

Year 13

| Kn | owledge | Skills |
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| | Across the Year | GRAMMAR |
| • | INDEPENDENT RESEARCH PROJECT for the speaking | UNIT 7 - Comparitive and superlative adverbs, |
| | exam – You should choose and research your | demonstrative adjectives and pronouns, possessive |
| | chosen topic and then highlight up to 5 headings | adjectives and pronouns. |
| | that you wish to be included in the questioning | |
| | during your oral exam | UNIT 8 - depuis and venir de, using the passive with |
| • | FILM – La Haine – Revision and revisiting of the | tenses other than the present, indefinite adjectives |
| | main themes, characters, techniques used, topic | and pronouns. |
| | specific vocabulary to do with cinema, essay | |
| | writing under timed conditions. | UNIT 9 - inversion of the subject and the verb, |
| • | BOOK – No et moi – This should have been read | present subjunctive, perfect subjunctive |
| - | over the summer. In depth study of the book, | |
| | characters, main themes, techniques used, topic | UNIT 10 - use of quand with the future, more than |
| | specific vocabulary to do with writing, essay | one tense in the same sentence. |
| | writing under timed conditions. | one lense in me some semence. |
| • | UNIT 7 – The role of voluntary work in French | UNIT 11 - interrogative adjectives and pronouns, |
| • | - | prepositions, past historic of irregular verbs |
| | society. | |
| | How French society has become multicultural and | UNIT 12 important works and dependent |
| | how immigrants and their descendants live in | UNIT 12 – impersonal verbs and dependent |
| | France. | infinitives, direct and indirect speech, imperfect |
| | How multiculturalism affects society. | subjunctive |
| | Canadian society and France's influence on the | |
| | French speaking world. | SKILLS |
| • | UNIT 8 – Discrimination in French society | Adapting a text to your own needs. |
| | How marginalisation affects different sectors of | Extracting and summarising information from longer |
| | the population. | passages. |
| | What the legal position is of marginalised people | Researching a series an event or a series of events. |
| | and the help given to them. | |
| | How other people react to marginalised groups. | Understanding a native speaker on the radio, tv or |
| • | UNIT 9 – Crime and punishment in France | YouTube. |
| | How the judicial and prison systems work in | Considering different opinions and drawing |
| | France. | conclusions. |
| | What different people's attitudes are towards | Varying your language by using idioms and |
| | criminality. | synonyms. |
| | What is done in terms of crime prevention and | |
| | reintegration in the community. | Developing arguments |
| • | UNIT 10 – Politics and political involvement of | Translation Fr>Eng and Eng>French |
| | young people in France | |
| | Young people and politics. | Dealing with unknown language. |
| | The right to vote. | Inferring information from interviews or reports |
| | The future of the European Union. | Raising the standard of your language |
| • | UNIT 11 Strikes in France | |
| | The importance of trade unions in France. | Holding an audience's attention when speaking |
| | Why there are strikes and demonstrations in | |
| | France and their effectiveness. | Drafting and redrafting work to improve accuracy |
| | People's attitude towards the political tensions | |
| | caused by strikes. | Exam techniques |
| • | UNIT 12 Immigration in France | Listening |
| | How political solutions to the issue of the | Reading |
| | integration of immigrants have evolved in France. | Writing |
| | How political parties deal with immigration. | Taking the initiative in speaking exams |
| | France's political involvement with immigrants. | Revision skills |
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