

Scheme of work: French FCSE (8958) and GCSE (8658) combined teaching

The new GCSE French specification is a linear course which is designed to be completed over two or three years. The FCSE course can be completed over one, two or three years and is designed to be a stand-alone specification or to run alongside the GCSE specification.

The FCSE specification is flexible, offering eight different units, three of which must be submitted as part of the final portfolio. The eight units reflect the topics and sub-topics of the new GCSE.

There are at least two sets of assessment material for each unit. Each set is offered at three levels of challenge: Pass, Merit and Distinction. The students may submit tasks from any set. Teachers can, and should, look at the assessments before giving them to the students. They can choose which level, from which set, to give following the teaching of a particular sub topic.

This example scheme of work is just one approach that could be used to teach the two specifications at the same time.

To find out more about our FCSE or GCSE French specification, visit [aqa.org.uk/fcse/8958](https://www.aqa.org.uk/subjects/languages/fcse/french-8958) or [aqa.org.uk/gcse/8658](https://www.aqa.org.uk/subjects/languages/gcse/french-8658)

Combined teaching over two or three years

GCSE and FCSE can be taught at the same time as the FCSE assessments, either one skill or several skills, taking place after the teaching of a particular sub-topic. The assessments used would target the teaching covered in the classroom. The tasks are retained over the Key Stage and the best results submitted as part of the portfolio at the end to receive the FCSE award.

The FCSE assessments could also be administered during either year of the Key Stages (KS) rather than across the two years. If administered during the first year they could be used to track progress and build confidence in preparation for the final year of KS4. They could also be administered throughout, or at the end of the second year, as an alternative award to GCSE.

On the following pages there is an example of how the FCSE units might fit into the two year scheme of work as taken from our website. The FCSE units are mapped against the appropriate units for the first year of teaching. They cover all of the content for all four skills for both Sets A and B. What is actually taught and covered would depend on the assessment tasks chosen. The same content could be mapped against the themes, topics and sub-topics covered in the second year.

| GCSE theme: Identity and culture   * Topic: Me, my family and friends * Sub topic: Relationships, family and friends | | |
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| **Year 1: Month** | **FCSE unit and context** | **GCSE grammar** |
| **September** | **Unit 1: Relationships, family and friends**  Personal descriptions of self, family and friends:   * name * age * appearance * personality * nationality.   Family members:   * parents * brothers and sisters * pets * opinions and reasons.   Friends:   * descriptions * activities together.   Relationships:   * reasons for arguments * past relationships * future relationships * marriage and divorce. | * *avoir* and *être* present tense * possessive adjectives * adjective agreement rules * reflexive verbs * *se disputer/se fâcher/s’entendre avec* * comparatives *plus que/moins que* * adverbs of frequency * regular verbs in the present tense * direct object pronouns |

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| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **September** (continued) | **Unit 8: Celebrations**  Birthdays:   * when * activities * gifts * opinions.   Christmas:   * activities * gifts * decorations * opinions.   Carnival:   * costumes * masks * opinions.   Weddings:   * clothes * gifts * activities.   Parties:   * invitations and excuses * food * drinks * clothes * activities. | (as above) |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **September** (continued) | **Unit 8: Celebrations**  Other occasions:   * Mother’s Day * Father’s Day * Easter * New Year * Hallowe’en * Pancake Day * Valentine’s Day * Bonfire night * end of exams. | (as above) |
| GCSE theme: Local, national, international and global areas of interest   * Topic: Home, town, neighbourhood and region | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **October** | **Unit 7: Local area and environment**  Environment:   * recycling * transport * pollution * ways to help.   Location:   * geographical area, eg coast * compass points * sights * places * opinions and reasons.   Accommodation:   * types * descriptions * rooms * opinions and reasons.   Town:   * facilities * activities * opinions and reasons.   Weather | * *il y a* * *on a* * *c’est* * prepositions * plural partitive article and *de* after negative * *pouvoir* + infinitive * expressions of quantity * irregular verbs *aller/faire* * *ceux qui* + verb * *s’intéresser à* * enhancing descriptions using *qui/que/dont* * demonstrative adjectives *ce, cet, cette, ces* |

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| GCSE theme: Current and future study and employment   * Topic: My studies | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **November** | **Unit 2: Education and future plans**  School description:   * location * buildings * clubs * equipment * ideal school.   Subjects:   * preferences * opinions and reasons.   Teachers:   * descriptions * personality * preferences * opinions and reasons.   Rules and uniform:   * description * preferences * opinions and reasons. | * *devoir* + infinitive * *il faut* + infinitive (compulsory subjects) * *parce que/car* to express reasons * perfect tense regular *avoir* verbs (*choisir/decider de/laisser tomber –* options) * two verbs together eg *aimer/aimer mieux/ préférer* * comparative and superlative in expressing opinions about subjects * use of *tu* and *vous* in informal/formal exchanges |

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| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **November** (continued) | School routine:   * times * transport * breaks * lunch.   Problems:   * bullying * indiscipline.   Future plans:   * staying on * gap year * college * university * jobs * advantages and disadvantages. | (as above) |
| GCSE theme: Identity and culture   * Topic: Free time activities * Sub topics: Music, cinema and TV, sport, food and eating out | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **December** | **Unit 4: Leisure**  Hobbies:c/   * general activities * new activities * costs * times * opinions and reasons.   Sports:   * activities * clubs * leisure centre * opinions and reasons.   Cinema and theatre:   * visits * opinions and reasons.   Television:   * types of programmes * frequency * opinions and reasons. | * consolidation of present tense including irregular verbs *sortir, prendre, mettre, voir, vouloir* * extend range of two verbs together * future tense introduced eg for weekend plans * adverbs such as *d’habitude/normalement* * clauses introduced by *quand, lorsque* and *si* |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **December** (continued) | **Unit 4: Leisure**  Music:   * favourite type * festivals * opinions and reasons * instruments.   Going out:   * invitations * excuses.   Computers:   * internet.   **Unit 6: Food and drink**  Food:   * items * meals * menus * tastes * recipes * ingredients * party food * fast food * regional food * preparing food * school canteen * cookery classes * cooking at home * eating habits. | (as above) |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **December** (continued) | **Unit 6: Food and drink**  Food (continued):   * diets * opinions and reasons.   Drinks:   * party drinks * cocktails * opinions and reasons.   Eating out:   * cafés * restaurants * ordering * menus * advertisements * reviews * complaining * opinions and reasons.   Shopping:   * shops * lists * prices * quantities * special offers * shopping habits * markets * local shops * internet shopping * opinions and reasons. | (as above) |
| GCSE theme: Local, national, international and global areas of interest   * Topic: Social issues * Sub topics: Healthy/unhealthy living | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **January** | **Unit 5: Healthy lifestyle**  Food and drink:   * meals * fast food * alcohol * vegetarianism * healthy choices * unhealthy choices * opinions and reasons.   Exercise:   * sports * injuries * leisure centres * health farms * opinions and reasons.   Illness:   * appointments * problems * symptoms * chemists * doctors. | * partitive articles with food items * recap on *devoir/il faut* and introduce conditional forms – affirmative and negative * *il vaut mieux/il vaudrait mieux* * negative *ne… jamais* * previous health habits using the imperfect tense |

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| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **January** (continued) | **Unit 5: Healthy lifestyle**  Lifestyle:   * sleep * New Year’s resolutions.   Stress:   * exams * advise * solutions.   Smoking:   * opinions and reasons. | (as above) |
| GCSE theme: Current and future study and employment   * Topic: Life at school | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **February** | **Unit 2: Education and future plans**  (see above) | * transfer *devoir/pouvoir/il faut/vouloir* to school rules context * *si* clauses using the imperfect and conditional tenses * quantity words *beaucoup/trop/assez/pas assez + de* (including with plurals) * perfect tense with *avoir* using regular and common irregular verbs *(ce que j’ai fait comme devoirs)* |
| GCSE theme: Identity and culture   * Topic: Customs and festivals in French-speaking countries/communities | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **March** | **Unit 8: Celebrations**  (see above) | * perfect of verbs with *être* + agreement rules * reflexive verbs in perfect; perfect and imperfect tenses together * describing a past event/festival; actions and opinions |

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| GCSE theme: Local, national, international and global areas of interest   * Topic: Travel and tourism | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **April** | **Unit 3: Holidays and travel**  Destinations:   * whowith and when * facilities * reasons for going * opinions and reasons.   Accommodation:   * location * different types * booking * facilities.   Travel:   * different types * advantages * disadvantages * opinions and reasons.   Weather:   * forecasts * likes and dislikes.   Activities:   * sightseeing * sports.   Problems | * consolidation of perfect and imperfect tenses * sequencing words, expressions and phrases * *avant de/après avoir* etc *pendant que/depuis/venir de* * developing a greater complexity in spoken and written accounts of past events or experiences * weather expressions with *faire* |

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| GCSE theme: Current and future study and employment   * Topic: Education post-16 | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **May** | **Unit 2: Education and future plans**  (see above) | * *ce qui/ce que… c’est* sentence pattern * building on *si* clauses with present and future * more complex two verb structures *(avoir l’intention de/avoir envie de/avoir le droit de)* |
| **June** | **Year-end assessments** |  |
| GCSE theme: Identity and culture   * Topic: Me, my family and friends * Sub topic: Marriage/partnership | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **June/July** | **Transition to Year 2**  **Unit 1: Relationships, family and friends**  (see above)  **Unit 8: Celebrations**  (see above) | * revisiting adjectives to describe * use of *qui/que/dont* to describe ideal partner and enhance descriptions * *en* + present participle * revision of future tense to outline future plans * direct and indirect object pronouns |

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| GCSE theme: Local, national, international and global areas of interest   * Topic: Global issues * Sub topic: The environment | | |
| **Year 2: Month** | **FCSE unit and context** | **GCSE grammar** |
| **September** | **Unit 7: Local area and environment**  (see above) | * modal verbs linked to behaviours (must do/can do/should do/could do etc) * past tense for effects of behaviours on environments * *si* sentences revised for outlining consequences of actions * pluperfect tense perspective |
| GCSE theme: Local, national, international and global areas of interest   * Topic: Social issues * Sub-topic: Charity/voluntary work | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **October** |  | * *vouloir* + infinitive * *vouloir que* + subjunctive * *il est possible que* + subjunctive |

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| GCSE theme: Current and future study and employment   * Topic: Career choices and ambitions | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **November** | **Unit 2: Education and future plans**  (see above) | * enhanced statements of possibility including *permettre de* |
| GCSE theme: Identity and culture   * Topic: Technology in everyday life * Sub topics: Social media, mobile technology | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **December/January** | **Unit 4: Leisure**  (see above) | * revision of past tenses to recount how social media has been used; or life before technology * *grâce à/sans/avec* * enhanced statements of possibility including *permettre de* * *il est possible que* + subjunctive |
| **December/January** | **Mock exam/assessment** |  |

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| GCSE theme: Local, national, international and global areas of interest   * Topic: Global issues * Sub topic: Poverty/homelessness | | |
| **Month** | **FCSE unit and context** | **GCSE grammar** |
| **February** |  | * *si j’étais…* * *à la place de…*with conditional completions * *il faut* + infinitive and *il faut que* + subjunctive |
| **March/April/May** | **Revision and preparation for assessment** |  |
| **May/June** | **Assessment** |  |