Mapping grid for AS and A2

As explained above it would not be appropriate to provide a definitive scheme of work as each centre will have its own approach. However teachers' may find the following mapping grid useful as a starting point when producing a scheme of work for the new specification. This grid is intended as a guide only.

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| **Two year mapping grid – Year 1** | | | |
| **Year 12**  **AS**  **(units**  **1 and 2)** | **Term 1** | **Term 2** | **Term 3** |
| * Introduction to GCE MFL * Grammar revision (post GCSE)   **Area of interest (i)**  **Social issues and trends**  **Theme 1:**  **Being a young person in French/German/Spanish-speaking society**  Sub-themes:   * Family structures, traditional and modern values, friendships / relationships * Youth trends, issues and personal identity * Educational and employment opportunities   **Commence teaching the film** | **Area of interest (ii)**  **Political, intellectual and artistic culture**  **Theme 2:**  **Understanding the French/Spanish/ German-speaking world**  Sub-themes:   * Regional culture and heritage in France / Germany / Spain, French / German / Spanish-speaking countries and communities * Literature, art, film and music in the French/German/Spanish-speaking world.   **Continue teaching the film**  **Revision for Oral exam**  **Oral exam** | **Revision of**:   * themes and sub-themes * grammar * translation techniques * film * essay writing * exam practice   **Written examination**  After the completion of the exams:  Commence teaching of literary text  Advise learners about planning of Independent Research Project and undertaking research.  Learners submit draft title to teacher for the Independent research Project. (IRP)  Set timeline for learners to research and prepare the IRP. |

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| **Two year mapping grid – Year 2** | | | |
| **Year 13**  **A2**  **(units 3-6)** | **Term 1** | **Term 2** | **Term 3** |
| **Area of interest (i)**  **Social issues and trends**  **Theme 3:**  **Diversity and difference**  Sub-themes:   * Migration and integration * Cultural identity and marginalisation * Cultural enrichment and celebrating difference * Discrimination and diversity   **Continue teaching of the literary text**  **Monitor learners' progress in researching and preparing the IRP according to timeline set towards the end of Year 12.** | **Area of interest (ii)**  **Political, intellectual and artistic culture**  **Theme 4:**  **France 1940-1950: The Occupation and the post-war years**  Sub-themes:   * From June 1940-May 1945 (occupation, liberation and end of World War II) * Life in Occupied France and the cultural dimension (théâtre, cinéma, littérature) * 1945-1950: rebuilding and restructuring * Repercussions for modern day France   **OR**  **The Making of Modern Germany: 1989 onwards**  Sub-themes:   * Initial and subsequent process of reunification * Social cohesion in present-day Germany * Artistic and political movements * Economic impact of a united Germany   **OR**  **The Two Spains: 1936 onwards**  Sub-themes:   * El franquismo – origins, development and consequences * Post-Civil War Spain – historical and political repercussions * The Spanish Civil War and the transition to democracy (represented in the arts, cinema, literature, art and photography) * Spain – coming to terms with the past? "Recuperación de la memoria histórica"   **Complete teaching of the literary text.**  **Practice of Independent Research project for Oral exam.**  **Oral exam** | **Revision of**:   * themes and sub-themes * grammar * translation techniques * literary text * essay writing * exam practice   **Written examination** |