

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 13</p>	<p><u>Teacher 1</u></p> <p><u>A2 Unit 1 - Les aspects positifs d'une société diverse</u></p> <p>In this unit, students consider the different types of diversity in society, the benefits of diversity in society, the need for tolerance and respect of diversity and how diversity can be promoted.</p>	<ul style="list-style-type: none"> • Revision of La Haine and essay writing practice. • Consider the benefits of living in an ethnically diverse society using the present tense. • Consider the need for tolerance and respect of diversity using the simple future tense. • Consider how we can promote diversity to create a richer world using the conditional tense. 	<p><u>Assessment schedule - for each unit 1 and 2:</u></p> <p>Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %</p> <p>Film (La Haine) and book (L'étranger) essay assessment (Paper 2) for UCAS</p>
	<p><u>Teacher 2</u></p> <p><u>A2 Unit 2 - Quelle vie pour les marginalisés ?</u></p> <p>In this unit, students consider the different groups of people in society who may be marginalised, attitudes towards them and measures that can help them.</p>	<ul style="list-style-type: none"> • Revision of L'étranger and essay writing practice. • Examine different groups of people who are socially marginalised using the imperfect tense. • Discuss measures to help those who are marginalised using the perfect tense. • Consider contrasting attitudes towards people who are marginalised using the pluperfect tense. 	

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<p>Autumn Term 1B Year 13</p>	<p><u>Teacher 1</u></p> <p><u>A2 Unit 3 - Comment on traite les criminels</u></p> <p>In this unit, students consider different attitudes to crime and particularly juvenile delinquency and who is responsible for it (parents, teachers, the government, society, the media, the youths themselves?). They also consider the problems with prisons in the French-speaking world, the purpose of prison sentences (punishment, dissuasion, rehabilitation?) and whether they are fit for this purpose and the effectiveness of various alternative forms of punishment to prison.</p>	<ul style="list-style-type: none"> • Examine different attitudes to crime using the past historic tense. • Discuss the merits and problems of prison using si clauses with different pairs of tenses. • Consider alternative forms of punishment to prison using infinitive constructions. 	<p><u>Assessment schedule - for each unit 3 and 4:</u></p> <p>Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %</p> <p>Mock speaking assessment</p>
	<p><u>Teacher 2</u></p> <p><u>A2 Unit 4 - Les ados, le droit de vote et l'engagement politique</u></p> <p>In this unit, students learn about the electoral system in France and consider the relationship between young French-speakers and politics, looking at arguments for whether the voting age in France should be lowered to 16, how engaged young people are in politics and their influence on politics as well as the future of politics and political engagement.</p>	<ul style="list-style-type: none"> • Discuss arguments relating to the vote and examine the French political system and its evolution using the passive voice. • Discuss engagement levels of young people and their influence on politics using the subjunctive mood. • Discuss the future of politics and political engagement using the subjunctive mood. 	

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<p>Spring Term 2A Year 13</p>	<p><u>Teacher 1</u></p> <p><u>A2 Unit 5 - Manifestations, grèves - à qui le pouvoir ?</u></p> <p>In this unit, students consider whether there is a unique culture of strike action in France and learn about the roles and power of French unions, methods of protest and attitudes towards strikes, protests and other political tensions through looking at case studies.</p>	<ul style="list-style-type: none"> • Understand the important role of unions using subject and object pronouns. • Talk about strikes and protests and consider different methods of protesting using relative pronouns. • Discuss different attitudes towards strikes, protests and other political tensions using demonstrative adjectives and pronouns. 	<p><u>Assessment schedule - for each unit 5 and 6:</u></p> <p>Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %</p> <p>Mock paper 1 and paper 2 assessments</p>
	<p><u>Teacher 2</u></p> <p><u>A2 Unit 6 - La politique et l'immigration</u></p> <p>In this unit, students learn about immigration in francophone countries and consider the economic and social factors involved as well as why it is an ongoing political issue. They will learn about the viewpoints of political parties regarding immigration and consider the experience of immigrants and charities that work to stop racism.</p>	<ul style="list-style-type: none"> • Discuss some of the political issues concerning immigration in francophone countries using the perfect and imperfect tenses together. • Consider the viewpoints of political parties regarding immigration using the future perfect and conditional perfect tenses. • Consider immigration from the standpoint of immigrants, as well as aspects of racism while practising how to choose the right tenses. 	
<p>Spring Term 2B Year 13</p>	<p><u>Teacher 1</u></p> <p><u>Revision of all A Level units and exam prep</u></p> <p>Students revise the content of all 12 units of the A Level course while practising listening, reading, writing and translation</p>	<ul style="list-style-type: none"> • Complete résumé activities for all AS and A2 units. • Complete révision extra for all AS topics. • Complete paper 1 and paper 2 past papers 2018-2022. 	<p><u>Assessment schedule:</u></p> <p>Past paper practice for paper 1, paper 2 and paper 3</p>

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	<p>questions and completing past paper essays on La Haine and L'étranger.</p>		
	<p><u>Teacher 2</u></p> <p><u>Speaking exam preparation</u></p> <p>Students revise how to answer questions in the stimulus card component of the speaking exam as well as having time to work in pairs doing practice for the presentation and discussion of their independent research project component.</p>	<ul style="list-style-type: none"> • Consolidation of speaking card facts and statistics and how to interpret and react to them for the speaking exam. • IRP presentation and Q&A preparation for the speaking exam. • Practice paper 3 past papers 2018-2022 and complete textbook stimulus card practice activities for all AS and A2 units. 	
<p>Summer Term 3A Year 13</p>	<p><u>Teachers 1 and 2</u></p> <p><u>Continued past paper practice</u></p> <p>Students complete their real speaking exam (paper 3) in the first or second week of this term, then continue working through past papers for paper 1 and paper 2 until the start of their study leave.</p>	<ul style="list-style-type: none"> • Complete paper 1 and paper 2 past papers 2023-2024. • Practice paper 3 past papers 2023-2024. 	<p><u>Assessment schedule:</u></p> <p>Real speaking exam (paper 3) Past paper practice for paper 1 and paper 2</p>
<p>Summer Term 3B Year 13</p>	<p><u>Study leave – real A Level exams</u></p>		