

**Exam Board:** AQA  
**Qualification:** 8658  
**Assessment Information:** Paper 1 (Listening) - 35-45 minutes  
 Paper 2 (Speaking) - 7-12 minutes  
 Paper 3 (Reading) - 45-60 minutes  
 Paper 4 (Writing) - 60-75 minutes

[Link to official specification](#)

**Department Information:**  
*Students who study French, German or Spanish to GCSE level have five hours of lessons per fortnight, which includes time with one of our Foreign Language Assistants.*

**ACHIEVE in the curriculum:**  
*In MFL, students show excellence by ambitiously maximising their understanding and use of Target Language across all four skills, demonstrate versatility by manipulating language to demonstrate knowledge of grammar and linguistic structures and are happy when taking pride in their achievements, enjoying language learning and experiences of cultural knowledge.*

**Curriculum Aims & Intent:**  
*Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.*

**Resources:**  
*Websites: ActiveLearn, Quizlet, GCSEPod  
 Textbook: Studio AQA GCSE French Higher (ISBN:9781446927199)*

**How we keep parents informed:**  
*Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.*

**How parents can help their child:**  
*Support with regular vocabulary learning on Quizlet to consolidate content delivered in lessons, revision activities on ActiveLearn and encouraging students to say key words and longer phrases in the target language at home.*

<b>What we study and when:</b>					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
Terms 1-2	<b>Module 5: Holidays</b>	Holidays in the past, present and the future, ideal holiday, booking and reviewing a holiday, ordering in a restaurant, travelling around, buying souvenirs, holiday disasters, use of	<b>Ambitious:</b> Maximising our understanding and use of Target Language across all four skills.	<i>Students are assessed throughout the</i>	Careers relating to roles within the travel and tourism,

		<p>present, past (perfect and imperfect), future, conditional and pluperfect tenses, reflexive verbs and justified opinions.</p> <p>Developing Reading, Writing, Listening and Speaking skills in the French language.</p>		<p><i>academic year using both formative and summative assessment methods to assess their progress in Listening, Speaking, Reading and Writing in the target language using examination styles which replicate that which they will see in their final exams.</i></p>	<p>retail and hospitality industries.</p>
<b>Terms 2-3</b>	<b>Module 6: School</b>	<p>School subjects and timetable, talking about school and comparing UK schools with those in French-speaking countries, school rules and a school exchange, healthy living and vices, use of present, past and future tenses, comparatives, the imperative and justified opinions with complex opinion phrases.</p> <p>Developing Reading, Writing, Listening and Speaking skills in the French language.</p>	<p><b>Collaborative:</b> Positive and proactive interaction with language learning and cultural awareness.</p>		<p>Careers relating to roles within the education sector.</p>
<b>Terms 3-4</b>	<b>Module 8: Social + Global Issues</b>	<p>Problems facing the world, protecting the environment, ethical shopping, volunteering, discussing big events, giving arguments for and against, use of the present, past and future tenses, the passive, modal verbs in the conditional tense, comparatives, superlatives and justified opinions with a range of complex opinion phrases.</p> <p>Developing Reading, Writing, Listening and Speaking skills in the French language.</p>	<p><b>Happy:</b> Taking pride in our achievements, having fun enjoying our language learning and experiences of cultural knowledge.</p> <p><b>Integrity:</b> Taking ownership of and responsibility for our language learning, also broadening our cultural knowledge.</p>		<p><i>Housing developer, council worker, politician</i></p>
<b>Terms 5-6</b>	<b>Module 7: Jobs</b>	<p>Jobs and work preferences, career choices, plans, hopes and wishes, Education post-16, applying for a job, case studies of different jobs, use of the present, past, future and conditional tenses and the subjunctive, superlatives and justified opinions with a range of complex opinion phrases.</p> <p>Developing Reading, Writing, Listening and Speaking skills in the French language.</p>	<p><b>Endurance:</b> Overcoming our personal challenges of language learning and celebrating life-long skills.</p> <p><b>Versatility:</b> Manipulating language to demonstrate our knowledge of grammar and linguistic structures across all skills.</p>		<p><i>Translator, communicator, interpreter, teacher, journalist, customs officer, embassy worker, tour guide</i></p>