

Core aims of the subject at Key Stage 4

Firstly, learning French is the pleasure of learning a beautiful, rich, melodious language. 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. It offers **challenging opportunities** and **personal development**. The ability to speak French and English is an advantage on the international job market. **Inspirational** and **motivational** aspects of acquiring a knowledge of French are that it 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. It really does **prepare you for the future!**

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 your GCSE French journey you will be prepared to access a much broader world. The curriculum provides **breadth and depth** as you will revisit topics studied at Key Stage 3 but you will go into each of them much more deeply. As the course goes on, you will develop a greater understanding of the French language as well as different aspects of French 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. In terms of **personal development**, you will have the opportunity to take part in the French exchange with Brive La Gaillarde during Year 10, during which you will be able to leave with a French family for a week and host a French student for a week. This is such a fantastic and rare experience, which can create long lasting friendship with French people and therefore **life-long learning**. It also provides a **community involvement**, which can be developed in school, as you will be able to take part in the Inter House Language competition, sharing your knowledge with primary schools and our school community.

It would not be fair or true to say that learning French is easy; language learning takes time, effort and dedication. The acquisition of vocabulary and grammar knowledge is relentless, but we make no apology for this! The rewards for perseverance are enormous; you never know which doors might just open for you because of your language skills. Employers and universities recognise that learning a language shows resilience and tenacity and will respect and value you for this. You will be able to **achieve** something that will make you different from many other young people. It will prepare you for the future. Your teachers will guide you safely through the course, preparing you for the exams and beyond, but this is **your** grade for a reason. For **future**

preparation, spending just five minutes a day reading through your class notes, revisiting grammar points or learning vocabulary is worth more than half an hour once a week. The dividend for trawling meticulously through your written pieces, to correct and improve them will come when you sit your writing exam and can tackle any essay question with ease and confidence. You will be able to develop resilience that will help you in the future. Making links to a whole host of related words from one word you have just discovered, will train your brain to find connections and break down words more easily, keeping your brain firing on all cylinders (you're welcome).

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 Spanish culture and French speaking countries. Students study all the following themes on which the assessments are based.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Paper 1 Speaking in French

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks

Paper 2 Listening and understanding in French

Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks

Paper 3 and understanding in French

Foundation tier: 45 minutes, 50 marks Higher tier: 60 minutes, 50 marks

Paper 4 Writing in French

Foundation tier: 1 hour 15 minutes; 50 marks. Higher tier: 1 hour 20 minutes; 50 marks

Homework

Fortnightly vocabulary tests and half termly verb tests. Further to this, the students need to learn or reinforce vocabulary/verbs by using *Languagenut* and their course vocabulary booklets. Improvements to written tasks and speaking questions and other exercises as set by individual teachers.

Clubs and/or intervention
Lunch revision Clinique.
Helpful sources of information
Languagenut GCSEpod Seneca Memrise Quizlet Pearson website and use of past papers AQA website and use of past papers 20minutes.fr (reading practice) France24.com (live TV) TV5 monde.com (live TV)

Year 10 Overview 2024-2025

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p align="center">Big Idea - Module 1: Talking about your free time (and exploring events in the francophone world for Higher tier)</p> <p>Rationale: Who doesn't want to talk about themselves?! Here, we'll get you doing it in French. We want to know who you are, what you do to stay healthy but also what you do in your free time (such as watching TV, going out with friends). We will then move on to our 21st century topic where you can tell us about your life online.</p>		

	<ul style="list-style-type: none"> ➤ Talking about what you do online <ul style="list-style-type: none"> ➤ regular er verbs in the present tense ➤ discussing pros and cons ➤ Saying what you do to stay active <ul style="list-style-type: none"> ➤ Present tense of irregular verbs ➤ Listening and transcribing in French ➤ Talking about what you watch <ul style="list-style-type: none"> ➤ Forming and answering questions ➤ Preparing an exam style role play ➤ Making plans to go out <ul style="list-style-type: none"> ➤ Using the near future tense ➤ Responding to invitations ➤ Telling the time ➤ Saying what you did last weekend <ul style="list-style-type: none"> ➤ Using the perfect tense ➤ Pronouncing é. er, ez correctly ➤ Giving past tense opinions ➤ Taking part in an interview <ul style="list-style-type: none"> ➤ Asking a question in the perfect tense ➤ Using two tenses together (present and perfect) 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Half termly verb tests ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on Linguagenut, Seneca or GCSEpods. <p>There could also be some translations, redrafting of written work following detailed marking by your teacher.</p> <p>Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions.</p>	<ul style="list-style-type: none"> ➤ Looking for clues when listening ➤ Learning to distinguish word types ➤ Understanding questions ➤ Spotting patterns ➤ Spotting grammatical signposts ➤ Looking for near-cognates ➤ Thinking creatively in speaking ➤ Achieving a fluent translation ➤ Avoir and etre drilled as needed for all compound tenses. ➤ Ignoring words which are not needed ➤ Using cognates and near-cognates ➤ Understanding near-cognates when listening
<p>Autumn 2</p>	<p style="text-align: center;">Big Idea - Module 2: talking about you, your friends, role models and celebrations</p> <p>Rationale: Have you ever spent New Year’s Eve watching amazing fireworks? What do you think of Christmas: is it too commercial or should we help the poor at this time of year? How do we spend Christmas in France? What do you know of Divali or other celebrations? In this unit, you will find out why you might if you spend 31st December in France! We will look at how to describe people and look at the importance of role models.</p>		

	<ul style="list-style-type: none"> ➤ Talking about your identity <ul style="list-style-type: none"> ➤ Using emphatic pronouns ➤ Talking about your weekend routine <ul style="list-style-type: none"> ➤ Using reflexive verbs in the present tense ➤ Extending sentences using sequences and connectives ➤ Discussing friends and friendship <ul style="list-style-type: none"> ➤ Making adjectives agree ➤ Translating a passage into French ➤ Talking about what people look like <ul style="list-style-type: none"> ➤ Understanding the position of adjectives ➤ Describing a photo ➤ Talking about positive role models <ul style="list-style-type: none"> ➤ Using direct object pronouns ➤ Using the present and perfect tenses ➤ Talking about celebrations <ul style="list-style-type: none"> ➤ Using the perfect, present and near future tenses ➤ Recognising adverbs 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Half termly verb tests ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on Languagenut, Seneca or GCSEpods. There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Listening for key information ➤ Working out the meaning of new words ➤ Asking for clarification ➤ Word patterns ➤ Listening for essential words ➤ Spotting feminine nouns ➤ Coping strategies ➤ Pronunciation of verb endings ➤ Building your speaking and writing skills ➤ Collecting useful phrases ➤ Adding opinions to produce more complex sentences ➤ Making use of grammatical markers ➤ Listening for detail ➤ Translation strategies ➤ Using common patterns between French and English when reading ➤ Structuring a debate
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Big Idea - Module 3: talking about school now and in the past

**Spring
1/2**

Rationale: If you were not able to take part in the French exchange and experience first-hand life in a French educational establishment, then you will be able to understand the differences between French and English schools. Do you like school rules? You will be able to express your views and opinions in French about them and move onto what your ideal school would look like. What was your primary school like? How different is it to your high school?

	<ul style="list-style-type: none"> ➤ Learning about school life in francophone countries <ul style="list-style-type: none"> ➤ Describing photos ➤ Talking about school subjects and school life <ul style="list-style-type: none"> ➤ Using comparative adjectives ➤ Giving opinions with reasons ➤ Discussing school rules <ul style="list-style-type: none"> ➤ Using impersonal verb structures followed by infinitives ➤ Expressing opinions, agreeing and disagreeing ➤ Talking about making progress at school <ul style="list-style-type: none"> ➤ Using irregular verbs in the perfect tense ➤ Pronouncing <i>oi</i> and <i>oy</i> ➤ Talking about what school used to be like when you were younger <ul style="list-style-type: none"> ➤ Using verbs in the imperfect tense ➤ Translating into French ➤ Talking about learning languages <ul style="list-style-type: none"> ➤ Using the imperfect tense, present and near future tenses ➤ Recognising a wider range of negatives 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Half termly verb tests ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on <i>Languagenut</i>, <i>Seneca</i> or <i>GCSEpods</i>. There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Paraphrasing ➤ Spotting different words used to express the same idea ➤ Using context when listening ➤ Requesting help ➤ Using a word which refers to a similar item ➤ Making use of social and cultural context when reading ➤ Developing knowledge of French-speaking countries <p>This has also been slightly covered in Y8. The pupils are now more mature and have developed.</p>
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**Spring 2
and
Summer
1**

Big Idea - Module 4: health

Rationale: How are you feeling and what are you doing to keep healthy. You will be able to talk about the importance of good mental and physical health. Talking about illness and pains. What lifestyle changes will you make? This is the unit to tell us all about it! We will also look at how to talk about healthy living and how to improve our daily routines and health habits.

	<ul style="list-style-type: none"> ➤ Describing and giving opinions about dishes <ul style="list-style-type: none"> ➤ Understanding advice in the <i>vous</i> form imperative ➤ Talking about meals and mealtimes <ul style="list-style-type: none"> ➤ Using the partitive article (<i>du, de la, de l', des</i>) and <i>en</i> ➤ Spotting small words that can change meaning ➤ Talking about good mental health <ul style="list-style-type: none"> ➤ Using modal verbs (<i>devoir, vouloir, pouvoir</i>) ➤ Giving advice ➤ Describing illness and accidents <ul style="list-style-type: none"> ➤ Using expressions with <i>avoir</i> ➤ Booking a doctor's appointment ➤ Saying what you will do to improve your life <ul style="list-style-type: none"> ➤ Using the simple future ➤ Using more complex sentences structures ➤ Talking about lifestyle changes <ul style="list-style-type: none"> ➤ Using the imperfect, present and simple futures tenses ➤ Distinguishing between tenses when listening 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Half termly verb tests ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on Languagenut, Seneca or GCSEpods. There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Using grammatical markers ➤ Describing something when the word is unknown ➤ Using drawing to help with communication ➤ Breaking down long words to aid comprehension ➤ Recognising key topic words in reading and listening tasks ➤ Building longer sentences ➤ Simplification and paraphrasing ➤ Using intensifiers <p>Describing houses and where you live is being revisited here but with much more complexity, ensuring a variety of tenses are taught in order to prepare for all types of questions.</p>
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Summer 1 and Summer 2	<p>Big Idea - Module 5: Holidays</p> <p>Rationale: This is the part of the course you will find the most useful! How many times are your parents saying 'Come on, you can order, you do French at school!'. In this unit, we will be looking at booking accommodation and how to talk about holidays. I hope that by the end of this unit, you'll be planning your visit to France!</p>
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	<ul style="list-style-type: none"> ➤ Talking about holidays and accommodation <ul style="list-style-type: none"> ➤ Saying what you would like to do using <i>je voudrais</i> and <i>j'aimerais</i> ➤ Discussing what you can see and do on holiday <ul style="list-style-type: none"> ➤ Forming different types of questions ➤ Giving advice with <i>il vaut la peine de</i> and <i>il vaut mieux</i> 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Half termly verb tests ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on <i>Languagenut</i>, <i>Seneca</i> or <i>GCSEpods</i>. <p>There could also be some translations, redrafting of written work following detailed marking by your teacher.</p>	<ul style="list-style-type: none"> ➤ Ignoring words that are not needed ➤ Using cognates and near-cognates ➤ Using layout to help understanding ➤ Reading authentic texts ➤ Using verbal context when listening ➤ Using questions to formulate answers ➤ Recognising common patterns in French when listening ➤ Using negatives to add complexity
	<ul style="list-style-type: none"> ➤ Talking about festivals <ul style="list-style-type: none"> ➤ Using the perfect and imperfect tenses using relative pronouns ➤ Creating more complex sentences using relative pronouns ➤ Reviewing and booking holiday accommodation <ul style="list-style-type: none"> ➤ Using the perfect tense of modal verbs ➤ Identifying positive and negative opinions ➤ Talking about staycation activities <ul style="list-style-type: none"> ➤ Using a range of tenses ➤ Using <i>si</i> + the present tense + the simple future tense 	<ul style="list-style-type: none"> ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<p>Charity and volunteering are topics that will be developed much further at A level. They were not covered at KS3.</p>
<p>Summer 2 And Autumn 1 y11</p>	<p style="text-align: center;">Big Idea - Module 6: our planet</p> <p>Rationale: Here we move away from looking at ourselves and our own lives and we take a more outwardly look at the world. How can we save our planet? What are the causes of environmental problems and what can we do about them? We look at homelessness and take a moment to stand in somebody else's shoes. What must it feel like? Does the thought of a gap year excite you? How might you spend it? You might have heard of '<i>Médecins sans frontières</i>' but who are they? Helping people around the world and in your community. You might want to help fighting the Ebola virus in Western Africa or simply help your local food bank. This might sound a little complicated to be able to say all this in French, but trust us, we'll get you there. How can talk about local and global environmental and social issues? What do you do to help?</p>		

<ul style="list-style-type: none"> ➤ Understanding infographics about the environment <ul style="list-style-type: none"> ➤ Practising numbers and percentages ➤ Talking about geography and the climate <ul style="list-style-type: none"> ➤ Using comparatives and superlatives ➤ Learning about francophone countries ➤ Talking about environmental problems <ul style="list-style-type: none"> ➤ Understanding the present tense of the passive voice ➤ Pronouncing the 'open o' ➤ Discussing how we can work together to protect the environment <ul style="list-style-type: none"> ➤ Using the <i>nous</i> – form imperative ➤ Introducing opinions in a variety of ways ➤ Talking about day-to-day actions to protect the environment <ul style="list-style-type: none"> ➤ Using <i>en</i> + the present participle ➤ Understanding when to use the imperfect and perfect tenses ➤ Discussing new technologies <ul style="list-style-type: none"> ➤ Using <i>être en train de</i> and <i>venir de</i> ➤ Identifying correct statements about a text 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Half termly verb tests ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on <i>Languagenut</i>, <i>Seneca</i> or <i>GCSEpods</i>. There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Spotting near-cognates when listening ➤ Using grammatical categories ➤ Recognising suffixes ➤ Looking for words inside other words ➤ Making use of social and cultural context when listening ➤ Tackling 'Positive, Negative or Positive/Negative tasks ➤ Agreeing and disagreeing in a discussion ➤ Dealing with longer texts. <p>The teaching and discussions about environment and poverty in the world need maturity and life experience, the pupils should now be able to have both. The pupils have enough knowledge to start understanding more complex tense such as the subjunctive mood (only used as vocabulary as it is a KS5 tense – but can still be used to show examiners range and complexity of language).</p>
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Year 11 Overview
2025-2026

Term	Knowledge	Assessment	Connections to learning
<p>Autumn 1 and autumn 2</p>	<p>Big Idea - Module 7: describing your town or village and doing some shopping</p> <p>Rationale: What is your house like? Do you like it, or would you like to live in a big city, or the countryside? How long have you lived there? What can you do in your town and how do you get there? If you won the lottery, where would you live? You need to know how to give and understand directions.</p>		
	<ul style="list-style-type: none"> ➤ Understanding adverts <ul style="list-style-type: none"> ➤ Using demonstrative adjectives (ce, cet, cette, ces) ➤ Describing your town or village <ul style="list-style-type: none"> ➤ Using the pronoun y ➤ Translating phrases with <i>depuis</i> ➤ Asking for and understanding directions <ul style="list-style-type: none"> ➤ Using <i>à</i> and <i>de</i> with the definite article ➤ Transcribing unfamiliar words ➤ Talking about shopping for clothes <ul style="list-style-type: none"> ➤ Using <i>de</i> to indicate possession ➤ Practising shopping role plays ➤ Describing your ideal home <ul style="list-style-type: none"> ➤ Using <i>si</i> clauses ➤ Working out the meaning of unfamiliar words ➤ Talking about visiting another town or city <ul style="list-style-type: none"> ➤ Translating questions in different tenses ➤ Spotting different tenses from verb endings 	<ul style="list-style-type: none"> ➤ Fortnightly vocabulary / key phrases testing ➤ Half termly verb tests ➤ Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on Languagenut, Seneca or GCSEpods. There could also be some translations, redrafting of written work following detailed marking by your teacher. ➤ Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions. 	<ul style="list-style-type: none"> ➤ Using paraphrasing ➤ Using adjectives to improve a piece of work ➤ Using social / cultural context to understand meaning ➤ Adding complexity to written and spoken language ➤ Recognising cognates and near-cognates when reading ➤ Reading for gist

Big Idea - Module 8: what will you do in the future?

Rationale: You need to decide what you are going to do next: 6th Form, apprenticeship? You will be able to discuss in French what the choices are and why they are good or not so good. You will be able to discuss jobs and why they are fantastic and perfect for you, or the opposite.

Spring 1

- Talking about summer plans
 - Using three different tenses to express the future
- Talking about future plans and hopes
 - Using *après avoir* + a past participle
 - Expressing future plans using a range of structures
- Talking about travelling and earning money
 - Using verbs that take *être* in the perfect tense
 - Buying tickets at a station

- Talking about possible future career paths
 - Using infinitives as nouns
 - Looking up words for possible future jobs
- Discussing the advantages and disadvantages of different jobs
 - Using verbs followed by *à* or *de*
 - Translating a passage using a range of more complicated structures

- Fortnightly vocabulary / key phrases testing
- Half termly verb tests
- Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on *Languagenut*, *Seneca* or *GCSEpods*.
There could also be some translations, redrafting of written work following detailed marking by your teacher.
- Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions.

- Translating into French and encountering translation problems
- Modes of address
- Telling the time
- Using grammatical markers and categories
- Describing physical properties
- Pointing and demonstration
- Using visual and verbal context in reading
- Using more than one tense in one sentence

School life was covered in Y9. Now the pupils need to use more complex grammar such as modal verbs, alongside a variety of tenses to practise speaking and writing questions. They should have now acquired that knowledge.

Big Idea: revision time!

Rationale: You will be using the lessons to revise different topics, go through past papers, look at exam technique, and reinforce learning. All the speaking elements will be rehearsed to prepare you for the speaking exam, which will involve practising role-play and photo cards, and all the questions related to the general conversation.

Practice for writing, listening and reading papers will also take place.

**Spring 2
And
Summer
1**

- Revision of all themes and sub-themes
- Practise all skills for each theme
- Finalise speaking questions and practise them in order to improve fluency and quality of language
- Practise exam papers (Exampro)

- Fortnightly vocabulary / key phrases testing
- Half termly verb tests
- Other exercises as set by the teacher such as learning and revising vocabulary and verb conjugations on Languageut, Seneca or GCSEpods.
There could also be some translations, redrafting of written work following detailed marking by your teacher.
- Speaking exam preparation starts as well and you will be asked to prepare answers to specific topic and theme related questions.

Connections to future pathways

Transferable skills

- Communication skills
- Adaptability/resilience /resourcefulness
- Independent learner
- Cultural development
- Global awareness

Job options

Jobs where your languages would be useful include:

- Broadcast journalist
- Detective
- Diplomatic service officer
- Education consultant

Jobs directly related to languages include:

- Interpreter
- Secondary school teacher
- Translator
- Import/export
- Travel industry

- English as a foreign language teacher
- Import/export
- International aid/development worker
- IT
- Logistics and distribution manager
- Marketing executive

- Patent examiner
- Public relations
- Private tutor
- Project manager
- Sales executive
- Solicitor
- Tour manager
- Writer

Significant local employers include

- Bet 365
- Muller yoghurt
- Bentley
- Networld Sports
- Airbus Broughton (Chester)
- Michelin (Stoke on Trent)

Degree courses where languages are required/useful to gain entry

- 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
- Philosophy - useful
- Spanish - essential, 2 languages even more useful
- Speech Therapy - useful
- Teacher Training - essential in some cases, useful in all
- many scientific journals are written in German
- increasingly pages added on the internet are in Spanish

Language graduates work for a huge variety of employers and sectors, including:

- business services
- charity work
- engineering
- media
- museums and libraries
- public administration
- teaching
- tourism
- transport and logistics