



Queen Elizabeth's Girls' School

Educating Women of the Future

French Key Stage 5 Curriculum

	Topic/Big Question	Focus	National Curriculum
Year 12	<p><i>Comment la diversité socio-culturelle enrichit nos sociétés contemporaines?</i></p> <p>How does social and cultural diversity enrich contemporary societies? (Unit 1)</p>	In this section students consider the benefits of living in an ethnically diverse society. In doing so, they understand the values of tolerance and respect within a community, as it thrives to create a more diverse and richer world. Students are given the opportunity to consolidate their understanding and use of the present, future and conditional tenses.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<p><i>Quelle place occupent les marginalisés dans notre société?</i></p> <p>What is the place of marginalised people in our society? (Unit 2)</p>	Students examine different groups that are socially marginalised, with a special emphasis on initiatives designed to help and support them. Attitudes towards marginalised groups are also discussed in this section. In doing so, students will revise and work on the imperfect, perfect and pluperfect tenses.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<p><i>Quels enjeux la criminalité pose-t-elle pour nos collectivités?</i></p> <p>What challenges does criminality represent for our collectivities? (Unit 3)</p>	In this section, students examine different attitudes towards criminality by discussing the merits and problems of prisons and alternative forms of punishment. Special emphasis is given on past historic tense, different tenses with [si] and the use of infinitive constructions.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	<p><i>Pourquoi la relation entre le patrimoine et la culture d'un pays est importante?</i></p>	Students examine the notion of heritage and heritage preservation on a regional and national scale. Doing so, they also explore the ways in which some country's most famous heritage sites market themselves. Furthermore, they have the opportunity to develop their understanding of the interaction between heritage and culture in society.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

	<p>Why is the relation between culture and heritage essential for a country?</p> <p>(Unit 4)</p>		
	<p><i>Quelle conséquence le développement de la technologie a-t-elle sur l'industrie de la musique francophone?</i></p> <p>What impact does the development of technology have on francophone music?</p> <p>(Unit 5)</p>	<p>Students investigate the popularity of contemporary francophone music and its diversity of genre and style. They consider who listens to contemporary francophone music, how often and by which means. Drawing on their understanding of the importance of francophone music, students evaluate and discuss the threats to francophone music and the way it might be safeguarded.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
	<p><i>Dans quelle mesure le cinéma français reflète la diversité de la société française?</i></p> <p>To which extent French cinema reflects a diverse French society?</p> <p>(Unit 6)</p>	<p>This unit focuses on the role and place of French cinema, providing the opportunity to students to explore its various aspects, its major developments and evolution from its inception until the present day. Students also reflect on the continuous popularity of French cinema and film festivals.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>

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<p>Year 13</p>	<p><i>Est-ce qu'il est possible d'exister dans un monde diverse sans conflit?</i></p> <p>Is it possible to live in a diverse community without conflict?</p> <p>(Unit 1)</p>	<p>Diversity. Students study the benefits of living in an ethnically diverse society, the need for tolerance and respect of diversity and how we can promote diversity to create a richer world. They specifically research ways in which cultural diversity is celebrated across French-speaking countries. Students also evaluate different approaches to combat age and sexual discrimination.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>

	<p><i>Selon vous, le gouvernement français fait ce qu'il faut pour combattre l'exclusion sociale?</i> Does the French government (or the government of another French-speaking country) do enough to combat social exclusion? (Unit 2)</p>	<p>Marginalisation. Pupils find out about groups who are socially marginalised, causes of marginalisation such as housing, unemployment, disabilities, plus efforts to help them in France and other French-speaking countries. They discuss contrasting attitudes and evaluate measures to reduce marginalisation in the workplace.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
	<p><i>En France ou dans un autre pays francophone, est-ce qu'il y a des mesures alternatives qui pourraient être considérées assez ou plus efficaces que la prison?</i> In France, or another French-speaking country, are there alternative measures that could be considered as, or more effective than, prison? (Unit 3)</p>	<p>Criminality. Students study different attitudes to crime, explore the merits and issues with detention centres and prisons, the pressures of increasing numbers of criminals and research the success of alternative forms of punishment such as electronic tags and community service in particular in France, Europe and Canada.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
	<p><i>Est-ce que les jeunes de 16 à 17 ans devraient avoir le droit de vote?</i> Should people aged 16-17 have the right to vote? (Unit 4)</p>	<p>The right to vote & political engagement. Pupils learn about the evolution of the French political system, key political parties, engagement of young people and their influence on politics, the future of politics & political engagement. They also debate voting rights for young people and how to improve abstention rates.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>
	<p><i>Dans quelle mesure les grèves et les manifestations en France ont-elles mené à</i></p>	<p>Demonstrations & Strikes. Students learn about the importance and impact of trade unions as well as discussing the effectiveness, cost and inconvenience of strikes plus evaluating alternative methods of protesting. They also learn about specific political tensions in France and abroad.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>

	<p><i>des changements de politique en France?</i> To what extent have strikes and demonstrations instigated change in France? (Unit 5)</p>		
	<p><i>Est-il possible de contrôler l'immigration clandestine?</i> Can illegal immigration be controlled? (Unit 6)</p>	<p>Politics & Immigration. Pupils learn about political issues relating to immigration in francophone countries, summarise the views of different political parties regarding immigration, consider immigration from an immigrants' point of view, plus explore aspects of racism. They also debate whether or not illegal immigration can be controlled, keeping up-to-date with current developments.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p>