

French Curriculum Map

| Year 7 | Year 8 |
|---|--|
| <p>C'est Perso - Personal Information Moi et mes animaux - Physical Appearance and Pets Ma famille et mes préférences - Family and Personal Interests Ma Zone- My Town Le monde et moi—Personality and Possessions Miam Miam! - Food</p> | <p>T'es Branché(e) - Média and Technology Paris, Je t'adore! - A Visit to Paris Mon Identité - My Life Chez moi, Chez toi - House and Home Quel Talent?! - Talents and Ambitions</p> |

| Year 9 | Year 10 | Year 11 |
|---|---|---|
| <p>Ma Vie Sociale d'Ado—My Teenage Social Life Bien dans sa Peau – Health, Fitness & Well-being A l'horizon – The Future Spécial Vacances - Holidays Qui Suis - Je? - Family, Friends & Relationships</p> | <p>Le Temps des Loisirs – Leisure Jours Ordinaires, Jours de Fête – Daily Life and Celebrations De la Ville à la Campagne – Town and Country Le Grand Large - Holidays</p> | <p>Au Collège – School Bon Travail! – Jobs & Employment Un Oeil sur le Monde – World Issues</p> |

| Year 12 | Year 13 |
|---|--|
| <p>Les changements dans les structures familiales – Changing Trends in Family Life in France L'éducation– French Education System Le monde de travail– The World of Work in France. La musique—Francophone music Les medias –impact on Society and Politics of Written and Online Press Les festivals—Festivals and Traditions in France and Francophone countries Introduction to the Individual Research Project Intouchables –study of a film</p> | <p>Les Aspects Positifs d'une Société Diverse—Diversity in Society Quelle Vie pour les marginalisés? Marginalisation in Society Comment on Traite les Criminels—Crime and Punishment Le Droit de Vote et L'Engagement Politique—Politics and Political Engagement Manifestations et Grèves Protests and strikes La Politique et l'Immigration—Political Issues with Immigration No et Moi—The Study of a Novel</p> |



German

Curriculum Map

| Year 7 | Year 8 |
|--|---|
| <p>Meine Welt und ich- Personal Information Familie und Tiere - My Family and Animals Freizeit - Leisure Activities Schule ist klasse– School and Education Gute Reise!- Holidays/Hometown and Environment</p> | <p>Ich liebe Ferien- Holidays Bist du ein Medienfan?- Media Bleib gesund- Healthy Living Klassenreisen machen Spaß- School Trips Wir gehen aus- Going out</p> |

| Year 9 | Year 10 | Year 11 |
|---|--|---|
| <p>Vorbilder - Role Models Musik – Music Meine Ambitionen - Ambitions Die Kindheit - Childhood Auf in die Schule - School</p> | <p>Zeit für Freizeit – Free Time & Leisure Activities Menschliche Beziehungen – Relationships with Family and Friends Willkommen bei mir – Describing Home and Daily Routines Im Urlaub – Travel & Tourism Part 1 Ich liebe Wien – Travel & Tourism Part 2</p> | <p>Ich liebe Wien – Travel & Tourism Part 2 Nochmals die Schule – Recap of School Rund um die Arbeit – Jobs & Places of Work Part 1: Sport, Fitness, ein gesundes Leben – Sport, Fitness and Healthy Living Part 2: Unhealthy Habits and Social Problems – Smoking, Drugs, Alcohol. Mein Haus, Meine Stadt, Meine Umwelt – Home, Town, Environment Festivals and Events Kampagnen und gute Zwecke – Campaigns and Good Causes</p> |

| Year 12 | Year 13 |
|--|--|
| <p>Natur und Umwelt—Environmental Awareness and Sustainability in Germany Bildung –Education in Germany and Professional Training Die Welt der Arbeit –The World of Work Musik –Music in German speaking Countries Die Medien –Media Influences on Society and Politics Die Rolle von Festen und Traditionen –The Role of Festivals and Traditions Introduction to the Individual Research Project Good Bye Lenin – Wolfgang Becker - The Study of a Film</p> | <p>Der Besuch der alten Dame' Friedrich Dürrenmatt - The Study of a Play Einwanderung- Immigration Integration- Integration „Rassismus“- Racism Deutschland und die EU- Germany's role in the EU Die Politik und die Jugend- Politics and Young People. Die Wiedervereinigung und ihre Folgen- Reunification and the consequences for Germany.</p> |



MFL

Assessment Guidance

Work completed by students in the MFL Department will be marked in one of the following ways:

- Light Touch Marking e.g. ticks, stamps, stickers;
- Verbal Feedback;
- Self-Assessment;
- Peer Assessment;
- Deep Marking.

Star stampers are used to indicate pleasing aspects of work and will be used for rewards. For every three stamps received, students are awarded a house point.

Arrow stamps are used to indicate an area or areas for improvement. Students are expected to respond to the teacher feedback in a timely fashion, using green pen. Students should be encouraged to have a green pen as part of their basic lesson equipment.

Assessments

The core MFL skills of listening, speaking, reading and writing/ translation are tested regularly in the form of five mini assessments per module, which take place in the course of a lesson. Regular vocabulary tests also take place. Formal assessments in a range of skills are undertaken twice a year.

In KS5, extended pieces of writing will be marked using AQA mark schemes for Year 13 and Edexcel mark schemes for Year 12.

