MFL Unit Overview Year A Level Paper

	Paper 2 - Film			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Film studies Entre les murs Writing skills for Paper 2	Knowledge: Students are encouraged to research the background of the main actors and the director and additional information on social and historical context. What is so special about the cast? The life and works of the director Laurent Cantet. Film log: 10-15 minute scene summaries with activities with vocab, grammar and key vocabulary, First encounter with the new group A French lesson Difficult for the students and for teachers too Khoumba's rebellion, School council Self portraits Parents evening ICT work Wei's mum gets arrested Class discussion Discussing end grades Francois confronts the girls Discussing punishment Souleymane's hearing. Last day of school. Understanding: Students will understand how to Students will understand:	Students are able to show deep understanding of the significance, motives and relationships between different characters. The key themes and message the director wants to transmit to the audience. The social setting and cultural background chosen for the film. How the film, based on semi-autobiographical aspects, influenced the director's choices in styles and filming techniques. Students are able to manipulate varied grammatical structures, including the use of complex language. Consistently use varied vocabulary and terminology appropriate for cinematic analysis. Essays convey opinions, views, conclusions and evaluation of the issues, themes and cultural/social contexts supported by relevant and appropriate evidence from the film. Detailed, logical arguments and conclusions are made that consistently link together.	Prior learning: Prior learning: French speaking films are viewed regularly to accustom the ear to authentic speech. All grammatical structures from course units. Tasks completed throughout the year that focus on varied cultural aspects of France and French speaking countries which help build a picture of urban life, Education, immigration, and racism, Links can be made to units - immigration, ethnic mix. Future learning: In preparation for Paper 2 and the literary text the students plan and write a range of essays whereby they aim to improve the critical	Film trailers – YouTube Media server Entre les murs study guide (Hodder Education) AQA Text book/ Kerboodle - Cine file Past papers Online reviews Web

	-to analyse, evaluate, explore, or explain a variety of sample essay questions using complex structures and topic specific vocabulary and terminology. -to you use key quotes to support evidence in essays - the theme of school is used as a microcosm -complex relationship between characters from different status and ethnic minorities; Muslim society in France. - first- and second-generation immigrants - the definition of documentary and fiction Skills: Critical thinking skills (how to weigh up one piece of information against another and draw conclusions, argue a case according to evidence) Essay writing skills. How to plan an essay by selecting a main point and breaking this into subsections. Strategies for developing an essay: introduction, development within the body of the text, conclusions Use a wide range of structures and topic specific vocabulary and terminology. Proofreading and correcting mistakes		analysis of issues/themes/cultural or social contexts and learn how to demonstrate convincing interpretations and points of view that are justified with appropriately selected evidence from the film.	

	Paper 2 - Book			
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Literature studies 'No et moi' Writing skills for Paper 2	Knowledge: Know about social context and themes addressed in the book: The complexities of adolescent life and testing boundaries, drugs and alcohol, love, friendship and relationships. The attempts to change the behaviour of someone, abandonment, and loneliness. Motherhood and loss of a child School and the study of the social context and precarious jobs in France. Analyze the situation of homeless people on the streets, the behaviour and life of a homeless person and the powerlessness of the authorities when facing the miseries of the world. Character analysis of Lou, No and Lucas. Research homelessness in the region Paris, focussing in particular on women that are homeless and know about its relevance to aspects of the story. Know vocabulary for critical analysis in essay writing Know grammatical structures including the present participle, the passive voice and the subjunctive, direct and indirect speech. Understanding: Students will understand how to explore the relationship between No and her parents, what has happened in their family life to affect their relationship and how the presence of No changes the situation. Students will also understand how to examine the relationship between No and the other characters and how they affect her behaviour. Students will also understand the similarities between the characters. They will understand what school life is like for No, they will examine her relationships with her teacher said the other students and will understand the relevance of her	Demonstrating a clear understanding of homelessness in Paris, particularly in women. A commitment shown to understanding modern society and the relevance to the book. A commitment to showing empathy for the characters. Demonstrating the clear ability to analyse relationships in a variety of contexts. Demonstrating excellent critical and analytical response to the question set. Consistently use varied vocabulary and terminology appropriate for text analysis. Demonstrating clear ability to justify their conclusions. A wide range of vocabulary and idioms are used. Demonstrating very good knowledge and understanding of grammatical structures and ability to manipulate along with more complex structures.	Prior learning: All grammatical structures from course units. Tasks completed throughout the 2 year course that focus on social context – relationships, homelessness, charity work, modern society. : Issues with the homeless were introduced in KS4 and this also links to voluntary work studied in unit 3. Students have been conveying opinions, expressing views and drawing conclusions throughout the 2-year course. Future learning: Writing a range of essays that convey opinions, express views and draw conclusions supported by relevant evidence from the text link to preparation for paper 2.	French novel 'No et moi'- Delphine de Vigan English version of the book – 'No and me' Film trailers – YouTube Supplementary DVD Film of the book Online summaries of the book 'No et moi' study guide and pack (Hodder Education) AQA Text book/ Kerboodle - Dossier de cine Past papers Online reviews

	presentation on Homelessness. Students will understand how the actions of the adults have affected the adolescent characters in the book. They will understand the importance of the different themes of friendship and loneliness and how the characters are affected by this. Students will be able to analyse whether the book is a true portrayal of modern society or not and give reasons for their conclusions and whether the book is a serious study of the life of the homeless in France. Students will understand how the author is trying to represent women in the book and how will analyse the suggestion by the author that 'liberté, égalité et fraternité no longer exist in France. Students will understand how to analyse, evaluate, explore or explain a variety of sample essay questions using complex structures and topic specific vocabulary and terminology and to use key quotes to support evidence in essays. They will understand the importance of their detailed essay plan. Skills: Critical thinking skills (how to weigh up one piece of information against another and draw conclusions, argue a case according to evidence) Essay writing skills. How to plan an essay by selecting a main point and breaking this into subsections. Strategies for developing an essay: introduction, development within the body of the text, conclusions Use a wide range of structures and topic specific vocabulary and terminology. Proofreading and correcting mistakes.	Essays convey opinions, views and conclusions supported by relevant evidence from the text. Essays evaluate the issues, themes and cultural/social contexts supported by relevant and appropriate evidence from the text. Essays ensure relevance throughout.	Writing essays that evaluate the issues, themes and cultural/social contexts also link to preparation for paper 2 and also the summarising texts part of paper 1. Ensuring that essays are relevant throughout and writing a detailed plan prepares students for writing essays in paper 2.	