

# AQA Scheme of Work

## Year 2 weekly overview

### Year 2 Term 1.1

#### Notes

- **Staffing** It is expected that most centres will have two members of staff. Teacher A will cover 3 hours and Teacher B 2 hours per week.
- **Grammar** Students will need to spend some time revising the AS grammar at the start of Year 2.
- **New Skills**
  1. *Summarising in French*
  2. *Research and presentation* skills
  3. *A-level Speaking* format

NB Strategies are exemplified throughout the textbook.
- **Content** It is expected that the coverage of the first few sub-units will take longer than subsequent ones due to settling in period and approach to new demands.
- **Homework tasks** It would be expected that teachers will set some of the textbook activities for independent work in order to ensure full coverage of the content. Vocabulary learning using the vocabulary lists provided will also support students with the new topics.  
It is important that students keep up-to-date with the themes so it would be advisable to set tasks to read/listen to the news and compile notes about the topics.
- **Research Project** Students should start thinking about what their topic may be and they should be exposed to the skills needed for their assessment.  
NB Strategies are exemplified throughout the textbook.
- **Work 2** It would be useful for students to have had some preparation tasks over the summer holidays.  
**If a film has been studied in Year 1 a book must be studied in Year 2.**

Week	Theme	Dynamic Learning resources for each unit	Teacher A				Teacher A or B	Teacher B		Dynamic Learning resources for each sub-unit
			Unit	Subject content	Pages	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Strategy	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Work	
<b>Weeks 1 + 2</b>	<b>Theme 3 Aspects of French-speaking society: current issues</b>	<ul style="list-style-type: none"> <li>• Unit 7 Teacher notes (including answers)</li> <li>• Unit 7 Audio transcripts</li> <li>• Unit 7 Vocabulary list</li> <li>• Unit 7 Video test (a) Cours de calligraphie arabo-persane</li> <li>• Unit 7 Video test (b) La naturalisation d'un héros républicain</li> <li>• Unit 7 Translation test (easy): La décolonisation en France</li> <li>• Unit 7 Translation test (medium): Le multiculturalisme</li> <li>• Unit 7 Translation test (hard): Le multiculturalisme canadien</li> <li>• Unit 7 End of unit test</li> </ul>	7.1 <i>Origines du multiculturalisme et accueil des immigrés</i>	Multiculturalism in French society	148	Comparative and superlative adverbs (D4) ( <i>Les comparatifs adverbiaux</i> )	Adapting a text	Revision (suggestion: tenses; subordination; verbal structures)	Introduction to Work 2	Audio file 7.1.4 7.1 Vocabulary test English to French 7.1 Vocabulary test French to English (with audio)
<b>Weeks 2 + 3</b>			7.2 <i>Le multiculturalisme – succès ou échec ?</i>	The effects of multiculturalism	152	Demonstrative adjectives and pronouns (B5/C4) ( <i>Les adjectifs démonstratifs; Les pronoms démonstratifs</i> )	<b>Extracting and summarising information</b>	Revision (suggestion: tenses; subordination; verbal structures)	Introduction to Work 2	Audio file 7.2.4 7.2 Vocabulary test English to French 7.2 Vocabulary test French to English (with audio)
Week 4			7.3 <i>La société canadienne et l'influence de la France dans</i>	Canadian society and the influence of France	156	Possessive adjectives and pronouns (B6/C3)	<b>Researching an event</b>	Revision (suggestion: tenses; subordination; verbal structures)	Introduction to Work 2	Audio file 7.3.4 7.3 Vocabulary test English to French 7.3 Vocabulary test French

			le monde			(Les adjectifs possessifs; Les pronoms possessifs)				to English (with audio)
			<u>Notes</u> It would be useful to spend some time this week organising notes on unit 7 before starting unit 8.					Present/perfect subjunctive revision (H15) (Les conjonctions qui déclenchent le subjonctif)	Study of Work 2	
Week 5		<ul style="list-style-type: none"> <li>Unit 8 Teacher notes (including answers)</li> <li>Unit 8 Audio transcripts</li> <li>Unit 8 Vocabulary list</li> <li>Unit 8 Video test (a) Les Sans Domicile Fixe en France</li> </ul>	8.1 <i>L'exclusion sociale</i>	Marginalisation in society	162	<i>Depuis</i> and <i>venir de</i> (H13) ( <i>Depuis</i> )	Understanding a French native speaker	Subjunctive revision: imperfect tense (H15) (Les conjonctions qui déclenchent le subjonctif)	Study of Work 2	Audio file 8.1.4 8.1 Vocabulary test English to French 8.1 Vocabulary test French to English (with audio)
Week 6		<ul style="list-style-type: none"> <li>Unit 8 Video test (b) La France se lève contre le racisme et l'antisémitisme</li> </ul>	8.2 <i>L'inclusion sociale des handicapés et des marginaux</i>	The law and marginalisation	166	<b>Passive in other tenses</b> (H16) ( <i>Le passif</i> )	Considering opinions and drawing conclusions	Subject-verb inversion (H19) ( <i>Le cas d'inversion du sujet et du verbe</i> )	Study of Work 2	Audio file 8.2.4 8.2 Vocabulary test English to French 8.2 Vocabulary test French to English (with audio)
Week 7		<ul style="list-style-type: none"> <li>Unit 8 Translation test (easy): Discrimination</li> <li>Unit 8 Translation test (medium): Disability rights</li> <li>Unit 8 Translation test (hard): The treatment of the socially excluded</li> <li>Unit 8 End of unit test</li> </ul>	8.3 <i>Comment traitons-nous les marginaux ?</i>	People's attitudes towards marginalisation	170	Indefinite adjectives and pronouns (B7/C7)	Using idioms and synonyms	Subject-verb inversion (H19) ( <i>Le cas d'inversion du sujet et du verbe</i> )	Study of Work 2	Audio file 8.3.4 8.3 Vocabulary test English to French 8.3 Vocabulary test French to English (with audio)
	<u>Notes</u> Research project: students should start compiling information on their chosen topics.									

## Year 2 Term 1.2

### Notes

- **Content** The starting point of the content of Term 1.2 will depend on half-term and the coverage of units 7 + 8. There is flexibility in Term 1.2 to cover the content of Theme 3.
- **Staffing** Centres with Foreign Language Assistants should use them to start preparing the students according to the new Speaking Exam format.
- **Grammar** Teacher B will introduce the grammar covered in the sub-units and Teacher A will reinforce the rules with the coverage of the sub-units.
- **Skills**
  1. **Translation** to and from English should be focused on with Teachers A and B
  2. **Reading and Listening** though coverage of units
  3. **Essay-writing** skills through Film and Literature coverage
  4. **Speaking** through themes coverage with Teacher A and FLA
  5. **Summarising in French**

NB Strategies are exemplified throughout the textbook.
- **Film and Literature** Teacher B (or A) introduces film and literature skills (depending on chosen work).
- **Speaking Examination format** Teacher A (or B) introduces students to the speaking format.
- **Homework tasks** It would be expected that teachers will set some of the textbook activities for independent work in order to ensure full coverage of the units. Vocabulary learning using the vocabulary lists provided will also support students with the new topics.  
It is important that students keep up-to-date with the themes so it would be advisable to set tasks to read/listen to the news and compile notes about the topics.
- **Research project** Students should discuss their topics with their teachers and start compiling notes.

Week	Theme	Dynamic Learning resources for each unit	Teacher A				Teacher A or B	Teacher B		Dynamic Learning resources for each sub-unit
			Unit	Subject content	Pages	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Strategy	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Work	
Week 8 or 9	Theme 3 Aspects of French-speaking society: current issues	<ul style="list-style-type: none"><li>● Unit 9 Teacher notes (including answers)</li><li>● Unit 9 Audio transcripts</li><li>● Unit 9 Vocabulary list</li><li>● Unit 9 Video test (a) L'homosexualité, un crime au Cameroun</li><li>● Unit 9 Video test (b) Comment assécher le terreau de la radicalisation en prison</li><li>● Unit 9 Translation test (easy): Les difficultés du système judiciaire</li><li>● Unit 9 Translation test (medium): Faire face à la criminalité</li><li>● Unit 9 Translation test (hard): Les causes de la criminalité</li><li>● Unit 9 End of unit test</li></ul>	9.1 <i>La prison, ça marche ?</i>	The judicial and prison systems in France	176	Subject–verb inversion (H19) ( <i>Le cas d'inversion du sujet et du verbe</i> )	Arguments from different angles	Term 1.1 grammar continuation	Study of Work 2	Audio file 9.1.4 9.1 Vocabulary test English to French 9.1 Vocabulary test French to English (with audio)
Week 9 or 10			9.2 <i>Perspectives sur la criminalité</i>	Attitudes towards criminality	180	Present subjunctive (2)(H15.1/H15.2) ( <i>Le subjonctif présent</i> )	Translating from French into English	Use of prepositions with certain verbs; revision of verbal structures (H17.1/H22)	Study of Work 2	Audio file 9.2.4 9.2 Vocabulary test English to French 9.2 Vocabulary test French to English (with audio)
Week 10 or 11			9.3 <i>Prévention, réhabilitation et réinsertion</i>	Crime prevention and reinsertion into the community	184	Perfect subjunctive (H15.3) ( <i>Le passé du subjonctif</i> )	Using a range of grammatical structures	Use of prepositions with certain verbs; revision of verbal structures (H17.1/H22) ( <i>Les constructions infinitives</i> )		Audio file 9.3.4 9.3 Vocabulary test English to French 9.3 Vocabulary test French to English (with audio)
			<u>Notes</u> It would be useful to spend some time this week organising notes on							Dependent infinitives ( <i>faire</i>

			unit 9.	<i>réparer</i> ) (H17) (L'infinitif)		
<b>Week 11 or 12</b>			<b>Continuation of unit 9</b> <b>Research project</b> Time should be allocated for students to present ideas/notes.	Impersonal verbs and dependent infinitives (H21/H17) (L'infinitif)	Study of Work 2	

## Year 2 Term 2.1

### Notes

- **Content** Theme 4 and chosen work.
- **Staffing** Teacher A – Themes (Reading and Listening skills) and Speaking following the Speaking Exam format  
Teacher B – Grammar and Literature/Film  
Centres with Foreign Language Assistants should use them to start preparing the students according to the new Speaking Exam format.
- **Grammar** Teacher B will introduce the grammar covered in the sub-units and Teacher A will reinforce the rules with the coverage of the sub-units.
- **Skills** Students should now have had exposure to all the skills and exam tasks of the new assessment.
  1. **Reading and Listening** through coverage of units
  2. **Essay-writing** skills through Film and Literature coverage
  3. **Speaking** through themes coverage with Teacher A and FLA
  4. **Summarising in French**
 NB Strategies are exemplified throughout the textbook.
- **Film and Literature** Teacher B (or A) covers the study of the chosen work and essay-writing skills.
- **Speaking Examination format** Students practise the new speaking format.
- **Research project** Active work should be planned throughout Term 2.

Week	Theme	Dynamic Learning resources for each unit	Teacher A				Teacher A or B	Teacher B		Dynamic Learning resources for each sub-unit	
			Unit	Subject content	Pages	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Strategy	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Work		
Week 1	Theme 4 Aspects of political life in the French-speaking world	<ul style="list-style-type: none"><li>• Unit 10 Teacher notes (including answers)</li><li>• Unit 10 Audio transcripts</li><li>• Unit 10 Vocabulary list</li><li>• Unit 10 Video test (a) Un autre moyen d'expression pour la jeunesse</li><li>• Unit 10 Video test (b) Justice pour Zyed et Bouna !</li><li>• Unit 10 Translation test (easy): Voting at 16</li><li>• Unit 10 Translation test (medium): Women's vote</li><li>• Unit 10 Translation test (hard): For or against the European Union?</li><li>• Unit 10 End of unit test</li></ul>	10.1 <i>La politique : ça te branche ?</i>	Young Francophones and political life	198	Future ideas using <i>quand</i> (H8.5)	Dealing with unpredictable language	Mixed tense sentences (H22)	Study of Work 2	Audio file 10.1.4 10.1 Vocabulary test English to French 10.1 Vocabulary test French to English (with audio)	
Week 2			10.2 <i>Pour ou contre le droit de vote ?</i>	The history of the right to vote in France	202	Mixed tense sentences (H22)	Inferring information	Mixed tense sentences (H22)		Audio file 10.2.4 10.2 Vocabulary test English to French 10.2 Vocabulary test French to English (with audio)	
Week 3			10.3 <i>L'Union européenne a-t-elle un avenir ?</i>	Young adults: French or European?	206	Mixed tense sentences: tense sequence (2) (H22)	Demonstrating a high level of linguistic skill	Direct and indirect speech (H18)		Audio file 10.3.4 10.3 Vocabulary test English to French 10.3 Vocabulary test French to English (with audio)	
			<u>Notes</u> It would be useful to compile notes on unit 10 before starting unit 11. <b>Research project</b> Time planned to work on the project.								
Week 4		<ul style="list-style-type: none"><li>• Unit 11 Teacher notes (including answers)</li></ul>	11.1 <i>Le syndicalisme</i>	The power of trade unions in	212	Interrogative adjectives and	Translating from English	Direct and indirect speech (H18)		Audio file 11.1.4 11.1 Vocabulary test	

		<ul style="list-style-type: none"> <li>Unit 11 Audio transcripts</li> <li>Unit 11 Vocabulary list</li> <li>Unit 11 Video test (a) Mai 68</li> <li>Unit 11 Video test (b) Les taxis contre Uber</li> <li>Unit 11 Translation test (easy): Le pouvoir des syndicats</li> <li>Unit 11 Translation test (medium): Le droit de grève</li> <li>Unit 11 Translation test (hard): La grève des enseignants</li> <li>Unit 11 End of unit test</li> </ul>	<i>en action</i>	France		pronouns (B4/E2) ( <i>Les formes interrogatives; Comment former des questions</i> )	into French			English to French 11.1 Vocabulary test French to English (with audio)
<b>Week 5</b>			11.2 <i>Grèves et manifestations</i>	Strikes and demonstrations in France	216	Prepositions (F) ( <i>Les prépositions et les pays</i> )	Action plan for revision	Less common tenses – past historic with irregular verbs/imperfect subjunctive (H10/H15.4) ( <i>Le passé simple; Le passé du subjonctif</i> )	Study of Work 2	Audio file 11.2.4 11.2 Vocabulary test English to French 11.2 Vocabulary test French to English (with audio)
<b>Week 6</b>			11.3 <i>Les grèves – réactions de la presse et du grand public</i>	Political tensions caused by strikes	220	Past historic forms of irregular verbs (H10) ( <i>Le passé simple</i> )	Speaking techniques to hold audience interest	Less common tenses – past historic with irregular verbs/imperfect subjunctive (H10/H15.4) ( <i>Le passé simple; Le passé du subjonctif</i> )	Study of Work 2	Audio file 11.3.4 11.3 Vocabulary test English to French 11.3 Vocabulary test French to English (with audio)
<b>Notes</b> It is expected that some centres will plan a mock examination sometime around February half-term.										



## Year 2 Term 2.2

### Notes

- **Content** Theme 4 and chosen work.
- **Staffing** Teacher A – Themes (Reading and Listening skills) and Speaking following the Speaking Exam format  
Teacher B – Grammar and Literature/Film  
Centres with Foreign Language Assistants should use them to start preparing the students according to the new Speaking Exam format.
- **Grammar** Teacher B will introduce the grammar covered in the sub-units and Teacher A will reinforce the rules with the coverage of the sub-units.
- **Skills** Students should now have had exposure to all the skills and exam tasks of the new assessment format.
  1. **Translation** to and from English should be focused on with Teachers A and B
  2. **Reading and Listening** through coverage of units
  3. **Essay-writing** skills through Film and Literature coverage
  4. **Speaking** through themes coverage with Teacher A and FLA
  5. **Summarising in French**
 NB Strategies are exemplified throughout the textbook.
- **Film and Literature** Teacher B (or A) covers the study of the chosen work and essay-writing skills.
- **Speaking Examination format** Teacher A (or B) to train the students according to the new speaking format. (AS + A2)
- Mock examination planned by most centres.
- **Research project** Active work should be planned throughout Term 2.

Week	Theme	Dynamic Learning resources for each unit	Teacher A				Teacher A or B	Teacher B		Dynamic Learning resources for each sub-unit
			Unit	Subject content	Pages	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Strategy	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Work	
Week 7	Theme 4 Aspects of political life in the French-speaking world	<ul style="list-style-type: none"> <li>• Unit 12 Teacher notes (including answers)</li> <li>• Unit 12 Audio transcripts</li> <li>• Unit 12 Vocabulary list</li> <li>• Unit 12 Video test (a) Marine Le Pen sure le fondamentalisme</li> <li>• Unit 12 Video test (b) Les chiffres de l'aide gouvernementale aux migrants de Calais</li> <li>• Unit 11 Translation test (easy): Immigration within Europe</li> <li>• Unit 12 Translation test (medium): French political parties and immigration</li> <li>• Unit 12 Translation test (hard): SOS Racisme</li> <li>• Unit 12 End of unit test</li> </ul>	12.1 <i>L'évolution de l'immigration et de l'intégration</i>	Political solutions regarding the integration of immigrants	226	Impersonal verbs and dependent infinitives (H20/H21)	Listening techniques	Intensive translation practice	Study of Work 2	Audio file 12.1.4 12.1 Vocabulary test English to French 12.1 Vocabulary test French to English (with audio)
Week 8			12.2 <i>L'attitude des partis politiques envers l'immigration</i>	How French political parties deal with immigration	230	Direct and indirect speech (H18)	Exam reading skills	Intensive translation practice		Audio file 12.2.4 12.2 Vocabulary test English to French 12.2 Vocabulary test French to English (with audio)
Week 9			12.3 <i>Protection des immigrés et l'engagement politique</i>	French political involvement towards immigrants	234	Imperfect subjunctive (H15.4)	Drafting and re-drafting work	Intensive translation practice		Audio file 12.3.4 12.3 Vocabulary test English to French 12.3 Vocabulary test French to English (with audio)

Week 10			<p>There is flexibility this half-term to allow for continuation of unit 12 and grammar, and for mock examination in the four skills.</p> <p><b>Research project</b> Time should be allocated for students to present ideas/notes.</p>		
Week 11					
Week 12					



## Year 2 Term 3.1

### Notes

- **Content** Revision of Themes 1, 2, 3 and 4 and Works 1 and 2.  
Sub-units 13.1, 13.2 and 13.3 provide good revision of Themes 1 and 2 at A-level standard.
- **Staffing** Teacher A – Themes (Reading and Listening skills) and Speaking following the Speaking Exam format  
Teacher B – Grammar and Literature/Film  
Centres with Foreign Language Assistants should use them to start preparing the students according to the new Speaking Exam format.
- **Grammar** Teacher B will introduce the grammar covered in the sub-units and Teacher A will reinforce the rules with the coverage of the sub-units.
- **Skills** Focus on exam skills.
- **Film and Literature** Teacher B (or A) covers the study of the chosen work and essay-writing skills.
- **Speaking Examination** – students will be taking their Speaking examination before or after Easter.

Week	Theme	Dynamic Learning resources for each unit	Teacher A				Teacher A or B	Teacher B		Dynamic Learning resources for each sub-unit
			Unit	Subject content	Pages	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Strategy	Grammar covered in sub-units and applicable interactive grammar tests ( <i>shown in italics</i> )	Work	
Week 1		<ul style="list-style-type: none"> <li>• Unit 13 Teacher notes (including answers)</li> <li>• Unit 13 Audio transcripts</li> <li>• Unit 13 Vocabulary list</li> </ul>	13.1 <i>Aspects de la vie familiale et l'adoption</i>	Adoption and family life in France	240	Using and avoiding the passive (H16) ( <i>Le passif</i> )	Different styles of spoken language	Revision and intense translation practice	Revision of Works 1 and 2 and intense essay-writing skills	Audio file 13.1.4 13.1 Vocabulary test English to French 13.1 Vocabulary test French to English (with audio)
Week 2			13.2 <i>L'utilisation des réseaux sociaux à des fins criminelles</i>	Social media used to criminal ends	244	Pronouns in conjunction with negative forms (J) ( <i>Les formes negatives; Les formes negatives 2</i> )	Taking the initiative in conversation	Revision and intense translation practice		Audio file 13.2.4 13.2 Vocabulary test English to French 13.2 Vocabulary test French to English (with audio)
Week 3			13.3 <i>Volontaires de solidarité internationale</i>	How voluntary organisations operate	248	Mixed tense sentences (2)(H22)	Time management in exams	Revision and intense translation practice		Audio file 13.3.4 13.3 Vocabulary test English to French 13.3 Vocabulary test French to English (with audio)
Week 4			13.4 <i>La Belle Époque</i>	'La Belle Époque' and Toulouse Lautrec	252	Future perfect (H9), conditional perfect (H12) ( <i>Le conditionnel passé; Le futur passé</i> )	Organising notes for revision	Revision and intense translation practice		Audio file 13.4.4 13.4 Vocabulary test English to French 13.4 Vocabulary test French to English (with audio)

Weeks 4–6		<b>Teacher A</b> <ul style="list-style-type: none"> <li>• Revision of Themes 1, 2, 3 and 4</li> <li>• Intense exam skill practice (e.g. summarising)</li> <li>• Revision of grammar/translation</li> </ul>	
		<b>Teacher B</b> <ul style="list-style-type: none"> <li>• Revision of grammar/translation</li> <li>• Revision of Works 1 and 2</li> <li>• Intense essay-writing practice</li> </ul>	