

WJEC GCSE French

Approved by Qualifications Wales

Guidance for Teaching: Unit 2

Teaching from 2025

For award from 2027



This Qualifications Wales regulated qualification
is not available to centres in England.

Made for Wales.
Ready for the world.

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SUMMARY OF AMENDMENTS

Version	Description	Page number
1	Capital letters for language bullet points	6
1	Learners must not discuss or share any details of the task until after 5 May 202X". Replace with until after a date in May specified by WJEC.	6

Introduction

The WJEC GCSE French has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2027, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE French and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review

Qualification Structure

WJEC GCSE French consists of 4 units. The qualification is linear and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	Oracy	Non-examination assessment	30%
Unit 2	Reading and Writing	Non-examination assessment	15%
Unit 3	Listening	Written examination	20%
Unit 4	Reading and Writing	Written examination	35%

Assessment

Summary of Assessment

Unit 2: Reading and Writing

**Non-examination assessment: 1 hour
15% of qualification**

45 marks

- written response in French

Learners are not permitted to use a dictionary in any part of the assessment.

Overview of Unit 2

Reading and Writing

Non-examination assessment (1 hour): Conducted in centre and marked by WJEC

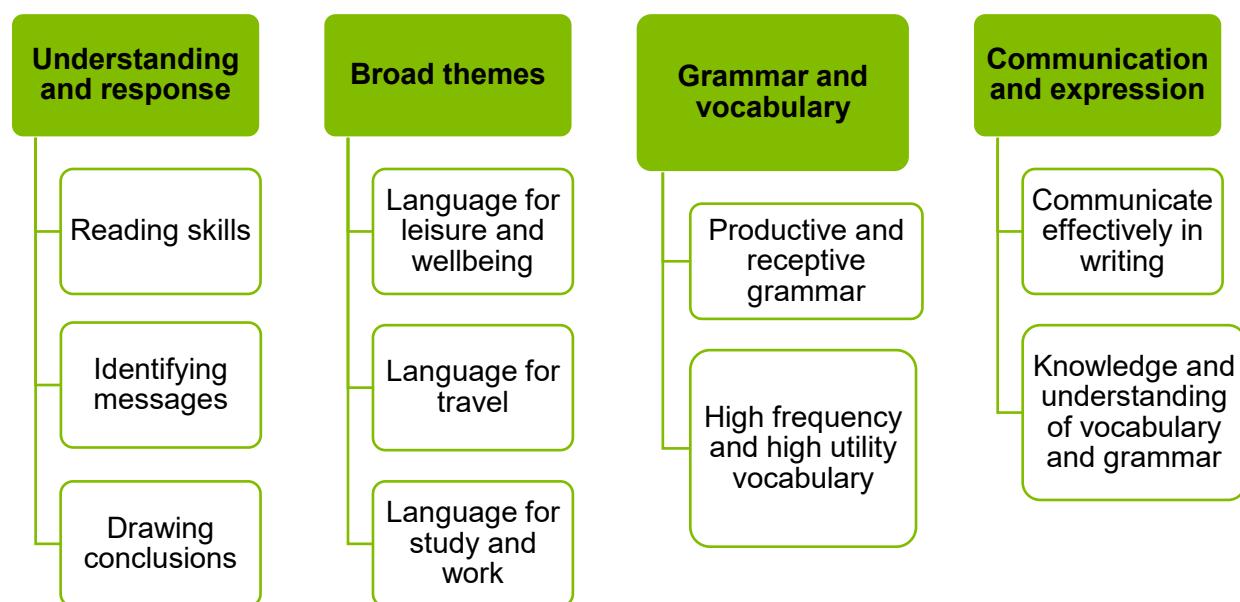
15% of qualification

45 marks

The purpose of this unit is to allow learners to:

- understand and respond to written French
- communicate effectively in writing
- express and justify opinions.

The unit will be based on the following:



Assessment details

Unit 2 – Reading and Writing

The assessment lasts for 1 hour
15% of qualification
45 marks

Centres must choose a work in the assessed language from one of the following genres: graphic novel, short story, film script or novel.

Centres must ensure that the work focuses on **one** of the broad themes:

- Language for leisure and wellbeing
- Language for travel
- Language for work and study.

Learners are not permitted to use a dictionary in any part of the assessment. Assessments must be submitted digitally (they may be written and scanned or completed digitally). Where tasks are produced digitally, online dictionaries, spelling and grammar checking programmes and access to internet **must be disabled**.

Learners must not discuss or share any details of the task until after a date in May specified annually by the WJEC.

Task (45 marks)

Learners will complete one task. The task requires learners to complete a response with a maximum of 200 words (task (1a), 70 words and task (1b) 130 words) in the assessed language, based on the study of the chosen work.

The assessment is based on the candidate's ability to understand and respond to written language in writing.

The Rubrics will be in Cymraeg/English. The language of response will be in the assessed language.

AO2 – 30 marks

AO3 – 15 marks

Task setting

The task is set by WJEC. The assessment will be carried out at the centre during a one-hour period. The task will be available for download on the WJEC Portal. Centres may download the Unit 2 NEA three working days in advance of the first assessment date at the centre. Centres must keep a record of the date on which the assessments is conducted including the name of the work studied on the Candidate and Centre declaration. This form is for the centre and candidates to sign and declare that assessments have been conducted according to the requirements in the Assessment Pack and must be submitted to WJEC with the Unit 2 NEA digitally. All work and the Candidate and Centre Declaration Form must be uploaded to the WJEC Portal within 48 hours or two working days of the assessments taking place.

The assessment will take place during an eight-week period between March and May, specified annually by WJEC. Centres may download the task three working days in advance of the first assessment.

The task must be given to the learners **only** at the time of assessment.
Tasks will change each series.

Unit 2 Assessment objectives and weightings

AO1	Understand and respond to spoken language through communication and expression in speaking and writing	-
AO2	Understand and respond to written language through communication and expression in speaking and writing.	10%
AO3	Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence.	5%

Unit 2 Teacher Guidance

Oracy Reading and Writing		
	Content Amplification	Teacher Guidance
Reading and Writing:	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • understand and respond to written language • use their knowledge of grammar and vocabulary to support their understanding of the work • use a variety of language patterns and different verb tenses effectively • use complex structures where appropriate • select relevant vocabulary and grammar to express meaning • express themselves in written French to demonstrate their understanding, ideas and opinions. 	<p>For assessment purposes this unit requires learners to complete 2 written tasks in French. A 70-word response in writing and a 130-word response in writing. The task rubric will be in English/Cymraeg and the written response needs to be in French.</p> <p>However, the aim of the specification content is to provide learners with an insight to French culture and language through the study of a text from authentic film or literature.</p> <p>When first introducing the work consider the following questions to provide the context for study:</p> <ul style="list-style-type: none"> • Why is the chosen work culturally significant? • Which broad theme does the chosen work focus on? • Who is the author / writer, director? • What lead you to choose this work? • How could the chosen work reflect the interests of your class? <p>The chosen work may be exploited to provide teaching and learning opportunities that introduce theme-based vocabulary, core grammar and integral skills as part of the French lesson and curriculum planning.</p>

	<p>Activities may include:</p> <ul style="list-style-type: none">• Read aloud tasks – learners may be given digital extracts of a script / text to read with immersive reader (or similar software) before repeating so that they can familiarise themselves with the chosen work, re-enforce understanding of the written content, make links between sound-spelling to improve their French pronunciation. Use of audio recordings (adobe animate from audio / ppt audio record / voice note) will also allow learners to self-check and improve.• Grammar knowledge tasks – learners can find and highlight specific word groups in a text (present tense verbs / adjectives / connectives) to develop their knowledge of grammar and enable them to recall core grammar knowledge necessary for accurate communication in writing.• Vocabulary learning tasks – learners can build a glossary of words and asked to demonstrate their memory through vocabulary tests and/or quizzes on 'Blooket'/'Kahoot!'/'Quizlet' or similar software.• Reading comprehension tasks – learners can show their understanding of the French text through a variety of question types. For example, multiple choice, true or false, find the French for... translation, answer the questions in Cymraeg/English.• Recall tasks – learners can demonstrate their knowledge of the chosen work by putting the events in order, matching the character to the statement, summarising key events as a memory dump, spot the odd one out for characters, themes etc.• Oracy tasks – despite being a text-based unit there are opportunities to provide oracy practice through study such as; if this is the answer what is the question, listen to the extract/watch the scene and stand up/raise your hand/show the emotion when you hear...• Writing tasks – when preparing for the final writing assessment tasks familiarise learners with common and complex structures with sentence building, gap fill, write out the acronym, What A Good One Looks Like modelling, spot the difference error checking, re-drafting.
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		<p>Providing these reading and writing models in extracts of 70 words and 130 words will also help learners to recognise the length of answers required for assessment purposes. Learners should be given opportunities to self-check and redraft written tasks and notes whilst studying the chosen work to measure progression before the final NEA.</p>
	<p>Learners will be required to:</p> <ul style="list-style-type: none"> • study a work in French • demonstrate their understanding of the work by responding in French to a task set in Cymraeg/English. 	<p>Learners will ultimately need to demonstrate their understanding of the chosen work through short written tasks without support. These tasks will ask for evidence that they are familiar with the content of the chosen work, that they can express their opinion about it, and that they can provide reasons for their opinions. Learners do not necessarily need to understand the text in its entirety to achieve this. Practitioners may choose to use parallel or tangled texts, watch a film with sub-titles or voiceover, and / or provide supporting resources in English / Cymraeg whilst studying the work.</p> <p>In preparation for the final NEA individual notes can include the following sub-headings to provide opportunity to introduce and re-enforce knowledge of basic core vocabulary (this list is provided as an example only and is not exhaustive):</p> <ul style="list-style-type: none"> • Characters – physical appearance, personality, age (numbers), colours. • Locations – weather, places in town, countries • Events – time, days, food, leisure, activities, routine. • Consider providing opportunities to discuss the following questions: <ul style="list-style-type: none"> • <i>Can you briefly explain what happens, to someone else?</i> • <i>Can you describe the key character(s)/events/location(s)?</i> • <i>What did you like? Why? What specific example can you give from the text?</i> • <i>What didn't you like? Why? What specific example can you give from the text?</i>

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| | <ul style="list-style-type: none">• <i>Do you have a favourite character?/scene?/chapter? Why? What examples can you give to justify your opinion?</i>• <i>Would you recommend reading/watching this to a friend?/family member? Why?</i>• <i>Are there any similarities between your experience / home / country / culture/interests, and those in the chosen text? What example can you give?</i>• <i>Are there any differences between your experience/home/country/culture /interests, and those in the chosen text? What example can you give?</i> |
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
learn about the culture and society in the countries and communities where the international language is spoken	<ul style="list-style-type: none"> The purpose of Unit 2 is to allow learners to demonstrate their awareness of the culture and society of the countries and communities where French is spoken and make connections with their own languages and culture.
explore the cross-cutting themes of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture and contributions	<ul style="list-style-type: none"> Centres are free to choose their work for Unit 2. Works may focus on the cross-cutting themes of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture and contributions but this is not compulsory.
have direct or indirect contact with speakers of the language	<ul style="list-style-type: none"> Centres and learners will be able to use initiatives such as MFL Mentoring – Modern Foreign Languages and Llwybrau at Ieithoedd Cymru Routes into Languages Cymru. Both schemes support international languages and multilingualism in the new curriculum for Wales. Centres can request visits from Mentors and Student Language Ambassadors and sessions can be in person or online. Centres can also apply for funding via Taith - Hwb (gov.wales) to take part in educational international exchanges. In unit 2 Centres will be able to use film and audio recordings of the chosen works. Learners will hear the chosen work being read or performed. Centres can apply to the British Council to employ a language assistant, sign up to Cardiff University MFL mentoring and / or establish links with community language speakers. Learners can listen to extracts of the chosen work read by fluent speakers.

engage with the language from a variety of sources and in a variety of genres and media	<ul style="list-style-type: none"> • Learners will have the opportunity to engage with the language from a variety of sources and in a variety of genres and media throughout the specification. • Centres can source audio or text-based material to engage learners (availability of authentic and support resources will differ according to the chosen work). • Learners can develop understanding of the chosen work whilst studying a variety of text types (extended writing / poetry / informative article / summary poster etc).
demonstrate language strategies and language learning skills, including the use of dictionaries	<ul style="list-style-type: none"> • Learners will have the opportunity to demonstrate language strategies and language learning skills, including the use of dictionaries throughout the specification. • Centres can use a variety of strategies (sentence builders / Knowledge organisers / retrieval grids / online and material dictionaries) to introduce and learn key vocabulary linked to the chosen work. • Learners will have the opportunity to enhance vocabulary beyond the prescribed list provided by the WJEC / CBAC and develop inference and trans language skills.
translanguaging	<ul style="list-style-type: none"> • Learners will have the opportunity to use their translanguaging skills, throughout the specification. • Centres may wish to provide translations of the chosen text or subtitles for a film. • Learners will have opportunities to develop a deeper understanding of the chosen work using translanguaging skills.
make use of digital technology	<ul style="list-style-type: none"> • Learners will have the opportunity to make use of digital technology in all units. They may word process their responses for Unit 2, but this is not compulsory. • Learners can do online research linked to the chosen text. • Centres can use online apps / platforms to recall information (blooket/Quizlet). • Learners can use Immersive reader / audio books / streaming to access the chosen work • Learners can organise tasks / assignments digitally (onenote/file explorer-folder).
making appropriate connections with other parts of the curriculum to develop and deepen learners' bilingual and multilingual skills	<ul style="list-style-type: none"> • Learners will be encouraged to make connections with other parts of the curriculum throughout their learning of French, in particular, in Unit 2 with cross-curricular connections to humanities subjects and of course with the other languages within the LLC Area of Learning Experience. • Centres should recycle core vocabulary and structures which focus on the broad theme of the chosen work. • Learners will review grammar and vocabulary to show understanding of the chosen text.

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Cross-cutting Themes
Local, National & International Contexts	<p>There are many opportunities to include Local, National & International Contexts in GCSE French. These opportunities are important to Learners because through them, awareness that languages connect us because of the similarities between our lives and day-to-day activity is highlighted. Learners can understand how their sense of identity can lead to a broader sense of identity in an international context, as they increase their knowledge of French-speaking countries through comparison with Wales and develop empathy towards others in a multi-cultural society.</p> <p>Below are some examples of how Local, National & International Contexts can be embedded into teaching and learning:</p> <p>Example</p> <p>Draw comparison between the setting of the chosen text and the local area.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Make a list of the key vocabulary from text describing the setting.• Create a similar list of vocabulary needed to describe the local area.• Compare both lists.• Provide sentence builder or structure strip for writing task - describing setting, describing local area, expressing opinion about similarities, differences and preference.

Research a cultural element from chosen the text.

Classroom idea:

- Read extract from text.
- Create an information guide giving details of the tradition or event that evidences the culture of a French-speaking country.
- Choose a local or national tradition or event from Wales.
- Create a similar guide recycling key vocabulary and grammatical structures in French.

(This could be a speaking or writing activity where learners choose different cultural elements and present their work to others).

Relationships and Sexuality Education	<p>There are many opportunities to include Relationships and Sexuality Education (RSE) in GCSE French. These opportunities are important to Learners because communication is key to building, understanding, and establishing relationships in society. Learners can explore the attitudes in French-speaking countries through diverse genres to understand the relationship between characters.</p> <p>Below are some examples of how RSE can be embedded into teaching and learning:</p> <p><i>Example</i></p> <p>Describe qualities of a healthy relationship using the chosen work as inspiration.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Choose a character from the chosen work.• Create a mind map of the relationships the character has with others.• Review <i>s'entendre</i> to discuss whether the relationship is good or bad.• Provide vocabulary to discuss good and bad relationships.• Create a 'Green flag / Red flag' list of qualities for healthy relationships as a group or in pairs. <p>Analyse the importance of a scene / event from the chosen work.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Choose a pivotal event from the chosen work.• Summarise the event in French using a gapfill or put in order activity.• Review negation to adapt the completed summary to the opposite (nous avons mangé / nous n'avons pas mangé etc.) <p>Create an 'alternative dimension' summary where the opposite happens in the chosen extract.</p>
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Human Rights Education and Diversity

There are many opportunities to include Human Rights Education and Diversity in GCSE French. These opportunities are important to Learners because it is a fundamental right of a democracy to ensure that every citizen is treated with respect and dignity. Learners can express their own views and appreciate the views of others through the study of a variety of topics in French, which reflect a tolerant and diverse society.

Below are some examples of how Human Rights Education and Diversity can be embedded into teaching and learning:

Example

Review a ‘4eme de couverture’ text or film ‘bande-annonce’ from a French work.

Classroom idea:

- Show or read the example
- Provide a WAGOLL (What A Good One Looks Like) answer for modelling
- Highlight the ambitious language and complex structures in the model.
- Create a similar review about the chosen work, recycling the highlighted structures.

Recognise and summarise key points.

Classroom idea:

- Choose a song that reflects the diversity of the French-speaking world. (There are very current and past well-known singers to choose, from ranging from Aznavour to Stromae).
- Listen to the song / watch the video clip.
- Divide learners into groups / pairs.
- Provide each group of learners with a section of the song.
- Learners highlight the verbs and adjectives to extract the main points.
- Each group prepares a one sentence about their section
- Create a summary of the song as a class.

(Learners could choose to read the sentences aloud while others write as a form of dictation)

Careers and Work-Related Experiences	<p>There are many opportunities to include Career and Work-Related Experiences (CWRE) in GCSE French. These opportunities are important to Learners because communication is an essential skill that leads to success in the world of work and proficiency in an additional language increases job opportunity in many sectors. Learners can develop confidence and transferable skills in developing fluency in a new language, which in turn leads to a better understanding of their own language and an increased ability to show innovation and tenacity in a work environment.</p> <p>Below are some examples of how CWRE can be embedded into teaching and learning:</p> <p><i>Example</i></p> <p>Prepare an interview based on the chosen work.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Provide background details about an author / director / actor from the chosen work.• Review question forms in French.• Create a ‘podcast’ interview where learners prepare the questions that lead to answers taken from the details they have about the author / director / actor from the chosen work. <p>Create a CV for a character from the chosen work.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Discuss what is needed in a cv / covering letter when applying for a job to co-create a template for the CV (nom / prénom / qualités personnelles / expérience etc.)• Review character notes compiled through the study of the chosen work and complete the CV with relevant information. (This is best as a recall task and could be used as a marketplace lesson where different groups are required to feedback or add to each other’s CV’s)
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Cross-curricular Skills - Literacy

Reading	<p>There are many opportunities to include Literacy in GCSE French. These opportunities are important to Learners because literacy is the backbone of understanding and communication in a language.</p> <p>Below are some examples of how Literacy can be embedded into teaching and learning:</p> <p><i>Example</i></p> <p>As this unit focuses on reading and writing, there will inevitably be ample opportunity to embed reading skills such as narrow reading / gist reading / match up / gap-fill / put in order / spot the error and many more. The following suggestions are only for further inspiration.</p> <p>Read aloud</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Read the text to model pronunciation and intonation.• Highlight unfamiliar vocabulary and complex structures.• Learners can create shorthand acronyms for key structures / chunk spelling for new vocabulary so that they can recall and adapt for future writing tasks. <p>Summarise the key points.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Read an extract from the chosen work.• Learners can be given a word limit to highlight as key vocabulary or key moments from the text.• Create a summary of the extract recycling the highlighted vocabulary.
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Writing	<p>Example</p> <p>As this unit is assessed through writing, there will inevitably be ample opportunity to embed writing skills such as tangled translations / finish the sentence / time travel and many more. The following suggestions are only for further inspiration:</p> <p>Triangle writing frame</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Provide a simple sentence starter in the writing frame. ('1. J'ai lu')• Using key vocabulary and connectives learners extend their answers to include opinions and justification. (J'ai lu /Manon des sources /par Marcel Pagnol /et je pense que / c'est très intéressant / parce que / j'aime l'histoire / mais je le trouve / triste / aussi) <p>Structure strips:</p> <ul style="list-style-type: none">• Model the planning of 70 and 130-word responses in writing by providing sentence starters / grammar point, and approximate word count for possible bullet points. (Describe your favourite character, adjective agreement, 20 words / Say why you like this character, opinion phrases and connectives, 30 words / Give an example of something you have read in the chosen work to explain how the character was great, past perfect and imperfect tenses, 20 words)
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Cross-curricular Skills - Numeracy

Understanding the number system helps us to represent and compare relationships between numbers and quantities

There are many opportunities to include Numeracy in GCSE French. These opportunities are important to Learners because the ability to understand number in context as part of text is an essential part of understanding our society. Learners can recognise weights and measures, info graphs and dates for example to have a better understanding of a topic.

Below are some examples of how Numeracy can be embedded into teaching and learning:

Example

Organise a holiday to the setting of the chosen work.

Classroom idea:

- Provide a budget for ‘race around the world’ type adventure to the destination.
- Use vocabulary for travel and transport to plan the journey. (sample verbs - voyager / rester / visiter / manger / travailler etc.)
- Learners plan the trip within the budget and explain how they will get to the destination / where they will stay / what they will do when they are there.)

Arrange to meet up and discuss the chosen work / see a film / do homework / go out to eat,

Classroom idea:

- Provide role play style prompts to guide a conversation between learners.
- Learners can read a bus or train timetable to work out the best time to meet up.
- Learners can buy a return or single ticket and work the cheapest route.

(This could be writing tasks as short text messages / snaps for the outcome rather than oracy)

Cross-curricular Skills – Digital Competence

Citizenship	<p>There are many opportunities to include Digital Competency in GCSE French. These opportunities are important to Learners because digital tools can increase efficiency and efficacy of teaching and learning.</p> <p>Below are some examples of how Digital Competency can be embedded into teaching and learning:</p> <p><i>Example</i></p> <p>Collaborative work</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Provide a plan for a digital presentation about the chosen work. (title image slide / summary of text slide / main character slide etc.)• Divide the class into small groups.• Ask learners to divide the tasks equally between members of the group giving every learner responsibility for separate slides.• Share the file to allow access to all members of the group.• Work collaboratively to create 1 cohesive presentation presenting the key information about the chosen work in French. <p>Online research</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Before reading / watching the entirety of chosen work read a synopsis / watch a trailer.• Discuss what learners may want to find out about the chosen work (this can also guide future lesson planning).• Ask learners to use a search engine responsibly to find information about the author / director / actor.• Learners can make notes on mini whiteboards and use as prompts to feedback the information they have garnered.
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Producing	<p>Example</p> <p>Recreate a scene or event from the chosen work.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Discuss and choose a favourite sequence from the chosen work.• Read and highlight the key moments and language from the sequence.• Using software such as adobe animate from audio / ppt animation / iMovies, learners can prepare a simple script and record themselves ‘acting’ their favourite part of the chosen work to show their understanding. <p>Create a ‘meme / gif’ for the chosen work.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Choose an important quote from a character or about a pivotal event in the chosen work.• Discuss what images or vocabulary could represent the quote.• Use 'canva'/'capcut' , etc. to create a meme or gif that uses the quote.
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Integral Skills

Creativity and Innovation	<p>There are many opportunities to include Creativity and Innovation in GCSE French. These opportunities are important to Learners because learning a new skill through imaginative ways builds confidence and supports wellbeing. Learners can express themselves and experiment with language whilst progressing towards fluency.</p> <p>Below are some examples of how Creativity and Innovation can be embedded into teaching and learning:</p> <p><i>Example</i></p> <p>Write a poem giving opinions about the chosen work.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Provide starter sentence related to the chosen work / broad theme (Sample: Ce texte me fait ...)• Create success criteria / rules for the poem (3 stanzas / repetition / no rhyme etc)• Review useful verbs in the infinitive (rire /penser / pleurer / sourire / parler).• Provide a closing sentence starter (alors ... / c'est...) <p>(Learners could also provide reasons for additional challenge).</p> <p>Create a mini book to review a grammar point.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Review important structures and vocabulary necessary for describing events in the past. (In this case the imperfect tense and adjectives will be useful.)• Provide a story board for describing part of the chosen work / a day in primary school / a past holiday etc. (pg1. Title image and author, pg2. time date and weather, pg3, who? etc.)• Create a mini book of the events with a key structure on each page. <p>(There will be a cover page, a back page and 6 written pages in total)</p>
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Critical Thinking and Problem Solving	<p>There are many opportunities to include Critical Thinking and Problem Solving in GCSE French. These opportunities are important to Learners because it is often through error and review that we learn how to navigate unfamiliar or challenging tasks. Learners will develop resilience and independence through recognising when they need to adapt, re-assess or correct language so that they can understand and communicate effectively.</p> <p>Below are some examples of how Critical Thinking and Problem Solving can be embedded into teaching and learning:</p> <p>Example</p> <p>Treasure hunt / Escape room</p> <p>Classroom idea:</p> <ul style="list-style-type: none">Provide learners with tasks to find facts about the chosen work (task 1 wordsearch key vocab / task 2 anagrams character names / task 3 put the sentences in order etc.)Learners must find the correct response by completing the task correctly before they get the ‘clue / code’ to move on. <p>Detective ‘hotseat’ revision activity</p> <p>Classroom idea:</p> <ul style="list-style-type: none">Review questions.Learners can prepare a list of useful questions as a class activity.‘Hotseat’ individual to pick / be secretly given a character / setting / event / from the chosen work.The ‘detective’ can ask questions until they have worked out the answer. <p>(In essence this is a conversation reviewing common vocabulary and structures, however it is adaptable for the purpose of assessing how familiar learners are with the chosen work).</p>
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Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE French. These opportunities are important to Learners because they need to meet deadlines and include all requirements for assessment purposes as well as build an organised bank of vocabulary and model answers for recall purposes.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning:</p> <p><i>Example</i></p> <p>File / Book organisation</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Ensure each learner understands the specification content.• Provide a learning journey type document to inform learners of what needs to be completed and when.• Encourage learners to check their own progress and ask for support if they haven't completed a unit / task for any reason. <p>Memory bank</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Ask learners to build a bank of work that they are proud of. It is always easier to learn and remember language when it builds confidence and self-esteem.• Encourage them to re-draft so that they always refer back to their best work.
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Personal Effectiveness	<p>There are many opportunities to include Personal Effectiveness in GCSE French. These opportunities are important to Learners because they lead to better progression and increased self-confidence.</p> <p>Below are some examples of how Personal Effectiveness can be embedded into teaching and learning:</p> <p><i>Example</i></p> <p>Build up a bank of learnt vocabulary.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• Provide vocabulary lists / Vocabulary targets in each unit• Use starter activity or recall task to assess learners' knowledge of the vocabulary.• Ask learners to keep a 'word bank' of the vocabulary they know and keep adding to it throughout the course. <p>Review written work.</p> <p>Classroom idea:</p> <ul style="list-style-type: none">• When providing feedback for a piece of writing ensure learners set a goal for improvement (example: use an additional tense).• Review the work and the goal before beginning another written task.• Ask learners to include their goal task in the writing so that they can take responsibility for their own progression.
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