

Edexcel GCSE French 2-year Curriculum Overview and Plan

Subject Curriculum Intent:

This qualification is designed to equip students with the knowledge, understanding and skills needed to communicate effectively, for real purposes, in French. Students will develop skills in reading, listening, speaking, writing, dictation and translation, alongside expanding their knowledge of tenses, specific grammatical structures and vocabulary.

This qualification follows the Edexcel GCSE French Specification which can be found [here](#).

Students will be assessed through examination at the end of the course. They will sit the reading, listening and writing exams during the summer exam window and the speaking exam will be carried out in school during April or May of year 11.

Assessment and Feedback Opportunities:

- Regular in-class verbal and written feedback
- Regular vocabulary tests
- Extended writing and short topic tests with detailed feedback embedded into the curriculum
- Mini whiteboard tasks to improve confidence in writing
- Low-risk testing of tenses and structures, reading aloud
- Regular retrieval practice through starters and plenaries
- Peer and self assessment activities
- Targeted questioning
- Summative assessment through year 10 mock exams

Prior Knowledge (The three pillars of progression):

- Key basic and high frequency **vocabulary** embedded during KS3 study
- An understanding of the present, past and future timeframes and tenses
- A knowledge of basic **grammar** including gender, regular present tense verb ending and adjectival agreement
- A knowledge of French **phonics** and sound symbol correspondences

Resources:

- Powerpoint Presentations
- Edexcel GCSE Active Hub
- Text book
- Language-specific websites such as Linguascope and À tantôt
- Sample materials
- Past examination papers
- Exam-style questions
- Mark schemes
- Specification
- Exercise books
- Speaking books
- Grammar books
- Vocabulary books

Development:

- **Literacy:** building vocabulary, developing knowledge of grammar and key grammatical terms. Extended writing development through examination-style questions.
- **Numeracy:** counting in French, understanding higher order numbers, understanding and telling the time, including the 24-hour clock
- **Spiritual, Moral, Social and Cultural:** Students will develop their awareness, understanding and tolerance of other cultures. The French-speaking world extends far beyond France and the cultures are broad and varied. Students will respect each others' views on issues such as relationships and the environment. Students will feel empowered to find out more about cultural norms in the French-speaking world. Students will support and encourage each other in all skill areas, especially speaking.
- **Careers Links:** Translator, Interpreter, Teacher, Travel/Tour Guide, Foreign Aid worker, STEM, Negotiator, Diplomat, Journalist
- **Skills Development:** Interpersonal and Communication Skills, Critical Thinking, Problem-Solving, Organisation, Leadership, Creativity, Collaboration, Flexibility, Resilience

Examination Structure

Paper 1 Speaking in French	Paper 2 Listening and Understanding in French	Paper 3 Reading and Understanding in French	Paper 4 Writing in French
• Internally conducted, externally assessed • Foundation tier: 7-9 minutes plus 15 minutes preparation time • Higher tier: 10-12 minutes plus 15 minutes preparation time • 50 marks • 25% of the qualification Task 1: Read aloud (12 marks) Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task itself students	• Written examination • Foundation tier: 45 minutes plus 5 minutes reading time • Higher tier: 60 minutes plus 5 minutes reading time • 50 marks • 25 % of the qualification Section A: Listening (40 marks) Students respond to multiple-choice, multiple-response and short-answer open response questions. All questions are set in English and students produce all responses in	• Written examination • Foundation tier: 45 minutes • Higher tier: 60 minutes • 50 marks • 25 % of the qualification Section A: Reading and Understanding (40 marks) Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts. All questions are set in English and students produce all responses in English.	• Written examination • Foundation tier: 1 hour 15 minutes • Higher tier: 1 hour 20 minutes • 50 marks • 25% of the qualification Foundation Tier • Question 1: picture-based task (8 marks) • Question 2: one of two open-response questions, set in formal context (14 marks) • Question 3: one of two

will be assessed on their pronunciation and in the short interaction that follows students will be assessed on their communication. Task 2: Role play (10 marks) Undertake a transactional role play, in a setting taken from a defined list. Task 3: Picture task (12 marks) with conversation (16 marks) Students select their thematic context for Task 3 in advance of the assessment. Students select one option from a choice of two of the six thematic contexts. The two options will be randomly generated by the exam board. Describe a picture stimulus, related to the selected thematic context. Students have a choice of two pictures on the stimulus card. Answer two compulsory questions related to the subject matter of the picture, then move on to a short unprepared conversation developed from the same thematic context.	English. Section B: Dictation (10 marks) Students are assessed on their ability to transcribe spoken French into written French. They will be rewarded for their accuracy of spelling based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification.	Section B: Translation into English (10 marks) Students translate a passage from French into English, with instructions in English.	open-response questions, set in informal context (18 marks) • Question 4: translation into French (10 marks) Higher Tier • Question 1: one of two open-response questions, set in informal context (18 marks) • Question 2: one of two open-response questions, set in formal context (22 marks) • Question 3: translation into French (10 marks) A recommended word count is specified for each open-response question.
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Assessment Objectives

A01	Understand and respond to spoken language in speaking and in writing	35%
A02	Understand and respond to written language in speaking and in writing	45%
A03	Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification	20%

A01 35%	Where is this AO assessed?	No. of marks allocated
A01: Understand and respond to spoken language in speech	Paper 1 Speaking	
	Read aloud follow up interaction	4
	Role Play	10
	Questions following picture description	4
	Picture card conversation	12
A01: Understand and respond to spoken language in writing	Paper 2 Listening	
	All listening comprehension questions (excluding dictation)	40
Total for A01:		70 marks, 35%

A02 45%	Where is this AO assessed?	No. of marks allocated	
A01: Understand and respond to written language in speaking	Paper 1 Speaking		
	Picture card description	4	
A01: Understand and respond to written language in writing	Paper 3 Reading		
	All reading comprehension questions (including translation)	50	
	Paper 4 Writing		
	Foundation Tier Q1	8	
	Foundation Tier Q2	9	
	Foundation Tier Q3/Higher Tier Q1	13	13
	Higher Tier Q2		17
	Translation (both tiers)	6	6
Total for A02:		90 marks, 45%	

A03 20%	Where is this AO assessed?	No. of marks allocated	
A03: Demonstrate knowledge and accurate application of grammar and vocabulary prescribed in the specification	Paper 1 Speaking		
	Read aloud	4	
	Picture card description	4	
	Picture card conversation	4	
	Paper 2 Listening		
	Dictation	10	

	Paper 4 Writing		
	Foundation Tier Q2	5	
	Foundation Tier Q3/Higher Tier Q1	5	5
	Higher Tier Q2		5
	Translation (both tiers)	4	4
Total for A03:		40 marks, 20%	
Total for Qualification:		200 marks, 100%	

Thematic Contexts

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Within our thematic contexts, students could use the specified vocabulary and grammar to listen to, read, speak and write about the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports

places in town	shipping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

Curriculum Overview

Year 10		
Term 1	Term 2	Term 3
Key Topics: 1.1 Freetime and Leisure including: - Events in the francophone world - What you do online - What you do to stay active - What you watch - Making plans to go out - Saying what you did last weekend Grammar: - Regular -er verbs in the present tense - Irregular verbs in the present tense - <i>On</i> as we - Partitive articles after <i>faire</i> - Negatives - Formulating questions - Quel/quelle/quels/quelles - Regular -ir verbs - Near future (<i>aller</i> + infinitive)	Key Topics: 2.1 School Life including: - Learning about school life in Francophone countries - Talking about school subjects and school life - Discussing school rules - Talking about making progress at school - Talking about what school used to be like when you were younger - Talking about learning languages Grammar: - Definite articles - Comparative adjectival structures - Using <i>il faut</i> + infinitive, <i>il ne faut pas</i> + infinitive, <i>il est</i> + adjective - Perfect tense - Irregular past participles - Negatives in the perfect tense	Key Topics: 3.1 Physical and Mental Health including: - Describing illness and accidents - Saying what you will do to improve your life - Talking about lifestyle changes Grammar: - À with definite article - Avoir mal - Singular and plural imperatives - Reflexive verbs in the perfect tense - Simple future tense - Negatives - Irregular verbs in three tenses Skills: - Role playing - Using <i>plus</i> and <i>plus de</i> - Using more complex sentence structures

- Perfect tense: regular -er verbs, auxiliary *avoir/être* plus past participle and agreement for *être* verbs (*aller, rester*)
- Perfect tense of high-frequency irregular verbs: *boire, faire*
- Negatives in the perfect tense, e.g. *je n'ai rien mangé*
- *c'est/c'était / il y a/avait* (lexical imperfect)

Skills:

- Time frequency expressions
- Qualifiers
- Listening and transcribing in French
- Transcribing silent letters
- Predicting
- *Faire* translated as 'to go' in English
- Using transactional language to prepare an exam-style role play
- Telling the time
- Giving past-tense opinions with *c'était*
- Weekend time expressions and sequencers
- Asking questions in the perfect tense
- Recognising that *il y a* has two meanings (there is/are; ago)
- Using present and perfect tenses together

Pronunciation and Phonics:

- Pronouncing *est-ce que* and *qu'est-ce que*
- *qu* pronounced as 'k'
- *c* pronounced as 'k' in front of letters a, o, u (*combien*)
- Pronouncing *é, er, ez* correctly (*mangé, manger, mangez*)
- Using rising intonation with questions

- Superlatives
- Imperfect tense
- Indirect object pronouns
- Negative phrases

Skills:

- Describing photos (people, location, activity)
- Giving opinions with reasons
- Expressing opinions, agreeing and disagreeing
- Spotting known words and structures in a text
- Drawing from texts already seen in preparing a written text
- Asking and answering questions in the imperfect tense
- Borrowing and adapting phrases from texts

Pronunciation and Phonics:

- *er* and *é* at the end of words
- *oi*
- *oy*
- *s* - between vowels in the middle of a word pronounced as 'z'
- *ien*

Key Topics:

2.2 Physical and Mental health including:

- Describing and giving opinions about dishes
- Talking about meals and mealtimes
- Talking about good mental health

Grammar:

- *Vous* form imperative
- Partitive articles
- Pronoun *en* with present tense verbs
- Perfect tense
- *Tu* form imperative
- Modal verbs + infinitive

- Using three timeframes: imperfect, present, simple future
- Listening for clues about tenses
- Adapting phrases by changing details
- Questions in different time frames

Pronunciation and Phonics:

- Using knowledge of French pronunciation to predict how to say new vocabulary

Key Topics:

3.2 Holidays including:

- Talking about holidays and accommodation
- Talking about your ideal holiday
- Discussing what you can see and do on holiday
- Talking about festivals
- Reviewing and booking holiday accommodation
- Talking about staycation activities

Grammar:

- *Je voudrais/j'aimerais* + infinitive, *ce serait* + adjective
- Conditional tense
- Conditional with irregular verbs
- Giving advice by using *il vaut la peine de, il vaut mieux*
- Forming different types of questions
- *in* + country
- Relative pronouns *qui, que* to extend sentences
- Present and imperfect tenses together
- Perfect tense of modal verbs
- Negatives
- 'In'
- *si* + present and simple future tenses
- *Ne . . . pas encore* + perfect tense
- Imperfect tense for descriptions and perfect tense for single, completed actions

Key Topics:**1.2 Family and friendships including:**

- Talking about your weekend routine
- Discussing friends and friendship
- Talking about what people look like
- Talking about positive role models
- Talking about celebrations

Grammar:

- Possessive adjectives
- Emphatic pronouns after prepositions
- Reflexive verbs in the present tense
- Using *on* and *nous* as we
- Possessive adjectives
- Adjectival agreement for regular adjectives
- Position of adjectives
- Direct object pronouns
- Irregular past participles
- Adverb formation

Skills:

- Using sequencers
- Using connectives
- Translating into French
- Recognising and using qualifiers and intensifiers
- Predicting missing words
- Describing a photo
- Present, perfect and near future tenses used together
- *chez* to mean 'at' or 'to' someone's home
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- Using tenses and time phrases to tell if someone is referring to the present, past or future

Pronunciation and Phonics:

- è / ê / ai (*père, vêtements, j'aime*)

Skills:

- Pronouncing new vocabulary
- Looking at words before and after gaps and looking for grammar clues to help predict what is missing
- Spotting small words that can change meaning

Pronunciation and Phonics:

- Nasal sounds
- *eu*

Skills:

- Understanding when to use reflexive and possessive pronouns
- Working out the meaning of a word from surrounding text or images
- Watching out for words that change the meanings of phrases
- Extending sentences with added detail
- Using a range of vocabulary and structures for variety
- Identifying positive and negative opinions
- Using *ne . . . pas encore* to talk about something that hasn't happened yet
- Extending and developing written texts

Pronunciation and Phonics:

- *au/eau/closed o/ô/h*
- *gn*
- *on, om*
- *un*
- *e, an, em, am*

- <i>œu</i> / open <i>eu</i> (<i>sœur, heure</i>) - <i>ch</i> pronounced as <i>sh</i>		
Assessment and Feedback: WOWO boards Recall and Retrieval Practice Vocabulary tests End of module tests in R/W/L/S Written and verbal feedback given	Assessment and Feedback: WOWO boards Recall and Retrieval Practice Vocabulary tests End of module tests in R/W/L/S Written and verbal feedback given Read-Aloud Assessment	Assessment and Feedback: WOWO boards Recall and Retrieval Practice Vocabulary tests End of module tests in R/W/L/S Written and verbal feedback given Year 10 MOCK Exams
Independent Study: Learn vocabulary Exam-style reading/writing/translation practice	Independent Study: Learn vocabulary Exam-style reading/writing/translation practice	Independent Study: Learn vocabulary Exam-style reading/writing/translation practice

Year 11		
Term 1	Term 2	Term 3
Key Topics: 1.1 Our Planet including: - Understanding infographics about the environment - Talking about geography and the climate - Talking about environmental problems - Discussing how we can work together to protect the environment - Talking about day-to-day actions to protect the environment - Discussing new technologies Grammar: - Regular comparative and superlative adjectival structures	Key Topics: 2.1 My future plans including: - Talking about summer plans - Talking about future plans and hopes - Talking about travelling and earning money - Talking about possible future career paths - Talking about different jobs Grammar: - Three different ways of talking about the future: near future and simple future tenses, present tense with time adverb - <i>avant de/d' + infinitive</i> - <i>après + avoir/être + infinitive</i> - <i>sans + infinitive</i>	3.1 Examination Preparation and Revision

- Passive voice in present tense followed by *par*
- *Nous* form imperative
- *Personne* and *rien* as sentence subjects
- *en* + present participle
- Using the perfect and imperfect tenses
- *Être en train de* + infinitive
- *Venir de* + infinitive

Skills:

- Recognising close cognates (*ie/y, ique/ic*)
- Introducing opinions in a variety of ways
- Improving your text
- Comparing the perfect and imperfect tenses
- Identifying whether a statement is correct

Pronunciation and Phonics:

- *Tion*
- Open *o* (*notre, forêt*)

Key Topics:

1.2 The world around me including:

- Understanding adverts
- Describing your town or village
- Asking for and understanding directions
- Talking about shopping for clothes
- Describing your ideal home
- Talking about visiting another town or city

Grammar:

- Demonstrative adjectives (*ce, cet, cette, ces*)
- Use of pronoun *y* before the verb
- *Depuis* followed by present tense
- Prepositions with *à* and *de*
- Prepositions of place with *de*
- Prepositions on their own
- Negatives

- Verbs that take *être* in the perfect tense
- Infinitives as nouns
- Nouns for jobs change according to gender
- Verbs followed by *à* or *de* + infinitive

Skills:

- Using clues, cognates, context and common sense to work out the meaning of unfamiliar words
- Using verbal phrases plus infinitive to talk about future plans and wishes
- Saying 'to know': *connaître* + noun; *savoir*
- Using a range of structures (*depuis* + present tense, *venir de* + infinitive, *ne . . . pas encore, si* + present tense + simple future)
- Doing a role play about buying train tickets
- Looking up new job words in a dictionary
- Recognising two uses of *depuis* (*depuis X ans, depuis l'âge de X ans*)

Pronunciation and Phonics:

- *ail/-aill-* and *-ill/-ille*

2.2 Examination Preparation and Revision Speaking Examination

- *De* to indicate possession
- Position of adjectives, including adjectives that go in front of the noun
- Adjectives with different meanings before and after noun
- *Si* followed by imperfect + conditional to express dreams and wishes
- Questions in different forms and in different tenses using *est-ce que* or inversion

Skills:

- Understanding adverts
- Determining whether a noun is masculine or feminine
- Using adjectives of colour
- Using the correct preposition for 'in' (a country, region or town): *dans le sud-est, à Londres, en France, au Portugal*)
- Transcribing unfamiliar words
- Practising shopping role plays
- Placing adjectives before or after nouns
- Working out compound/combined words, e.g. *salle + à + manger*
- Spotting tenses from verb endings/parts (future, conditional, perfect)
- Using information from texts on the page to write extended texts

Pronunciation and Phonics:

- *A*; nasal sounds (*salle, bains*)
- *y* and *i* pronounced as ee
- *r/th*
- Final consonant pronounced where *-e/-es* added

