

## Year 12 French

In Year 12, students embark upon a two year A Level course. Students build and increase their knowledge following the AQA syllabus. GCSE grammar is revisited at the start of the course as part of a transition module. This is essential in order for students to make the necessary progress at this higher level.

All topics covered relate to

- Aspects of French-speaking society: current trends
- Artistic culture in the French-speaking world

In lessons students develop the following language skills.

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

In the spring term, a French film is studied in depth. This provides them with the initial skills needed to analyse and appreciate the concepts and issues featured in the work of a well-known French film director as well as having an understanding of film, language and techniques.

Methods of deepening and securing knowledge:	
Retrieval practice	Retrieval practice is evident in starter activities and in mini-plenaries and take the form of match up exercise/short translation/low stake quizzes. All these tasks are linked to prior learning.
Elaboration	Students are encouraged to elaborate by using idioms, conjunctions and higher level topic specific vocabulary with a varied range of grammatical structures.
Interleaving	Interleaving is essential to embed the grammatical structures and vocabulary taught. Students have access to an AQA vocabulary list at the end of each unit in the text book.
Concrete examples	Concrete examples are given through teachers modelling grammatical structures.
Dual coding	Dual coding is a strategy that students use to aid revision (highlighting/symbols).
Other	Independent research on cultural topics are set as homework tasks. Independent learning via vocabulary learning websites.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<b>Transition modules</b> - History of France - Geography of France - Celebrities in France	<b>Changing family units</b> - Cinema	<b>Cyber society Film study</b> - au revoir les enfants (France under the occupation/2WW)	<b>Volunteering Music in the French spoken world</b>	<b>Heritage</b>	<b>Multi-culturalism</b>
Assessment		- Base line assessment		- End-of-unit test		- PPE

#### Homework:

In Year r 12, French homework:

- Provides opportunities for students to work independently.
- Consolidates or extends work covered in class.
- Prepares for future lessons.
- Allows for tasks and activities, which are not dependent on the teacher, to be completed outside lesson.
- Improves students' progress and raises the standard of achievement.

Homework is given in the form of:

- Vocabulary learning and revision.
- Grammatical exercises.
- Reading comprehension practice.
- Listening comprehension practice.
- Translation activities.
- Detailed and analytical writing in relation to the topic being studied
- Research tasks linked to AO4 : knowledge of French speaking society
- Spoken presentation on the topic being studied
- Make use of Aiming Higher Time to reflect and act on the formative feedback given by teachers, and identify and record ways to improve future performance.
- Review the work studied in lessons and regularly create revision materials.
- Wider reading and research / extra listening from French websites.

Students are expected to study on their homework for one hour after each French lesson and allocate one hour per week for independent wider study.