



We implement and design the curriculum to foster a curiosity to develop language skills and an understanding of the global community as well as an appreciation of their own identity, language and culture; internationalism is at the core of language learning. In the process, our students place into context what they have learnt, in a contemporary world and become impactful global citizens. As a diverse community we celebrate our differences, celebrate our unique identity, cultures and languages. Our aim is to taste, see, feel and touch another world and widen perspectives.

Curriculum Design in French:

The curriculum is designed to offer an intricate and progressive transition of French taught by specialists at KS1 right through to A-level. At KS1, pupils learn to sing and identify letters, numbers and objects with emphasis on phonics of the language; learning through play.

At KS2 , the students follow the latest researched language pedagogy that leads to KS3 and KS4 with emphasis on phonics, vocabulary and grammar.

At KS3, the students follow the language developed pedagogy based on latest research of team of linguists from York university (LDP) and Pearson scheme of work with emphasis on vocabulary in cluster of phonic sounds and grammar as well as cultural understanding in its global form; i.e. learning about Francophone countries and cultures.

## Examining Board & Syllabus for GCSE.

Examining Board & Syllabus: AQA French 8658

Specification at a glance:

The specification covers three distinct themes:

Theme 1: Identity and culture

Theme 2: Popular Culture

Theme 3: Communication and the world around us

**Assessment:** 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. All question papers must be taken in the same series.

**What is assessed?:** Pupils complete four units in the following skill areas:

Listening, Speaking, Reading and Writing either at Foundation Tier (grades 1–5) or a Higher Tier (grades 4–9). *Pupils must take all four question papers at the same tier.*

### **Paper 1: LISTENING**

What is assessed?

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it is assessed?

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE
- Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions:

Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)

**Section B – Dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)**

### **Paper 2: SPEAKING**

**What is assessed?**

- **Speaking using clear and comprehensible language to undertake a role-play**
- **Carry out a reading aloud task**
- **Talk about visual stimuli**
- **How it's assessed**

**How it is assessed?**

**Non-exam assessment (NEA)**

**7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time**

**10–12 minutes (Higher tier) + 15 minutes' supervised preparation time**

**50 marks (for each of Foundation tier and Higher tier)**

**25% of GCSE**

**Questions:**

- **The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the role-play and the reading aloud task. For the photo card task, the same photos are used at both tiers.**
- **Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)**
- **Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)**

**Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier**

**Photo card discussion – 25 marks ( recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)**

**Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)**

**Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)**

### **Paper 3: READING**

**What is assessed?**

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they're embedded in written sentences
- Translating from French into English

How is it assessed?

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions:

Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)

Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

#### Paper 4: WRITING

What is assessed?

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French.

How it is assessed?

Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)

50 marks (for each of Foundation tier and Higher tier)

25% of GCSE

Questions:

Foundation tier

Question 1 – student produces five short sentences in response to a photo (10 marks)

Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)

Question 3 – student completes five short grammar tasks (5 marks)

Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)

**Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)**

**Higher tier**

**Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)**

**Question 2 – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)**

**Question 3 – Open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)**

**Trips: There is a yearly trip to France, link with St Olave's Grammar school and local primary schools. Exchanges with Nogent Sur Marne International school and Bromley International Cluster as well as a link nationally with Cam Academy and LDP.**

**Course Objectives:**

- **Develops language skills in a variety of contexts**
- **Builds on the KS3 study and prepares Pupils for further study to A level.**

#### **Language Opportunities**

**We have a native French language Assistant who gives weekly session opportunities as extra support outside the curriculum for GCSE and A level students. The students are encouraged to take part in these sessions.**

**Clubs and Ambassadorship opportunities are available, students are encouraged to take part in Club de Francophonie to further their skills and play games and meet other students from other year groups.**

**Exchanges and trips: We have links with French speaking schools and encourage students to take part in trips and forming exchanges.**

**For further information re curriculum and trips please contact Head of French:**

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