

Scheme of work

Introduction

This resource provides suggested schemes of work for teaching our new AS and A-level French specification (7651, 7652). It provides an overview of content and assessment criteria. It also helps to plan and schedule your teaching for year 12 and 13.

The French, German and Spanish suggested schemes of work show different possible approaches to teaching the courses. We recommend that you compare these approaches to decide which is most appropriate for your students. This resource is editable so that you can create your own scheme using the ones provided as a starting point.

Content

See the specification for an outline of the course content. Both years divide into three elements (divided into three subthemes with three aspects each):

Social issues and trends

Aspects of French-speaking society: current trends

- La famille en voie de changement
 - Grands-parents, parents et enfants – soucis et problèmes
 - Monoparentalité, homoparentalité, familles recomposées
 - La vie de couple – nouvelles tendances
- La « cyber-société »
 - Qui sont les cybernautes ?
 - Comment la technologie facilite la vie quotidienne
 - Quels dangers la « cyber-société » pose-t-elle ?
- Le rôle du bénévolat
 - Qui sont et que font les bénévoles ?
 - Le bénévolat – quelle valeur pour ceux qui sont aidés ?
 - Le bénévolat – quelle valeur pour ceux qui aident ?

Aspects of French-speaking society: current issues

- Les aspects positifs d'une société diverse
 - L'enrichissement dû à la mixité ethnique

- Diversité, tolérance et respect
- Diversité – un apprentissage pour la vie
- Quelle vie pour les marginalisés ?
 - Qui sont les marginalisés ?
 - Quelle aide pour les marginalisés ?
 - Quelles attitudes envers les marginalisés ?
- Comment on traite les criminels
 - Quelles attitudes envers la criminalité ?
 - La prison – échec ou succès ?
 - D'autres sanctions

Political and artistic culture

Artistic culture in the French-speaking world

- Une culture fière de son patrimoine culturel
 - Le patrimoine sur le plan national, régional et local
 - Comment le patrimoine reflète la culture
 - Le patrimoine et le tourisme
- La musique francophone contemporaine
 - La diversité de la musique francophone contemporaine
 - Qui écoute et apprécie cette musique ?
 - Comment sauvegarder cette musique ?
- Cinéma – le septième art
 - Pourquoi le septième art ?
 - Le cinéma – une passion nationale ?
 - Evolution du cinéma – les grandes lignes

Aspects of political life in the French-speaking world

- Les ados, le droit de vote et l'engagement politique
 - Pour ou contre le droit de vote ?
 - Les ados et l'engagement politique – motivés ou démotivés ?
 - Quel avenir pour la politique ?
- Manifestations, grèves – à qui le pouvoir ?
 - Le pouvoir des syndicats
 - Manifestations et grèves – sont-elles efficaces ?
 - Attitudes différentes envers ces tensions politiques

- La politique et l'immigration
 - Solutions politiques à la question de l'immigration
 - L'immigration et les partis politiques
 - L'engagement politique chez les immigrés

Works

- one work for AS
- a total of two works for A-level.

Planning

Phases of learning – year 12

Phase 1

For the first two years of teaching new specification, students will need to gain new skills, different from GCSE, which focused on controlled assessment. We recommend these teaching steps:

- separate writing and speaking from memorising and learning by heart
- grammar learning for writing and speaking
- grammar programme links with the new specification thematic aspects

Phase 2

Introduction to reading and listening skills developed through theme-related texts and materials. There is also study of either a film or a book.

Framework for developing:

- vocabulary
- comprehension skills, including summary-writing
- essay-writing skills in the context of the chosen work
- speaking skills
- translation skills, both from and into the target language.

Phase 3

Year 12 programme offers two directions:

- a. catering for the students entered for AS assessment at the end of year 12, provides thorough exam preparation
- b. catering for students by-passing this assessment and working towards the full 2 year A-level.

Phases of learning – year 13

Phases 1 and 2

Practice in:

- speaking
- comprehension skills
- transfer of meaning skills linked to the themes in the second year programme.

Both phases provide framework for the study of the second work and the essay-writing assessment. The two phases have been separated based on different allocation of weekly contact time.

Phase 3

Teaching-time devoted to the independent research carried out by the students. The research task is a significant part of speaking assessment.

Phase 4

Intensive practice of assessment and exam skills and tasks.

Scheduling phases - year 12 and 13

Year 12

Time	Phase	Content
September – October	Phase 1: intensive grammar programme linked to thematic content.	<ul style="list-style-type: none">• Aspects of French-speaking society: current trends.• Artistic culture in the French-speaking world.
November – Easter	Phase 2: development of all skills through theme-linked teaching and learning.	<ul style="list-style-type: none">• Aspects of French-speaking society: current trends• Artistic culture in the French-speaking world.• Chosen film or book.
Easter – study leave (for those taking AS exams)	Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language.	Content focus according to assessment tasks: <ul style="list-style-type: none">• essay-writing on book or film• speaking and stimulus cards• reading, listening and translation according to sub-themes and aspects.
Easter – end of year	Phase 3b: 'top up' teaching on film or book to meet A-level requirements.	Study skills required for independent research and the development of an independent

Time	Phase	Content
(for those bypassing AS or taking AS en route to A-level exams)	Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.	research action plan □ setting targets, milestones and deadlines for the Summer holiday and beyond.

Year 13

Time	Phase	Content
September – October	Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.	<ul style="list-style-type: none"> Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world. Study of second work.
October – December	Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.	<ul style="list-style-type: none"> Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world. Study of second work.
January – March	Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).	The content and skills aspects of the A-level course are now completed.
March – study leave	Phase 4: intensive and comprehensive exam preparation.	All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.

Teaching time and staffing

Suggested schemes of work have been prepared for the following teaching time:

- Weekly contact time for both AS and A-level: 5 hours per week
- Number of weeks for AS course prior to study leave: 30 weeks
- Number of weeks for A-level course in year 12: 35 weeks
- Number of weeks for A-level course in year 13: 30 weeks

Two teachers will share the teaching of the group with the following contact time allocation:

- Teacher A - 3 hours
- Teacher B - 2 hours.

Co-teaching

The essay questions on the films and books have different requirements at AS and A-level. One possible method of dealing with this is to co-teach AS and A-level students to AS level, and then, after AS students have finished year 12, 'top up' the remaining A-level students.

Assessment

Time allocated to the various demands of the course reflects the weightings given to the different assessments or examinations. Assessment has been divided into 2 main areas for the AS course and 3 main areas for the A-level course:

AS:

1. Essay writing skills and the study of the work (film or book) - 17.5%
2. All other skills - 82.5%

A-level:

1. Essay writing skills and the study of 2 works (film + book or 2 books) - 20%
2. All other skills - 80% (including the research project)
3. Time needed to support and oversee independent research project for the speaking assessment

Assessment of cultural knowledge

Students will not be expected to rely on any particular cultural knowledge in comprehension tasks. However, they are assessed on some new features in the listening and reading, such as summary writing and a return to quality of language.

In the speaking test (AO4) students demonstrate what they know of the culture and society whose language they have studied. In the essays on films and books, they will be assessed on the knowledge of the films and books as AO4. Sub-themes and their aspects provide a framework for developing and extending lexical and grammatical knowledge.

Schemes of work

Phase 1 grammar focus

The suggested scheme of work links sub-themes and grammar. We recommend covering grammar material on the basis of three sessions per week over the first six weeks.

This first phase of grammar provides intensive practice to help post-GCSE learners to acquire the tools they need for AS/A-level course. They would be

able to express themselves without first having memorised what to say or write.

Session	Theme	Grammar focus
1	Grands-parents, parents, enfants – soucis et problèmes	Regular and common irregular verbs in present tense
2	Qui sont les « cybernautes » ?	Negative forms of verbs in present tense
3	Qui sont et que font les bénévoles ?	Connectives – temporal, and causal
4	Le patrimoine national, régional et local	Adjective agreements, comparatives and superlatives
5	La diversité de la musique francophone contemporaine	Question forms and commands
6	Pourquoi le septième art ?	Use of infinitive and infinitive structures
7	Monoparentalité, homoparentalité, familles recomposées	Using 2 verbs together including verb + <i>à</i> and <i>de</i>
8	Comment la technologie facilite la vie quotidienne	Imperfect tense – how things used to be
9	Le bénévolat – quelle valeur pour ceux qui sont aidés ?	Conditional and <i>si</i> sentences (Imp / Cond)
10	Comment le patrimoine reflète la culture	Subjunctive: doubt, uncertainty, necessity
11	Qui écoute et apprécie la musique francophone contemporaine ?	Subjunctive: possibility, verbs of wishing, emotional reaction
12	Le cinéma – une passion nationale ?	Subjunctive: connectives followed by
13	La vie de couple – nouvelles tendances	Perfect Tense: <i>avoir/ être/ reflexives</i>
14	Quels dangers la cyber-société pose-t-elle ?	Pronouns: direct/ indirect object and disjunctive/ emphatic
15	Le bénévolat – quelle valeur pour ceux qui aident ?	Future Tense
16	Le patrimoine et le tourisme	<i>Si</i> sentences (Pres/ Future)
17	Comment sauvegarder la musique francophone contemporaine ?	Conditionals of modal verbs
18	Evolution du cinéma – les grandes lignes	<i>Si</i> sentences (Pluperfect/ Past Conditional)

Two teachers

Year 12 – co-teaching AS and A-level

Co-teaching one year AS course with first year of A-level.

Phase	Teacher A: lesson 1-3	Teacher B: lesson 1-3	Time allocation	
Phase 1: 6 weeks	Grammar revision and new grammar to develop writing and speaking skills. These grammar slots form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to the sub-themes within the themes of social trends and artistic culture.		30 hours towards assessment are divided equally between essay-writing skills and other skills.	
Phase 2: 18 weeks	<p>Through the thematic aspects linked to social trends teacher A develops:</p> <ul style="list-style-type: none"> • listening and reading comprehension skills • vocabulary and grammar • speaking skills based on stimulus cards • translation into and from the target language • summary writing. 	<p>Teacher A provides the programme for the study of the year 12 film or book which supports the development of essay-writing skills.</p>	<p>Through the thematic aspects linked to artistic culture teacher B develops:</p> <ul style="list-style-type: none"> • listening and reading comprehension skills • vocabulary and grammar • speaking skills based on stimulus cards • translation into and from the target language • summary writing. 	<p>18 x 2 hours for teacher A and 18 x 2 hours for teacher B - 72 hours for the development of all skills other than essay-writing.</p> <p>18 hours for essay-writing and the study of the work.</p>
Phase 3(a): 6 weeks Students taking	Intensive practice of skills for exam and assessment: speaking.	Intensive practice of essay-writing skills.	<p>Intensive practice of skills for exam and assessment: speaking. Independent study allows to target different needs of AS</p> <p>24 hours across two teachers to all other skills. 6 hours</p>	

Phase	Teacher A: lesson 1-3		Teacher B: lesson 1-3	Time allocation
AS exam	Independent study allows to target different needs of AS and A-level learners.		and A-level learners.	allocated to essay-writing.
Essay as % of total time: 26%				
Other skills % of total time: 74%				

Year 12- A-level only

Phase	Teacher A: lesson 1-3		Teacher B: lesson 1-2	Time allocation
Phase 1: 6 weeks	Grammar revision and new grammar to develop writing and speaking skills. These grammar slots form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to the sub-themes within the themes of social trends and artistic culture.			30 hours towards assessment are divided equally between essay-writing skills and other skills.
Phase 2: 18 weeks	Through the thematic aspects linked to social trends teacher A develops: <ul style="list-style-type: none"> • listening and reading comprehension skills • vocabulary and grammar • speaking skills based on stimulus cards • translation into and from the 	Teacher A provides the programme for the study of the year 12 film or book which supports the development of essay-writing skills.	Through the thematic aspects linked to artistic culture teacher B develops: <ul style="list-style-type: none"> • listening and reading comprehension skills • vocabulary and grammar • speaking skills based on stimulus cards • translation into and from the target language • summary writing. 	18 x 2 hours for teacher A and 18 x 2 hours for teacher B - 72 hours for the development of all skills other than essay-writing. 18 hours for essay-writing and study of the work.

Phase	Teacher A: lesson 1-3		Teacher B: lesson 1-2	Time allocation
	target language			
	• summary writing.			
Phase 3b: Students by-passing AS or taking AS en route to A-level exams	Continuation of phase 2 skills development.	Action-planning and study skills for independent research project. 'Top up' on film or book for A-level needs.	Continuation of phase 2 skills development.	11 x 2 hours - 22 hours for the development of all skills other than essay-writing. 11 hours added to essay-writing skills. 22 hours for effective programme of study skills, action planning and initial research for the independent research project.

Year 13

Phase	Teacher A: lesson 1-3		Teacher B: lesson 1-2	Time allocation
Phase 1: 7 weeks	Through the thematic aspects linked to social issues teacher A develops: • listening and reading comprehension skills • vocabulary and	Teacher A provides the programme for the study of the year 13 film or book which supports the development of essay-writing skills. If a film has been studied in the first	Political life: through the thematic aspects linked to political life Teacher B develops: • listening and reading comprehension skills • vocabulary and grammar • speaking skills based on stimulus cards	14 hours for study of the second work. This allows the teacher and students to make rapid progress in this early stage in the year. 21 hours are spent on the social and political sub-themes; more

Phase	Teacher A: lesson 1-3		Teacher B: lesson 1-2	Time allocation
	grammar <ul style="list-style-type: none"> • speaking skills based on stimulus cards • translation into and from the target language • summary writing. 	year of the course, a book must be studied in the second year.	<ul style="list-style-type: none"> • translation into and from the target language • summary writing. 	time is given to political subjects as this is a new thematic area.
Phase 2: 8 weeks	Social issues: as for phase 1	Work 2: as for phase 1	Political life: as for phase 1	32 hours for skills other than essay-writing. 8 hours allocated to essay writing-skills.
Phase 3: 9 weeks	Social issues: as for phases 1 and 2 Lesson 2: supporting students in independent research.	Work 2: as for phases 1 and 2. Revision of work 1 for essay writing.	Political life: as for phases 1 and 2.	18 hours for skills other than essay-writing. 18 hours for essay-writing allows completing year 13 work and revising year 12 work. 9 hours for supporting students in preparing their research knowledge for speaking.
Phase 4: 6 weeks	Intensive practice of skills for exam and assessment: speaking with	Intensive practice of essay-writing skills.	Intensive practice of skills for exam and assessment: <ul style="list-style-type: none"> • speaking with stimulus card 	24 hours for exam practice in skills other than essay-writing.

Phase	Teacher A: lesson 1-3		Teacher B: lesson 1-2	Time allocation
	stimulus card and independent research outcomes.		<ul style="list-style-type: none"> independent research outcomes. 	6 hours for test essay-writing practice.
<p>Essay writing as % of total time = 28%</p> <p>Other skills as % of total time = 72%</p>				