

OxfordAQA

International GCSE

French (9265)

Scheme of work (Two years)

For teaching from September 2023 onwards
For International GCSE exams in June 2025 onwards

This scheme of work suggests possible teaching and learning activities for each section of the specification. There are far more activities suggested than it would be possible to teach. It is intended that teachers should select activities appropriate to their students and the curriculum time available. The first two columns summarise the specification references, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed. The resources column indicates resources commonly available to schools, and other references that may be helpful. The timings are only suggested, as are the possible teaching and learning activities, which include references to experimental work. Resources are only given in brief and risk assessments should be carried out.

Introduction

These outline schemes of work are intended to help teachers plan and implement the teaching of the Oxford AQA International GCSE French specification. The purpose of these outline schemes is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. Each scheme has been produced by a practicing subject teacher. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme.

Assumed coverage

This scheme assumes that the GCSE course is taught over two years with approximately 120-140 taught hours over the course. Work would also need to be completed outside of lessons, although this would ultimately depend on the amount of contact time available and the extent to which assessment activities take place within lesson time.

Planning

The OxfordAQA GCSE French specification can be delivered as a linear two-year course.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

1. Identity and culture.
2. Local, national, international and global areas of interest.
3. Current and future study and employment.

Each theme contains a number of topics. In order to avoid needing to pinpoint how each individual lesson relates to the scheme of work, it may prove useful to approach each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In the scheme of work below, the themes and the topics within them straddle both years of a two-year course, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

In column three there are links to teaching resources on the Teachit Languages website. In column four there are links to grammar resources on the AQA website.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as GCSE qualifications feed through into AS and A-level.

Year one

Month 1

Theme

- Identity and culture

Topic

- Me, my family, friends and people I know.
 - Relationships with family and friends.
- See resources
 - [Family relationships](#)
 - [The Simpsons family: reading and writing](#)
 - [Friendship](#)
 - [Photocard: family](#)
 - [Je cherche un correspondant en ligne](#)
 - [Ma routine du week-end dernier](#)
 - [Les verbes réguliers au présent](#)
 - [Direct object pronouns](#)

Grammar

- 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 present tense
- direct object pronouns

Month 2

Theme

- Local, national, international and global areas of interest

Topic

- Home, town, neighbourhood and region
- See resources
 - [Where I live placemat](#)
 - [Ma ville](#)
 - [Ma ville: présent et imparfait](#)
 - [Le ménage](#)
 - [Adjectifs et pronoms démonstratifs et interrogatifs](#)

Grammar

- *il y a*
- *on a*
- *c'est*
- prepositions (see [Teaching slides: prepositions - notes - travel and tourism \(aqa.org.uk\)](#) and [AQA-8658-22401-ACT-PREP-DR.PPTX \(live.com\)](#))
- plural partitive article and *de* after negative
- *pouvoir* + infinitive (see [Teaching slides: pouvoir + infinitive - notes - regions \(aqa.org.uk\)](#) and [AQA-8658-24219-POUVOIR.PPTX \(live.com\)](#))
- expressions of quantity
- irregular verbs *aller/faire* (see [Teaching slides: aller and faire - notes - regions \(aqa.org.uk\)](#) and [AQA-8658-24216-ALLER-FAIRE.PPTX \(live.com\)](#))
- *ceux qui* + verb
- *s'intéresser à*
- enhancing descriptions using *qui/que/dont* [AQA-8658-24222-QUI-QUE-DONT.PPTX \(live.com\)](#)
- demonstrative adjectives *ce, cet, cette, ces*

Month 3

Theme

- Current and future study and employment

Topic

- My studies
- See resources
 - [Les matières scolaires](#)
 - [Mon établissement scolaire](#)
 - [Four in a row: school](#)

Grammar

- *devoir* + infinitive (see [Student worksheet: on doit/on peut - my studies \(aqa.org.uk\)](#) and [AQA-8658-24363-MES-ETUDES.PPTX \(live.com\)](#))
- *il faut* + infinitive (compulsory subjects)
- *parce que/car* to express reasons
- perfect tense regular *avoir* verbs (*choisir/décider de/laisser tomber* - options) (see [Student worksheet: devoir/pouvoir - my studies \(aqa.org.uk\)](#) and [AQA-8658-24364-MES-OPTIONS.PPTX \(live.com\)](#) slides 4-5)
- two verbs together eg *aimer/aimer mieux/préférer*
- comparative and superlative in expressing opinions about subjects (see [Student worksheet: devoir/pouvoir - my studies \(aqa.org.uk\)](#) and [AQA-8658-24363-MES-ETUDES.PPTX \(live.com\)](#) slides 6-8)
- use of *tu* and *vous* in informal/formal exchanges

Month 4

Theme

- Identity and culture

Topic

- Free-time activities
 - Music
 - Cinema and TV
 - Sport
- See resources
 - [My favourite hobbies](#)
 - [My hobbies placemat](#)
 - [Critiques des internautes](#)
 - [Les Minions: bande-annonce](#)
 - [Voir, regarder, aller, aimer](#)
 - [Grammar in focus: negatives](#)
 - [Revision of future tenses](#)

Grammar

- consolidation of present tense including irregular verbs *sortir, prendre, mettre, voir, vouloir* (see [Student worksheet: present tense revision \(aqa.org.uk\)](#))
- extend range of two verbs together
- future tense introduced for eg weekend plans
- adverbs such as *d'habitude/normalement*
- clauses introduced by *quand/lorsque* and *si*

Month 5

Theme

- Local, national, international and global areas of interest

Topic

- Social issues
 - Healthy/ unhealthy living
- See resources
 - [Docteur: j'ai un problème](#)
 - [Phrasing questions](#)
 - [Symptômes et prescriptions](#)

Grammar

- 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 imperfect tense

Month 6

Theme

- Current and future study and employment

Topic

- Life at school/ college
- See resources
 - [La vie au lycée: pressions et problèmes](#)
 - [Four in a row: school](#)

Grammar

- transfer *devoir/pouvoir/il faut/vouloir* to school rules context (see [Student worksheet: on doit/il faut/on peut - life at school/college \(aqa.org.uk\)](#))
- *si* clauses using imperfect and conditional
- 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*) (see [Student worksheet: avoir - perfect tense revision \(aqa.org.uk\)](#))

Month 7

Theme

- Identity and culture

Topic

- Free-time activities
 - Customs and festivals
- See resources
 - [A tradition in Guadeloupe](#)
 - [Food in Guadeloupe and England](#)

Grammar

- perfect of verbs with *être* + agreement rules (see [Student worksheet: être - perfect tense revision \(aqa.org.uk\)](#))
- reflexive verbs in perfect; perfect and imperfect tenses together
- describing a past event/festival; actions and opinions (see [Student worksheet: perfect tense - customs and festivals \(aqa.org.uk\)](#))

Month 8

Theme

- Local, national, international and global areas of interest

Topic

- Travel and tourism
- See resources
 - [Vocab crunch: holidays](#)
 - [Inference grids: holidays](#)
 - [GCSE writing guide: holidays](#)
 - [Lydia's holiday](#)
 - [Les vacances cauchemardeques de M. Bean](#)
 - [Four in a row: holidays](#)
 - [Visite de Paris](#)

Grammar

- consolidation of perfect and imperfect tenses (see resources: [Student worksheet: imperfect tense - travel and tourism \(aqa.org.uk\)](#) AQA-8658-23279-PRA-IMP-VC.PPTX (live.com) and [AQA-8658-23279-PRE-IMP-VC.PPTX \(live.com\)](#))
- sequencing words, expressions and phrases
- *avant de/après avoir etc/pendant que/depuis/venir de*
- developing greater complexity in spoken and written accounts of past events or experiences
- weather expressions with *faire*

Month 9

Theme

- Current and future study and employment

Topic

- Education post-16
- See resource
 - [Les expressions idiomatiques](#)

Grammar

- *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*)

Month 10

- Year-end assessments

Month 10 and 11

Theme

- Local, national, international and global areas of interest

Topic

- Transition to Year 2
 - Home, town, neighbourhood and region
- See resources
 - [Revision of future tenses](#)
 - [Direct object pronouns](#)
 - [Indirect object pronouns](#)

Grammar

- revisiting adjectives to describe and use of qui, que, dont to describe ideal place to live and enhance descriptions
- en + present participle
- revision of future tense to outline future plans
- direct and indirect object pronouns

Year two

Month 1

Theme

- Local, national, international and global areas of interest

Topic

- Global issues
 - The environment
- See resources
 - [Environment: last one standing](#)
 - [Environment: read and draw](#)
 - [Des gestes pour sauver la planète](#)

Grammar

- modal verbs linked to behaviours (must do/can do/should do/could do etc)
- past tense for effects of behaviours on environment
- *si* sentences revised for outlining consequences of actions
- pluperfect tense perspective

Month 2

Theme

- Local, national, international and global areas of interest

Topic

- Social issues
 - Charity/voluntary work

Grammar

- *vouloir* + infinitive
- *vouloir que* + subjunctive
- *il est possible que* + subjunctive (see [Student worksheet: vouloir + infinitive/vouloir que + subjunctive - volunteering \(aqa.org.uk\)](#))

Month 3

Theme

- Current and future study and employment

Topic

- Jobs, career choices and ambitions
- See resources
 - [Starter on jobs](#)
 - [Les emplois](#)
 - [Work experience: last one standing](#)
 - [Mon stage en entreprise](#)
 - [Encore une fois: mon stage en entreprise](#)

Grammar

- enhanced statements of possibility including *permettre de*.

Month 4 and 5

Theme

- Identity and culture

Topic

- Technology in everyday life
 - Social media
 - Mobile technology
- See resource
 - [Translation tasks | Technology | GCSE French teaching resource | Teachit](#)

Grammar

- revision of past tenses to recount how social media have been used; or life before technology
- *grâce à/sans/avec*
- enhanced statements of possibility including *permettre de*
- *il est possible que* + subjunctive

Month 4 and 5

- Local, national, international and global areas of interest

Month 6

Theme

- Local, national, international and global areas of interest

Topic

- Global issues
 - Poverty

Grammar

- si j'étais ...
- à la place de ... with conditional completions
- il faut + infinitive and il faut que + subjunctive

Month 7, 8 and 9

- Revision and preparation for assessment

Month 10 and 11

- Assessment

Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs (*je peux, on peut...*) if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.