CARSHALTON BOYS SPORTS COLLEGE

MODERN FOREIGN LANGUAGES — FRENCH — YEAR 12

Key Stage 5 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

FR Subject Vision — Why French Matters

Our Vision

A-Level French at Carshalton Boys Sports College builds on GCSE to develop genuinely advanced linguistic competence and cultural understanding. Pupils move from describing and narrating to analysing, arguing and evaluating in French, engaging with contemporary French-speaking society, culture, film and literature in real depth. By the end of Year 12, pupils should be able to discuss family structures, digital society and voluntary work with grammatical range and precision, translate confidently in both directions, and have begun sustained study of a set film in the target language.

Key Concepts This Year

- **Communication:** Pupils move from describing to analysing and evaluating, expressing sustained arguments on family, technology and voluntary work.
- **Culture and society:** Contemporary French-speaking society — family structures, digital life, heritage, music and cinema — is studied as living, changing culture.
- **Grammatical range:** The future, conditional, subjunctive and passive voice are developed to give pupils genuinely advanced expressive range.
- **Translation and summary:** Weekly translation in both directions is embedded as a core discipline from the start of the course.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
La famille en voie de changement (Family)	**La Cyber-société (Cyber-Society)**	**Le bénévolat & Le patrimoine (start)**	**Le patrimoine (complete) & La musique (start)**	**Le septième art & Diversité/AS Mocks/IRP**
Present, perfect and imperfect consolidated; future and conditional introduced.	Object pronouns and the subjunctive mood introduced; integrated study of La Haine begins.	Voluntary sector statistics; future tense and passive voice; heritage begins.	Subjunctive mood in wider contexts; sustained essay practice on La Haine.	Critical vocabulary for French cinema; AS-style mocks; IRP research begins.

A Spiral Curriculum Year 12 extends the full GCSE tense range with the future, conditional and subjunctive moods, and begins the Individual Research Project that is completed in Year 13 alongside sustained essay writing on the set film, La Haine.

Assessment Information

How Pupils Are Assessed

- Weekly Assessment — vocabulary test, grammar test, weekly news report and marked translations
- PATHS Essay Practice — essay writing on the set film, La Haine
- End of Unit Test — all four skills, plus a speaking assessment
- Mock Examination — Paper 1 and speaking practice

Formal Assessment by Unit

- La famille en voie de changement — PATHS Essay Practice: La Haine
- La Cyber-société — End of Unit Test across all four skills, plus speaking
- Le rôle du bénévolat — PATHS Speaking Assessment (questions and/or photo card)
- Une culture fière de son patrimoine — Mock Examination: Paper 1 and speaking
- La musique francophone contemporaine — End of Unit Test across all four skills, plus speaking
- Diversité / IRP — AS-style Mock Examination: Paper 1 and Paper 2, plus IRP research review

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 subjunctive after 'il est important que' is accurate and shows genuine grammatical range."*
A	**Attainment Mark / Grade**	A clear mark, level or working grade showing where the work sits against expectations.	*State clearly where the pupil is performing against the AQA A-Level mark scheme, using its assessment language.*
T	**Target to Improve**	One single, specific, prioritised target — never a list.	*"Your next step is to avoid repeating the same connective and vary your linking language."*
H	**How-to Instructions**	Concrete, do-able steps telling the pupil exactly how to act on the target.	*"(1) Identify repeated words; (2) select an alternative from the connectives list; (3) check it still fits the meaning."*
S	**Student Response**	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	*Pupils respond in writing: acknowledge the target, redraft a specific section using the How To, and note what to do differently in their next essay.*