CARSHALTON BOYS SPORTS COLLEGE

MODERN FOREIGN LANGUAGES — FRENCH — YEAR 11

Key Stage 4 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

FR Subject Vision — Why French Matters

Our Vision

French at Carshalton Boys Sports College opens pupils' access to a language spoken by over 300 million people across five continents, and to the rich, diverse cultures of the Francophone world. By the end of Year 11, every pupil should be able to understand and respond to spoken and written French across a range of registers, express and justify opinions spontaneously, and manipulate an increasingly wide range of tenses and structures with growing accuracy — all in preparation for the AQA GCSE French (9-1) examinations in Listening, Speaking, Reading and Writing.

Key Concepts This Year

- **Communication:** Every unit is built around the ability to understand, respond to and initiate communication across all four skills.
- **Culture:** Francophone customs, festivals and communities (France, Senegal, Morocco) are studied as living cultures.
- **Grammatical accuracy:** The full GCSE tense range and higher-tier structures (subjunctive awareness, complex relative clauses) are applied with precision.
- **Spontaneity:** Pupils are trained to apply known language to unfamiliar contexts — photo card, role play and general conversation.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
The Environment and Where People Live	**Media, Technology & Celebrity Culture**	**Popular Culture — Customs, Festivals & Celebrations**	**Revision & Terminal Exam Prep (start)**	**Revision & Terminal Exam Prep (complete)**
Town, directions and opinions; imperfect tense (il y avait) and comparatives.	Opinions, comparatives and modal verbs; conditional tense and relative clauses (qui/que).	Real festivals and Francophone communities including Senegal and Morocco; past/present narration.	Full mock examinations begin; systematic revisiting of all GCSE themes.	Explicit training in examination technique for all four papers; terminal examinations.

A Spiral Curriculum The final three thematic units draw together the complete GCSE tense range built across Years 7–10, before Unit 4 occupies the second half of Spring and the whole Summer term with mock examinations and paper-by-paper technique ahead of the terminal examinations.

Assessment Information

How Pupils Are Assessed

- PATHS Writing/Speaking Assessments — a targeted assessment after each unit
- Mock Examinations — full paper practice across Reading, Listening, Speaking and Writing
- Feeding Forward — a green-pen PATHS response after each assessment
- Full Mock Examination — all four papers ahead of the terminal GCSE examinations

Formal Assessment by Unit

- The Environment and Where People Live — PATHS Writing Assessments (90-word and 150-word), plus Feeding Forward
- Media, Technology and Celebrity Culture — PATHS Speaking Assessment and a Mock Examination (Reading and Listening)
- Popular Culture: Customs, Festivals and Celebrations — PATHS Writing (translation) and Speaking Assessments
- Revision, Exam Technique and Terminal Examination Preparation — Full Mock Examination across all four papers, with individualised PATHS targets

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	**Positive Comment**	A specific, sincere comment on a genuine strength — never generic praise.	*"Your use of the imperfect tense (il y avait) to describe your town in the past is accurate and well-placed."*
A	**Attainment Mark / Grade**	A clear mark, level or working grade showing where the work sits against expectations.	*"Your response is performing at Level 2 (5/8) on the Writing mark scheme. To reach Level 3 you need a wider range of tenses and more developed opinions."*
T	**Target to Improve**	One single, specific, prioritised target — never a list.	*"Your next step is to include one opinion using 'Je pense que... parce que...' with a justified reason."*
H	**How-to Instructions**	Concrete, do-able steps telling the pupil exactly how to act on the target.	*"(1) Give your opinion word (j'aime / je n'aime pas / à mon avis); (2) name the thing; (3) add 'parce que' and a reason."*
S	**Student Response**	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	*Pupils respond in writing or orally: acknowledge the target, improve a specific section, and note what to do differently next time.*