



**St. Wilfrid's  
R.C. College**

## Modern Foreign Languages Curriculum

*Excellentia per fidem,  
per scientiam, per adiuvatum*

Excellence through faith, learning and support

## Year 7

We wish to enable pupils to develop a lifelong passion for language-learning and the ability to appreciate another language and its culture. We would like all pupils, irrespective of background and prior knowledge, to feel successful and capable in language learning.

Using the Gianfranco Conti EPI (Extensive Processing Instruction) methodology, pupils will be introduced to essential language in chunks. Pupils will learn phonics to enable sound-spelling links to be made and will understand the concept of gender and plurality, as well as an introduction to the concept of personal pronouns and negatives, which will in turn support their literacy skills across the wider curriculum.

Pupils will develop reading, listening, speaking, writing and translation skills and will be exposed to a range of authentic materials and stories to support their understanding of verbs and tenses.

In Mandarin, pupils will also be taught the character radicals and measure words very early in the course, whilst also learning Pinyin.

## Year 8

In Year 8 we would like pupils to build on an excellent start to learning a language in year 7 by expanding their knowledge of Francophone, Hispanic or Chinese-speaking countries. Pupils will learn about cultural differences in celebrations and daily life. They are encouraged to express justified opinions in a variety of ways, whilst using a range of other language to add detail and interest to their written and spoken work.

As the course progresses, pupils will meet and manipulate a wider range of regular and irregular verbs. Pupils will further develop reading, listening, speaking, writing and translation skills and will be exposed to a range of authentic materials. We continue to use the Conti EPI method.

In Mandarin, pupils will now be taught to use and understand three tenses.

## Year 9

We wish for pupils to develop into confident linguists able to tackle the demands of the challenging GCSE course. They will develop their knowledge of their language(s) and deepen their understanding of how language works, through a wide variety of topics. They explore more about why learning a language is beneficial and how they could use these skills in their future careers. We begin in Year 9 to explicitly teach the tenses and other essential grammar, in preparation for the rigours of KS4 and the GCSE course.

Pupils will now be becoming more adept at applying the skills they have been developing since Year 7, using the models and examples to which they were previously exposed. This will help to minimise the cognitive load in Year 9. There will be repetition of key vocabulary and phrases, both topic-specific and more general.

## Year 10

Pupils will develop their understanding of the language and also that of the respective countries. They will improve their knowledge of a range of themes which are featured in the AQA specification. These themes are relevant to the lives of young people, allowing pupils to immerse themselves in the culture of the language studied.

Pupils' knowledge of the grammar of the studied language(s) will be deepened, as they are expected to confidently apply the skills in a variety of contexts.

They will build upon their knowledge of KS3 vocabulary at a rapid rate, given the extensive vocabulary needed to succeed at GCSE level. This will take place both in lessons and independently. Pupils will be expected to take ownership of their vocabulary learning and memorisation of key terms and grammatical rules. Pupils will be exposed to exam skills that are specific to the course: listening, speaking, reading and writing.

## Year 11

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## Year 12

At KS5, we teach French and Spanish. The core content is as follows: Social issues and trends; Political and artistic culture and Grammar.

Students will have the exciting opportunity to study a culturally significant literary text and film in the target language. Currently, in Year 12 French we study *Un Sac De Billes*, written by Joseph Joffo, and *La Haine*, a film by Mathieu Kassovitz. In Spanish, we study *Como Agua Para Chocolate*, a novel by Laura Esquivé, and *Ocho Apellidos Vascos*, a film by Emilio Martínez-Lázaro.

Towards the end of Year 12, students are directed to begin their Independent Research Project (further details below).

This qualification is linear: all exams are at the end of the course. Students will therefore not sit external AS-level exams at the end of Year 12.

## Year 13

Students continue on their exploration of the language and its respective Francophone or Hispanic countries. All content is related to the target-language countries, and students are encouraged to analyse and evaluate relevant information and statistics.

In addition to the lessons, students will be researching a topic that is of interest to them. This is the afore-mentioned Independent Research Project (IRP). Previously chosen fields have included: The success of the French revolution; the life of Johnny Hallyday; and domestic abuse in France. The IRP is entirely student-led and teachers may not intervene or teach, although generic support will be provided.

There are three final assessments at the end of Year 13, which are as follows:

- Paper 1 comprises the three skills Listening, Reading and Writing, which also includes a translation into French and one into English. Material will include complex factual and abstract content and questions will target main points, gist and detail. This is worth 50% of the A-level.

- Paper 2 is a writing paper, in which students will write two essays, one on the studied book and one on the studied film. The essay questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied. This is worth 20% of the A-level.

- Paper 3 is the speaking exam. This entails discussion of a sub-theme based on a stimulus card, followed by a 12 minute discussion of the student's IRP. This is worth 30% of the A-level.



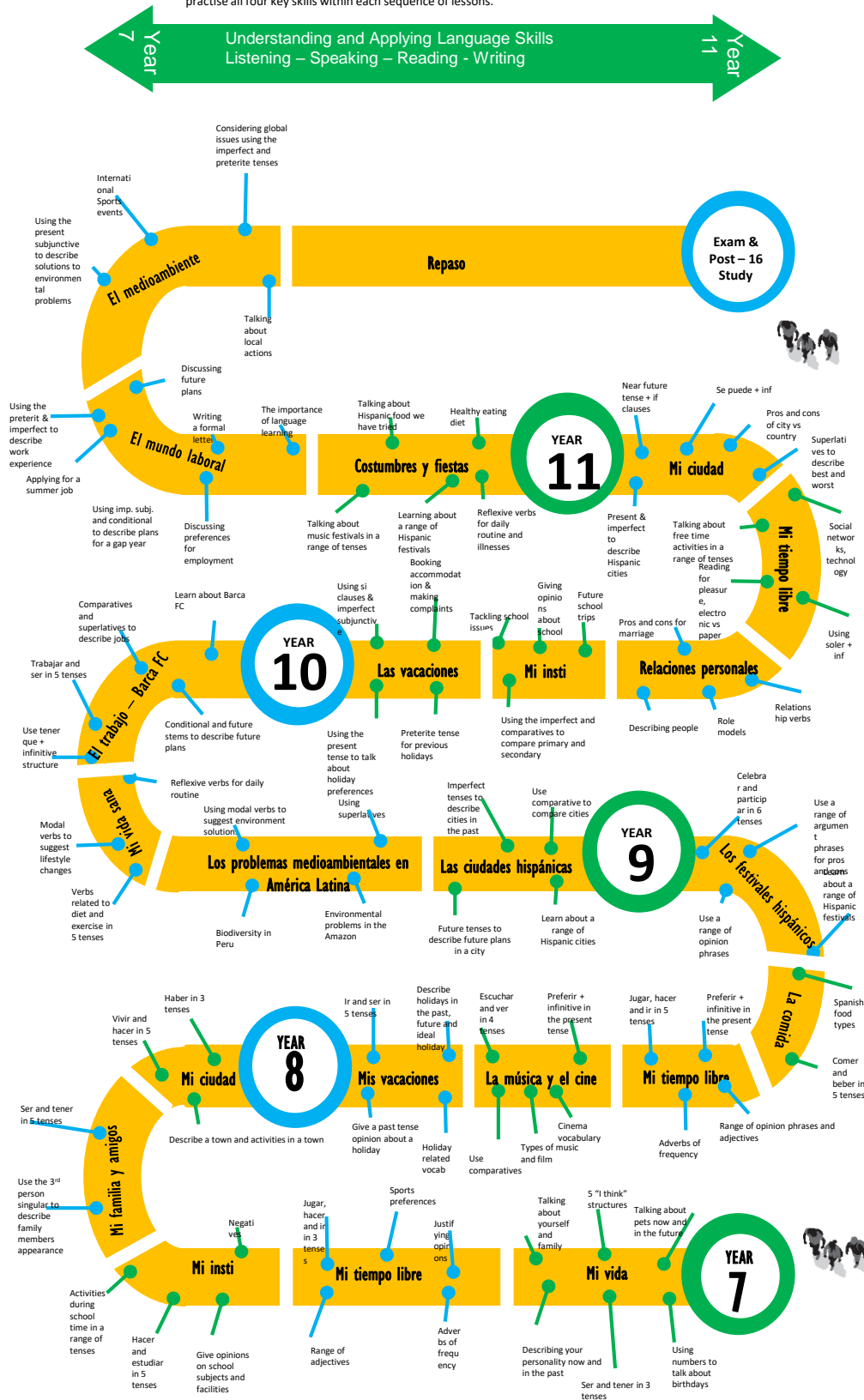
Understanding and Applying Language Skills  
Listening – Speaking – Reading - Writing

7 Year 11 Year



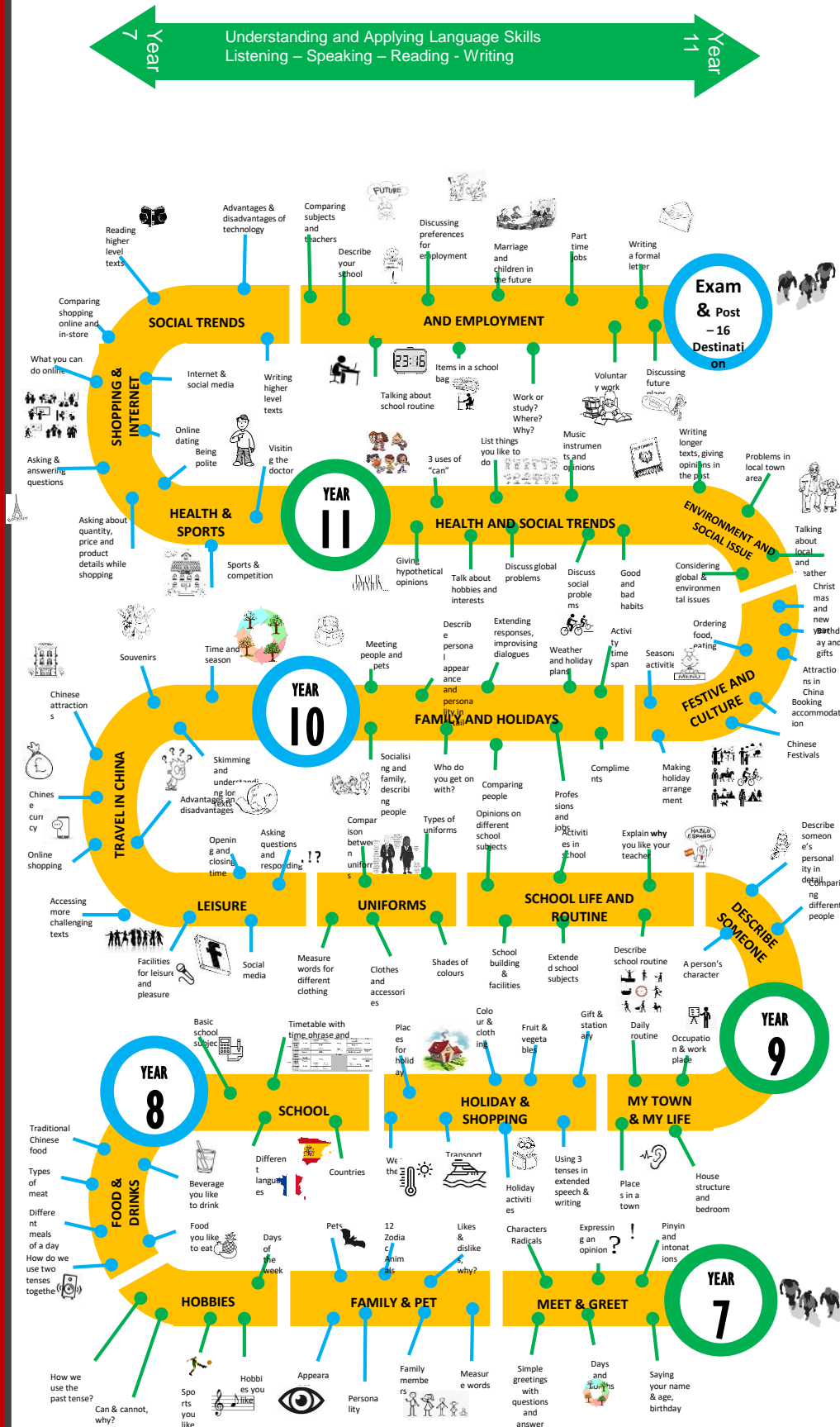
# Spanish Learning Journey

At St Wilfrid's we place a strong emphasis on applying knowledge & skills to the real world and developing an understanding of how languages work. Students will build upon prior knowledge every step of the way. Literacy underpins all that we do, whether we are practising listening, reading, writing or speaking skills. We aim to practise all four key skills within each sequence of lessons.



# Mandarin Learning Journey

Languages at St. Wilfrid's have a strong emphasis on the applying of knowledge & skills to the real world and how languages work. The applications and implications of what we learn permeate throughout the course content.



**Course: AQA GCSE MFL (French / Spanish / Mandarin)****Paper 1: Listening****25% of overall grade.****35 minute examination (foundation) or 45 minute examination (higher)****Paper is worth 40/50 Marks**

AO1: Listening – understand and respond to different types of spoken language.

**Paper 2: Speaking****25% of overall grade.****7-9 minute examination (foundation) or 10-12 minute examination (higher) + 12 minute preparation****Paper is worth 60/60 Marks**

AO2: Speaking – communicate and interact effectively in speech.

**Paper 3: Reading****25% of overall grade****45 minute examination (foundation) or 60 minute examination (higher)****Paper is worth 60/60 Marks**

AO3: Reading – understand and respond to different types of written language.

**Paper 4: Writing****25% of overall grade****60 minute examination (foundation) or 75 minute examination (higher)****Paper is worth 50/60 Marks**

AO4: Writing – communicate in writing.

**Aims & Objectives of the Qualification:**

Courses based on this specification enables students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French/Spanish/Mandarin is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

**Course: AQA GCE MFL (French / Spanish)****Paper 1: Listening, Reading and Writing****50% of overall grade.****2 hour 30 minutes examination.****Paper is worth 100 Marks****Paper 2: Writing****20% of overall grade.****2 Hour examination.****Paper is worth 80 Marks****Paper 3: Speaking****30% of overall grade.****21-23 minute examination + 5 minute preparation****Paper is worth 60 Marks**