied, and how has it evolved?</li> <li>How engaged are young people in the French-speaking world in politics, and what are possible reasons for this?</li> <li>What future do you think that politics and political engagement has in a French-speaking country that you have studied?</li> <li>What are the benefits of living in an ethnically diverse society?</li> <li>To what extent are societies in the French-speaking world diverse, tolerant, and respectful, and how important is this?</li> <li>How can we promote diversity in the French-speaking world in order to create a richer and more diverse society?</li> <li>Give examples of the following grammatical items in French:                             <ul style="list-style-type: none"> <li>the passive voice</li> <li>the subjunctive mood</li> <li>the present tense</li> <li>the future tense</li> <li>the conditional tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What current examples from French-speaking media do you have of these issues, based on your research?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Listening / speaking (planning the individual research project (IRP) / responding to a stimulus card) / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar / independent research.</li> <li>Skills focus → Cloze texts (grammar gap fills) / Summary writing.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework activities.</li> <li>Assessments.</li> </ul>

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Subject: French

A-level French – Unit 5		
Overarching Topics: Demonstrations, strikes – who holds the power? / Life for the marginalised		
What has come before and what comes later:	In the previous unit, students studied the topics of political engagement of young people and diversity in the French-speaking world. In this unit, students will learn about the effectiveness of strikes and demonstrations, and marginalisation in the French-speaking world. In the next unit, students will study the final two topics which form the basis of papers 1 and 3 of the examination, which are politics and immigration, and crime and punishment in the French-speaking world.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>• What power do trade unions have in French-speaking countries?</li> <li>• What examples of demonstrations and strikes in French-speaking countries have you studied? What different forms of protest exist? Have these been effective in achieving their goal?</li> <li>• What different attitudes exist in French-speaking countries towards the political tension caused by demonstrations and strikes?</li> <li>• What examples of marginalised groups in French-speaking countries have you studied?</li> <li>• What help is available in French-speaking countries for marginalised people?</li> <li>• What attitudes do marginalised people face in French-speaking countries?</li> <li>• Give examples of the following grammatical items in French:                             <ul style="list-style-type: none"> <li>○ subject and object pronouns</li> <li>○ relative pronouns</li> <li>○ demonstrative adjectives and pronouns</li> <li>○ the imperfect tense</li> <li>○ the perfect tense</li> <li>○ the pluperfect tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What current examples from French-speaking media do you have of these issues, based on your research?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Listening / speaking (responding to a stimulus card) / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar / independent research.</li> <li>• Skills focus → Cloze texts (grammar gap fills) / Summary writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork and homework activities.</li> <li>• Assessments.</li> </ul>

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Subject: French

A-level French – Unit 6		
Overarching Topics: Politics and immigration / How criminals are treated		
What has come before and what comes later:	In the previous unit, students studied the topics of the effectiveness of strikes and demonstrations, and marginalisation in the French-speaking world. In this unit, students will study the final two topics which form the basis of papers 1 and 3 of the examination, which are politics and immigration, and crime and punishment in the French-speaking world. This will be followed by focused examination revision.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>• What political solutions to the question of immigration from French-speaking countries have you studied?</li> <li>• What views do different political parties in French-speaking countries hold about immigration?</li> <li>• How do immigrants engage with politics in French-speaking countries, according to what you have studied? What problems do immigrants in French-speaking countries encounter?</li> <li>• What different attitudes to crime exist in French-speaking countries?</li> <li>• What are the advantages and disadvantages of prison as a form of punishment in French-speaking countries?</li> <li>• What other forms of punishment are used in French-speaking countries?</li> <li>• Give examples of the following grammatical items in French:                             <ul style="list-style-type: none"> <li>○ combination tenses: imperfect and perfect</li> <li>○ the future perfect and the conditional perfect tenses</li> <li>○ choosing the right tenses</li> <li>○ the past historic tense</li> <li>○ different tenses with 'si'</li> <li>○ infinitive constructions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What current examples from French-speaking media do you have of these issues, based on your research?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Listening / speaking (responding to a stimulus card) / reading (including translation into English) / writing (including translation into French) / vocabulary learning strategies / application of grammar / independent research.</li> <li>• Skills focus → Cloze texts (grammar gap fills) / Summary writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork and homework activities.</li> <li>• Assessments.</li> </ul>