French Unit Overview Year 13

	Autumn Year 13 French			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Les aspects positifs d'une société diverse.	Knowledge: 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. Form and use the present, future and conditional tense. Understanding: Students will understand how to define diversity and its importance in todays' society. Students will understand how to form the present tense ad to use it to describe multicultural society in Quebec. Students will understand how to identify the positive aspects of diversity in society for society and also individuals and students will understand how to talk about the importance of safeguarding traditions. Students will understand the positive aspects of a flat share. Students will understand further aspects of diversity such as LGBT and discuss tolerance, respect and fight against homophobia and transphobia. Students will also understand the issues of discrimination linked to age and discuss solutions using the future tense. Students will be able to understand all aspects of a diverse society and the possibility of a true multicultural society. Skills: Students will be able to respond to a stimulus and develop skills in discussing issues and presenting	Demonstrating a clear understanding of different aspects of diversity, the difficulties encountered and the solutions. Demonstrating independence in spontaneous talk, responding to a stimulus. Delivery of speaking is fluent and ideas and opinions are nearly always developed. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary and developing vocabulary using synonyms. Demonstrating very good knowledge and understanding of the present, future and conditional	Prior learning: Some issues with diversity were introduced in KS4 in the topics of inequality. This unit moves on to discussing different aspects of diversity and discrimination in France. The present, future and conditional tenses were recapped and reinforced in year 12. Students have developed strategies and skills in translating into French and English, reading for gist and summarising, discussing, evaluating, and analysing speaking cards and answering questions in French throughout year 12 Future learning. Learning strategies to skim read longer texts and summarising texts links to preparation for	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes 20 minutes.fr

	solutions. Students will establish skills in skimming texts for gist, translating into French and using a bilingual dictionary. They will be able to vary their vocabulary by using synonyms. Students will establish skills in summarising reading and listening texts in their own words. They will also continue to discuss speaking cards and establish skills in evaluating and analysing to respond in timed conditions. Students will work on pronunciation and in particular the pronunciation of loanwords.	tenses in spoken work and written work. A commitment shown to understanding how people can be discriminated against for different reasons and the effect that this can have on them and society. Demonstrating clear ability to justify their conclusions. A wide range of vocabulary and idioms are used. Demonstrating excellent critical and analytical response to the question set.	paper 1. Discussing discrimination and diversity in Entre les murs and preparation for paper 2.' Studying the present, future and conditional links to the different past tenses being studied simultaneously in unit 2.	

	Year 13 French			
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Quelle vie pour les marginalisés?	Knowledge. Examine different groups who are socially marginalised. Discuss measures to help those who are socially marginalised and know about the anonymous CV. Consider contrasting attitudes to people who are marginalised. Know how to form the perfect, imperfect, and pluperfect tenses. Understanding: Students will understand how to talk about the homeless in France, what the situation used to be like compared to what it is like now. They will also be able to talk about other groups who are socially marginalised including children with autism and immigrants. They will understand how to talk about discrimination in France generally. They will reinforce their knowledge of the imperfect tense to how France used to discriminate compared to now and whether the situation has improved or not. They will also understand what help is available for the homeless and what an anonymous CV is and how it works. Students will also understand what life is like for those who are marginalised, especially the disabled. They will be able to empathise and understand the consequences of exclusion. Students will have a deeper understanding of how to use the perfect tense and will be able to extend this to the pluperfect tense. Skills: Students will be able to respond to a stimulus and develop skills in expressing approval and disapproval. Students will establish skills in skimming texts for gist, translating into French and using a bilingual dictionary. They will be able to vary their	Demonstrating a clear understanding of who are the socially marginalised and how they can be helped. Demonstrating independence in spontaneous talk, responding to a stimulus. Delivery of speaking is fluent and ideas and opinions are nearly always developed. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary and developing vocabulary using synonyms. Demonstrating very good knowledge and understanding of the perfect tense and pluperfect tenses in spoken work and written work. A commitment shown to understanding how people can	Prior learning: Issues with the homeless were introduced in KS4 and this also links to voluntary work studied in unit 3. This unit moves on to discussing other socially marginalised groups in France. The perfect, imperfect, and pluperfect tenses were recapped and reinforced in year 12. Students have developed strategies and skills in translating into French and English, reading for gist and summarising, discussing, evaluating, and analysing speaking cards and answering questions in French throughout year 12 Future learning. Learning strategies to skim read longer texts and summarising texts links to preparation for paper 1. Discussing homelessness links to studying the book 'No	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes

	vocabulary by using synonyms. Students will establish skills in summarising reading and listening texts in their own words. They will also continue to discuss speaking cards and establish skills in evaluating and analysing to respond in timed conditions.	be excluded and the effect that this can have on them. Demonstrating clear ability to justify their conclusions. A wide range of vocabulary and idioms are used. Demonstrating excellent critical and analytical response to the question set.	et moi' and preparation for paper 2.' Studying the different past tenses links to the future and conditional tenses being studied simultaneously in unit 1. The perfect tense also links to studying the passive voice in unit 4. The perfect and imperfect tenses link to studying combination tenses in unit 6.	

	Spring Term Year 13 French			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Comment on traite les criminels?	Knowledge: Examine different attitudes to crime. Discuss prison and its merits and problems. Consider alternative forms of punishment. Recognise and understand the past historic, use different tenses with Si, use infinitive constructions. Cybercrimes. Understanding: Students will understand and discuss the link between criminal children and parental role. Students will understand use of past historic to describe literary texts. Students will understand how to discuss pros and cons of prisons and whether they are a success or a failure. Students will understand how to consider alternative sanctions such as a tag, probation etc… Skills: Students will be able to respond to a stimulus and develop skills in expressing arguments for and against. Students will establish skills in skimming texts for gist, translating into French and using a bilingual dictionary. They will be able to vary their vocabulary by using synonyms. Students will work on creating a two-way dialogue. Students will establish skills in summarising reading and listening texts in their own words. Students will work on using tense sequence with Si and more complex linguistic structures such as infinitive constructions. They will also continue to discuss speaking cards and establish skills in evaluating and analysing in order to respond in timed conditions.	Demonstrating a clear understanding of crimes, attitude towards crime, sanctions and efficiency or not of prison as well as types of alternative sanctions. Demonstrating independence in spontaneous talk, responding to a stimulus. Delivery of speaking is fluent and ideas and opinions are nearly always developed. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary and developing vocabulary using synonyms. Demonstrating very good knowledge and understanding of the past historic, use of different tense with si and use of infinitive constructions.	Prior learning: Students have developed strategies and skills in translating into French and English, reading for gist and summarising, discussing, evaluating and analysing speaking cards and answering questions in French throughout year 12. Use of Si sentences has been seen in Y12. Future learning. Learning strategies to skim read longer texts and summarising texts links to preparation for paper 1. Understanding literary texts as part of paper 1.	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes 20 minutes.fr

		Demonstrating clear ability to justify their conclusions. A wide range of vocabulary and idioms are used. Demonstrating excellent critical and analytical response to the question set.		

	Year 13 French			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Les ados, le droit de vote et l'engagement politique	Knowledge: Discuss argument relating to the vote, examine the French political system and its evolution. They will know who the major politicians are and what they stand for and the names of the political parties and what they stand for. Discuss engagement levels of young people and their influence on politics. Discuss the future of politics and political engagement. Know how to use and form the passive voice. Know how to form and use the subjunctive mood to express doubt and uncertainty. Understanding: Students will understand the political system in France and how it works. They will understand how the voting system works and what the processes are for changing government. They will have a good understanding of who the different political parties are and what their policies are. They will understand how young people feel about voting in France and will develop opinions of their own about whether the voting age should be lowered 16 by evaluating the evidence and looking at whether teenagers are motivated or demotivated to vote and the reasons why. Students will understand what the future of French politics will look like according to their young people. Students will understand how to use the passive voice, using the auxillary verb 'être' and the past participle. Students will have a better understanding of the subjunctive mood and how to use it. Skills: Students will be able to talk about data and trends. Students will continue to establish	Demonstrating a clear understanding of the French political system. Developing and expressing opinions on young people and the right to vote. Demonstrating clear ability to justify their conclusions Demonstrating independence in spontaneous talk, responding to a stimulus. Delivery of speaking is fluent and ideas and opinions are nearly always developed. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary and developing vocabulary using synonyms. Demonstrating very good knowledge and understanding of the subjunctive mood and	Prior learning: The subjunctive mood was introduced and reinforced in year 12. Students have already started to use it with expressions of doubt and uncertainty. Students have developed strategies and skills in translating into French and English, reading for gist and summarising, discussing, evaluating and analysing speaking cards and answering questions in French throughout year 12. Future learning. Learning strategies to skim read longer texts and summarising texts links to preparation for paper 1. Studying the subjunctive mood links to expressing opinions. The passive voice links to the study of the book 'no et moi'.	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes

	skills in skimming texts for gist, translating into French and using a bilingual dictionary. They will be able to vary their vocabulary by using synonyms. Students will establish skills in summarising reading and listening texts in their own words. They will also continue to discuss speaking cards and establish skills in evaluating and analysing in order to respond in timed conditions. Students will also be able to express doubt and uncertainty.	demonstrating the ability to express doubt and uncertainty. A wide range of vocabulary and idioms are used. Demonstrating excellent critical and analytical response to questions set		

	Summer + Revision Year 13 French			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Manifestations et grèves – à qui le pouvoir?	Knowledge: know about the important role of unions in France and the power that they have. Talk about strikes and protests, how efficient they are, and consider different methods of protesting. Discuss different attitudes towards strikes, protests and other political tensions. Know how to use subject, object and relative pronouns. Know how to use demonstrative adjectives and pronouns. Know how to translate the English gerund into French as a present participle, as the subject of the sentence, as the complement of the verb 'to be' and after prepositions. Understanding: Students will understand how powerful unions are in France and what is their role in society. They will have a good understanding of who the most powerful unions are and their historical background. Students will understand how different groups of people feel about strikes in France and will develop opinions of their own. They will explore the reasons why France has a reputation of being a country that likes to strike and the reasons behind it. They will look at the pros and cons of strikes and evaluate how effective they are. Students will have a greater understanding of how to use subject, object and relative pronouns and will have a better understanding of how to translate the English Gerund into French. Skills: Students will develop skills in using language to promote a cause. They will learn how to enhance their cause by stating a high impact fact, giving a sense of finality if action	Demonstrating a clear understanding of the role of unions in France and the efficiency of strikes and demonstrations. Developing and expressing opinions on striking and joining a demonstration. Demonstrating clear ability to justify their conclusions. Demonstrating independence in spontaneous talk, responding to a stimulus. Delivery of speaking is fluent and ideas and opinions are nearly always developed. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary and developing vocabulary using synonyms.	Prior learning: Pronouns were reinforced in year 12. Students have already been using subject and direct object pronouns. This is now being extended to relative pronouns. Students have developed strategies and skills in translating into French and English, reading for gist and summarising, discussing, evaluating and analysing speaking cards and answering questions in French throughout year 12 and in the previous units. Students are developing knowledge of different sub themes and have a good understanding of the political system from unit 4. Future learning: Learning strategies to skim read longer texts and summarising texts links to preparation for	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes

	isn't taken and asking for help. Students will develop skills in talking about priorities and will continue to establish skills in skimming texts for gist and translating into French and English. They will be able to vary their vocabulary by using synonyms. Students will continue to establish skills in summarising reading and listening texts in their own words. They will also continue to discuss speaking cards and establish skills in evaluating and analysing in order to respond in timed conditions.	Demonstrating very good knowledge and understanding of pronouns. A wide range of vocabulary and idioms are used. Demonstrating excellent critical and analytical response to questions set	paper 1. Studying the subjunctive mood links to expressing opinions.	

	Year 13 French			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
La politique et l'immigration.	Knowledge: 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. Form and use of combination tenses: imperfect and perfect. Understanding: Students will understand how immigration has been influenced by colonisation. Students will understand how to discuss political issues from different parties and opinions regarding immigration. Students will understand the link between low natality and immigration. Students will understand how to talk about issues and possible solutions to immigration. Students will understand how to describe the different anti-racist associations. Students will understand how to talk about immigrants' involvement in politics. Skills: Students will use contrasting tenses together such as perfect and imperfect, the future perfect and the conditional perfect. Students will use language to describe changes such as comparison and contrast. Students will continue to establish skills in skimming texts for gist and translating into French and English. They will be able to vary their vocabulary by using synonyms. Students will continue to establish skills in	Demonstrating a clear understanding of immigration and politics. Developing and expressing opinions on political parties and their approach to immigration. Demonstrating clear ability to justify their conclusions. Demonstrating independence in spontaneous talk, responding to a stimulus. Delivery of speaking is fluent and ideas and opinions are nearly always developed. Demonstrating a good critical and analytical response when evaluating speaking cards and student's response shows that they have a good understanding of the Material on the card. Demonstrating independence in reading and listening comprehension, skim reading for gist and summarising what they have read and heard in their own words. Demonstrating independence in the classroom by using a bilingual dictionary and developing vocabulary using synonyms. A wide range of vocabulary and idioms are used.	Prior learning: Students have developed strategies and skills in translating into French and English, reading for gist and summarising, discussing, evaluating and analysing speaking cards and answering questions in French throughout year 12 and in the previous units. Students are developing knowledge of different sub themes and have a good understanding definition, issues linked to immigration and racism. Future learning: Using a series of linguistic structures, all tenses, contrast in tenses to write accurate summaries, essays, ask and answer questions on speaking cards. Understand tenses and grammatical structures as well as all key vocab in all A level modules to	www.quizlet.com Seneca learning Kerboodle .com AQA A level French text book year 1 kerboodle grammar books mot à mot Power points and resources on share point AQA A level specification AQA A level past papers AQA A level mark schemes 20minutes.fr

	summarising reading and listening texts in their own words. They will also continue to discuss speaking cards and establish skills in evaluating and analysing in order to respond in timed conditions.	Demonstrating excellent critical and analytical response to questions set. Students will manipulate verbs accurately to communicate effectively: present, perfect, imperfect, future, conditional, pluperfect, future perfect and conditional perfect. Demonstrating ability to disagree tactfully.	extract and process key information from a written or an aural passage.	

	Year 13 French – INDEPENDENT RESEARCH PROJECT			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Independent research project	The IRP is based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the French speaking countries or communities. A historical event, a person, a major news event, a period of history, a group (fashion, tourism, computer games.), a social issue (immigration, gender equality, domestic violence), a region, a cultural movement, a political issue, an environmental issue, a sports event/figure, a film, art/architecture. The student's chosen question or statement should allow the student to access the full range of marks. Understanding: Students will understand how to: Choose a topic that is relevant, has easy access to resources and can be developed. Formulate the title and the introduction Develop the content, right up to the conclusion Anticipate the questions that might be asked and prepare possible responses Skills: Research methods: identify appropriate materials from a range of authentic sources. Organise information: mind maps, categories, structured note taking etc. Analytical skills. How to structure the initial 2-minute presentation. Communication strategies: rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies, such as self-correction.	Students are able to independently contextualise, analyse, summarise findings using quotes, facts, statistics or examples, and give personal responses. There is a variation in the use of grammatical structures and vocabulary including complex structures. Students are prepared for a wide range of question types which seek information, opinion and justification of views. Students respond to these questions spontaneously, sustain communication and take the lead to further develop the conversation. Pronunciation and intonation are good and as authentic sounding as possible.	The IRP can draw on vocabulary and structures across all four themes of the A level programme. Throughout the course students have learnt how to research and analyse different cultural aspects and then present and justify valid arguments, viewpoints and conclusions to the class. Future learning: Continue to develop as independent researchers Improve language learning skills and communication strategies to sustain communication and build fluency and confidence.	Students are encouraged to use a variety of visual, audio and written sources.