






















Subject:	
“Magic and Gift” of the subject	<p>Foreign Language study creates more positive attitudes and less prejudice toward people who are different.</p> <p>Analytical skills improve when students study a foreign language.</p> <p>Business skills plus foreign language skills make an employee more valuable in the marketplace.</p> <p>Dealing with another culture enables people to gain a more profound understanding of their own culture.</p> <p>Creativity is increased with the study of foreign languages.</p> <p>Graduates often cite foreign language courses as some of the most valuable courses in college because of the communication skills developed in the process.</p> <p>International travel is made easier and more pleasant through knowing a foreign language.</p> <p>Skills like problem solving, dealing with abstract concepts, are increased when you study a foreign language.</p> <p>Foreign language study enhances one’s opportunities in government, business, medicine, law, technology, military, industry, marketing, etc.</p> <p>Foreign languages provide a competitive edge in career choices: one is able to communicate in a second language.</p> <p>The study of foreign languages teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature.</p> <p>Foreign languages expand one’s view of the world, liberalize one’s experiences, and make one more flexible and tolerant.</p> <p>Foreign language study leads to an appreciation of cultural diversity.</p>
Careers (salaries)	<p>Translator (freelance: £30-£60 per hour depending on experience)</p> <p>Interpreter (freelance: £30-£60 per hour depending on experience)</p> <p>Languages teacher from £23,720 to £35,008 (excluding London and its fringes)</p> <p>Foreign Language intelligence role</p> <p>Customer services position that requires a second language</p> <p>Linguist job in the military</p> <p>International marketing £20,000 to £100,000.</p> <p>Transport services</p> <p>Areas of law and finance</p> <p>Broadcast journalist £15,000 to £60,000.</p>
Notable high profile alumni (Park School and “famous”)	<p>Alison Bell Spanish at Oxford</p> <p>Frank James (A level Spanish at Petroc, completed exchange visit in Seville)</p>

	<p>Famous people who speak Spanish: Ben Affleck, Gwyneth Paltrow, Will Smith, Tom Hiddleston, Matt Damon, Sigmund Freud, Natalie Tena, David Beckham, Shakira.</p>																																			
<p>Degrees and Best Universities (Global?)</p>	<p>A lot of universities offer courses which combine a subject with a Modern Foreign Language such as History with French or Business with French.</p> <p>Best universities in Europe to study foreign languages (with their world ranking on the left hand side):</p> <table border="1" data-bbox="592 483 1506 1240"> <tr> <td>2</td> <td></td> <td>University of Cambridge</td> <td>More</td> <td>United Kingdom</td> </tr> <tr> <td>3</td> <td></td> <td>University of Oxford</td> <td>More</td> <td>United Kingdom</td> </tr> <tr> <td>=14</td> <td></td> <td>UCL (University College London)</td> <td>More</td> <td>United Kingdom</td> </tr> <tr> <td>=19</td> <td></td> <td>The University of Edinburgh</td> <td>More</td> <td>United Kingdom</td> </tr> <tr> <td>25</td> <td></td> <td>Université Sorbonne Nouvelle Paris 3</td> <td>More</td> <td>France</td> </tr> <tr> <td>=26</td> <td></td> <td>Lomonosov Moscow State University</td> <td>More</td> <td>Russia</td> </tr> <tr> <td>28</td> <td></td> <td>The University of Manchester</td> <td>More</td> <td>United Kingdom</td> </tr> </table>	2		University of Cambridge	More	United Kingdom	3		University of Oxford	More	United Kingdom	=14		UCL (University College London)	More	United Kingdom	=19		The University of Edinburgh	More	United Kingdom	25		Université Sorbonne Nouvelle Paris 3	More	France	=26		Lomonosov Moscow State University	More	Russia	28		The University of Manchester	More	United Kingdom
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<p>Post 16 Courses and Destinations</p>	<p>Petroc A Level Exeter college (International Bac) Ilfracombe A Level The Kingsley school (Bideford) West Buckland Blundells QE Crediton Newton Abbot College</p>																																			
<p>GCSE Specification</p>	<p>AQA</p>																																			
<p>Assessment Objectives and Percentages in Examination</p>	<p>Assessment objectives</p> <p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE French specifications and all exam boards.</p> <p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 																																			

Each of the 4 skills is worth 25% of the overall grade.

Paper 1: Listening

What's assessed

Understanding and responding to different types of spoken language

How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally

Paper 2: Speaking

What's assessed

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally
- Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

Year by Year Intent	Cycle by Cycle Intent - Clear Areas of Knowledge (big topics), Skills and Assessment Objectives (linked to GCSE Spec), Cross Curricular Links and Opportunities (where is this topic/knowledge delivered elsewhere in the school (and is that department more “expert”).	Where will this cycle be revisited/ where has it been taught before (interleaving)?
<p>Year 11: Key intent of this year</p> <p>To finish the course by completing Theme 3 on Education, Orientation and World of work - To prepare for the Speaking examination in April - To gain an excellent knowledge of exam technique and key vocabulary.</p>	<p>Exams - What Final Exams/NEAs will they take (and key topic area if appropriate)</p> <p>AQA Listening AQA Speaking AQA Reading AQA Writing</p>	
<p>Year 10: Key intent of this year</p> <p>To complete Theme 2 of the GCSE course (Local area/Home/Social issues/Holidays/Environment and global issues)</p> <p>To gain an excellent knowledge of exam technique and key vocabulary.</p>	<p>Cycle 14 Jobs, career choices and ambitions University and work/Choice of careers</p> <p>Cycle 13 School and education School subjects/school description/opinions/conditional tense/uniform and opinions, advantages and disadvantages</p> <p>Cycle 12 Holidays Countries/places to stay/duration/description of places/means of transport.</p> <p>Cycle 11 Social and global issues, the environment Charities/homelessness/environment/things we do to help the environment/different types of pollution.</p> <p>Cycle 10 Home, town neighbourhood</p>	<p>Cycle 3: opinions Cycle 2: present tense Cycle 7: Future and conditional tenses</p> <p>Cycle 3: opinions Cycle 2: present tense Cycle 4 Food and healthy living (when describing the canteen)/past tense Cycle 1: school subjects/opinions Cycle 7: Future and conditional tenses</p> <p>Cycle 3: opinions Cycle 2: present tense Cycle 4 Food and healthy living (talking about holiday food) Cycle 7: Future and conditional tenses</p> <p>Cycle 3: opinions Cycle 2: present tense Cycle 7: Future and conditional tenses</p> <p>Cycle 3: opinions</p>

	<p>and region. Social and global issues (including the environment) Description of house/Social differences/homelessness</p>	<p>Cycle 2: present tense Cycle 7: Future and conditional tenses</p>
<p>Year 9: Key intent of this year. We start teaching the GCSE course in Year 9 because it gives students the opportunity to have more time on each theme/topic throughout the GCSE course. The intent for this year to complete Theme 1 on Self/relationships/hobbies/celebrations and new technologies. We also want students to start seeing GCSE type tasks and gain an understanding of exam technique.</p>	<p>Cycle 9 Identity and culture Relationships with family and friends/Marriage and partnership/future tense/conditional tense</p>	<p>Cycle 3: opinions Link with descriptions (cycle 2) Cycle 2: present tense</p>
	<p>Cycle 8 Technology in everyday life Social media/mobile technology/use of the internet</p>	<p>Cycle 3: opinions Cycle 2: present tense</p>
	<p>Cycle 7 Festivals and customs Different types of celebrations/Spain and customs/Festivals in Spain and Hispanic countries</p>	<p>Cycle 3: opinions Cycle 2: present tense Cycle 4 Food and healthy living Cycle 1: Celebrations</p>
<p>Year 8: Key intent of this year.</p> <p>This builds on year 7 by adding different topics and learning a wider range of vocabulary.</p> <p>This is important because these topics will be revisited and studied more in depth during the GCSE course.</p> <p>This is challenging because we are starting to learn more complex opinions and include different tenses.</p>	<p>Cycle 6 Holidays Countries/accommodation/duration/description of places/means of transport/past tense</p>	<p>Cycle 3: opinions/weather/sports and leisure activities whilst on holiday Cycle 2: present tense Cycle 4 Food and healthy living</p>
	<p>Cycle 5 Home and local area Where you live/places in town/shops/negatives/activities you do in town/past tense.</p>	<p>Cycle 3: opinions/activities Cycle 2: present tense</p>
	<p>Cycle 4 Food and healthy living Healthy and unhealthy types of food/opinions and reasons/future tense/activities and sports you do to keep healthy/past tense.</p>	<p>Cycle 3: opinions Cycle 2: present tense</p>
<p>Year 7: Key intent of this year.</p> <p>Develop confidence in all 4 skills. Being able to use the present tense,</p>	<p>Cycle 3 School and leisure School subjects/sports/leisure activities/opinions and justifications/weather</p>	<p>Cycle 2: present tense</p>
	<p>Cycle 2 Descriptions of self and others</p>	<p>Cycle 1: using numbers and colours</p>

<p>give opinions with reasons, develop use of connectives, learn vocab and be able to use this. Be able to ask simple questions.</p>	<p>Physical and character descriptions/changing verbs from I to he/she/family members/present tense/pets.</p>	
	<p>Cycle 1 Personal details Numbers/age/where you live/months/days of the week/items in school bag/colours/cultural aspects with day of the dead and celebrations.</p>	