

French at Samuel Whitbread Academy

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</p>	<p>We believe that languages is an essential tool to broaden one’s horizons and enhance communication and social skills. With our KS5 curriculum, we encourage, support and challenge students to discover Francophone culture as well as inspire them to form opinions about contemporary trends and issues which could relate to their lives. Learning a language is a key element in developing empathy, respect, integrity and determination for the world.</p> <p>French at A Level is an enriching experience and provides students a broad-range of skills and knowledge. We base our teaching on the core understanding and communication skills: listening, reading, writing and speaking. We focus on informing and challenging stereotypes and preconceptions about French speaking societies around the world and how French people are and have shaped the French culture we know today.</p> <p>Our intention is to develop learners who build confidence in their own abilities, learning about the world they live in and providing them with real world experiences so that they have the skills they need to travel, recognise and accept cultural differences, and have a successful career</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</p>	<p>The teaching of A Level French is delivered by multiple passionate teachers and split into themes, and then sub-themes. Throughout the two-year course students continue to deepen their understanding of what makes the French speaking world so popular, relevant and unique. Our lessons are structured to support an effective transition from the GCSE course where some topics overlap and are explored deeper at A-Level. The use of the target language in and out of lessons is essential, both form the teacher(s) and students.</p> <p>We follow the AQA A Level curriculum and support material which provides helpful topic review and assessment points for students. The four skills (listening, speaking, reading, writing and translating) are embedded in all lessons, students are supported and challenged, mainly through questioning. Assessments happen formally at the end of units and provide students with tools to improve and correct their work, leading to progress over the course.</p> <p>The study of a French book and a French film will stimulate the students’ curiosity and provide with a range of opportunities to discuss and argue key themes which relates to our curriculum. In addition, prep time is set regularly and requires students to read authentic material such as news articles, podcasts or interviews. Students will therefore experience reading French from a variety of sources and authors, and collect key information (including facts, opinions, statistics...) which will directly enhance their understanding of the French societies around the globe. Tasks are given and check by the class teacher(s) and used as reference in speaking tasks where students are consistently challenge to support their ideas with evidence.</p>

Implementation	Key Stage 5: Year 12	<p>The start of year 12 focusses on the key elements that provides students with the essential tools to communicate effectively and confidently: grammar. It aims to build on GCSE knowledge and address potential gaps in students' knowledge. It is quite intensive but necessary to reach accuracy and confidence.</p> <p>The sub-themes taught by teacher(s) aim at exposing students to knowledge they can easily relate to as teenagers. We talk about what makes French culture so rich and unique: cinema, music, the importance of having a national heritage. Then we slowly introduce our first authentic work from a French speaking artist: La Haine, a film by French director Mathieu Kassovitz which links back to cinema and gradually ease students in discovering the more intricate French politics and history. Students enjoy watching the film and analysing techniques, dialogues and discuss the key themes. The following sub-themes relate more to French lives and require students to really broaden their horizons as to how French speaking societies are living differently to them. Finally, the study of the book Kiffe Kiffe Demain, by French author Faïza Guène, reinforces the previous skills developed through the study of the film as themes overlap, though presented differently by their authors.</p> <p>Throughout year 12 and 13 students continue to review, complete more analytical tasks and write essays on both the film and the book.</p> <p>The Independent Research Project (IRP) is a core element of the speaking exam and is entirely dependent on students' preparation as no feedback can be given by their teacher(s). It asks of students to build on the curriculum themes and decide on one part of the French speaking world that fascinates, intrigues or shocks them. They decide on the topic, conduct their own research only accessing authentic sources and have to present it on the day of their speaking exam, a presentation which will be followed by a discussion with the examiner. The IRP is introduced in more details in the Summer term when they are about to leave for the summer holidays.</p>
	Key Stage 5: Year 13	<p>Year 13 is a natural continuation of the A Level course which tackles the more complex themes, mainly around politics and social issues in the French speaking world. This is where students are challenged to form opinions as young adults, ready to step into the real world. The sub-themes include the right to vote, the fight for power, the politics of immigration, how marginalised population are treated and how criminals are punished.</p> <p>When approaching Internal Progression Exams (IPEs) and Mock speaking exams, lessons tend to revisit and assess more regularly the students' abilities to communicate effectively, without major errors, as well as understanding a variety of French speakers about these current issues. Students are held accountable for researching and remembering facts and figures about recent events, elections and issues. That contributes in making them actors and thinkers in the real world.</p>

Students are regularly assessed to check their understanding and progress within each of the sub-themes they are taught in Key Stage 5. Our assessments include:

- End of sub-theme tests in listening, reading, writing and translation
- Mini-IRPs where specific topics are given by teacher(s) for students to research and present
- Essays
- Peer and self-assessment of lesson tasks
- IPE exams throughout Year 12 and 13 including speaking exams

Feedback and questioning will require students to realise their main errors in grammar and challenge them to think further. The students' response, in French, will increase their confidence and build their resilience prior to final exams.