

# A Level French

## Curriculum Intent 2021-2022

### Core aims of the subject at Key Stage 5

*Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy. OFSTED curriculum review, June 2021.*

Firstly, learning French is the pleasure of learning a beautiful, rich, melodious language as it also known as the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations. France is the world's top tourist destination and attracts more than 87 million visitors a year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France and offers insights into France's culture and way of life. French also comes in handy when travelling to French-speaking parts of the world.

Another reason to learn French is that France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners. The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France but also in England, for example Airbus in Chester or Michelin tyres in Stoke-on-Trent. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg. This shows how important it is to be able to speak this language.

Furthermore, French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs. French is the language of Victor Hugo, Molière, Edith Piaf and Zinedine Zidane or Thierry Henry!

Speaking French opens up opportunities to study at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. We have had students who have studied French at GCSE then A level leading to studying in Paris for their degree.

For all these reasons, we feel that through you are a level French journey you will be prepared to access a much broader world. As the course goes on, you will develop a greater understanding of the French language as well as different aspects of France and French-speaking countries' culture. The topics have been chosen based on the GCSE specification and we have strategically planned out when to teach them and how long to dedicate to each of them, allowing plenty of time for revision.

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 content is suitable for students who wish to progress to employment or further study, including a modern languages degree. The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change.

### **Trips and visits**

Students have the possibility to do work placement in France using Halsbury Travel. There they will be able to experience the culture first hand and have the opportunity to put into practice everything they have learnt in the classroom whilst conversing with native French speakers.

### **Assessment**

Students will be tested in listening, reading, speaking and writing and will develop transferable skills, relevant to further study and the world of work. The range of topics within the specification aims to inspire students who are interested in French culture and French speaking countries. Students study all of the following themes on which the assessments are based:

- Theme 1: Aspects of French-speaking society: current trends
- Theme 2: Aspects of French-speaking society: current issues
- Theme 3: Artistic culture in the French-speaking world
- Theme 4: Aspects of political life in the French-speaking world

Please see website for the formal internal assessment record.

### **Homework**

They will include past papers based translations and grammar tests, alongside end of modules assessments. Furthermore, after each film and the book study, a series of essay writing will take place to prepare fully for the final exam.

### **Clubs and/or intervention**

'Clinic' and support could be set up if necessary.

### **Parental/Carer support**

### **Helpful sources of information**

There are many news/magazine sites you should be accessing frequently.

The more you read, the more fluent your written and spoken French will be, as you will become familiar with natural, authentic French. Furthermore, you need to know what is going on in French speaking countries in terms of politics, economics, social issues, sporting achievements, cultural events... (and also have opinions about these!)

Here are some of the most popular sites:

[www.20minutes.fr](http://www.20minutes.fr)

[www.ouest-france.fr](http://www.ouest-france.fr)

[www.lequipe.fr](http://www.lequipe.fr)

[www.lexpress.fr](http://www.lexpress.fr)

[www.lefigaro.fr](http://www.lefigaro.fr)

[www.france24.com](http://www.france24.com)

[www.lavoixdunord.fr](http://www.lavoixdunord.fr)

[www.kadaza.fr](http://www.kadaza.fr)

[www.TV5monde.com](http://www.TV5monde.com)

[www.allocine.fr](http://www.allocine.fr)

Memrise

Quizlet

AQA website and use of past papers

### Connections to future pathways

Any career is enhanced through speaking a foreign language. Careers directly related to languages include: Interpreter, Secondary school teacher, and Translator. Careers where a language degree would be useful include: Broadcast journalist, Detective, Diplomatic service officer, Education consultant, English as a foreign language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive, Patent examiner, Private tutor, Sales executive, Tour manager, Import / export manager.

Significant local employers include: Bet 365, Muller yoghurt, Bentley Motors, Networld Sports, Airbus Broughton (Chester), Michelin (Stoke on Trent).

Degree courses where languages are required/useful to gain entry include: Classical Studies – useful, Economics or Business related degrees – useful, English - sometimes essential, always useful, European Studies - essential, 2 languages even more useful, Film Studies – useful, French - essential, 2 languages even more useful, German - essential, 2 languages even more useful, History – useful, History of Art – useful, Italian - essential, 2 languages even more useful, Law – useful, Leisure and Tourism – very useful.

Transferable skills: communication skills, adaptability/resilience /resourcefulness, independent learner, cultural development and global awareness.

## Year 12 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;"><b>Aspects of French-speaking society: current trends</b></p> <p>Family life is changing rapidly, marriages break down, people marry again, and same sex marriages are now taking place in France. Who is looking after the children while parents are working long hours? All this represent today's society in France and you will be able to discuss these topics, which I am sure you will find very interesting. We will look at cyber-society: how it is affecting young people (good and bad) but also how it is developing in French-speaking developing countries.</p>		

	<ul style="list-style-type: none"> <li>➤ <b>Aspects of French-speaking society: current trends</b></li> <li>➤ The changing nature of family (La famille en voie de changement)</li> <li>➤ Grands-parents, parents et enfants – soucis et problèmes</li> <li>➤ Monoparentalité, homoparentalité, familles recomposées</li> <li>➤ La vie de couple – nouvelles tendances</li> </ul>	<ul style="list-style-type: none"> <li>➤ Paper 2 based translations per fortnight</li> <li>➤ Grammar tasks per fortnight</li> <li>➤ Topic specific end of module assessment from Dynamic Learning package</li> </ul>	<ul style="list-style-type: none"> <li>➤ Présent</li> <li>➤ Futur et futur proche</li> <li>➤ Formes interrogatives</li> </ul>
	<ul style="list-style-type: none"> <li>➤ <b>The ‘cyber-society’ (La « cyber-société »)</b></li> <li>➤ La technologie et la vie quotidienne</li> <li>➤ La technologie et les jeunes</li> <li>➤ Les pièges de plus en plus sophistiqués de la cybersociété</li> <li>➤ Le boom technologique en Afrique francophone</li> </ul>		<ul style="list-style-type: none"> <li>➤ Articles définis et indéfinis</li> <li>➤ Verbes pronominaux</li> <li>➤ Place et accord des adjectifs</li> <li>➤ Passé composé (verbes réguliers et irréguliers)</li> <li>➤ Aim - to increase <ul style="list-style-type: none"> <li>• Spontaneity</li> <li>• Accuracy</li> <li>• Confidence</li> </ul> </li> </ul> <p>This was covered in Y9 and Y10 but the students were only exposed to simple vocabulary and simple activities such as downloading music or watching videos.</p> <p>The tenses and grammatical elements above help revise basic structures and allow to develop more complex ones. These were reinforced in Y10 and 11.</p>

			<p>The revision of the KS4 structures, allow all students to work on equal footing, as some will have achieved from grades 6 to 9.</p>
<p style="text-align: center;"><b>Autumn 2</b></p>	<p style="text-align: center;"><b>Artistic culture in the French-speaking world &amp; Aspects of French-speaking society: current issues</b></p> <p>French cinema is very important and we will study a film, which has influenced not only the cinema industry but also the French Government. Indeed, the President at the time of the release of 'La Haine' forced his cabinet to watch it in order to understand the unrest in the suburbs of big cities. Matthieu Kassowitz was also at the forefront of a new genre of cinema: 'le cinema de banlieue'. Linked to this unrest, we will understand how volunteering and helping disadvantaged people are happening in France.</p>		
	<p><b>➤ Film studies module – La haine</b></p> <ul style="list-style-type: none"> <li>➤ Watch the film</li> <li>➤ Analyse the various characters</li> <li>➤ Analyse the various themes and plots</li> <li>➤ Practice essays</li> </ul>	<ul style="list-style-type: none"> <li>➤ Various activities related to film module, including essay writing</li> <li>➤ BL6 mocks: Paper 1, Paper 2 &amp; Paper 3 (not topic based)</li> <li>➤ Further translations and reading activities from Dynamic learning</li> <li>➤ Practise questions linked to Units 1, 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skills needed to write essays in French</li> <li>➤ Adjectifs comparatifs et superlatifs</li> <li>➤ Imparfait et plus-que-parfait</li> <li>➤ Pronoms d'objets directs et indirects</li> </ul> <p>Volunteering has been slightly studied in Y11.</p>
	<p><b><u>Volunteering - le rôle du bénévolat</u></b></p> <ul style="list-style-type: none"> <li>➤ Aider les défavorisés</li> <li>➤ Le bénévolat transforme les vies</li> <li>➤ Une expérience de volontaire</li> </ul>		<p>The students need to be able to express themselves confidently about that topic for their speaking exam.</p> <p>These skills are developed to allow a much more complex level of writing and speaking.</p> <p>This will allow the students to reach higher mark in essay writing by producing more complex sentences, showing a good grasp of grammar and manipulating complex language accurately.</p>

<p style="text-align: center;"><b>Spring 1</b></p>	<p style="text-align: center;"><b>Artistic culture in the French-speaking world</b></p> <p>You will have heard of the Mont Saint Michel in Normandy, the Tour Eiffel and so on, but what do we include in what is called 'Heritage'? Can we include food, music in it? We will be discussing this and all the work that UNESCO is doing to protect the most important heritage sites in France and French-speaking countries, and the world. Music and language are closely linked. What if French radios were only putting on English/American song on the air, what would happened to the French music industry? We will look at how the French Government protects the French language.</p>		
	<p><b><u>Une culture fière de son patrimoine</u></b></p> <ul style="list-style-type: none"> <li>➤ C'est quoi exactement le patrimoine?</li> <li>➤ Le patrimoine, un atout pour le tourisme?</li> <li>➤ Architecture et gastronomie</li> <li>➤ Peut-on créer du patrimoine moderne</li> </ul>	<ul style="list-style-type: none"> <li>➤ Paper 2 film-based essays per fortnight</li> <li>➤ Paper 2 based translations per fortnight</li> <li>➤ Grammar tasks per fortnight</li> <li>➤ Topic specific end of module assessment from Dynamic Learning package</li> </ul>	<ul style="list-style-type: none"> <li>➤ Passé composé verbes irréguliers</li> <li>➤ Formes négatives</li> <li>➤ Passif et <i>on</i></li> <li>➤ Constructions infinitives</li> <li>➤ Impératif</li> <li>➤ Passé simple</li> <li>➤ Imparfait</li> </ul>
<p><b><u>La musique francophone contemporaine</u></b></p> <ul style="list-style-type: none"> <li>➤ Sauvez la musique francophone!</li> <li>➤ Connaissez-vous la musique francophone contemporaine?</li> </ul>		<ul style="list-style-type: none"> <li>➤ Révision des participes présent et passé</li> </ul> <p>Music and cinema were topics that we covered slightly in Y9 and then in Y10.</p> <p>We are revising concepts which are often misunderstood but needed to manipulate language (passive and active voices).</p>	

			<p>The simple tenses have been covered so we can look at the perfect tense, which is a compound tense that use simple tenses. The students are now being introduced to literary texts, using the past historic. This will help them to understand the book that will studied later on.</p>
<p>Spring 2</p>	<p style="text-align: center;"><b>Artistic culture in the French-speaking world</b></p> <p>As mentioned before, French cinema has been a pioneer in this industry. The 'Arrival of a train at La Ciotat', a 50-second film by the Lumière brothers screened in 1985. This short film was closely followed by 'Sortie d'usine', also by the Lumière brothers. We will look at how French cinema developed in the 20th century and will look especially at the 'Nouvelle vague' of the 50s and 60s, with filmmakers such as François Truffaut, Jean-Luc Godard or Claude Chabrol. We will carry on discussing music but with a focus on African-speaking countries and artists like Amadou and Mariam from Mali, and others</p>		
	<p>➤ <b><u>le septième art</u></b></p> <p>➤ Le cinéma: un art populaire</p> <p>➤ Les moments forts du cinéma en France</p> <p>➤ La passion du cinéma</p>	<p>➤ Paper 2 film-based essays per fortnight</p> <p>➤ Paper 2 based translations per fortnight</p> <p>➤ grammar tasks per fortnight</p> <p>➤ topic specific end of module assessment from Dynamic Learning package</p>	<p>➤ Présent du subjonctif</p> <p>➤ Mode conditionnel</p> <p>➤ Adverbes</p> <p>➤ Impératif</p> <p>➤ Passé simple</p> <p>➤ Imparfait</p> <p>➤ Révision des participes présent et passé</p> <p>Once again, difficulty of tense is increasing (and required) with the use on subjunctive.</p> <p>The subjunctive mood brings a different level of complexity as it very complicated</p>
<p><b><u>la musique francophone contemporaine</u></b></p> <p>➤ Vous écoutez de la musique francophone?</p> <p>➤ La musique francophone africaine</p>			

			<p>to create but also to use as it a 'mood', not a tense.</p> <p>The subjunctive is used a lot in French and the students need to be able to recognise and use it with confidence.</p>
<b>Summer 1</b>	<b>Artistic culture in the French-speaking world</b>		
	<p>We are studying a second French film based during the occupation of France of the 2<sup>nd</sup> World War. The story is based on true events experienced by the producer, Louis Malle. We will be looking at French survived during the occupation, the role of the malice and the resistance and of course the treatment of Jews during this horrific period. You will have studied 2 films in preparation for the Writing paper and essay writing questions.</p>		
	<ul style="list-style-type: none"> <li>➤ <b>Film studies module – Au revoir les enfants</b></li> <li>➤ Watch the film</li> <li>➤ Analyse the various characters</li> <li>➤ Analyse the various themes and plots</li> <li>➤ Practice essays</li> <li>➤ <b>Revision of all topics and skills with all teachers</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Various activities related to film module, including essay writing</li> <li>➤ Further translations and reading activities from Dynamic learning</li> <li>➤ Practise questions linked to Units 1 to 6</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skills needed to write essays in French</li> <li>➤ Revise all tenses including</li> <li>➤ Present</li> <li>➤ Imparfait</li> <li>➤ Passé compose</li> <li>➤ Plus-que-parfait</li> <li>➤ Passé simple</li> <li>➤ Futur simple</li> <li>➤ Futur compose (near future)</li> <li>➤ Futur antérieur</li> <li>➤ Pronoms d'objets directs et indirects</li> </ul> <p>At this point, we need to revise all the tenses in order to provide the best available range of vocabulary and tenses in order to write essays related to the film studied.</p>
<b>Summer 2</b>	<b>Artistic culture in the French-speaking world</b>		
	<p>We are studying a second French film based during the occupation of France of the 2<sup>nd</sup> World War. The story is based on true events experienced by the producer, Louis Malle. We will be looking at French survived during the occupation, the role of the malice and the resistance and of course the treatment of Jews during this horrific period. You will have studied 2 films in preparation for the Writing paper and essay writing questions. Furthermore, if time allows, we will start studying Boule de Suif and other 'comtes de guerre' by Guy de Maupassant. This will be in preparation for the 2<sup>nd</sup> part of the writing paper: essay on a book.</p>		

	<ul style="list-style-type: none"> <li>➤ <b>Film studies module – <i>Au revoir les enfants</i></b></li> <li>➤ Watch the film</li> <li>➤ Analyse the various characters</li> <li>➤ Analyse the various themes and plots</li> <li>➤ Practice essays</li> <li>➤ <b>Read Kiffe kiffe demain by Faiza Guene.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Various activities related to film module, including essay writing</li> <li>➤ Further translations and reading activities from Dynamic learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skills needed to write essays in French</li> <li>➤ Revise all tenses including</li> <li>➤ Present</li> <li>➤ Imparfait</li> <li>➤ Passé compose</li> <li>➤ Plus-que-parfait</li> <li>➤ Passé simple</li> <li>➤ Futur simple</li> <li>➤ Futur compose (near future)</li> <li>➤ Futur antérieur</li> <li>➤ Pronoms directs et indirects</li> </ul> <p>At this point, we need to revise all the tenses in order to provide the best available range of vocabulary and tenses in order to write essays related to the film studied.</p>
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## Year 13 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;"><b>Aspects of French-speaking society: current issues</b></p> <p>France is renowned for its motto 'Liberté, Égalité, Fraternité'. It is a country, which used to welcome everyone. What has changed? If anything? Is the multiculturalism working and is it creating serious issues? We will be looking at Canadian culture and France's influence in the world Another problem for our societies is how to help the marginalised, how can we help them?.</p>		
	<ul style="list-style-type: none"> <li>➤ <b>Les aspects positifs d'une société diverse</b></li> <li>➤ Origines du multiculturalisme et accueil des immigrants</li> <li>➤ Le multiculturalisme – succès ou échec ?</li> <li>➤ La société canadienne et l'influence de la France dans le monde</li> <li>➤ <b>Quelle vie en France pour les marginalisés?</b></li> <li>➤ L'exclusion sociale</li> <li>➤ L'inclusion sociale des handicapés et des marginaux</li> <li>➤ Comment traitons-nous les marginaux ?</li> <li>➤ <b>Revision: La famille en voie de changement</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Paper 2 based translations per fortnight</li> <li>➤ grammar tasks per fortnight</li> <li>➤ Vocab tests aspects positifs d'une société diverse</li> <li>➤ Teacher B vocab tests ados, droit de vote et engagement politique</li> <li>➤ <b>Work on Individual Research Project</b></li> <li>➤ Topic specific end of modules 7 and 10 assessment from Dynamic Learning package</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparative and superlative adverbs</li> <li>➤ Demonstrative adjectives and pronouns</li> <li>➤ Possessive adjectives and pronouns</li> <li>➤ Revision (suggestion: tenses; subordination; verbal structures)</li> <li>➤ <i>Depuis</i> and <i>venir de</i></li> <li>➤ Passive in other tenses</li> <li>➤ Subjunctive</li> <li>➤ Revision: imperfect tense</li> <li>➤ Subject–verb inversion</li> <li>➤ Future ideas using <i>quand</i></li> <li>➤ Mixed tense sentences</li> </ul> <p>The revision of the grammatical points will allow improvement of writing. The students are asked to start thinking about which IRP they want to do. They will need to write it using a broad range of structures.</p>

	<ul style="list-style-type: none"> <li>➤ <b>Les ados, le droit de vote et l'engagement politique</b></li> <li>➤ La politique : ça te branche ? Young Francophones and political life</li> <li>➤ Pour ou contre le droit de vote ? The history of the right to vote in France</li> <li>➤ L'Union européenne a-t-elle un avenir ? Young adults: French or European?</li> </ul>		<ul style="list-style-type: none"> <li>➤ The students should now be ready to discuss more serious topics such as politics, having strong opinions about how marginalised people are treated and express clearly their views.</li> </ul>
<b>Autumn 2</b>	<p><b>Aspects of political life in the French-speaking world</b></p> <p>How criminals are treated? Is putting them in prison the solution? Should we think about new ways of ensuring they do not offend again? What are your views?</p> <p>We will also look at something France is renowned worldwide: Strikes! The place and power of unions has always been very important in France but the public tends to suffer the consequences of these strikes. You will be able to discuss this in French!</p>		
	<ul style="list-style-type: none"> <li>➤ <b>Comment on traite les criminels</b></li> <li>➤ La prison, ça marche ?</li> <li>➤ Perspectives sur la criminalité</li> <li>➤ Prévention, réhabilitation et réinsertion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Various activities related to module</li> <li>➤ Essay writing on La Haine and Au revoir les enfants</li> <li>➤ Vocab tests manifestations et grèves</li> <li>➤ <b>Work on Individual Research Project</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Indefinite adjectives and pronouns</li> <li>➤ Present subjunctive</li> <li>➤ Perfect subjunctive</li> <li>➤ Use of prepositions with certain verbs; revision of verbal structures)</li> <li>➤</li> </ul>

	<ul style="list-style-type: none"> <li>➤ <b>Manifestations et grèves</b></li> <li>➤ Le syndicalisme en action</li> <li>➤ Grèves et manifestations</li> <li>➤ Les grèves – réactions de la presse et du grand public - Political tensions caused by strikes</li> </ul>	<ul style="list-style-type: none"> <li>➤ End of unit 8 and 11</li> <li>➤ BL6 mocks:</li> <li>➤ Paper 1, Paper 2 &amp; Paper 3 (not topic based)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interrogative adjectives and pronouns</li> <li>➤ Direct and indirect speech</li> <li>➤ Prepositions</li> <li>➤ Less common tenses – past historic with irregular verbs/imperfect subjunctive</li> </ul> <p>The past historic is used in next ½ term study of Boule de Suif, they need to start getting accustomed to them, recognising them now.</p> <p>The other forms are also more complex but students need to be able to recognise them.</p>
<b>Spring 1</b>	<p style="text-align: center;"><b>Aspects of political life in the French-speaking world</b></p> <p>In this unit, we will carry on looking at immigration in France. How and why did it happen? Was rebuilding France after the 2<sup>nd</sup> World War the only reason for huge waves of immigration? Once they have helped the country recover, what does the French Government do to look after them? What does the various political parties think about them?</p> <p style="text-align: center;">We will finish studying Kiffe kiffe demain by Faiza Guene.</p>		
	<ul style="list-style-type: none"> <li>➤ <b>La politique et l'immigration</b></li> <li>➤ L'évolution de l'immigration et de l'intégration</li> <li>➤ L'attitude des partis politiques envers l'immigration</li> <li>➤ Protection des immigrés et l'engagement politique</li> <li>➤ <b>Individual Research Project - write presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Paper 2 novel essays per fortnight</li> <li>➤ Paper 2 based translations per fortnight (1 from Teacher A - topic based)</li> <li>➤ grammar tasks per fortnight</li> <li>➤ Vocab tests</li> <li>➤ <b>Work on Individual Research Project</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Impersonal verbs and dependent infinitives</li> <li>➤ Direct and indirect speech</li> <li>➤ Imperfect subjunctive</li> <li>➤ Intensive translation practice</li> <li>➤ Skills needed to write essays in French</li> <li>➤ Revise all tenses including</li> </ul>

	<ul style="list-style-type: none"> <li>➤ <b>Revision: le rôle du bénévolat</b></li> </ul>		<ul style="list-style-type: none"> <li>➤ Present</li> <li>➤ Imparfait</li> <li>➤ Passé compos</li> <li>➤ Plus-que-parfait</li> <li>➤ Passé simple</li> <li>➤ Futur simple</li> <li>➤ Futur compose (near future)</li> <li>➤ Futur antérieur</li> <li>➤ Pronoms directs et indirects</li> </ul> <p>All these are being revised, as the students need to produce essays, which show a range of tenses, comple sentences, etc.</p>
	<ul style="list-style-type: none"> <li>➤ <b>Book study: Boule de suif et autres histoire de guerre</b></li> <li>➤ Analyse the various characters</li> <li>➤ Analyse the various themes and plots</li> <li>➤ Write quotes to support arguments</li> <li>➤ Practice essays</li> </ul>		
<p style="text-align: center;"><b>Aspects of political life in the French-speaking world Artistic culture in the French-speaking world</b>  <b>Aspects of French-speaking society: current issues Aspects of French-speaking society: current trends</b></p> <p style="text-align: center;">This is the last unit, which will help develop ideas and delve deeper in the 4 main themes studied in the last 2 years. The Individual Research Project will have to be finalised ready for the speaking exam and we will revise all aspects of the course.</p>			
<p><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>➤ <b>L’approfondissement</b></li> <li>➤ Aspects de la vie familiale et l’adoption</li> <li>➤ L’utilisation des réseaux sociaux à des fins criminelles</li> <li>➤ Volontaires de solidarité internationale</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision and intense translation practice</li> <li>➤ Paper 2 film-based essays per fortnight</li> <li>➤ Paper 2 novel-based essays per fortnight</li> <li>➤ Paper 2 based translations per fortnight</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using and avoiding the passive</li> <li>➤ Pronouns in conjunction with negative forms</li> <li>➤ Mixed tense sentences</li> <li>➤ Future perfect, conditional perfect</li> </ul> <p>L’approfondissement allows the students to revise the 4 main sections of the</p>

	<ul style="list-style-type: none"> <li>➤ La Belle Époque - 'La Belle Époque' and Toulouse Lautrec</li> <li>➤ <b>Revision: Le septième art</b></li> <li>➤ Finalise IRP</li> <li>➤ Speaking exam practice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grammar tasks per fortnight</li> <li>➤ Topic specific end of module assessment from Dynamic Learning package</li> </ul>	<p>course and provide extra readings, listenings.</p> <ul style="list-style-type: none"> <li>➤ This is the final preparation before their speaking exam alongside papers 1 and 2.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Revision and intense translation practice</li> <li>➤ Speaking exam practice</li> </ul>		