

### Curriculum Overview

In the Languages faculty at Nishkam High School, we help students to develop their language skills in a variety of contexts. We also aim to increase their wider communication skills as well as enhancing their cultural knowledge. Languages are taught using a variety of teaching and learning methods, using authentic materials and giving pupils the opportunity to use languages in real-life situations

<b>Autumn Term 1</b> <b>Assessment: WRITING</b>	<b>Autumn Term 2</b> <b>Assessment: SPEAKING</b>
<b>Topic: My region (Chapter 4 AQA Studio)</b> <ul style="list-style-type: none"> <li>Describe where you live.</li> <li>Describe an ideal town.</li> <li>Practise exam style writing question.</li> <li>Consolidation of 3 tenses.</li> <li>Understand language for at the tourist office.</li> </ul>	<b>Topic: Holidays (Chapter 5 AQA Studio)</b> <ul style="list-style-type: none"> <li>Discuss the weather.</li> <li>Talk about what you normally do on holiday.</li> <li>Understand how to book and review hotels.</li> <li>Understand how to order in a restaurant.</li> </ul>
<b>Spring Term 1</b> <b>Assessment: LISTENING AND READING</b>	<b>Spring Term 2</b> <b>Assessment: WRITING</b>
<b>Topic: Travel and Tourism (Chapter 5 AQA Studio)</b> <ul style="list-style-type: none"> <li>Describe a past holiday.</li> <li>Describe an ideal holiday.</li> <li>Describe a disaster holiday.</li> <li>Discuss travel arrangements.</li> </ul>	<b>Topic: School (Chapter 6 AQA Studio)</b> <ul style="list-style-type: none"> <li>Describe your school.</li> <li>Compare French and English schools.</li> <li>Describe your school uniform.</li> <li>Discuss school rules.</li> <li>Discuss trips and extra-curricular activities.</li> </ul>
<b>Summer Term 1</b> <b>Assessment: SPEAKING</b>	<b>Summer Term 2</b> <b>Assessment: ALL 4 SKILLS (EOY EXAMS)</b>
<b>Topic: Healthy Living (Chapter 6 AQA Studio)</b> <ul style="list-style-type: none"> <li>Discussing healthy and unhealthy lifestyles.</li> <li>Discussing vices.</li> </ul>	<b>Review and exam practice</b> <ul style="list-style-type: none"> <li>Review of chapters 1-5</li> <li>Exam style practice</li> </ul>

The new GCSE French specification is a linear two-year course with no controlled assessment, so teaching and learning needs to be organised very differently.

It's important to:

- Plan revision and recaps (thematic and linguistic)
- Make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- A sequence of lessons
- A range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- The appropriate lexical and grammatical content.

### **Subject Specific Skills**

GCSE courses based on this specification encourage candidates to:

- Increase understanding of the target language in a variety of contexts.
- Develop knowledge of language learning skills.
- Develop the ability to communicate effectively in the target language.
- Increase awareness and understanding of countries and communities where the target language is spoken.
- The Modern Languages GCSE syllabus encourages learners to derive enjoyment and benefit from language learning, be inspired and challenged by following a broad, coherent and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the target language. The GCSE specifications in Modern Languages prepare learners to make informed decisions about further learning opportunities and career choices.

### **Methods of Assessment and Exam Structure**

There are two tiers of assessment and they are divided up as follows:

<b>Listening Test</b> <b>25%</b>	Foundation Tier	35 minutes
	Higher Tier	45 minutes
<b>Reading Test</b> <b>25%</b>	Foundation Tier	45 minutes
	Higher Tier	45 minutes
<b>Written assessment</b> <b>25%</b>	Foundation 1 hour	
	Higher Tier 1 hour 15 minutes	

<b>Speaking assessment</b> <b>25%</b>	Foundation Tier	7-9 mins per test
	Higher Tier	10-12 mins per test
	Role play, photocard and general conversation	

### **The MFL Faculty**

**Mrs N Deeks Faculty Leader    E-mail address: [n.deeks@nishkamschools.org](mailto:n.deeks@nishkamschools.org)**

Mrs S Basrai – Subject lead for Punjabi

Ms C Parachini – Subject lead for French

Mrs S Uppal PT Teacher of Punjabi

### **How parents and carers can help**

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. There are a number of useful websites which will be useful for students when carrying out independent learning tasks. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.

#### **Recommended Websites**

- Kerboodle
- Linguascope
- MFL Resources
- Language online
- BBC languages
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- Bitesize languages
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<b>Autumn Term 1</b> <b>Assessment: LISTENING AND WRITING</b>	<b>Autumn Term 2</b> <b>Assessment: ALL 4 SKILLS (MOCKS)</b>
<b>Topics: Holidays and school</b> <ul style="list-style-type: none"> <li>• Discussing school life.</li> <li>• Discussing a trip.</li> <li>• Saying what you normally do on holiday.</li> <li>• Describing a dream holiday.</li> </ul>	<b>Topics: Healthy living and my region</b> <ul style="list-style-type: none"> <li>• Discussing healthy and unhealthy lifestyles.</li> <li>• Discussing vices.</li> <li>• Describing where you live.</li> </ul>
<b>Spring Term 1</b> <b>Assessment: ALL 4 SKILLS (MINI ASSESSMENTS)</b>	<b>Spring Term 2</b> <b>Assessment: MOCKS (all 4 SKILLS)</b>
<b>Topics: Work and the environment</b> <ul style="list-style-type: none"> <li>• Discussing jobs and places of work.</li> <li>• Discussing plans for the future.</li> <li>• Talking about part time jobs.</li> <li>• Discussing work experience.</li> <li>• Discussing environmental issues.</li> </ul>	<b>Topic: Global issues</b> <ul style="list-style-type: none"> <li>• Discussing ethical shopping.</li> <li>• Discussing volunteering.</li> <li>• Discussing global events.</li> </ul>
<b>Summer Term 1</b> <b>Assessment: ALL 4 SKILLS (MINI ASSESSMENTS)</b>	<b>Summer Term 2</b>
<b>REVISION</b>	<b>COURSE COMPLETED</b>

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