



Modern Foreign Languages KS4

Y9 French (long thin)

Students develop the skills of listening, speaking, reading and writing in the following contexts:

Term 1

| | | |
|--|---|---|
| Tourism | Health issues | Language skills for GCSE level |
| Travel and Transport, Holidays and Tourist information | Environment and local area | – grammar review/vocab building/speaking skills |
| Fitness and Health | Environmental issues – global and local | |
| Sports and exercise | | |

Y10 French

Students learn how to communicate effectively in the four skill areas - listening/speaking/reading and writing. The following topics are covered in Y10:

Term 1

| Education and employment | House, home and daily routines | Home and abroad |
|--------------------------|--|---------------------------------|
| School life and routine | Types of home | Life in the town and rural life |
| Work/careers | Information about self, family and friends/childhood | |
| + Future plans | Helping around the house | |
| | Food and drinks | |

Short fat option

Students completing their examination at the end of Y10 will study the following topics:

Term 1:

Home and abroad

Holidays and tourist information
Services (eg telephone, bank, post office)
Customs and religion
Everyday life, traditions and communities in a French-speaking country

Term 2:

The modern world and environment

Current affairs and social issues
Environmental issues
The media (eg TV, film, radio, newspapers)
Information and communication technology (eg internet, mobile phones, email)

Social activities, fitness and health

Special occasions
Hobbies, interests, sports and exercise
Shopping and money matters
Accidents, injuries, common ailments and health issues



Y11 French

Students learn how to communicate effectively in the four skill areas - listening/speaking/reading and writing. The following topics are covered in Y11:

Term 1

Home and abroad

Holidays and tourist information
Services (eg telephone, bank, post office)
Customs and religion
Everyday life, traditions and communities in a Frenchspeaking country

Term 2

The modern world and the environment

Current affairs and social issues
Environmental issues
The media (eg TV, film, radio, newspapers)
Information and communication technology (eg internet, mobile phones, email)

Social activities, fitness and health

Special occasions
Hobbies, interests, sports and exercise
Shopping and money matters
Accidents, injuries, common ailments and health issues

Y9 Spanish (long thin)

Students develop the skills of listening, speaking, reading and writing in the following contexts:

Term 1

Tourism
Travel and Transport, Holidays and Tourist information
Fitness and Health
Sports and exercise

Health issues
Environment and local area
Environmental issues – global and local

Language skills for GCSE level
– grammar review/vocab
building/speaking skills

Y10 Spanish

Students learn how to communicate effectively in the four skill areas - listening/speaking/reading and writing. The following topics are covered in Y10:

Term 1

Education and employment

School life and routine
Work/careers
+ Future plans

House, home and daily routines

Types of home
Information about self, family and friends/childhood
Helping around the house
Food and drinks

Home and abroad

Life in the town and rural life

Short fat option

Students completing their examination at the end of Y10 will study the following topics:

Term1:

Home and abroad

Holidays and tourist information
Services (eg telephone, bank, post office)
Customs and religion
Everyday life, traditions and communities in a Spanish-speaking country



Term 2:

The modern world and environment

Current affairs and social issues

Environmental issues

The media (eg TV, film, radio, newspapers)

Information and communication technology (eg internet, mobile phones, email)

Social activities, fitness and health

Special occasions

Hobbies, interests, sports and exercise

Shopping and money matters

Accidents, injuries, common ailments and health issues

Y11 Spanish

Students learn how to communicate effectively in the four skill areas - listening/speaking/reading and writing. The following topics are covered in Y11:

Term 1

Home and abroad

Holidays and tourist information

Services (eg telephone, bank, post office)

Customs and religion

Everyday life, traditions and communities in a Frenchspeaking country

Term 2

The modern world and the environment

Current affairs and social issues

Environmental issues

The media (eg TV, film, radio, newspapers)

Information and communication technology (eg internet, mobile phones, email)

Social activities, fitness and health

Special occasions

Hobbies, interests, sports and exercise

Shopping and money matters

Accidents, injuries, common ailments and health issues

What you can do as a parent to support your child throughout this course

Regular learning of key vocabulary is essential to ensure good progress in learning a language. You can support your child by encouraging them to read and review notes in their exercise book and their vocabulary book. It would be beneficial to have a French dictionary at home as a learning resource.

There are online resources to support the course. Teachers will direct students to recommended websites which will be noted in journals

Assessment Procedures & Key dates

How students are assessed in Y9 to Y10:

Self and peer assessment takes place in lessons, as well as regular verbal feedback from teachers.

How students are assessed in Y11:

Assessment is on-going throughout all lessons and will be in the form of questioning and immediate, oral feedback to the individual and/or to the class. Self and peer assessment also takes place in lessons.

There are standard tasks and assessments at key points throughout the year to assess listening, speaking, reading and writing skills.



When the key assessment points take place:

At least ONE formal assessment is carried out each term in one of the four skill areas. These will be at the end of a unit of work in KS4

At the end of the Autumn term Y11 students complete a mock speaking exam, listening and reading and writing to assess their progress and attainment towards their target grade.

How we use the assessment data:

To enable us to provide a holistic level at regular intervals throughout the year. To group students and identify any underachievement.

Marking & feedback Policy: Key points

1. To identify and monitor students' progress and effort and encourage independent learning.
2. To provide students with constructive feedback on the accuracy and quality of their work, recognising achievements and general progress.
3. To provide guidance on where to target areas to improve.

Learning intentions and success criteria are shared with students, Students refer to attainment descriptors, noted in books during teacher, self and peer assessment to inform feedback, Students respond to feedback with written reflections in their books. It is also the expectation that students respond to feedback by correcting and improving their work.

For Y11: Teachers may select written work to be marked with a specific focus (e.g. content/accuracy) Students have a sheet with general targets for improvement which teachers and students refer to in their assessment of work.

At the end of their Key stage 4 course students take their final examination which is externally assessed.

Examination board = Edexcel

The Edexcel Certificate, (GCSE level qualification) is made up of three compulsory papers that test the four language skills. Each paper is taken at the end of the course and there is one tier of entry (all students complete the same papers). Students are awarded a final grade ranging from A* - U.

| Paper | Skill | Proportion of qualification |
|-------|----------------------------|-----------------------------|
| 1 | Listening | 25% |
| 2 | Reading and Writing | 50% (25% + 25%) |
| 3 | Speaking | 25% |