

# French Year 10: Curriculum Overview



## Year 10 Overview

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.

### **Paper 1: Listening** What's assessed?

Understanding and responding to different types of spoken language

How it's assessed? • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

### **Paper 2: Speaking** What's assessed?

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed? • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE Questions Foundation Tier and Higher Tier. The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) • General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier).

### **Paper 3: Reading** What's assessed?

Understanding and responding to different types of written language

How it's assessed? • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE Questions Foundation Tier and Higher Tier • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in French, to be answered in French or non-verbally • Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).

### **Paper 4: Writing** What's assessed?

Communicating effectively in writing for a variety of purposes

How it's assessed? • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE Questions Foundation Tier • Question 1 – message (student produces four sentences in response to a photo) – 8 marks • Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks • Question 3 – translation from English into French (minimum 35 words) – 10 marks • Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks Higher Tier • Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks • Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks • Question 3 – translation from English into French (minimum 50 words) – 12 marks

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;"><b>1-6 (Autumn 1)</b></p>	<p><b>Ma ville, ma région</b> House and rooms, where you live, what there is and what you can do where you live, weather, ideal home, pros and cons of where you live</p>	<p>Lesson 1 – Introduction to GCSE, expectations and resources. Lesson 2 – Ma maison et les pièces - Recap of describing your house and the rooms in it. Higher – compare where you used to live to where you live today. Lesson 3 – Ma maison idéale - Using the conditional tense to talk about you ideal home. Higher – include the comparative/ superlative tense. Lesson 4 – Les questions – Practise forming and asking different question types, using a question to formulate an answer. Higher – include a 2<sup>nd</sup> tense in your questions. Lesson 5 – Ma ville – Describing your town. Higher – use the imperfect tense to talk about what your town used to be like. Lesson 6 – On peut – saying what you can or can't do in your town. Lesson 7 – Qu'est-ce qu'on peut faire? - Talking about what you can and can't do in your town in greater depth. Higher – Using the comparative tense to compare what you could do in the past to what you can do now. Lesson 8 - Où habites-tu? - Writing practise to consolidate home and town knowledge. Higher – Use a range of tenses and opinions. Lesson 9 – Dans mon village – Talking about the positives and negatives of your town. Higher – Use the superlative to create your own positives and negatives. Lesson 10 – Ma région est top! - Talking about your area and comparing it to somewhere else. Higher – Using a range of superlatives to talk about your area. Lesson 11 – C'est pour une renseignement - Understanding tourist information. Higher – Write a tourist information blog using a range of language. Lesson 12 – S'il fait beau – Discussing the weather. Higher – Saying what you do with different weather phrases. Lesson 13 – Ville de rêve, ville de cauchemar – Talking about the negatives of your town. Higher – Using the conditional to say how you would improve it. Lesson 14 – Revision. Lesson 15 - Assessment</p>	<p>Speaking assessment – GCSE style questions</p>
<p style="text-align: center;"><b>7-13 (Autumn 2)</b></p>	<p><b>Mes études</b> Subjects, opinions, describing your school and it's facilities, the French school system, comparing your</p>	<p>Lesson 1 – Feedback and DIRT Lesson 2 – J'aime le français - Giving a range of opinions with reasons about your school subjects. Higher – Using the comparative and superlative to compare different subjects. Lesson 3 – Mon collège c'est... - Describing your school and the facilities. Higher – using the conditional to say what you would like in your school.</p>	<p>Writing assessment – GCSE style questions</p>

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	<p>primary to your secondary school, uniform, school rules, successes, extra-curricular activities, school trips, my ideal school</p>	<p>Lesson 4 – Mes profs sont... - Describing your teachers and giving your opinion of them. Higher – Using the conditional tense to say what a good teacher should have.          Lesson 5 – Mon école primaire était... - Using the imperfect tense to say what your primary school was like and talk about the differences between your primary and secondary schools. Higher – Using a range of past and present tense phrases to describe in detail the differences between your primary and secondary schools.          Lesson 6 – Au lycée - Learning about the French school system. Higher - Using the comparative to compare the French and English school systems.          Lesson 7 – Au collège - writing practise to talk about your school. Higher – Talk about the advantages and disadvantages of your school.          Lesson 8 – Les règles - Discussing school rules and saying if you agree with them. Higher – Using the conditional tense to say what school rules you would make if you were school principal.          Lesson 9 – Revision.          Lesson 10 – Assessment.          Lesson 11 – Preparation for speaking/ recap of any topics not completed          Lesson 12 – Preparation for speaking/ recap of any topics not completed          Lesson 13 – Preparation/ practice for speaking          Lesson 14 – Preparation/ practice for speaking          Lesson 15 – Preparation/ practice for speaking</p>	
<p><b>14-18 (Spring 1)</b></p>	<p><b>Dans le futur</b>          Plans after GCSEs, gap-years, jobs, future hopes and wishes, the importance of languages, work experience</p>	<p>Lesson 1 – Feedback and DIRT          Lesson 2 - Après les examens – Using the future tense to talk about what you want to do after the exams. Higher – Using the conditional tense to talk about what you would do if...          Lesson 3 – L'année sabbatique – Using the future tense to talk about plans for a gap-year. Higher – Include both the near future and the simple future tenses as well as the conditional.          Lesson 4 – More work on future tenses.          Lesson 5 – Qu'est-ce que tu voudrais faire? - Discussing your work preferences using the conditional tense. Higher – Include a 'si' clause.          Lesson 6 – More work on the conditional tense.          Lesson 7 – Mon avenir – Using the future and conditional tenses to talk about plans, hopes and wishes. Higher – Use the subjunctive tense to write higher level phrases.          Lesson 8 – Les langues sont un atout – Discussing the importance of languages in the workplace. Higher – Talk about the advantages and disadvantages of learning a language for work.          Lesson 9 – Speaking practice – debate on learning a language.</p>	<p>Reading and listening assessment</p>

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		<p>Lesson 10 – Mon petit boulot – Discussing part-time jobs and the tasks involved. Higher – Use the conditional tense to say what you would like to do.</p> <p>Lesson 11 – C'était une bonne experience – Talking about work experience and giving a description of a typical day on work experience. Higher – Use the perfect and imperfect tenses to say what went well and the conditional to say what could be improved.</p> <p>Lesson 12 – Mes ambitions – Using the future tense to talk about your ambitions. Higher – Using the subjunctive tense to develop your answers.</p> <p>Lesson 13 – Listening practice.</p> <p>Lesson 14 – Revision.</p> <p>Lesson 15 – Assessment.</p>	
<p><b>19-24</b> <b>(Spring 2)</b></p>	<p><b>Les vacances</b> Countries, the verb 'aller', accommodation, transports, activities on holiday, present, past and future tenses, ordering a meal, my dream holiday, describing a past holiday, talking about a holiday disaster</p>	<p>Lesson 1 – Feedback and DIRT</p> <p>Lesson 2 – Les pays – Talking about where you normally go to on holiday, using the verb 'aller'. Higher - Using the comparative to compare destinations.</p> <p>Lesson 3 – Les logements – Talking about different types of accommodation. Higher – Using the comparative to compare accommodation.</p> <p>Lesson 4 – En route – Talking about different types of transport. Higher – Talking about the advantages and disadvantages of different types of transport.</p> <p>Lesson 5 – Quel temps fait-il? - Writing a weather report. Higher – include extra details.</p> <p>Lesson 6 – En vacances, je vais au... - Discussing various activities you do on holiday and who with. Higher – Say what activities you do when it is sunny, when it rains etc.</p> <p>Lesson 7 – L'année dernière - Talking about where you went last year. Higher – Give more detailed opinions and reasons about your holiday last year.</p> <p>Lesson 8 – L'année prochaine – Using the future tense to talk about where you are going to go next year. Higher – Include the conditional tense.</p> <p>Lesson 9 – Bon appetit! - Ordering a meal in a restaurant. Higher – make a complaint.</p> <p>Lesson 10 – Speaking practise – Booking a hotel.</p> <p>Lesson 11 – Mes vacances fantastiques! - Writing in detail about a previous holiday. Higher – Write about the advantages and disadvantages of holidays.</p> <p>Lesson 12 – Mes vacances de rêve - Using the conditional tense to talk about your dream holiday. Higher – Talk about other peoples' opinions.</p> <p>Lesson 13 – C'était catastrophe! - Talking about a disaster on holiday. Higher - Using the conditional tense to say how it could have been better.</p> <p>Lesson 14 – Revision.</p>	<p>Speaking assessment – GCSE style questions</p>

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		Lesson 15 – Assessment.	
<b>25-30 (Summer 1)</b>	<b>Je suis bénévole</b> Charities and charity work, Fairtrade, social issues such as poverty, homelessness, inequality and racism, blended families, pressures, festivals and celebrations	<p>Lesson 1 – Feedback and DIRT</p> <p>Lesson 2 – Je suis solidaire - Talking about different <b>charities</b> and their work. Higher - Using the past tense to say what you have previously done for a charity.</p> <p>Lesson 3 – Je suis bénévole - Talking about <b>voluntary work</b>. Higher – Using the past tense to say what voluntary work you have previously done.</p> <p>Lesson 4 – Le commerce équitable - Discussing Fairtrade and how it works. Higher – Discussing the advantages and disadvantages of Fairtrade.</p> <p>Lesson 5 – La pauvreté - Talking about how poverty looks around the world. Higher – Discussing the causes and solutions of poverty.</p> <p>Lesson 6 – Les sans-abri - Discussing the causes and problems of homelessness. Higher – Using the conditional tense to discuss solutions to homelessness.</p> <p>Lesson 7 – Le racismisme - Discussing racism and how to deal with it. Higher – Using the past tense to talk about racism in the past.</p> <p>Lesson 8 – L'égalité - Talking about gender equality in the world today. Higher – Using the conditional tense to talk about solutions to inequality.</p> <p>Lesson 9 – L'homosexualité - Talking about LGBTQ+ issues. Higher - Using the future tense to talk about changes.</p> <p>Lesson 10 – Les jeunes en difficulté - Discussing teenagers and the pressures they face. Higher – Using the past tense to talk about pressures faced in the past compared to nowadays.</p> <p>Lesson 11 – Les fêtes - Learning about famous festivals in French-speaking countries. Higher – Describe a visit to a festival in the past.</p> <p>Lesson 12 - Les celebrations - Talking about various celebrations in your family. Higher – Using a combination of the perfect and imperfect tense to include more details.</p> <p>Lesson 13 – J'ai fêté... - Writing/ speaking about a previous celebration. Higher – Talk about the importance of family celebrations and what they mean to you.</p> <p>Lesson 14 – Revision.</p> <p>Lesson 15 – Assessment.</p>	Reading and listening assessment
<b>31-38 (Summer 2)</b>	<b>L'environnement</b> Concerns, environmental problems and solutions, ethical shopping, natural	<p>Lesson 1 – Feedback and DIRT</p> <p>Lesson 2 – Les préoccupations des jeunes - Talking about things that worry you. Higher – Using the imperfect tense to compare what you used to worry about to what you worry about now.</p> <p>Lesson 3 – Un oeil sur le monde 1 - Looking at different problems around the world. Higher – Using the superlative to discuss what are the worst issues in your opinion.</p>	Speaking – prepare a presentation on the environment

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	disasters, local problems	<p>Lesson 4 – Un oeil sur le monde 2 - Looking at different problems around the world. Higher - Using the past and comparative tenses to compare how problems have changed over the years.</p> <p>Lesson 5 – Notre planète 1 – Looking at different environmental problems. Higher – Using the superlative to say which are the worst problems in your opinion.</p> <p>Lesson 6 – Notre planète 2 – Looking at different environmental problems. Higher - Using the past and comparative tenses to compare how problems have changed over the years.</p> <p>Lesson 7 – Protéger l’environnement 1 – Looking at solutions to various environmental problems. Higher – Using the past tense to say what you have previously done to protect the environment.</p> <p>Lesson 8 – Protéger l’environnement 2 – Looking at solutions to various environmental problems. Higher – Using the future tense to say what you will do in the future to protect the environment.</p> <p>Lesson 9 – D’où vient ton tee-shirt? - Discussing ethical shopping. Higher – Discussing the pros and cons of ethical shopping.</p> <p>Lesson 10 – Les désastres - Looking at environmental disasters. Higher – talking about a previous disaster and how it affected the area.</p> <p>Lesson 11 – Je protège l’environnement - Writing practise about what you do/ don’t do to protect the environment. Higher – Write about why it is important to protect the environment.</p> <p>Lesson 12 – J’ai fait une renseignement – Designing a leaflet giving advice on how to protect the planet. Higher – Write a blog on how to protect the planet.</p> <p>Lesson 13 – Les problèmes locaux - Talking about environmental problems and solutions in your town. Higher – Use the conditional tense to talk about how your town has been affected with problems and what could be done to help it.</p> <p>Lesson 14 – Revision.</p> <p>Lesson 15 – Assessment.</p>	
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