



## Course Outline

### French Year 10

*Inspiring excellence, empowering global minds*

#### Overview

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. It will foster students' curiosity and deepen their understanding of the world. Learning French will enable students to express their ideas and thoughts in another language than English and Arabic, and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and generally use the language in a genuine purposeful context.

#### Learning Outcomes

The aims and objectives of the syllabus are to extend students' knowledge by broadening and deepening skills. This will enable students to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- a suitable foundation for further study of the target language, or another language.

The Pearson Edexcel International GCSE in French is a linear qualification. All units must be taken in the terminal series at the end of the course of study. The course comprises of 5 main topic areas which are A. Home and abroad, B. Education and employment, C. Personal life and relationships, D. The world around us and E. Social activities, fitness and health.

## Exam structure and content summary

Paper 1: Listening	Paper 2: Reading and Writing	Paper 3: Speaking
<ul style="list-style-type: none"> <li>External assessment (35 mins).</li> <li>25% of total marks.</li> <li>This paper assesses listening skills across five topic areas:               <ol style="list-style-type: none"> <li>Home and abroad.</li> <li>Education and employment.</li> <li>Personal life and relationships.</li> <li>The world around us.</li> <li>Social activities, fitness and health.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>External assessment (1 hour 45 mins).</li> <li>50% of total marks.</li> <li>This paper assesses reading and writing skills in separate sections across five topic areas:               <ol style="list-style-type: none"> <li>Home and abroad.</li> <li>Education and employment.</li> <li>Personal life and relationships.</li> <li>The world around us.</li> <li>Social activities, fitness and health.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>External assessment (8 to 10 mins).</li> <li>25% of total marks.</li> <li>This paper assesses speaking skills across five topic areas, however sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper.</li> <li>The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture. They will also discuss two different topics, chosen at random by Pearson from the following:               <ol style="list-style-type: none"> <li>Home and abroad.</li> <li>Education and employment.</li> <li>Personal life and relationships.</li> <li>The world around us.</li> <li>Social activities, fitness and health.</li> </ol> </li> </ul>

## Unit overviews

## Term 1

**Module 1 – Who am I?****Theme C: Personal life and relationships****Introduction – Course overview and revisions****Approximate length: 2 weeks**

In this revision unit, students will review basic vocabulary used when giving personal information. This will enable them to recall previous learning and provides a gentle transition into KS4 expectations and requirements.

Specific National Curriculum Objectives Covered:

- Linking previous year's learning to current topics and revising key structures

- Describing themselves and their family and friends in detail, including physical features and personality
- Describing their house and the area where they live
- Recalling grammatical structures with the agreement of adjectives and the use of the present tense

### **Unit 1 – Friendship and family**

**Approximate length: 2 weeks**

In this unit, students will be describing their friends / best friend and family and talk about their relationships.

#### Specific National Curriculum Objectives Covered:

- Using a range of adjectives, qualifiers to describe their friends' personality and their family's features and dynamics
- Explaining the qualities of a good friend
- Using key regular and irregular verbs in the present tense
- Explaining if they get along or not with members of their family

### **Unit 2 – Going out**

**Approximate length: 1 week**

In this unit, students will be learning how to organise an outing with their friends, by giving an invitation and suggesting timings and places.

#### Specific National Curriculum Objectives Covered:

- Using the immediate future with the verb "aller" (to go) and all its forms with the relevant pronouns
- Expressing a range of opinions and phrases to indicate an agreement or a refusal
- Developing an understanding of exam questions in Reading with the question words

### **Unit 3 – Daily routine**

**Approximate length: 1 week**

In this unit, students will be describing their usual everyday routine.

#### Specific National Curriculum Objectives Covered:

- Extracting specific details from spoken and written texts, from a range of passages such as emails, blogs, etc
- Developing their grammar skills with the use of modal verbs such as "devoir and pouvoir" (to have to and be able to) followed by a verb in the infinitive

### **Unit 4 – Chores**

**Approximate length: 1 week**

In this unit, students will be describing what they do to help at home and give their opinion about it.

#### Specific National Curriculum Objectives Covered:

- Using the first person with regular and irregular verbs, and the negative form

- Describing a past weekend with the use of the perfect tense
- Expressing positive and negative opinions in the present and past tense to be able to draw comparisons

### Unit 5 – Childhood

Approximate length: 2 weeks

In this unit, students will be describing their childhood experiences while broadening their knowledge of tenses.

#### Specific National Curriculum Objectives Covered:

- Using the imperfect tense to describe what activities they used to do, using the complete form of verbs
- Draw comparisons between the past and the present
- Listen for details

**Textbook:** Pearson Edexcel International GCSE (9-1)

**Link to Pearson Syllabus:**

<https://gemsedu-my.sharepoint.com/my?noAuthRedirect=1&id=%2Fpersonal%2Fe%5Fpouchain%5Fwgp%5Fgemsedu%5Fcom%2FDocuments%2FWesgreen%20French%202024%20%2D%202025%2FYear%2010%20Curriculum%20%28Pearson%29%2FEdexcel%20International%20GCSE%20Specification%2Epdf&parent=%2Fpersonal%2Fe%5Fpouchain%5Fwgp%5Fgemsedu%5Fcom%2FDocuments%2FWesgreen%20French%202024%20%2D%202025%2FYear%2010%20Curriculum%20%28Pearson%29>

## Assessment

**Formative:** Throughout the units, the students will complete graded work, quizzes, spelling tests and exam-style exercises, which allows the teacher to assess the student's attainment and inform their planning.

**Summative:** At the end of each term, students will complete internal and standardised tests. This allows us to measure the students' progress throughout the term and year. Each assessment will take the form of IGCSE style exam questions with extracts from specimen and past exam papers.

All four key language skills will be assessed (Listening, Speaking, Reading and Writing).