



**Subject: French**  
**Year/Course: Year 7**

### **Knowledge and Understanding**

By the end of this course students will be able to:

- Introduce themselves and greet others
- Count in French
- Describe themselves, their families and their pets
- Describe where they live
- Give directions to places in a town
- Describe what they do on their birthday and on special occasions
- Talk about school, their daily routine and their likes and dislikes
- Name basic food items
- Describe what they do during their free time, including helping around the home

By the end of this course students will have a grasp of basic grammar, including:

- Gender and agreement
- Articles (a, the)
- Basic prepositions
- The present tense of ER verbs
- The present tense of some irregular verbs such as 'avoir' and 'être'
- Possessive adjectives (my, your, his, her, our, their)
- Partitives (some)

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.

Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on two of the following skills: listening, speaking, reading, writing.

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

**Subject: French**  
**Year/Course: Year 8**

### **Knowledge and Understanding**

By the end of this course students will be able to:

- shop for food and describe a favourite dish and how to make it
- describe Hong Kong; its attractions, transport and climate
- describe their school life and daily routine in detail
- name common items of clothing
- communicate with a French family on an exchange visit, and write a thank you letter at the end
- understand menus and order food in a restaurant
- understand travel information and give a recount of a recent journey
- name body parts and describe aches, pains and illnesses

By the end of this course students will have a grasp of the following grammar items:

- quantity expressions
- present tense regular verbs (er, ir, re)
- present tense of common irregular verbs and reflexive verbs
- the *futur proche* ('I am going to...')
- perfect tense (regular verbs with avoir and être)
- perfect tense of common irregular verbs
- demonstrative pronouns (this, that)
- pour + infinitive, il faut + infinitive

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a short piece of continuous prose

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on two of the following skills: listening, speaking, reading. In Year 8 a short piece of continuous prose writing is introduced for the first time. This may be a poster, letter, brochure or dialogue, and is designed for students to be able to recycle a variety of language features that they have studied during the unit of work.

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow  
students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

**Subject: French**  
**Year/Course: Year 9**

### **Knowledge and Understanding**

By the end of this course students will be able to:

- describe themselves, their family and their pets in more detail
- understand and use tourist information about Paris
- write a recount of a trip abroad
- discuss hobbies in some detail
- describe their favourite book, TV programme and film
- discuss their school options and future plans
- apply to do work experience in France
- describe a healthy lifestyle
- report illnesses and accidents
- make holiday plans and reserve accommodation

By the end of this course students will have a grasp of the following grammar items:

- present tense
- perfect tense
- simple future tense
- modal verbs (can, must, know how to, want to)
- negative expressions
- comparatives and superlatives
- adverbs
- direct and indirect object pronouns

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on two of the following skills: listening, speaking, reading. There is a longer piece of continuous prose writing for each unit. This may be a poster, formal letter, informal letter, brochure or dialogue, and is designed for students to be able to recycle a variety of language features that they have studied during the unit of work.

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language
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In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow  
students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

**Subject: French**  
**Year/Course: Year 8-9 Beginners' French**  
**(for those studying French as a second foreign language alongside Chinese)**

### **Knowledge and Understanding**

By the end of this course students will be able to:

- describe themselves and give a range of personal information
- describe their families
- describe what they do in their free time
- describe the food and drink that they like and dislike
- order food in cafes and restaurants
- describe their town and give directions
- ask for information and goods in shops
- plan holidays, including transport and accommodation
- describe their school and their daily routine
- describe clothes and personal appearance
- name body parts and report illnesses and injuries
- understand tourist information about Paris and describe a trip there
- describe their favourite book, TV programme and film
- describe their future plans

By the end of this course students will have a grasp of the following grammar items:

- present tense
- perfect tense
- imperfect tense
- future tense
- articles
- possessive adjectives
- subject and object pronouns
- adjectival agreement
- partitives
- negatives
- prepositions
- modal verbs
- comparatives and superlatives

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus

- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a short piece of continuous prose

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on two of the following skills: listening, speaking, reading. After two units, a short piece of continuous prose writing is introduced for the first time. This may be a poster, letter, brochure or dialogue, and is designed for students to be able to recycle a variety of language features that they have studied during the unit of work.

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons.

**Subject: French**  
**Year/Course: Year 10-11 IGCSE French**

### **Knowledge and Understanding**

By the end of this course students will be able to:

- Describe themselves and their family in detail
- Describe their local environment in detail
- Discuss whether they prefer to live in the town or the countryside
- Discuss how to protect the local environment
- Deal with travel problems and describe a recent journey
- Make plans for a foreign exchange trip
- Describe their daily life during the week and at the weekend
- Discuss food and healthy eating
- Give their opinions about leisure activities and the media
- Describe holidays and deal with accommodation issues
- Discuss health issues such as illness, addiction
- Discuss their education and future plans

By the end of this course students will have a grasp of the following grammar items:

- All basic tenses (present, perfect, imperfect, pluperfect, future, conditional)
- Subordination and relative clauses
- Nouns, pronouns, adjectives, adverbs, prepositions
- Comparatives and superlatives
- Conjunctions

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs
- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication

- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for listening, speaking, reading and writing activities.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and perform activities based on two of the following skills: listening, speaking, reading. There are two assessed compositions for each unit of work. These are past IGCSE questions and are marked according to the IGCSE criteria.

At the end of the course there are examinations in all four skills (listening, speaking, reading and writing), with each skill worth 25% of the total mark. There is no coursework.

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
- students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons

**Subject: French**  
**Year/Course: Year 12-13 IB French B Standard / B Higher**

### **Knowledge and Understanding**

By the end of this course students will be able to express their opinions on a range of themes including the following:

- The regions of France and social issues in France
- Other French-speaking territories and countries
- French lifestyle and cultural icons
- The influence of television and advertising
- The written press
- The Internet and other 'new media'
- French cinema
- Youth culture, peer pressure and celebrity
- Rights and social responsibility
- Amateur and professional sport
- Health issues
- The environment
- Tourism and its impact
- Family relationships and marriage
- Education systems
- Careers and employment

Students will be able to write continuous prose and adapt format and register to a variety of text types including letters (formal and informal), speeches, recounts, interviews, discursive essays, pamphlets and homepages.

Higher students will be able to read and respond to a range of short literary texts, including prose, poetry and song lyrics.

By the end of this course students will have a grasp of all basic grammar, including the following:

- All tenses (including past historic for Higher Level)
- The subjunctive
- Subordination and relative clauses
- Nouns, pronouns, adjectives, adverbs, prepositions
- Comparatives and superlatives
- Conjunctions

### **Subject Specific Skills developed**

- A number of strategies for recording, memorising and reproducing new vocabulary
- The use of a bilingual dictionary
- The ability to see patterns in the target language and to test these patterns by forming their own phrases and sentences
- The ability to apply grammar rules to generate new language
- The ability to adapt models of language to their own needs

- The ability to see links between previously learnt pieces of language and what is currently the focus
- The ability to make intelligent guesses as to the meaning of spoken and written texts even when there are unknown elements
- The ability to see similarities and understand contrasts with their first language
- The ability to recycle, adapt and extend previously learnt pieces of language to compose a piece of continuous prose
- The ability to adapt register and style of language according to text type and audience
- The ability to interact with peers in the target language

### **Transdisciplinary and Generic Skills developed**

- Being an inquirer – able to look at pieces of language and deduce patterns and meaning
- Being a communicator – able to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication
- Being open-minded – willing to accept that the target language is different from their first language and that it is a central part of a culture that is different from their own
- Being a risk-taker – willing to make mistakes as part of learning a language, and learning when to take sensible risks
- Being reflective - able to assess and understand their strengths and limitations in order to support their learning and personal development.
- Being a thinker – able to think critically about issues and justify opinions with reasoned argument

### **Assessment**

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common for speaking, reading and writing activities.
- Students write responses to forum questions each week. These are formatively assessed by the teacher or their peers, and then redrafted and added to the online forum.
- Formal assessment is completed at the end of each unit of work. Students are tested on new vocabulary and grammar. There is a speaking activity, either individual or in a group, which is marked according to IB criteria. For each unit of work a past paper composition is completed under test conditions and assessed according to IB criteria.
- In Year 13 three pieces of interactive speaking (pair and group activities) are formally assessed by the teacher. In February there is an individual oral examination, also assessed by the teacher. The combined mark for all of this oral work constitutes the Internal Assessment of the course (30% of the total mark).

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At the end of Year 13 students sit two papers: reading (four texts, 40%) and writing (one composition, 30%).

### **Challenge for All**

Foreign Language lessons are often characterised by their fast pace and variety of short activities. Extension and support may be provided for students in many ways, for example:

In comprehension work (listening and reading):

- lexical support may be provided or withdrawn
- students may be required to give more or less detail
- students may be required to respond using more or less target language

In production work (speaking and writing):

- students may be required to produce longer pieces of text
  - students may be given models to follow
- students may be required to self-teach and use certain linguistic features which have not yet been covered in lessons