



French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 13 Autumn Term 1	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Units of <i>'Life for marginalised people'</i> and <i>'Right to vote'</i> in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into French some vocabulary from the Units of <i>'Life for marginalised people'</i> and <i>'Right to vote'</i> in both written and oral tasks, though there are inaccuracies or delays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Form and use the imperfect tense, though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>-Form and use the perfect tense though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>-Form and use the pluperfect tense, though their accuracy may be inconsistent, or they may struggle with using more complex structures in this tense.</li> <li>-Form and use the passive voice, though their accuracy may be inconsistent.</li> <li>-Form and use the subjunctive mood, though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Life for marginalised people'</i> and <i>'Right to vote'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into French vocabulary from the Units of <i>'Life for marginalised people'</i> and <i>'Right to vote'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Form and use the imperfect tense accurately.</li> <li>-Form and use the perfect tense accurately.</li> <li>-Form and use the pluperfect tense accurately, understanding and using more complex structures in this tense.</li> <li>-Form and use the passive voice accurately.</li> <li>-Form and use the subjunctive mood accurately.</li> </ul>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of <i>'Life for marginalised people'</i> and <i>'Right to vote'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into French vocabulary from the Units of <i>'Life for marginalised people'</i> and <i>'Right to vote'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Form and use the imperfect tense accurately, incorporating it into more complex structures.</li> <li>-Form and use the perfect tense accurately, combining it confidently with other tenses.</li> <li>-Form and use the pluperfect tense accurately, incorporating it into more complex structures.</li> <li>-Form and use the passive voice accurately, as well as understanding and using alternative structures.</li> <li>-Form and use the subjunctive mood accurately, using it with a range of clauses.</li> </ul>



	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.</li><li>-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.</li><li>-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.</li></ul> <p><b>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b></p> <ul style="list-style-type: none"><li>- Who are the marginalised?</li><li>- What help is there for the marginalised?</li><li>- What are people’s attitudes towards the marginalised?</li><li>- Are you for or against the right to vote?</li><li>- How motivated are young people to engage in politics?</li><li>- What is the future of politics and political engagement?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.</li><li>-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.</li><li>-Complete translations into English and French, with general accuracy.</li></ul> <p><b>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</b></p> <ul style="list-style-type: none"><li>- Who are the marginalised?</li><li>- What help is there for the marginalised?</li><li>- What are people’s attitudes towards the marginalised?</li><li>- Are you for or against the right to vote?</li><li>- How motivated are young people to engage in politics?</li><li>- What is the future of politics and political engagement?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.</li><li>-Complete listening and reading summary tasks, with accuracy and without depending on their notes.</li><li>-Complete translations into English and French, with accuracy.</li></ul> <p><b>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</b></p> <ul style="list-style-type: none"><li>- Who are the marginalised?</li><li>- What help is there for the marginalised?</li><li>- What are people’s attitudes towards the marginalised?</li><li>- Are you for or against the right to vote?</li><li>- How motivated are young people to engage in politics?</li><li>- What is the future of politics and political engagement?</li></ul>
--	--	---	---



French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 13 Autumn Term 2	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Units of '<i>Criminality</i>' and '<i>Protests and strikes</i>' in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into French some vocabulary from the Units of '<i>Criminality</i>' and '<i>Protests and strikes</i>' in both written and oral tasks, though there are inaccuracies or delays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Recognise and understand the past historic tense, though there are delays.</li> <li>-Use different tenses with <i>si</i> though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>- Use infinitive constructions, though their accuracy may be inconsistent.</li> <li>-Understand and use relative pronouns, though their accuracy may be inconsistent.</li> <li>-Understand and use demonstrative adjectives and pronouns, though their accuracy may be inconsistent.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of '<i>Criminality</i>' and '<i>Protests and strikes</i>' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into French vocabulary from the Units of '<i>Criminality</i>' and '<i>Protests and strikes</i>' in both written and oral tasks. Vocabulary is produced with ease and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Recognise and understand the past historic tense accurately.</li> <li>-Use different tenses with <i>si</i> accurately.</li> <li>- Use infinitive constructions, accurately.</li> <li>-Understand and use relative pronouns accurately.</li> <li>-Understand and use demonstrative adjectives and pronouns accurately.</li> </ul>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English vocabulary from the Unit of '<i>Criminality</i>' and '<i>Protests and strikes</i>' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into French vocabulary from the Units of '<i>Criminality</i>' and '<i>Protests and strikes</i>' in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Recognise and understand the past historic tense accurately, engaging wider reading.</li> <li>-Use different tenses with <i>si</i> accurately, using it to develop overall language variety.</li> <li>- Use infinitive constructions, accurately, using them to develop overall language variety.</li> <li>-Understand and use relative pronouns accurately, using them to develop overall language variety.</li> <li>-Understand and use demonstrative adjectives and pronouns accurately, using them to develop overall language variety.</li> </ul>



	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.</li><li>-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.</li><li>-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.</li></ul> <p><b>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b></p> <ul style="list-style-type: none"><li>- What are the different attitudes towards criminality?</li><li>- What are the merits and drawbacks of the prison system?</li><li>- What alternative forms of punishment exist?</li><li>- What is the role of a trade union?</li><li>- Are protests and strikes effective?</li><li>- What are people's attitudes towards strikes, protests and other political tensions?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.</li><li>-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.</li><li>-Complete translations into English and French, with general accuracy.</li></ul> <p><b>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</b></p> <ul style="list-style-type: none"><li>- What are the different attitudes towards criminality?</li><li>- What are the merits and drawbacks of the prison system?</li><li>- What alternative forms of punishment exist?</li><li>- What is the role of a trade union?</li><li>- Are protests and strikes effective?</li><li>- What are people's attitudes towards strikes, protests and other political tensions?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.</li><li>-Complete listening and reading summary tasks, with accuracy and without depending on their notes.</li><li>-Complete translations into English and French, with accuracy.</li></ul> <p><b>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</b></p> <ul style="list-style-type: none"><li>- What are the different attitudes towards criminality?</li><li>- What are the merits and drawbacks of the prison system?</li><li>- What alternative forms of punishment exist?</li><li>- What is the role of a trade union?</li><li>- Are protests and strikes effective?</li><li>- What are people's attitudes towards strikes, protests and other political tensions?</li></ul>
--	---	--	--



French	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 13 Spring Term 1	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of '<i>Politics and immigration</i>' in both written and aural extracts, though there are inaccuracies or delays.</li> <li>-Produce and translate into French some vocabulary from the Units of '<i>Politics and immigration</i>' in both written and oral tasks, though there are inaccuracies or delays.</li> <li>-Research and prepare vocabulary to enable successful Independent Research Presentations, though there may be inaccuracies when produced from memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-Form and use combination tenses: imperfect and perfect, though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> <li>-Form and use the future perfect and the conditional perfect tenses though their accuracy may be inconsistent, or they may struggle with irregular verbs.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of '<i>Politics and immigration</i>' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</li> <li>-Produce and translate into French some vocabulary from the Units of '<i>Politics and immigration</i>' in both written and oral tasks. Vocabulary is recognised with ease and without delay.</li> <li>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced accurately and without delay.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Form and use combination tenses: imperfect and perfect accurately.</li> <li>- Form and use the future perfect and the conditional perfect tenses accurately.</li> </ul>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>beyond</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Recognise and translate into English some vocabulary from the Unit of '<i>Politics and immigration</i>' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Produce and translate into French some vocabulary from the Units of '<i>Politics and immigration</i>' in both written and oral tasks. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</li> <li>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced instantly, accurately and without any delay, demonstrating that it is embedded in long-term memory.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Form and use combination tenses: imperfect and perfect accurately, using them to develop overall language variety.</li> <li>- Form and use the future perfect and the conditional perfect tenses accurately, using them to develop overall language variety.</li> </ul>



	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.</li><li>-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.</li><li>-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.</li><li>-Present their 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.</li></ul> <p><b>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</b></p> <ul style="list-style-type: none"><li>- What opinions are held on immigration in France and the Francophone world?</li><li>- What advantages can immigration bring?</li><li>- What problems can immigration pose?</li><li>- What solutions could there be?</li><li>- What are the standpoints of different political parties on immigration?</li><li>- What are the standpoints of immigrants on immigration?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.</li><li>-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.</li><li>-Complete translations into English and French, with general accuracy.</li><li>- Present their IRP clearly, respond to questions and develop answers accurately.</li></ul> <p><b>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</b></p> <ul style="list-style-type: none"><li>- What opinions are held on immigration in France and the Francophone world?</li><li>- What advantages can immigration bring?</li><li>- What problems can immigration pose?</li><li>- What solutions could there be?</li><li>- What are the standpoints of different political parties on immigration?</li><li>- What are the standpoints of immigrants on immigration?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.</li><li>-Complete listening and reading summary tasks, with accuracy and without depending on their notes.</li><li>-Complete translations into English and French, with accuracy.</li><li>-Present their IRP clearly, respond to questions and develop answers accurately, using a wide range of vocabulary and idiom.</li></ul> <p><b>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</b></p> <ul style="list-style-type: none"><li>- What opinions are held on immigration in France and the Francophone world?</li><li>- What advantages can immigration bring?</li><li>- What problems can immigration pose?</li><li>- What solutions could there be?</li><li>- What are the standpoints of different political parties on immigration?</li><li>- What are the standpoints of immigrants on immigration?</li></ul>
--	---	---	--



French	<b>Working towards expected outcomes</b> Your child is not yet making the expected progress within this course.	<b>Working at expected outcomes</b> Your child is achieving the expected progress for this point within the course.	<b>Working beyond expected outcomes</b> Your child is working beyond the expected progress for this point within the course.
Year 13 Spring Term 2	<p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English vocabulary from throughout the course in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into French some vocabulary from throughout the course in both written and oral tasks, though there are inaccuracies or delays.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations, though there may be inaccuracies when produced from memory.</p> <p><b>Grammar:</b> -Review and use grammar from throughout the course, though their accuracy may be inconsistent.</p> <p><b>Skills:</b> -Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or</p>	<p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English vocabulary from throughout the course in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into French some vocabulary from throughout the course in both written and oral tasks. Vocabulary is recognised with ease and without delay.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced accurately and without delay.</p> <p><b>Grammar:</b> - Review and use grammar rules accurately from throughout the course.</p> <p><b>Skills:</b></p>	<p>Students working <b>beyond</b> expected in Year 13 can:</p> <p><b>Vocabulary:</b> -Recognise and translate into English vocabulary from throughout the course 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 throughout the course in both written and oral tasks. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p><b>Grammar:</b> - Review and use grammar rules accurately from throughout the course, adding complexity to oral and written responses with ease.</p> <p><b>Skills:</b></p>



	<p>their grammatical accuracy may be inconsistent.</p> <ul style="list-style-type: none"><li>-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.</li><li>-Complete translations into English and French, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.</li><li>-Present their 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.</li><li>-Produce essays on the film and novel, though their accuracy may be inconsistent, their variety of language limited or their essay-writing technique may require further practice.</li></ul> <p><b>Respond to <u>Key Questions</u> from throughout the course with brief responses, demonstrating a lack of confidence and inconsistent accuracy.</b></p>	<ul style="list-style-type: none"><li>-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.</li><li>-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.</li><li>-Complete translations into English and French, with general accuracy.</li><li>- Present their IRP clearly, respond to questions and develop answers accurately.</li><li>-Produce clear, well-structured essays on the film and novel, with a good level of accuracy, variety of language and complex structures.</li></ul> <p><b>Respond to <u>Key Questions</u> from the course with well-developed responses, demonstrating confidence and accuracy.</b></p>	<ul style="list-style-type: none"><li>-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.</li><li>-Complete listening and reading summary tasks, with accuracy and without depending on their notes.</li><li>-Complete translations into English and French, with accuracy.</li><li>-Present their IRP clearly, respond to questions and develop answers accurately, using a wide range of vocabulary and idiom.</li><li>-Produce well-analysed, well-structured essays on the film and novel, with a high level of accuracy, variety of language, complex structures and idiom.</li></ul> <p><b>Respond to <u>Key Questions</u> from throughout the course with very well-developed responses, demonstrating confidence, complexity and accuracy.</b></p>
--	--	--	---

