



# WHOLE SCHOOL MFL PATHWAY





## Nursery 3

One lesson per week – 15 minutes.

<b>Topics</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Key greetings</li> <li>• Numbers 0-10</li> <li>• Colours</li> <li>• Classroom instructions</li> <li>• Parts of the body</li> <li>• Mini-beasts topic</li> <li>• Nursery rhymes</li> <li>• Christmas</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary recognition and response</li> <li>• Oral confidence</li> <li>• Understanding other cultures</li> <li>• Listening skills</li> </ul>

## Nursery 4

One lesson per week – 20 minutes.

<b>Topics</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Key greetings</li> <li>• Numbers 0-10</li> <li>• Colours</li> <li>• Classroom instructions</li> <li>• Farm animals</li> <li>• Zoo animals</li> <li>• Sea creatures</li> <li>• Christmas</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary recognition and response</li> <li>• Oral confidence</li> <li>• Understanding other cultures</li> <li>• Listening skills</li> </ul>

## Reception

One lesson per week – 20 minutes.

<b>Topics</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Key greetings</li> <li>• Numbers 0-10</li> <li>• Colours</li> <li>• Classroom instructions</li> <li>• 2 petits oiseaux</li> <li>• Food</li> <li>• French breakfast</li> <li>• Shopping</li> <li>• Christmas</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary recognition and response</li> <li>• Oral confidence</li> <li>• Understanding other cultures</li> <li>• Listening skills</li> </ul>



## French, German, Spanish (Language Enrichment Programme)

### Year 1

One lesson per week – 20 minutes. One term per language to cover similar content

Topics	Skills
All 3 languages: <ul style="list-style-type: none"> <li>• Key greetings</li> <li>• Numbers 0-10</li> <li>• Colours</li> <li>• Classroom instructions</li> <li>• Mini role-plays</li> <li>• Parts of the body</li> </ul> French, as above plus: <ul style="list-style-type: none"> <li>• Numbers 0-20</li> <li>• Common classroom objects</li> <li>• Christmas</li> </ul> German, as above plus: <ul style="list-style-type: none"> <li>• Karneval/Easter</li> <li>• Map of German</li> <li>• Food</li> </ul> Spanish, as above: <ul style="list-style-type: none"> <li>• Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary recognition and response</li> <li>• Oral confidence</li> <li>• Understanding other cultures</li> <li>• Listening skills</li> </ul>

### Year 2 French, Spanish, German (LEP)

One lesson per week – 35 minutes. One term per language to cover similar content.

Topics	Skills
All 3 languages: <ul style="list-style-type: none"> <li>• Extended greetings</li> <li>• Saying your age</li> <li>• Mini conversations</li> <li>• Numbers 0-20</li> </ul> French, as above plus: <ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Paris</li> <li>• The weather and clothes</li> </ul> German, as above plus: <ul style="list-style-type: none"> <li>• Animals</li> <li>• Holidays</li> </ul> Spanish, as above plus: <ul style="list-style-type: none"> <li>• Holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary recognition and response</li> <li>• Oral confidence</li> <li>• Understanding other cultures</li> <li>• Listening skills</li> <li>• Extending vocabulary</li> </ul>

### Year 3 French (CET)

Two lessons per week

Topics	Skills	Grammar	English
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• France</li> <li>• Numbers 1-31</li> <li>• Classroom language</li> <li>• Family</li> <li>• Pets</li> <li>• Parts of body</li> <li>• Christmas, Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Open mind to other countries, cultures</li> <li>• Listening skills</li> <li>• Repetition</li> <li>• Patterns and sounds</li> <li>• Simple fixed conversations in role play</li> <li>• Building confidence</li> <li>• Increasing the accuracy of pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Incidental introduction to questions, answers, vocab</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions to express time, place and cause (when, after)</li> <li>• Adverbs to express time, place and cause (next, soon)</li> <li>• Prepositions to express time, place and cause (during, in)</li> <li>• Fronted adverbials, followed by a comma</li> </ul>



	<ul style="list-style-type: none"> <li>• Singing</li> </ul>		<ul style="list-style-type: none"> <li>• Slowly, she turned the page.</li> <li>• Determiners a or an depending on consonant or vowel</li> <li>• Past and present tense, including irregular forms</li> </ul>
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### Year 4 French (CET)

Two lessons per week. One term per language to cover the same content.

Topics	Skills	Grammar	English
<ul style="list-style-type: none"> <li>• Numbers 31-100</li> <li>• Dates</li> <li>• Weather</li> <li>• Food</li> <li>• Opinions</li> <li>• Christmas/Easter</li> </ul>	As per Year 3 plus: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Start to read short texts</li> <li>• Start to write simple phrases based on given text/examples</li> <li>• Developing confidence and spontaneity</li> <li>• Wider understanding of numbers</li> </ul>	Sentence structure (basic)	<ul style="list-style-type: none"> <li>• Different sentence openers to vary my sentences</li> <li>• Noun phrases expanded by the addition of adjectives, nouns, prepositions</li> <li>• Fronted adverbials, followed by a comma</li> <li>• A subordinate clause</li> <li>• Subordinating connectives to show reason and cause ie unless, although, because, therefore</li> </ul>

### Year 5 French (CET)

Three lessons per week.

Topics	Skills	Grammar	English
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Family and friends</li> <li>• Where I live</li> </ul>	<ul style="list-style-type: none"> <li>• Proof reading</li> <li>• Accuracy (speed and comprehension)</li> <li>• Scanning text</li> <li>• Picking out key words</li> <li>• Concept of full sentences</li> <li>• Matching patterns</li> <li>• Working independently, eg prep</li> <li>• How to learn spellings and how to revise</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns: je, tu</li> <li>• Indefinite article: un/une</li> <li>• Avoir for Je, tu</li> <li>• Definite article: le, la (l')</li> <li>• Adjective agreement</li> <li>• Possessive adjectives: mon, ma, mes</li> <li>• Plurals of nouns, incl irregular nouns</li> <li>• Habiter: Je, tu</li> <li>• Simple prepositions</li> <li>• Use of On</li> <li>• Using ils/elles</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs: can, could, might, shall, should</li> <li>• Adverbs for cohesion</li> <li>• Relative pronoun</li> <li>• Determiners and articles</li> <li>• Synonyms</li> <li>• Prepositions and understand their function in a sentence</li> </ul>



## Year 6 French (CET, LLA, SB)

Three lessons per week

Topics	Skills	Grammar	English
<ul style="list-style-type: none"> <li>• Towns eg buildings, shops</li> <li>• Directions</li> <li>• My day</li> <li>• Sports and hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• As per Year 5 plus:</li> <li>• How to use a bilingual dictionary</li> <li>• Sentence structure and syntax</li> </ul>	<ul style="list-style-type: none"> <li>• As per Year 5 plus:</li> <li>• The Infinitive, j'adore jouer...</li> <li>• Asking questions</li> <li>• Difference of Tu, Vous</li> <li>• Preposition à la, au etc</li> <li>• Reflexive verbs for Je, Tu, Elle, Il</li> <li>• Pronoun Nous</li> <li>• Intensifiers and connectives</li> <li>• Faire: Je, Tu, Il/elle</li> <li>• Jouer à / Jouer de</li> <li>• Aimer + infinitive</li> <li>• On peut + infinitive</li> <li>• Aller + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>• The terms active and passive when referring to verbs and can apply this knowledge in my own writing</li> <li>• The term impersonal voice and can write in this style</li> <li>• Conditionals to express possibilities or hypotheses</li> <li>• Features of formal language including the subjunctive eg if he were to be successful the matter would be resolved</li> </ul>

## Year 7 French

Three lessons per week. Taught by TPS and TS staff

Topics	Skills	Grammar	English	Latin
<ul style="list-style-type: none"> <li>• Family and home</li> <li>• Free time</li> <li>• Going out, making excuses</li> </ul>	<p>As per Year 6 plus:</p> <ul style="list-style-type: none"> <li>• Listening for specific information</li> <li>• Question words</li> <li>• Grammatical analysis eg. verbs, adjectives</li> <li>• Concept of tenses: present, perfect</li> </ul>	<p>As per Year 6 plus:</p> <p>Making a noun masc or feminine , eg vendeur or vendeuse</p> <p>Depuis + tense</p> <p>Connectives: Quand, Si... + weather</p> <p>Ir verbs – all 6 parts</p> <p>Er verbs – all 6 parts</p> <p>Re verbs – all 6 parts</p> <p>Perfect tense with Avoir</p> <p>Perfect tense for être verbs: 13 verbs of motion</p> <p>C'était...</p> <p>Vouloir, Pouvoir, Devoir – all 6 parts</p> <p>Comparative adjectives (regs)</p> <p>Superlative adjectives (regs)</p>	<p>Revision of KS2</p>	<p>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular</p> <p>Present tense</p> <p>Word order</p> <p>Accusative singular</p> <p>Declensions 1-3</p> <p>Nominative plural</p> <p>3<sup>rd</sup> person plural</p> <p>Imperfect and perfect 3<sup>rd</sup> person</p> <p>Pronoun subjects 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup></p> <p>Perfect stems</p> <p>Accusative plural</p> <p>Superlatives</p>



## Year 7 MFL: Spanish and German Scheme

**2 lessons per week (taught by TS staff)**

## German

Topics	Skills	Grammar	English	Latin
<ul style="list-style-type: none"> <li>Numbers, days of the week, months, birthday, age</li> <li>Family members, characteristics</li> <li>Classroom target language</li> <li>Pets, colours, physical descriptions</li> <li>Christmas and Easter</li> <li>Types of houses and rooms in houses</li> <li>Frequent language</li> </ul>	<ul style="list-style-type: none"> <li>Listening, speaking, reading, writing</li> <li>Developing sentences with some detail and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verb endings</li> <li>Personal pronouns</li> <li>Subject, verb, direct object, indirect object (word order)</li> <li>Plurals</li> <li>Pronunciation and spelling rules</li> </ul>	Some grammar references	<ul style="list-style-type: none"> <li>Volo, nolo +infinitive</li> <li>Irregular superlatives</li> <li>Declension and agreement of relative pronoun</li> <li>Agreement of participles</li> <li>Verbs which take dative</li> </ul>

## Spanish

Topics	Skills	Grammar	English	Latin
<ul style="list-style-type: none"> <li>Alphabet, phonics, numbers</li> <li>Greetings</li> <li>Months, seasons, days of week</li> <li>Spanish speaking world</li> <li>Classroom, school bag vocab</li> <li>School: subjects, teachers, facilities</li> <li>Describing family, pets, self</li> </ul>	<ul style="list-style-type: none"> <li>Listening, speaking, reading, writing</li> <li>Developing sentences with some detail and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Agreement, placement of adjectives</li> <li>Regular verbs</li> <li>Like/dislike</li> <li>Some possessive adjectives</li> </ul>	Some grammar references	<ul style="list-style-type: none"> <li>Volo, nolo +infinitive</li> <li>Irregular superlatives</li> <li>Declension and agreement of relative pronoun</li> <li>Agreement of participles</li> <li>Verbs which take dative</li> </ul>

## Year 8 French

3 lessons per week, taught by TPS and TS staff.

Topics	Skills	Grammar	English	Latin
<ul style="list-style-type: none"> <li>Food and drink</li> <li>Holidays</li> <li>Friends</li> </ul>	As per Year 7 plus... <ul style="list-style-type: none"> <li>Future tense (will)</li> <li>Reinforcing tenses</li> </ul>	As per Year 7 plus... <ul style="list-style-type: none"> <li>Definite article after Aimer/Préferer</li> <li>Partitive article: du/de la/des</li> <li>Il faut + infinitive</li> <li>De + quantities</li> <li>Prepositions with countries, towns, eg à, en/au/aux</li> <li>Notre, nos</li> <li>Avoir besoin de</li> <li>Reinforce the 3 main time frames.</li> </ul>	Revision of KS2	<ul style="list-style-type: none"> <li>Volo, nolo +infinitive</li> <li>Irregular superlatives</li> <li>Declension and agreement of relative pronoun</li> <li>Agreement of participles</li> <li>Verbs which take dative</li> </ul>



## Year 8 German

2 lessons per week by TS staff

Topics	Skills	Grammar	English	Latin
<ul style="list-style-type: none"> <li>• Where you live, area, home</li> <li>• Clothes</li> <li>• Colours</li> <li>• Christmas in Germany</li> <li>• Leisure activities</li> <li>• Time frequency</li> <li>• Household jobs</li> <li>• Tell the time</li> <li>• Easter in Germany</li> <li>• School day routine</li> </ul>	As per Year 7 plus: <ul style="list-style-type: none"> <li>• Opinions and justifications</li> <li>• Developing oral and written answers</li> </ul>	As per Year 7 plus: <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Personal pronouns</li> <li>• Verbs in present tense, regular and irregular</li> <li>• Word order</li> <li>• Compound nouns</li> <li>• Prepositions and dative</li> <li>• Possessive adjectives</li> <li>• Inversion to ask questions</li> </ul>	Revision of KS2	<ul style="list-style-type: none"> <li>• Irregular superlatives</li> <li>• Declension and agreement of relative pronoun</li> <li>• Agreement of participles</li> <li>• Verbs which take dative</li> </ul>

## Year 8 Spanish

Two lessons per week, taught by TS staff

Topics	Skills	Grammar	English	Latin
<ul style="list-style-type: none"> <li>• Recap describing family members by appearance, character</li> <li>• Qualifiers</li> <li>• Spain, other countries</li> <li>• Where I live: area, home, town, countryside</li> <li>• Activities at home</li> <li>• Christmas in Spain</li> <li>• Easter in Spain, Latin America</li> <li>• Daily routine</li> </ul>	As per Year 7 plus: <ul style="list-style-type: none"> <li>• Opinions and justifications</li> <li>• Developing oral and written answers</li> </ul>	As per Year 7 plus: <ul style="list-style-type: none"> <li>• Regular and irregular verbs in present tense,</li> <li>• Pronouns</li> <li>• Adjectives, agreements</li> <li>• Possessive adjectives</li> <li>• Nouns, irregular plurals</li> <li>• prepositions</li> <li>• reflexive verbs</li> </ul>	Revision of KS2	<ul style="list-style-type: none"> <li>• Volo, nolo +infinitive</li> <li>• Irregular superlatives</li> <li>• Declension and agreement of relative pronoun</li> <li>• Agreement of participles</li> <li>• Verbs which take dative</li> </ul>

## Year 9 French

4 lessons per week

Topics	Skills	Grammar
<ul style="list-style-type: none"> <li>• Television, cinema, music, books</li> <li>• Plans for going out</li> <li>• Future plans</li> <li>• Why learn languages</li> <li>• Christmas in other European countries</li> <li>• Health and illness</li> <li>• Lifestyle</li> <li>• Sport</li> <li>• Going on holiday, booking hotel</li> <li>• Tourist attractions</li> <li>• Young people and work</li> <li>• World issues: hunger, human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Grasp of tenses and how to make them</li> <li>• Learning skills: 30 words per fortnight and then tested.</li> <li>• Scanning for reading</li> <li>• Oral confidence and skills</li> <li>• Accuracy</li> <li>• Memorising</li> <li>• Redrafting work</li> </ul>	<ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Imperfect Tense</li> <li>• Perfect Tense</li> <li>• Near Future</li> <li>• Will Future</li> <li>• Adjectives</li> <li>• Quand + tense</li> <li>• Modal verbs</li> <li>• Connectives</li> <li>• Imperatives</li> <li>• Negatives</li> <li>• Emphatic pronouns</li> <li>• Use of qui versus que</li> </ul>



## Year 9 Spanish

4 lessons per week.

Some recap work needs to be done because a number of students joining in Year 9 have not done any Spanish previously

Topics	Skills	Grammar
<ul style="list-style-type: none"> <li>• Classroom target language</li> <li>• Review family, descriptions, basic information, time.</li> <li>• Using IT vocab</li> <li>• Tv, films, cinema, music</li> <li>• Time phrases</li> <li>• Christmas in European countries</li> <li>• School: uniform, daily routine, describe subjects and teachers, facilities</li> <li>• School rules, after school clubs</li> <li>• Health, parts of body, food/drink, healthy living, illness,</li> <li>• Spanish speaking countries and their famous people</li> </ul>	<ul style="list-style-type: none"> <li>• Learning by heart</li> <li>• Accuracy</li> <li>• Developing speaking and writing skills and proof reading.</li> <li>• Writing longer answers and understanding the iGCSE mark scheme</li> <li>• Giving opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives, agreements</li> <li>• Verbs regular and irregular</li> <li>• Present tense</li> <li>• Near Future</li> <li>• Preterite tense</li> <li>• Comparative adjectives</li> <li>• Reflexive verbs</li> <li>• Superlatives</li> <li>• Se debe + infin verbs</li> <li>• Using verb Doler</li> <li>• Ser vs Estar</li> </ul>

## Year 9 German

4 lessons per week.

Note: A number of students joining in Year 9 have not done German previously

Topics	Skills	Grammar
<ul style="list-style-type: none"> <li>• Education</li> <li>• Food and drink</li> <li>• Directions</li> <li>• Town</li> <li>• Cultural awareness</li> <li>• Festivals and Parties</li> <li>• Holidays</li> <li>• Body Parts and ailments</li> <li>• Weather</li> <li>• Friends and Family</li> <li>• Pocket money</li> <li>• Part-time jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Learning by heart</li> <li>• Accuracy</li> <li>• Developing speaking and writing skills and proof reading.</li> <li>• Writing longer answers and understanding the iGCSE mark scheme</li> <li>• Giving opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Pronouns</li> <li>• Present tense (regular and irregular)</li> <li>• Perfect tense (haben, sein and irregular PPs)</li> <li>• Future Tense</li> <li>• Use of adjectives</li> <li>• Comparative and Superlative</li> <li>• Word Order: (Verb 2nd idea, TMP, subordinate word order after weil, wenn clauses)</li> </ul>





## IGCSE: Year 10 and 11, French, German, Spanish, 4 lessons per week

The aims and objectives of this qualification for new spec (2017) are to enable students to develop:

- Understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- Understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- The ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- The ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- A knowledge and understanding of the target language grammar and its practical application
- A knowledge and understanding of countries and communities where the target language is spoken
- Positive attitudes towards modern foreign language learning
- A suitable foundation for further study of the target language, or another language.

<b>Topics</b>	<b>Skills</b>
Home and abroad <ul style="list-style-type: none"> <li>• Life in the town and rural life</li> <li>• Holidays, tourist information and directions</li> <li>• Services (eg bank, Post Office) *</li> <li>• Customs</li> <li>• Everyday life, traditions and communities</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>• Identify and note main points</li> <li>• Deduce the meaning of words from context</li> <li>• Extract specific details</li> <li>• Identify points of view</li> <li>• Show some understanding of unfamiliar language</li> <li>• Recognise attitudes, emotions and opinions</li> </ul>
Education and employment <ul style="list-style-type: none"> <li>• School life and routine</li> <li>• School rules and pressures</li> <li>• School trips, events and exchanges</li> <li>• Work, careers and volunteering</li> <li>• Future plans</li> </ul>	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>• Identify and note main points</li> <li>• Deduce the meaning of words from context</li> <li>• Extract specific details</li> <li>• Identify points of view</li> <li>• Show some understanding of unfamiliar language</li> <li>• Recognise attitudes, emotions and opinions.</li> </ul>
Personal life and relationships <ul style="list-style-type: none"> <li>• House and home</li> <li>• Daily routines and helping at home</li> <li>• Role models*</li> <li>• Relationships with family and friends</li> <li>• Childhood*</li> </ul>	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>• Write for a variety of audiences, such as friends and acquaintances, teachers, family members, groups and professional bodies</li> <li>• Write using a wide range of grammatical forms and structures</li> <li>• Write using a wide range of relevant and appropriate vocabulary.</li> </ul>
The world around us <ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Weather and climate*</li> <li>• Travel and transport</li> <li>• The media</li> <li>• Information and communication technology</li> </ul>	<b>Speaking Skills:</b> <ul style="list-style-type: none"> <li>• Describe the contents of a picture</li> <li>• Describe possible past or future events related to people in the picture</li> <li>• Respond to questions about the picture and its related topic</li> <li>• Take part in a spontaneous conversation on two further topics, developing their responses, show initiative, express and justify points of view and refer to past, present and future events.</li> </ul>
<b><u>Social activities, fitness and health</u></b> <ul style="list-style-type: none"> <li>• Special occasions</li> <li>• Hobbies, interests, sports and exercise</li> <li>• Shopping and money matters</li> <li>• Accidents, injuries, common ailments and health issues*</li> <li>• Food and drink</li> </ul>	*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3



## A Level in French, German, Spanish:

### Skills:

Students following this specification will develop their language knowledge, understanding and skills through:

- Using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of MFL
- Applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification
- Using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies
- Listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- Reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- Understanding the main points, gist and detail from spoken and written material
- Inferring meaning from complex spoken and written material, including factual and abstract content
- Assimilating and using information from spoken and written sources, including material from online media
- Summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- Translating an unseen passage from MFL into English
- Translating an unseen passage from English into MFL

Students must also study either one book and one film or two books from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in MFL to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera-work in a film). In addition, students following this specification will:

- Develop research skills in Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where Spanish is spoken
- Identify a key question or subject of interest and select relevant information in Spanish from a range of authentic sources, including the internet
- Use information to illustrate knowledge and understanding of the research subject
- Analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.

## French A Level Topics

### 3.1.1 Aspects of French-speaking society: current trends

Students may study all sub-themes in relation to any French-speaking country or countries.

- The changing nature of family (La famille en voie de changement)
- Grands-parents, parents et enfants – soucis et problèmes
- Monoparentalité, homoparentalité, familles recomposées
- La vie de couple – nouvelles tendances

The 'cyber-society' (La « cyber-société »)

- Qui sont les cybernautes ?
- Comment la technologie facilite la vie quotidienne



- Quels dangers la « cyber-société » pose-t-elle ?
- The place of voluntary work (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 ?

### 3.1.2 Aspects of French-speaking society: current issues

Students may study all sub-themes in relation to any French-speaking country or countries.

- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- L'enrichissement dû à la mixité ethnique
- Diversité, tolérance et respect
- Diversité – un apprentissage pour la vie
- Life for the marginalised (Quelle vie pour les marginalisés ?)
- Qui sont les marginalisés ?
- Quelle aide pour les marginalisés ?
- Quelles attitudes envers les marginalisés ?
- How criminals are treated (Comment on traite les criminels)
- Quelles attitudes envers la criminalité ?
- La prison – échec ou succès ?
- D'autres sanctions

## 3.2 Political and artistic culture

Students must study the themes and sub-themes below in relation to at least one French-speaking country.

### 3.2.1 Artistic culture in the French-speaking world

Students may study all sub-themes in relation to any French-speaking country or countries.

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Le patrimoine sur le plan national, régional et local
- Comment le patrimoine reflète la culture
- Le patrimoine et le tourisme
- Contemporary francophone music (La musique francophone contemporaine)
- La diversité de la musique francophone contemporaine
- Qui écoute et apprécie cette musique ?
- Comment sauvegarder cette musique ?
- Cinema: the 7th art form (Cinéma : le septième art)
- Pourquoi le septième art ?
- Le cinéma – une passion nationale ?
- Evolution du cinéma – les grandes lignes

### 3.2.2 Aspects of political life in the French-speaking world

Students may study all sub-themes in relation to any French-speaking country or countries.

- Teenagers, the right to vote and political commitment (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 ?
- Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)
- Le pouvoir des syndicats
- Manifestations et grèves – sont-elles efficaces ?
- Attitudes différentes envers ces tensions politiques
- Politics and immigration (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

Also study one book, one film



## Spanish A Level

### Topics:

#### 3.1.1 Aspects of Hispanic society

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

- Modern and traditional values (Los valores tradicionales y modernos)
- Los cambios en la familia
- Actitudes hacia el matrimonio/el divorcio
- La influencia de la Iglesia Católica
- Cyberspace (El ciberespacio)
- La influencia de internet
- Las redes sociales: beneficios y peligros
- Los móviles inteligentes en nuestra sociedad
- Equal rights (La igualdad de los sexos)
- La mujer en el mercado laboral
- El machismo y el feminismo
- Los derechos de los gays y las personas transgénero

#### 3.1.2 Multiculturalism in Hispanic society

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

- Immigration (La inmigración)
- Los beneficios y los aspectos negativos
- La inmigración en el mundo hispánico
- Los indocumentados - problemas
- Racism (El racismo)

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- Las actitudes racistas y xenóforas
- Las medidas contra el racismo
- La legislación anti-racista
- Integration (La convivencia)
- La convivencia de culturas
- La educación
- Las religiones

#### 3.2 Political and artistic culture

Students must study the themes and sub-themes below in relation to at least one Spanish-speaking country.

##### 3.2.1 Artistic culture in the Hispanic world

Students must study the sub-theme Spanish regional identity in relation to Spain. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

- Modern day idols (La influencia de los ídolos)
- Cantantes y músicos
- Estrellas de televisión y cine
- Modelos
- Spanish regional identity (La identidad regional en España)
- Tradiciones y costumbres
- La gastronomía
- Las lenguas
- Cultural heritage (El patrimonio cultural)
- Sitios turísticos y civilizaciones prehispanicas: Machu Picchu, la Alhambra, etc
- Arte y arquitectura
- El patrimonio musical y su diversidad

##### 3.2.2 Aspects of political life in the Hispanic world

Students must study Monarchies and dictatorships in relation to any relevant Spanish-speaking country or countries. Students may study the remaining sub-themes in relation to any Spanish-speaking country or



countries.

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Los jóvenes y su actitud hacia la política : activismo o apatía
- El paro entre los jóvenes
- Su sociedad ideal
- Monarchies and dictatorships (Monarquías y dictaduras)
- La dictadura de Franco
- La evolución de la monarquía en España
- Dictadores latinoamericanos
- Popular movements (Movimientos populares)
- La efectividad de las manifestaciones y las huelgas
- El poder de los sindicatos
- Ejemplos de protestas sociales (eg. El 15-M, las Madres de la Plaza de Mayo, ...)

## German A Level

### Topics

#### 3.1.1 Aspects of German-speaking society

Students may study all sub-themes in relation to any German-speaking country or countries.

- The changing state of the family (Familie im Wandel)
- Beziehungen innerhalb der Familie
- Partnerschaft und Ehe
- Verschiedene Familienformen
- The digital world (Die digitale Welt)
- Das Internet
- Soziale Netzwerke
- Die Digitalisierung der Gesellschaft
- Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)
- Mode und Image
- Die Bedeutung der Musik für Jugendliche
- Die Rolle des Fernsehens

#### 3.1.2 Multiculturalism in German-speaking society

Students may study all the sub-themes in relation to any German-speaking country or countries.

- Immigration (Einwanderung)
- Die Gründe für Migration
- Vor- und Nachteile der Einwanderung
- Migrationspolitik
- Integration (Integration)
- Maßnahmen zur Integration
- Hindernisse für die Integration
- Die Erfahrungen verschiedener Migrantengruppen
- Racism (Rassismus)
- Die Opfer des Rassismus
- Die Ursprünge des Rassismus
- Der Kampf gegen Rassismus

#### 3.2 Political and artistic culture

Students must study the themes and sub-themes below in relation to at least one German-speaking country.

##### 3.2.1 Artistic culture in the German-speaking world

Students may study sub-themes Festivals and traditions and Art and architecture in relation to any German-speaking country or countries. Students must study The cultural life of Berlin in relation to Berlin.

- Festivals and traditions (Feste und Traditionen)



- Feste und Traditionen – ihre Wurzeln und Ursprünge
- Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute
- Vielfältige Feste und Traditionen in verschiedenen Regionen
- Art and architecture (Kunst und Architektur)
- Künstler und Architekten
- Kunst und Architektur im Alltag
- Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft
- Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)
- Berlin – geprägt durch seine Geschichte
- Theater, Musik und Museen in Berlin
- Die Vielfalt innerhalb der Bevölkerung Berlins

### 3.2.2 Aspects of political life in the German-speaking world

Students may study Politics and youth in relation to any German-speaking country or countries.

Students must study the sub-themes Germany and the EU and German re-unification and its consequences in relation to Germany.

- Germany and the European Union (Deutschland und die Europäische Union)
- Die Rolle Deutschlands in Europa
- Vor- und Nachteile der EU für Deutschland
- Die Auswirkungen der EU-Erweiterung auf Deutschland
- Politics and youth (Die Politik und die Jugend)
- Politisches Engagement Jugendlicher
- Schwerpunkte der Jugendpolitik
- Werte und Ideale
- German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)
- Friedliche Revolution in der DDR
- Die Wiedervereinigung – Wunsch und Wirklichkeit
- Alte und neue Bundesländer – Kultur und Identität

## IB Skills

### Skills in Spanish/Italian ab initio IB

The aim of the course is to introduce the student to a variety of situations likely to be encountered in everyday social situations, to be able to function efficiently in an alien environment and to be able to communicate effectively. The focus of the course is to be centred on language acquisition thus elementary contemporary grammar and vocabulary will be the central keystone. The course will include all four of the skills required i.e. listening, speaking reading and writing. A further aim is to be able to communicate clearly and in situations encountered in Target Language countries. Integral to this aspect will be to introduce the student to the multicultural nature of the language, including the increasing use of TL in countries which are becoming more closely allied to Iberian and Hispanic / Italian culture. This will also be closely linked to increasing the students' knowledge in relation to those aspects of ethnocentrism which are prevalent in non-TL speaking countries, relating specifically to multiculturalism.

The course will develop competence in Listening, Reading, Speaking and Writing in a range of registers.

### Skills in Spanish/French/German B Standard and Higher at IB

The aim of the Higher Level language B is to enable students to communicate competently and accurately in the language, both orally and in writing and to understand the written and spoken word. We seek to foster a positive interest in the culture of all Target Language countries and to promote real understanding. Good linguistic and study skills are nurtured. At Higher Level, the course is designed to be academically challenging and enjoyable as well as practical. Pupils will also study two literary works in the target language. At Standard Level, it is designed to further the students' knowledge of the language and to consolidate the skills previously acquired. Standard level students should achieve competence in the language in all four skills. The aim is to enable well-informed, lively discussion in the target language and to develop students' ability to work and study on their own initiative. Assessment of progress will be



through homeworks, group oral discussion and practice tests and essays. The students will learn and be assessed on texts representing a range of Francophile countries.

### **Skills in French, Italian Literature A at IB (Higher and Standard)**

This course provides many opportunities for encouraging independent, original, critical and clear thinking through an exploration of works of literary merit. Students are encouraged to see literary works as products of art and promote a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The comparative framework for the study of these works will help students to see the differences in expression, perspectives across cultural, political and linguistic borders and explore the underlying unity of human preoccupations. This approach to the study of literature aims to enrich the international awareness of IB Diploma students and to develop the attitudes of tolerance, empathy and a genuine respect for different viewpoints.

### **Skills in German Language and Literature A at IB (Higher and Standard)**

The aim of the A Language and Literature is to enable our pupils to understand the world they inhabit better through critical engagement with text and language based on German culture. This course has at its core the aim of helping the student to examine the often-ambiguous nature of the use of language in text and to become aware of how context is involved in shaping meaning. Developing the skills of textual analysis allows the student to come to the understanding that texts, both literary and non-literary, can be both autonomous and also affected by the circumstances of production and reception. A wider aim of the course is to develop the critical literacy of the student as well as cultivating a global perspective by the study of literature from other cultures in translation.

## IB Topics

### **Ab initio Spanish/Italian:**

Prescribed topics

Students will learn these through the topics based around: identities, experiences, human ingenuity, social organisation and sharing the planet. The topics will also include extra material on the following:

Personal attributes   Personal relationships   Eating and drinking   Physical well-being   Daily routine   Holidays  
Festivals and celebration   Transport   Entertainment   Media Technology   Education   The workplace   Social issues  
Climate   Physical geography   The environment   Global issues

### **Spanish/French/German B Standard**

Content as for B Standard and also at Higher level: The course will cover and assess competence in Listening, Reading, Speaking and Writing in a range of registers. All students will learn these through topics like:

Lifestyles   Health and well-being   Beliefs and values   Subcultures   Language and identity   Holidays and travel  
Customs and traditions   Migration   Communication and media   Technology   Scientific innovation   Social  
relationships   Education   Law and order   Human rights   Peace and conflict   Ethics   The environment

### **Spanish/French/German B Higher**

Pupils will also study two literary works in the target language.

### **French A, Literature, Standard and Higher**

#### **Content**

Below are the works covered in the two-year curriculum. All the works are studied at HL. Only eleven are studied at Standard Level. The genres covered include: Poetry, Drama, Prose Fiction, Biographical Novel and Prose Non-fiction from a range of periods.

Assessment: At both levels, the final examination will consist of two written papers, worth a total of 45% of the final mark. The study of works in translation, which is worth 25% of the final mark, is assessed by one written assignment which is set internally but marked externally. The internal assessment, which makes up the remaining 30% of the final



mark, takes the form of an oral presentation and an oral commentary, the latter being recorded and moderated externally.

Part one: Works in translation: W. Shakespeare: Roméo et Juliette G Tomasi di Lampedusa: Le Guépard A Miller: Les Sorcières de Salem

Part two: Detailed study: Molière: Le Malade imaginaire A. Camus: L'étranger Guillaume Apollinaire: Selection de poèmes (HL)

Part three: Groups of Works: E Ionesco: La Cantatrice Chauve JP Sartre: Huis Clos M Tremblay: Les Belles- Soeurs J Anouilh: Antigone (HL)

Part four: Literature and Cinema: R Queneau: Zazie dans le métro S Japrisot: Un long dimanche de fiançailles F Bégaudeau: Entre les mur

### **Italian A, Literature, Standard and Higher**

All the works are studied at HL. Only eleven are studied at Standard Level, those are decided during the course. The genres covered include: Poetry, Drama, Prose Fiction, Biographical Novel and Prose Non-fiction from a range of periods.

Assessment: At both levels, the final examination will consist of two written papers, worth a total of 45% of the final mark. The study of works in translation, which is worth 25% of the final mark, is assessed by one written assignment on one work studied in part one. The internal assessment, which makes up the remaining 30% of the final mark, takes the form of an oral presentation and an oral commentary, the latter being recorded and moderated externally.

Part one: Works in translation: Sofocle: Antigone Ibsen: Casa di bambola Duras: L' amante

Part two: Detailed Study: Dante: Divina Commedia Fo: Morte accidentale di un anarchico Maraini: I giorni di Antigone

Part three: Groups of Works: Levi: Se questo é un uomo Bassani: Il giardino dei Finzi Contini Ginzburg: Lessico familiare Pirandello: Il fu Mattia Pascal

Part four: School's Free Choice: Marco Tullio Giordana: I cento passi Bernard Schlink: A Voce Alta Alejandro Amenábar: Mare dentro

### **German A, Language and Literature, Standard and Higher**

**Part one:** Language in a cultural context: Examples of topics that will be studied are: Evolution of language, subcultures of language, multilingualism, identity and language and belief. A wide range of text types will be included to help students with analysis and production.

**Part two:** Language and mass communication: Examples of topics that will be studied are: Media institutions, News reporting, Stereotypes in advertising, Role of editing and Language and presentation of speeches.

**Part three:** Literature – texts and contexts: Examples of works studied are: Die Marquise von O by H .von Kleist, Tartuffe by Moliere and Corpus Delicti by J. Zeh.

**Part four:** Literature – critical study: Examples of works studied are: Die Leiden des jungen Werthers by J. W. Goethe, Besuch der alten Dame by F. Dürrenmatt and a selection of short stories and parabolos by F. Kafka or H. Böll.

### **Contributors**

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