

MODERN LANGUAGES: FRENCH, GERMAN, SPANISH

First, Second & Third Years

In the First Year French is a core curriculum subject (four lessons a week), German and Spanish are introduced on a “taster” basis in the Autumn Term (half a term in each, one lesson a week). With effect from the Spring Term, students opt to continue with either German or Spanish as their second language. In the Second and Third Years (ie up to the age of 14) all students study French and either German or Spanish, with three lessons in each language. At the end of the Third Year students must opt to continue one or two languages to GCSE, with five lessons per week in each language.

At all levels we aim to promote enjoyment of the languages and enable students to achieve satisfaction and confidence through their ability both to understand them and to communicate in them. Awareness of the cultures of the respective countries is also extremely important, and magazines and newspapers, TV programmes, films and music, cooking and visits to the respective countries are an important integral part of the courses at all stages. Students of all ages are encouraged to participate in visits to the relevant countries.

GCSE level All students are required to pursue a modern language as a core subject to GCSE. This may be French, German or Spanish (provided there are enough students wishing to do German or Spanish as their core language to constitute a viable group). Students may opt to continue with two languages by taking French as an option alongside their core language of German and Spanish.

The ability to communicate in a foreign language is an important practical, social and business asset and, with the advent of the Single European Market, a formal qualification in at least one European language is required by an increasing number of companies and employers. We strongly recommend students who are getting on successfully with their languages to continue both to GCSE. Since most people learn French at school, it is a valuable asset to be able to offer a qualification in a second foreign language, and German and Spanish can be of great use in many future careers. It is much easier to gain this qualification when one is still at school rather than attempting to resume the language later at evening classes. As well as equipping students with the basic skills, the GCSE course offers them enjoyment, a sense of achievement and intellectual stimulation, and provides the foundation for a future general language course or A level course.

A level A high grade at GCSE is essential for students wishing to pursue a modern language at A level.

FRENCH IN THE LOWER & MIDDLE SCHOOL (First, Second & Third Years)

First Year

The majority of students entering Godolphin School at 11+ have studied French to a greater or lesser extent, although some have done none at all. Our aim is to get all students to more or less the same level by the end of the First Year. Students are taught in teaching groups for the first half term at which point they are tested and placed in sets so that each girl may proceed at the pace most suited to her. The course book, *Métro 1*, is colourful and approachable with lively illustrations and entertaining listening and ICT materials. Topics covered in the First Year include basics such as how to talk about oneself, the family, pets, school, hobbies, clothes and home. The present tense of ‘er’ verbs and a few common irregular verbs as well as the “futur proche” are also introduced.

Second Year

The second year textbook introduces the perfect tense, reflexive verbs, the comparative and superlative, as well as reinforcing grammatical concepts introduced in *Métro 1*. Topics include daily routine, outings, eating out, illness, a visit to Paris and staying in a Youth Hostel. Certain topics such as family and free time are revisited and developed further.

In the Summer Term students are offered an opportunity to take part in a cross-curricular visit to Brittany where they visit the tidal power station at the Rance Dam, look at local agriculture, learn how goats' cheese is produced, visit (and sample oysters from) the oyster beds at Cancale as well as exploring the historic town of Dinan. As well as buying their own picnic lunch each day in local markets (where they are obliged to speak French) they write a daily diary which helps to reinforce the grammar and vocabulary they are learning.

Third Year

In the third year the textbook introduces modal verbs, the imperative, possessives and prepositions, as well as reinforcing adjectival agreement and the perfect tense. It revisits some of the topics introduced in *Métro 1* and *Métro 2* and develops them further. It also introduces the immediate environment, town, shopping and healthy eating. Parallel differentiated texts allow students of all abilities to work at the pace most suited to them.

At the end of the Third Year students may opt to continue with French to GCSE either as their sole modern foreign language or as an option in addition to German or Spanish.

FRENCH IN THE UPPER SCHOOL (Fourth & Fifth Years)

Syllabus AQA Linear course

General Objectives

Skills	The purpose of the examination is to assess the candidate's ability: <ul style="list-style-type: none">• to understand and respond to the spoken language• to read, understand and respond to the written language• to communicate in the spoken language• to communicate in the written language
Context	The language and tasks expected of candidates will be those which may be needed by a person: <ul style="list-style-type: none">• visiting a French-speaking country as a tourist or on an exchange or extended visit• meeting, assisting or acting as host to a French-speaking person• visiting this country• establishing and maintaining contact with French-speaking countries• wishing to explore his/her own interest through the medium of French.

Emphasis throughout will be on practical communication.

Scheme of Assessment

There are two tiers of assessment:

- Higher: Grades A*-D
- Foundation: Grades C - G

Candidates may be entered for different tiers of assessment in the separate Attainment Targets (i.e. Listening, Speaking, Reading and Writing).

FRENCH IN THE SIXTH FORM

Syllabus

AQA French 5651 (AS) and 6651 (A2)

The AQA French syllabus reflects the increasingly communicative nature of language teaching at 16 +. The syllabus is a natural extension from GCSE and equal stress is laid on each of the four linguistic skills (listening, speaking, reading and writing), some of which are mixed on some papers. The increasing importance of the oral/aural element is again reflected. Candidates who have taken this course should be well prepared to use their language for practical communication, and to continue their studies of French in Higher Education.

The main focus of the material we study is aspects of the contemporary society of countries where the language is used. Although the syllabus emphasises the use of the target language and reflects its

increased use in the teaching of foreign languages, it is also important to be able to use English effectively in, for example, translation work. We also develop language skills through the study of selected topics and in these areas reading materials are supplemented by audio and video cassettes.

For discussion and writing we cover such topics as the family and relationships, leisure, education, pollution, mass media and multiculturalism.

Today, languages must be thought of, in career terms, as a tool, rather than an end in themselves. Anyone who can offer an A level language or a language as part of a degree course in, for example, accountancy, engineering, law or business studies is at an advantage in the careers market. It is very deceptive to think that "all foreigners speak English" - that is to their advantage, not ours!

Statistics show that the percentage of language graduates who obtain employment immediately following graduation is very high.

For French students there is an optional trip to Paris (organised by the Languages and History Departments) which costs approximately £350. Students may wish to subscribe to some French magazines and may possibly attend a one-day revision conference (£15 plus travel costs).

Lower Sixth students may have the chance of participating in a European Work Experience programme during work-shadowing week at the end of the Summer Term, at an approximate cost of £370.

A few comments made by students:

"It's rewarding to find yourself talking about modern issues and current events and being able to express yourself in another language."

"The pace is very fast, so you cover many new topics."

"It's been a very interesting couple of years, especially the civilisation topic. I've really enjoyed it all."

GERMAN AND SPANISH IN THE LOWER & MIDDLE SCHOOL (First, Second & Third Years)

First Year

Students will be introduced to the basics of the language, concentrating on the simple tasks of how to talk about themselves, their friends and family and where they come from. Basic grammar is covered such as genders of nouns and students are introduced to the present tense of the some commonly used verbs.

Second Year

Students will move on to study school life, their homes and the area in which they live. The grammar will be extended and students will be expected to master the present tense of regular and the most important irregular verbs, including the reflexive forms.

Third Year

Students learn how to express more about the world around them, moving on from talking about themselves to what they do with their lives, and topics covered extend to include shopping, clothes, holidays and leisure. Students learn how to form and use the past tense and some other slightly more sophisticated grammatical structures.

GERMAN & SPANISH IN THE UPPER SCHOOL (Fourth & Fifth Years)

The GCSE syllabus builds on the material covered in the first, second and third years within broader topic areas. The study of languages always comprises four skill areas: the receptive skills of listening and reading and the productive skills of speaking and writing. These become more defined in preparation for the GCSE exams which are themselves broken down into the four skill elements. The GCSE course equips students with the basic skills of the language and offers a sense of achievement and intellectual stimulation. It provides a firm foundation for the A level course but a high grade at GCSE is essential for students wishing to pursue a modern language at A level.

GERMAN AND SPANISH IN THE SIXTH FORM

Syllabus

AQA German 5661 (AS) and 6661 (A2) and AQA Spanish 5696 (AS) and 6696 (A2)

Assessment pattern

The full A level course consists of six modules. All students take the three modules which comprise the AS (one listening and reading, one writing and one oral) at the end of the Lower Sixth after which they can discontinue the course if they wish. Those intending to take the full A level will study a further three modules and some preparatory reading will be required over the summer holiday at the end of the Lower Sixth.

Syllabus Content

The syllabus reflects the increasingly communicative nature of language teaching at 16+. It is a natural extension from GCSE and equal stress is laid on each of the four linguistic skills. The main focus of the material we study is aspects of the contemporary society of countries where the language is used. Although the syllabus emphasises the use of the target language and reflects its increased use in the teaching of foreign languages, it is also important to be able to use English effectively in, for example, translation work. We also develop language skills through the study of selected topics and in these areas reading materials are supplemented by audio and video cassettes. For discussion and writing we cover such topics as the family and relationships, leisure, education, pollution, mass media and multiculturalism.

German, Spanish and University Entrance

Candidates who have studied German or Spanish to A level should be well prepared to use their language for practical communication and to continue their studies in Higher Education. Today, languages must be thought of, in career terms, as a tool, rather than an end in themselves. Anyone who can offer an A level language or a language as part of a degree course in, for example, accountancy, engineering, law or business studies is at an advantage in the careers market. Statistics show that the percentage of language graduates who obtain employment immediately following graduation is very high.