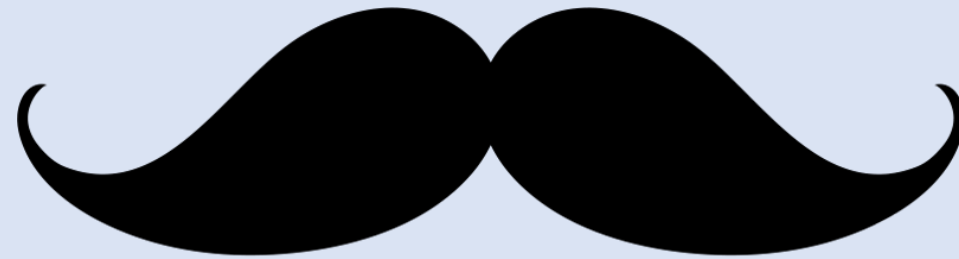


KEY STAGE 4 PARENTAL INFORMATION

Modern Foreign Languages



BONJOUR



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



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

Exam board: Y10 - AQA GCSE
 Y9 - Edexcel GCSE

Courses: French - Studio
 Spanish - Viva

S C H E M E O F W O R K - Y10



Theme 1 (Spanish Y10)

Me, my family and friends

Technology in everyday life

Free-time activities

Customs and festivals

Theme 2 (French Y10)

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

SCHEME OF WORK - Y9



My personal world: family, friends, relationships and equality

Lifestyle and wellbeing: physical and mental well-being, food and drink, sports

My neighbourhood: places in town, shopping, the natural world and environmental issues

Media and technology: music, TV, film, social media and gaming

Studying and my future: school and future opportunities

Travel and tourism: transport, accommodation and tourist attractions

French

Module 1 My free time

- Sports / Spanish-speaking sports stars
- Free time activities
- Life online
- Social media
- Making plans to go out
- Activities / experiences in the past

Module 2 Holidays

- Travel plans
- Past holiday experiences
- Festivals in the Spanish-speaking World
- Accommodation
- Eating out
- Memorable destinations in Spain and Latin America

Module 3 My Personal World

- Family structures, family members and relationships
- Role models / who you follow on social media
- Friendship / what makes a good friend
- Activities with friends in e time frames
- Issues online
- Personal identity

Spanish

Module 1 My free time

- Sports / Spanish-speaking sports stars
- Free time activities
- Life online
- Social media
- Making plans to go out
- Activities / experiences in the past

Module 2 Holidays

- Travel plans
- Past holiday experiences
- Festivals in the Spanish-speaking World
- Accommodation
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EXAM STRUCTURE



2 Tier course, Foundation or Higher

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

Regular practice of exam skills:

- Translation of sentences & short passages (Eng - Fr/Sp, Fr/Sp - Eng)
- Speaking in extended sentences and paragraphs (Y9 to include reading aloud)
- Reading & Listening Comprehension (Y9 to include dictation)
- 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 THE YEAR



GCSE Spanish Y10

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.

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

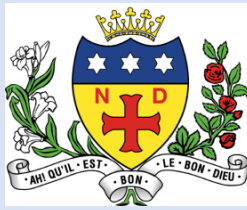
In Y10 we follow the “Viva” GCSE course. The topics and assessments this year are:

Module	Vocab Tests	Mid-module Assessment	End of Module Assessment
Module 3 – <u>Mi gente</u> (AQA sub-theme - Me, my family and friends)	3 vocab tests per module (set topics)	Writing (essay question)	Listening and Reading
Module 4 – <u>Intereses e influencias</u> (AQA sub-theme - Technology in everyday life / Free-time activities)		Reading	Speaking (photo card and Role Play + unknown questions)
Module 6 – <u>De costumbre</u> (AQA sub-theme - Customs and festivals)		Multiple-choice quiz	Foundation Mock exam

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 (lists shared on Satchel One)
- Mid-module assessment (short 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 (lists shared on Satchel One)
- Mid-module assessment
- End of Unit assessment
- Formal Y10 Assessment - Listening, Reading and Writing

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

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

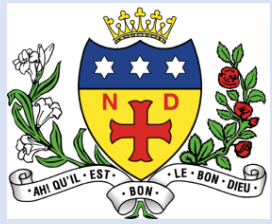
www.quizlet.com

www.duolingo.com

www.senecalearning.com

www.wordreference.com

CONTACT



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