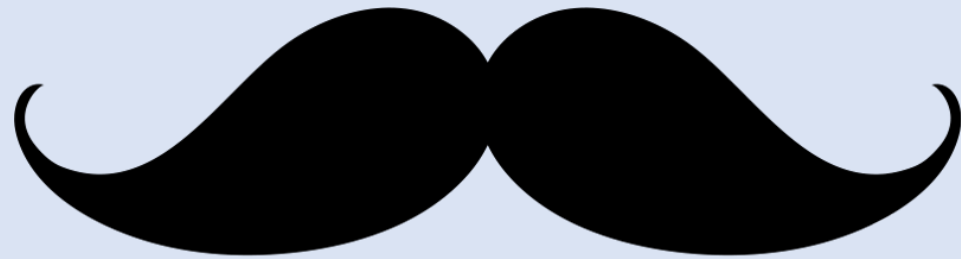


KEY STAGE 4 PARENTAL INFORMATION



Modern Foreign Languages



BONJOUR



GROUPINGS + PATHWAYS SCHEME OF WORK



Classes: Taught in Sets 1-4 (Y10 very small set 5 – non GCSE)

Exam board and qualification: AQA GCSE

Courses: French - Studio

Spanish - Viva

S C H E M E O F W O R K



Theme 1

Me, my family and friends

Technology in everyday life

Free-time activities

Customs and festivals

Theme 2

Home, town, neighbourhood and region

Social Issues

Global issues

Travel and tourism

Theme 3

My school/ college

My studies

Education post- 16

Job, career choices and ambitions

EXAM STRUCTURE



AQA GCSE course – 2 Tier course, Foundation or Higher

4 skills are assessed: Listening, Speaking, Reading and Writing - 25% each

Regular practice of exam skills:

- Translation of short passages (Eng to Fr/Sp, Fr/Sp to Eng)
- Speaking in extended sentences and paragraphs
- Reading & Listening Comprehension
- Essay writing built up from sentences to 40 words, then to 90 words (150 in Y11)

Use of time frames and opinions is key in Speaking and Writing!

OVERVIEW OF COURSE



GCSE Spanish Overview

Pupils study the AQA GCSE course. This is a tiered exam, so pupils are entered for either Foundation tier (Grades 1-5) or Higher tier (Grades 4-9).

The exam is split into four papers. Each paper is worth 25 % of the final exam.

PAPER 1 – LISTENING	PAPER 2 – SPEAKING (60 marks)	PAPER 3 – READING (60 marks)	PAPER 4 – WRITING
F = 30 mins + 5 mins reading time (40 marks) H = 40 mins + 5 mins reading time (50 marks) <ul style="list-style-type: none"> Section A - Q & A in English Section B - Q & A in Spanish Tasks include multiple choice, completing a table, positive/negative/both, true/false/not mentioned, comprehension gap-fill etc.	F = 7-9 min (+ 12 mins supervised preparation time) H = 10-12 min (+ 12 mins supervised preparation time) <ul style="list-style-type: none"> Role-play card Photo card General Conversation based on two of the three themes (3-5 mins at F; 5-7 mins at H) Students MUST ASK A QUESTION 	F = 45 mins H = 1 hour <ul style="list-style-type: none"> Section A in English, Section B in Spanish Section C - Translation into English Multiple choice, gap-fill, comprehension answers, summary selection questions. Some short adapted texts.	F = 1 hour (50 marks) Q1 – 4 sentences about a photo /8 Q2 – 40 word essay /16 Q3 – translation 5 sentences into Spanish /10 Q4 – 90 word essay - choice of 2 titles /16 H = 1 hour 15 mins (60 marks) Q1 – 90 word essay - choice of 2 titles /16 Q2 – 150 word essay choice of 2 titles /32 Q3 – translation into Spanish /12

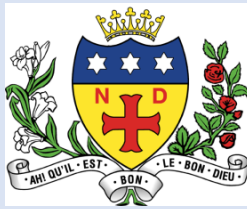
At Notre Dame we follow the “Viva” GCSE course and study the following topics:

Year 9 AQA Theme 2 (Local, national, international and global areas of interest)	Year 10 AQA Theme 1 (Identity and culture)	Year 11 AQA Theme 3 (Current and future study and employment)
Module 1 – <i>¡Desconéctate!</i> (AQA sub-theme - Travel and tourism) Module 5 – <i>Ciudades...</i> (AQA sub-theme - Home, town, neighbourhood and region) Module 8 – <i>Hacia un mundo mejor</i> (AQA sub-theme - Social issues / Global issues)	Module 3 – <i>Mi gente</i> (AQA sub-theme - Me, my family and friends) Module 4 – <i>Intereses e influencias</i> (AQA sub-theme - Technology in everyday life / Free-time activities) Module 6 – <i>De costumbre</i> (AQA sub-theme - Customs and festivals)	Module 2 – <i>Mi vida en el insti</i> (AQA sub-theme - My school/ college / My studies / Education post- 16) Module 7 – <i>¡A currar!</i> (AQA sub-theme - Job, career choices and ambitions) Revision and exam skills

GCSE pupils have a booklet containing key GCSE vocabulary, as well as vocabulary sheets that go with the Viva course. Regular revision of vocab is key (“little and often”), and pupils also have access to GCSE vocabulary sets via the Quizlet website (Memrise.com is also a great revision tool). Your child will also be given a Speaking Booklet which contains questions for the General Conversation section of the speaking exam, for which they need to prepare answers. These questions equally prepare your child for the Writing exam.

Can be downloaded from the MFL pages of the school website along with timelines

H O M E W O R K



Set via Satchel One – approximately 40 minutes.

- Vocab learning
- Test preparation and revision
- Translation
- Grammar exercises
- Written paragraphs based on previous class work
- Short essays based on current topic
- Comprehension exercises
- Preparing answers for the speaking exam
- Quizlet

VO CAB BOOKLET



MODULE 1 Family Members

- mon père = my dad
- ma mère = my mum
- mon frère = my brother
- ma sœur = my sister
- ma grand-mère = my grandmother
- mon grand-père = my grandad
- mes grands-parents (m) = my grandparents
- ma petite-fille = my granddaughter
- mon petit-fils = my grandson
- ma tante = my auntie
- mon oncle = my uncle
- mon beau-père = my stepfather/father in law
- ma belle-mère = my stepmother/mother in law
- mon demi-frère = my half-brother
- ma demi-sœur = my half-sister
- ma fille = my daughter
- mon fils = my son
- mon mari = my husband
- ma femme = my wife
- mon / ma partenaire = my partner
- mon copain / ma copine = my friend
- mon petit ami = my boyfriend
- ma petite amie = my girlfriend
- mon voisin = my neighbour

MODULE 1 Physical Description

- J'ai les cheveux ... = I have ... hair
- courts/longs/mi-longs = short/long/mid-length
- raides/bouclés/frisés/ondulés = straight/curlly/curlly/wavy
- noirs/bruns/châtain = black/brown/chestnut
- blonds/roux/gris/blancs = blond/red/grey/white
- J'ai les yeux ... = I have... eyes
- bleus/verts = blue/ green

- gris/marron = grey/brown
- J'ai des boutons = I have spots
- J'ai une barbe/une moustache = I have a beard/a moustache
- Je porte des lunettes = I wear glasses
- Je suis petit(e)/grand(e) = I am short/tall
- de taille moyenne = of average height
- mince/gros(se) = slim/fat
- beau/belle = beautiful
- joli(e) = pretty
- jeune = young
- laid(e) = ugly
- maigre = slim
- vieux/vieil/vieille = old

MODULE 1 Personality

- il/elle est = he/she is
- agaçant(e) = annoying
- aimable = likeable
- amusant(e) = funny
- arrogant(e) = arrogant
- bavard(e) = chatty/talkative
- bête = silly / stupide
- charmant(e) = charming
- drôle = funny
- égoïste = selfish
- fort(e) = strong
- généreux/euse = generous
- gentil(le) = kind
- heureux/se = happy
- impatient(e) = impatient
- jaloux/-euse = jealous
- méchant (e) = mean, nasty
- paresseux/euse = lazy
- pénible = annoying
- poli(e) = polite
- sage = well-behaved, wise

Can be
downloaded from
the MFL pages of
the school website

ASSESSMENT



Y9

- 3 vocab tests per module (see vocab booklet)
- Mid-module assessment (15 minute class task)
- End of Unit assessment
- End of Year Assessment - Foundation papers in Listening and Reading, two small written tasks including a 40 word essay

Y10

- 3 vocab tests per module (see vocab booklet)
- Mid-module assessment
- End of Unit assessment
- End of Year Assessment Listening, Reading and Writing

GCSE-style tasks in each module (a 90 word exam-conditions essay, speaking tasks).

FOREIGN LANGUAGE ASSISTANTS



Zoé and Marina will work with some KS4 classes to focus on speaking practice and cultural awareness.

Oct - May

HOW TO SUPPORT YOUR CHILD



Encourage them to learn vocabulary on a regular basis.

Offer to test them on their vocabulary. Even if you do not know the language, they can spell out the words to you.

Ensure that they are aware of deadlines for assessments/coursework / module tests. Keep a note of these important dates and remind them.

If you have internet access encourage them to log onto language websites including www.linguascope.com, www.languagesonline.org.uk and a variety of other websites... see list attached

If your son / daughter is absent, impress on them the need to copy up any work missed - especially new vocabulary and grammar structures.

HOW TO SUPPORT YOUR CHILD



Encourage them to look at corrections to written work so that they learn from them and avoid making the same mistakes again.

Encourage them to listen to any French / Spanish available on the radio / television.

If you are going to a French / Spanish speaking country do encourage them to use their language.

Talk to them about the reasons they are learning a language; cultural awareness, improved knowledge and understanding of their own language, improved job prospects, development of valuable skills, ability to communicate and opening up of more possibilities.

Stay positive!

ONLINE RESOURCES



www.linguascope.com

www.languagesonline.org.uk

www.pearsonactivelearn.com

www.zut.org.uk

www.oye.languageskills.co.uk

www.alienlanguage.co.uk

www.bbc.co.uk/languages

www.bbc.com/bitesize

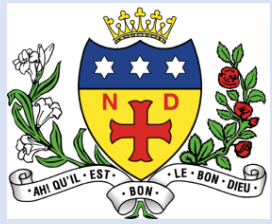
www.quizlet.com

www.duolingo.com

www.senecalearning.com

www.wordreference.com

CONTACT



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