



French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 12 Autumn Term 1	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Units of <i>'The Changing nature of family life'</i> and <i>'Cyber Society'</i> in both written and aural extracts, though there are inaccuracies or delays. -Produce and translate into French some vocabulary from the Units of <i>'The Changing nature of family life'</i> and <i>'Cyber Society'</i> in both written and oral tasks, though there are inaccuracies or delays. <p>Grammar:</p> <ul style="list-style-type: none"> -Form and use the perfect tense to describe changes in the nature of family life, though their accuracy may be inconsistent or they may struggle to go beyond the first person - Form and use the imperfect tense, though their accuracy may be inconsistent, or they may struggle with irregular verbs. -Form and use the present tense of regular and irregular verbs, though their accuracy may be inconsistent - Understand and use infinitive constructions, though their accuracy may be inconsistent 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from the Units of <i>'The Changing nature of family life'</i> and <i>'Cyber Society'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay. -Produce and translate into French vocabulary from the Units of <i>'The Changing nature of family life'</i> and <i>'Cyber Society'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay. <p>Grammar:</p> <ul style="list-style-type: none"> -Form and use the perfect tense accurately. -Form and use the imperfect tense accurately. -Form and use the present tense of regular and irregular verbs accurately. - Understand and use infinitive constructions accurately. - Recognise and understand past historic tense. 	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from the Units of <i>'The Changing nature of family life'</i> and <i>'Cyber Society'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Produce and translate into French vocabulary from the Units of <i>'The Changing nature of family life'</i> and <i>'Cyber Society'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory. <p>Grammar:</p> <ul style="list-style-type: none"> -Form and use the perfect tense accurately, incorporating it into more complex structures. -Form and use the imperfect tense accurately, combining it confidently with other tenses. -Form and use the present tense of regular and irregular verbs accurately, incorporating it into more complex structures - Understand and use infinitive constructions accurately and in a range of contexts. -Recognise and understand past historic tense.



	<p>- Recognise and understand past historic tense.</p> <p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent. <p>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</p> <ul style="list-style-type: none">- What are the different trends in marriage and other forms of partnerships in France and French speaking countries compared to the past?- What are the merits and problems of different family structures?- What are inter-generational relationships like? What problems can arise from these?- How has technology transformed everyday life in France and French speaking countries?- What are the dangers of digital technology?	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.-Complete translations into English and French, with general accuracy. <p>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</p> <ul style="list-style-type: none">- What are the different trends in marriage and other forms of partnerships in France and French speaking countries compared to the past?- What are the merits and problems of different family structures?- What are inter-generational relationships like? What problems can arise from these?- How has technology transformed everyday life in France and French speaking countries?- What are the dangers of digital technology?- Who uses digital technology and to what extent?- What are the possible future developments for digital technology?	<p>Skills:</p> <p>Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory, from a range of Francophone sources/backgrounds.</p> <ul style="list-style-type: none">-Complete listening and reading summary tasks, with consistent accuracy and without depending on their notes.-Complete translations into English and French, with accuracy and without support. <p>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</p> <ul style="list-style-type: none">- What are the different trends in marriage and other forms of partnerships in France and French speaking countries compared to the past?- What are the merits and problems of different family structures?- What are inter-generational relationships like? What problems can arise from these?- How has technology transformed everyday life in France and French speaking countries?- What are the dangers of digital technology?- Who uses digital technology and to what extent?- What are the possible future developments for digital technology?
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	<ul style="list-style-type: none"> - Who uses digital technology and to what extent? - What are the possible future developments for digital technology 		
Year 12 Autumn Term 2	<p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Units of ‘<i>Volunteering</i>’ and ‘<i>French Cinema</i>’ in both written and aural extracts, though there are inaccuracies or delays. -Produce and translate into French some vocabulary from the Units of ‘<i>Volunteering</i>’ and ‘<i>French Cinema</i>’ in both written and oral tasks, though there are inaccuracies or delays. <p>Grammar:</p> <ul style="list-style-type: none"> -Form and use the conditional tense, though their accuracy may be inconsistent, or they may struggle with irregular verbs. -Form and use the simple future tense, though their accuracy may be inconsistent, or they may struggle with irregular verbs. -Form and use <i>si</i> clauses with the imperfect and conditional tense, though their accuracy may be inconsistent. - Understand and use temporal and casual connectives, though their accuracy may be inconsistent. 	<p>Students working at expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from the Unit of ‘<i>Volunteering</i>’ and ‘<i>French Cinema</i>’ in both written and aural extracts. Vocabulary is recognised with ease and without delay. -Produce and translate into French vocabulary from the Units of ‘<i>Volunteering</i>’ and ‘<i>French Cinema</i>’ in both written and oral tasks. Vocabulary is produced with ease and without delay. <p>Grammar:</p> <ul style="list-style-type: none"> -Form and use the conditional tense accurately -Form and use the simple future tense accurately. -Form and use <i>si</i> clauses with the imperfect and conditional tense accurately. - Understand and use temporal and casual connectives accurately. - Understand and use direct and indirect object pronouns accurately. - Understand and use the subjunctive to express to express doubt, uncertainty or necessity accurately 	<p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from the Unit of ‘<i>Volunteering</i>’ and ‘<i>French Cinema</i>’ in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Produce and translate into French vocabulary from the Units of ‘<i>Volunteering</i>’ and ‘<i>French Cinema</i>’ in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory. <p>Grammar:</p> <ul style="list-style-type: none"> -Form and use the conditional tense accurately, using it to develop overall language variety. -Form and use the simple future tense accurately, using it to develop overall language variety. -Form and use <i>si</i> clauses with the imperfect and conditional tense accurately, using it to develop overall language variety. - Understand and use temporal and casual connectives accurately, using them to develop overall language variety. - Understand and use direct and indirect object pronouns accurately, using them to develop overall language variety.



- Understand and use direct and indirect object pronouns, though there may be inaccuracies.
- Understand and use the subjunctive to express doubt, uncertainty or necessity, though their accuracy may be inconsistent.

Skills:
-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.
-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.
-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.

Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:

- Who works in the voluntary sector in France and French speaking countries?
- What sectors do volunteers work in?
- What are the benefits of voluntary work for the recipients?
- How do beneficiaries request help?
- What are the benefits of voluntary work for the volunteers and for society as a whole?

Skills:
-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.
-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.
-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.

Respond to these Key Questions with well-developed responses, demonstrating confidence and accuracy:

- Who works in the voluntary sector in France and French speaking countries?
- What sectors do volunteers work in?
- What are the benefits of voluntary work for the recipients?
- How do beneficiaries request help?
- What are the benefits of voluntary work for the volunteers and for society as a whole?
- What is the 7th Art form in French society?
- What are the major developments in the evolution of French cinema from its beginnings until the present day?

-Understand and use the subjunctive to express to express doubt, uncertainty or necessity, using it to develop overall language variety.

Skills:
Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.
-Complete listening and reading summary tasks, with accuracy and without depending on their notes.
-Complete translations into English and French, with accuracy and without support.

Respond to these Key Questions with very well-developed responses, demonstrating confidence, complexity and accuracy:

- Who works in the voluntary sector in France and French speaking countries?
- What sectors do volunteers work in?
- What are the benefits of voluntary work for the recipients?
- How do beneficiaries request help?
- What are the benefits of voluntary work for the volunteers and for society as a whole?
- What is the 7th Art form in French society?
- What are the major developments in the evolution of French cinema from its beginnings until the present day?



	<p>-What is the 7th Art form in French society? -What are the major developments in the evolution of French cinema from its beginnings until the present day? -How popular is French cinema and French film festivals?</p>	<p>-How popular is French cinema and French film festivals?</p>	<p>-How popular is French cinema and French film festivals?</p>
<p>Year 12 Spring Term 1</p>	<p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English some vocabulary from the Units of '<i>Contemporary French Music</i>' and '<i>Film Study</i>' in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into French some vocabulary from the Units of '<i>Contemporary French Music</i>' and '<i>Film Study</i>' in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: -Form and use <i>si</i> clauses with present and future tense and imperfect and conditional tense, though their accuracy may be inconsistent. - Understand and use infinitive constructions, though their accuracy may be inconsistent - Form and use the subjunctive to suggest possibility with verbs of wishing and emotional reaction, though their accuracy may be inconsistent.</p>	<p>Students working at expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from the Unit of '<i>Contemporary French Music</i>' and '<i>Film Study</i>' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into French vocabulary from the Units of '<i>Contemporary French Music</i>' and '<i>Film Study</i>' in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: -Form and use <i>si</i> clauses with present and future tense and imperfect and conditional tense accurately - Understand and use infinitive constructions accurately - Form and use the subjunctive to suggest possibility with verbs of wishing and emotional reaction accurately - Use connectives followed by their subjunctive accurately Understand and use adjectival agreements, comparatives and superlatives accurately.</p>	<p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from the Unit of '<i>Contemporary French Music</i>' and '<i>Film Study</i>' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce and translate into French vocabulary from the Units '<i>Contemporary French Music</i>' and '<i>Film Study</i>' in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: -Form and use <i>si</i> clauses with present and future tense and imperfect and conditional tense accurately, using them to develop overall language variety - Understand and use infinitive constructions accurately, using them to develop overall language variety - Form and use the subjunctive to suggest possibility with verbs of wishing and emotional</p>



	<p>- Use connectives followed by their subjunctive, though there may be inaccuracies.</p> <p>- Understand and use adjectival agreements, comparatives and superlatives, though there may be inaccuracies.</p> <p>Skills:</p> <p>-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.</p> <p>-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.</p> <p>-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.</p> <p>- Start writing essays on the film, though their accuracy may be inconsistent, their variety of language limited or their essay-writing technique may require further practice.</p> <p>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</p> <p>-How popular is contemporary francophone music?</p>	<p>Skills:</p> <p>-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.</p> <p>-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.</p> <p>-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.</p> <p>- Start producing clear, well-structured essays on the film, with a good level of accuracy, variety of language and complex structures.</p> <p>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</p> <p>-How popular is contemporary francophone music?</p> <p>-What genres/ styles does contemporary francophone music cover?</p>	<p>reaction accurately, using it to develop overall language variety</p> <p>- Use connectives followed by their subjunctive accurately, using them to develop overall language variety</p> <p>- Understand and use adjectival agreements, comparatives and superlatives accurately, using them to develop overall language variety.</p> <p>Skills:</p> <p>Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.</p> <p>-Complete listening and reading summary tasks, with accuracy and without depending on their notes.</p> <p>-Complete translations into English and French, with accuracy.</p> <p>- Start producing well-analysed, well-structured essays on the film, with a very good level of accuracy and an increasing variety of language, complex structures and idiom.</p> <p>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</p> <p>-How popular is contemporary francophone music?</p> <p>-What genres/ styles does contemporary francophone music cover?</p>
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	<ul style="list-style-type: none"> -What genres/ styles does contemporary francophone music cover? -Who listens to contemporary francophone music, how often and by what means? -What are the threats to contemporary francophone music? - La Haine: a range of questions, analysing plot, themes, character and cinematographic techniques 	<ul style="list-style-type: none"> -Who listens to contemporary francophone music, how often and by what means? -What are the threats to contemporary francophone music? -How might contemporary francophone music be safeguarded? - La Haine: a range of questions, analysing plot, themes, character and cinematographic techniques 	<ul style="list-style-type: none"> -Who listens to contemporary francophone music, how often and by what means? -What are the threats to contemporary francophone music? -How might contemporary francophone music be safeguarded? - La Haine: a range of questions, analysing plot, themes, character and cinematographic techniques
Year 12 Spring Term 2	<p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Unit of '<i>Cultural Heritage</i>' and review previous Year 12 topics in both written and aural extracts, though there are inaccuracies or delays. -Produce and translate into French some vocabulary from the Unit of '<i>Cultural Heritage</i>' and review previous Year 12 topics in both written and oral tasks, though there are inaccuracies or delays. -Produce essay style vocabulary and continue to develop vocabulary specific to study the film "La Haine" - Research and prepare vocabulary to enable successful Mini Independent Research Presentations, though there may be inaccuracies when produced from memory. 	<p>Students working at expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Unit of '<i>Cultural Heritage</i>' and review previous Year 12 topics in both written and aural extracts. Vocabulary is recognised with ease and without delay. -Produce and translate into French some vocabulary from the Unit of '<i>Cultural Heritage</i>' and review previous Year 12 topics in both written and oral tasks. Vocabulary is produced with ease and without delay. -Produce essay style vocabulary and continue to develop vocabulary specific to study the film "La Haine". Vocabulary is produced with ease and without delay. - Research Presentations Research and prepare vocabulary to enable successful Mini Independent 	<p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Unit of '<i>Cultural Heritage</i>' and review previous Year 12 topics in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Produce and translate into French some vocabulary from the Unit of '<i>Cultural Heritage</i>' and review previous Year 12 topics in both written and oral tasks. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Produce essay style vocabulary and continue to develop vocabulary specific to study the film "La Haine". Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.



	<p>Grammar: -Form and use <i>si</i> clauses with the present and future tense, though their accuracy may be inconsistent. - Understand and use adjectival agreements, comparatives and superlatives, though there may be inaccuracies. - Understand and use the subjunctive to express doubt, uncertainty or necessity, though their accuracy may be inconsistent.</p> <p>Skills: -Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent. -Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent. -Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent. - Present their MINI IRP clearly, respond to questions and develop answers well, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent. - Continue to develop essay writing on the film, though their accuracy may be inconsistent, their variety of language limited or their essay-writing technique may require further practice.</p>	<p>Research Presentations. Vocabulary is reproduced accurately and without delay.</p> <p>Grammar: -Form and use <i>si</i> clauses with the present and future tense accurately. - Understand and use adjectival agreements, comparatives and superlatives accurately. - Understand and use the subjunctive to express doubt, uncertainty or necessity accurately.</p> <p>Skills: Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory. -Complete listening and reading summary tasks, with general accuracy and without depending on their notes. -Complete translations into English and French, with general accuracy. - Present their MINI IRP clearly, respond to questions and develop answers accurately. -Continue producing clear, well-structured essays on the film, with a good level of accuracy, variety of language and complex structures.</p> <p>Respond to <u>Key Questions</u> from the course with well-developed responses, demonstrating confidence and accuracy.</p> <ul style="list-style-type: none"> - What is heritage in France and French speaking countries? - What are the differences between intangible and material heritage? - What does heritage on a regional and national scale look like? 	<p>- Research Presentations Research and prepare vocabulary to enable successful Mini Independent Research Presentations. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: -Form and use <i>si</i> clauses with the present and future tense accurately, incorporating it into more complex structures. - Understand and use adjectival agreements, comparatives and superlatives accurately, using them to develop overall language variety. - Understand and use the subjunctive to express doubt, uncertainty or necessity accurately, using it to develop overall language variety.</p> <p>Skills: -Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory. -Complete listening and reading summary tasks, with accuracy and without depending on their notes. -Complete translations into English and French, with accuracy. - Present their MINI IRP clearly, respond to questions and develop answers accurately and confidently. - Continue producing well-analysed, well-structured essays on the film, with a very good level of accuracy and an increasing variety of language, complex structures and idiom.</p>
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	<p>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</p> <ul style="list-style-type: none"> - What is heritage in France and French speaking countries? - What are the differences between intangible and material heritage? - What does heritage on a regional and national scale look like? - How do some of France's most famous heritage sites market themselves? - What are the advantages and disadvantages of tourism? - How does heritage impact upon and is guided by culture in society? - La Haine: a range of questions, analysing plot, themes, character and cinematographic techniques 	<ul style="list-style-type: none"> - How do some of France's most famous heritage sites market themselves? - What are the advantages and disadvantages of tourism? - How does heritage impact upon and is guided by culture in society? - La Haine: a range of questions, analysing plot, themes, character and cinematographic techniques 	<p>Respond to <u>Key Questions</u> from throughout the course with very well-developed responses, demonstrating confidence, complexity and accuracy.</p> <ul style="list-style-type: none"> - What is heritage in France and French speaking countries? - What are the differences between intangible and material heritage? - What does heritage on a regional and national scale look like? - How do some of France's most famous heritage sites market themselves? - What are the advantages and disadvantages of tourism? - How does heritage impact upon and is guided by culture in society? - La Haine: a range of questions, analysing plot, themes, character and cinematographic techniques
Year 12 Summer Term	<p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English some vocabulary from the Units of '<i>Cultural Heritage</i>', '<i>Positive Aspects of a Diverse Society</i>' and '<i>Literary Study</i>' in both written and aural extracts, though there are inaccuracies or delays.</p>	<p>Students working at expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from the Unit of '<i>Contemporary French Music</i>', '<i>Positive Aspects of a Diverse Society</i>' and '<i>Literary Study</i>' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p>	<p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from the Unit of '<i>Contemporary French Music</i>', '<i>Positive Aspects of a Diverse Society</i>' and '<i>Literary Study</i>' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p>



<p>-Produce and translate into French some vocabulary from the Unit of <i>'Cultural Heritage'</i>, <i>'Positive Aspects of a Diverse Society'</i> and <i>'Literary Study'</i> in both written and oral tasks, though there are inaccuracies or delays.</p> <p>-Produce essay style vocabulary and continue to develop vocabulary specific to the study of the novel 'Un sac de Billes'.</p> <p>Grammar:</p> <p>-Form and the present tense, though their accuracy may be inconsistent.</p> <p>- Form and the future tense, though their accuracy may be inconsistent.</p> <p>-Form and the conditional tense, though their accuracy may be inconsistent.</p> <p>Skills:</p> <p>-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.</p> <p>-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.</p> <p>-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.</p> <p>- Start developing essay writing on the novel 'Un sac de Billes', though their accuracy may be inconsistent, their variety of language</p>	<p>-Produce and translate into French vocabulary from the Units of <i>'Contemporary French Music'</i>, <i>'Positive Aspects of a Diverse Society'</i> and <i>'Literary Study'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>-Produce essay style vocabulary and continue to develop vocabulary specific to the study of the novel 'Un sac de Billes'. Vocabulary is produced with ease and without delay.</p> <p>Grammar:</p> <p>-Form and use the present tense accurately.</p> <p>- Form and use the future tense accurately.</p> <p>- Form and use the conditional tense accurately</p> <p>Skills:</p> <p>Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.</p> <p>-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.</p> <p>-Complete translations into English and French, with general accuracy.</p> <p>- Start producing clear, well-structured essays on the novel 'Un Sac de Billes', with a good level of accuracy, variety of language and complex structures.</p>	<p>-Produce and translate into French vocabulary from the Units <i>'Contemporary French Music'</i>, <i>'Positive Aspects of a Diverse Society'</i> and <i>'Literary Study'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce essay style vocabulary and continue to develop vocabulary specific to the study of the novel 'Un sac de Billes'. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar:</p> <p>-Form and use the present tense accurately, incorporating it into more complex structures.</p> <p>- Form and use the future tense accurately, incorporating it into more complex structures.</p> <p>- Form and use the conditional tense accurately, incorporating it into more complex structures.</p> <p>Skills:</p> <p>-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.</p> <p>-Complete listening and reading summary tasks, with accuracy and without depending on their notes.</p> <p>-Complete translations into English and French, with accuracy.</p> <p>- Start producing well-analysed, well-structured essays on the novel 'Un Sac de Billes', with a very good level of accuracy and an increasing variety of language, complex structures and idiom.</p>
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limited or their essay-writing technique may require further practice.

Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:

- What is heritage in France and French speaking countries?
- What are the differences between intangible and material heritage?
- What does heritage on a regional and national scale look like?
- How do some of France's most famous heritage sites market themselves?
- What are the advantages and disadvantages of tourism?
- How does heritage impact upon and is guided by culture in society?
- Study of the Novel 'Un Sac de Billes': a range of questions, analysing plot, themes, character and literary devices
- What are the benefits of living in an ethnically diverse society?
- Why is tolerance and respect of diversity so important?
- How can we promote diversity to create a richer world?

Respond to Key Questions from the course with well-developed responses, demonstrating confidence and accuracy.

- What is heritage in France and French speaking countries?
- What are the differences between intangible and material heritage?
- What does heritage on a regional and national scale look like?
- How do some of France's most famous heritage sites market themselves?
- What are the advantages and disadvantages of tourism?
- How does heritage impact upon and is guided by culture in society?
- Study of the Novel 'Un Sac de Billes': a range of questions, analysing plot, themes, character and literary devices
- What are the benefits of living in an ethnically diverse society?
- Why is tolerance and respect of diversity so important?
- How can we promote diversity to create a richer world?

Respond to Key Questions from throughout the course with very well-developed responses, demonstrating confidence, complexity and accuracy.

- What is heritage in France and French speaking countries?
- What are the differences between intangible and material heritage?
- What does heritage on a regional and national scale look like?
- How do some of France's most famous heritage sites market themselves?
- What are the advantages and disadvantages of tourism?
- How does heritage impact upon and is guided by culture in society?
- Study of the Novel 'Un Sac de Billes': a range of questions, analysing plot, themes, character and literary devices
- What are the benefits of living in an ethnically diverse society?
- Why is tolerance and respect of diversity so important?
- How can we promote diversity to create a richer world?