

Subject :	French
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Year Group:	13
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Scheme title	L'Etranger (literature) and young person in society and Oral preparation	Cultural enrichment and France 1940-1950	Marginalisation and France 1945-1950	Exam preparation (Year 1 themes)	Exam preparation (Year 1+ 2 themes)	
Purpose of scheme	Students begin to explore the literature and analysis of the key themes throughout.	This scheme allows students to explore the cultural enrichment opportunities in France and French speaking communities.	This unit gives students the opportunity to further embed their knowledge of France between 1940-1950.	Scheme allows students to address any gaps in knowledge and revisit key Year 1 themes.	Schemes allows students to address any grammar gaps and revise Year 1 and Year 2 themes.	
Knowledge in sequence	<ul style="list-style-type: none"> <li>Albert Camus – L'Étranger (1942)</li> <li>Read text in class and independently</li> <li>Analyse main themes</li> <li>Work through booklet – grammar tasks linked in</li> <li>Les intérêts des jeunes – une comparaison entre les anglais et les français.</li> <li>Les problèmes des jeunes (le tabagisme, les drogues, l'anorexie)</li> <li>Le mode et l'identité</li> <li>Launch guided studies task – give booklet and time line for preparation</li> <li>Speaking card booklet and photo card technique</li> </ul>	<ul style="list-style-type: none"> <li>Cultural enrichment and celebrating difference</li> <li>The positive aspects of a diverse society</li> <li>Discrimination and diversity</li> <li>Life for those who are discriminated against</li> <li>Weekly reflection on Les choristes/L'Etranger essays – grammar tasks to address areas of weakness.</li> <li>June 1940- May 1945: Life in occupied France; the French Resistance</li> <li>The cultural dimension in occupied France: political context of theatre and cinema productions</li> <li>Guided studies – oral prep</li> <li>Discussion tasks linked to themes</li> </ul>	<ul style="list-style-type: none"> <li>Cultural identity and Marginalisation</li> <li>Reasons for marginalisation</li> <li>Ways to eliminate marginalisation</li> <li>Launch oral booklet (speaking cards)</li> <li>Weekly reflection on Les choristes/L'Etranger essays – grammar tasks to address areas of weakness.</li> <li>1945-1950 – HL use of primary sources and newspaper reportage.</li> <li>Rebuilding and restructuring society in post-war years – cultural dimension and political changes.</li> <li>Effect on society as a whole inc women and the vote.</li> <li>Guided studies – oral prep</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for mock exams</li> <li>Launch ACTION PLAN – address any gaps in knowledge.</li> <li>Revision of vocabulary linked to Year 1+2 themes</li> <li>Exam technique: Reading comprehensions, responding in TL and not lifting more than 3 consecutive words from text – paraphrasing</li> <li>Practice questions/papers – all skills</li> <li>Personalise grammar revision, ensure students are aware of their weaknesses and provide an individual action plan.</li> <li>Independent work on areas for improvement</li> <li>Grammatical gap fills</li> <li>Guided studies – oral prep</li> <li>Discussion cards</li> <li>Applying range and facts to spoken work</li> <li>Asking questions</li> <li>Speaking spontaneously</li> <li>Window for oral exam opens</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for mock exams</li> <li>Revision of vocabulary linked to Year 1+ 2 themes</li> <li>Exam technique: Reading comprehensions, responding in TL and not lifting more than 3 consecutive words from text – paraphrasing</li> <li>Practice questions/papers – all skills</li> <li>Personalise grammar revision, ensure students are aware of their weaknesses and provide an individual action plan.</li> <li>Independent work on areas for improvement</li> <li>Grammatical gap fills</li> <li>Oral exam focus until completed.</li> <li>Listening and translation focus – Year 1 themes.</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching.</li> <li>Expressing opinions, comparing and sound use of the present tense are key.</li> </ul>	<ul style="list-style-type: none"> <li>True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching.</li> <li>Expressing opinions, comparing and sound use of the present tense are key.</li> </ul>	<ul style="list-style-type: none"> <li>True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching.</li> <li>Expressing opinions, comparing and sound use of the present tense are key.</li> </ul>	<ul style="list-style-type: none"> <li>True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching.</li> <li>Expressing opinions, comparing and sound use of the present tense are key.</li> </ul>	<ul style="list-style-type: none"> <li>True/false activities, listening activities, multiple choice, gap fill listening, listening activities requiring a response in TL, gap fills, essay writing, reading comprehensions and responding in TL + translating from TL into English and from English into TL to be an integral part of teaching.</li> <li>Expressing opinions, comparing and sound use of the present tense are key.</li> </ul>	
Key Words	une asile, être en deuil, un enterrement, un concierge, une bière, il n'y avait pas d'issue, une ride, la société, l'histoire, les thèmes, les personnages, les chapitres, les citations.	D'après-guerre, Les dégâts, Un prêt, La pénurie de logements, Les denrées alimentaires, Les charbonnages, L'Etat providence, Rebâtir, Emprunter, Elire, Relancer, Nationaliser, Démissionner.	Le couvre-feu, Le rationnement, L'anti-sémitisme, Un laissez-passer, Un raffle, Les Alliés, Envahir, Expulser, Interdire, Passer, Déporter, Déténir.	All vocabulary covered during previous schemes will be revisited here.	All vocabulary covered during previous schemes will be revisited here.	
End Point	Students Reading, Listening and Speaking skills will be assessed through their knowledge of topics covered in this scheme.	Students Reading, Listening and Speaking skills will be assessed through their knowledge of topics covered in this scheme.	Students are able to write clearly and accurately about France between 1940-1950, as well as translate key texts on this subject.	Successful completion of Speaking Exam with visiting Examiner.	Final Exams to be completed during this Scheme, marking the End Point of the Course.	
Assessment method	UNIT ASSESSMENT: Reading/Listening/Oral assessment.	UNIT ASSESSMENT: Reading/Listening/Oral assessment.	UNIT ASSESSMENT: Writing and Translation Assessment – Eduqas specimen.	UNIT ASSESSMENT: Reading/Listening/Oral Assessment – Eduqas specimen.	UNIT ASSESSMENT: Weekly assessments – all skills. Final Exams.	