

# Year 10 AP2 Topic Lists

27<sup>th</sup> June – 1<sup>st</sup> July 2022



Cardinal Pole Catholic School

## 3D Design

You will be assessed on your practical skills. You will progress on a specific element within your current 'Lamps & Lighting' project and will be marked on your accuracy, technical ability, problem solving and ability to work independently. This is in line with the GCSE assessment objective to present a skilled and refined final product.

## Art

Design Idea 1 along the theme 'Order and Disorder'

Success Criteria:

- > Develops an idea along the theme
- > Links to chosen artists
- > At least part of the idea is drawn from your own primary sources
- > Relevant style choice
- > Relevant media choice
- > Fulfils your aims and intentions - how do you want the viewer to respond?

Check List of other work that will be marked:

- > 4 Artist's studies with keyword links
- > A range of experimental drawings and paintings using organic forms
- > Primary sources (photographs or drawings from life) of selected genre (portrait / landscape / figure / still life)
- > Experimental drawings and paintings from own sources
- > Mock ups for Design Idea 1

## Business

Employment motivation

Organisational structure

Recruitment

Sources of finance

External growth

Gross Profit

Product Life Cycle

Product Design Mix

Sales Process

Sales revenue

Globalisation

Business ownership

Customer service

Stock Bar Chart

Market Share

Business Stakeholders – pressure groups

Recruitment

## Drama

### The Crucible

#### What to revise:

- Events of the play
- Characters – their relationships and their character arc's
- Puritan Lifestyle (1692 context) When was the play set? What are the key aspects of the time period in which the lay is set?
- Production elements key and technical terminology:
  - Lighting – e.g. Fade, Lantern, Wash, Shadow, Spot etc.
  - Set - e.g. Backdrop, Stage Flat, Set Dressing, Wings etc.
  - Costume (1692 clothing) – e.g. Bonnet, Petticoat, Apron, Clerical Collar etc.
- **Your** production element ideas for each act of the play in:
  - Lighting
  - Set
  - Costume
- The overall themes of the play
- The writing structures for each question

## English Literature

### Macbeth

Your English Literature AP2 is 1 hour long. In this hour, you will read an extract from *Macbeth* and answer an essay question.

The question will focus on the character of Macbeth. You need to know:

- How he is presented as violent and loyal at the beginning of the play
- How he responds to the idea of killing Duncan and his response to the murder
- How he interacts with supernatural elements (Banquo's ghost and the witches)
- How he is presented as arrogant and underserving at the end of the play

You will be tested on how well you

**A01** – write an informed, personal response with **quotations**

**A02** – **analyse the language, form and structure** used by Shakespeare to create meanings with correct **subject terminology**

**A03** – show an understanding of the relationships between the play and the **context** in which it was written

## English Language

Your English Language AP2 is 1 hour long. In this hour, you will have to write an article in response to a statement.

What must you include?

1. **Headline** - Your headline should be short, snappy and alliterative. It should hint at your point of view about the topic of the story but not give too much away.
2. **Strapline** - Your strapline should summarise your whole article in one or two sentences. At the very least we want to know who, what, why, where, when.
3. **Introductory paragraph** - This references the quote in the exam question and firmly states your point of view.
4. **Subheadings** - A sub-heading should be short and summarise the next paragraphs.
5. **Concluding paragraph** - this references the quote in the exam question and firmly re-states your point of view. Use a cyclical structure and return to similar sentences and ideas from your introduction.

The diagram illustrates the structure of an article with annotations for each part:

- Headline:** "PENSIONERS POLLUTE!" (Annotation: Your headline should be short, snappy and alliterative. It should hint at your point of view about the topic of the story but not give too much away.)
- Strapline:** "As current surveys show, 75% of old people hold young people responsible for today's problems. Gina Hobson suggests today's youth are not the key offenders; the elderly ruined the environment before they were even born." (Annotation: Your strapline should summarise the whole article in one or two sentences. At the very least, we want to know who, what, when, and why.)
- Introductory paragraph:** "Look around you. What do you see? Do you, like me, see a world that is full to the brim with rubbish, creating pollution by the bucket load? Do you see wasteful consumerism gone crazy with an insane, insatiable desire to have everything? Now, look up from this problem; who are those doing these things? Is it, as a recent survey shows, young people's fault? No way." (Annotation: Your introductory paragraph references the quotation in the question and firmly states your point of view.)
- Sub-heading:** "Make-do-and-mend" (Annotation: A sub-heading to summarise the next section)
- Text:** "In a recent article, it was argued that the make-do-and-mend generation knew something about how to save the environment. Of course, what the writer failed to mention was why they were making do and mending in the first place: World War 2. Oh yes, while grandma was washing her tin foil, granddad was being shipped off to Poland, destroying natural landscapes with tanks, clogging up the Polish air with fuel emissions from the machinery of war (not to mention the killing)." (Annotation: A sub-heading in the form of a pull-quote. It summarises the next section)
- Sub-heading:** "Old people are to blame"
- Text:** "I am a young person. I care. I care about the environment, I care about pollution, I care about recycling. Old people don't seem to realise that 80% of Greenpeace members are under 25: young people care. Old people are to blame—take my granddad, for example."

## Food

1. Jobs, services and working conditions in H & C
2. Food safety legislation
3. Nutrient and water
4. Nutritional needs for specific group
5. Menu planning
6. Menu planning- meeting customer care
7. Production of dishes for a menu



## French

<b><u>Module 1: Myself and others</u></b>	
<b>TOPICS</b>	<b>SKILLS</b>
<ul style="list-style-type: none"> <li>- revising family and describing people</li> <li>- revising places in town and activities</li> <li>- talking about friends and what makes a good friend</li> <li>- talking about family relationships</li> <li>- making arrangements to go out</li> <li>- describing a day out</li> <li>- discussing role models</li> <li>- Revising leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>- <i>using adjectives for different genders/number</i></li> <li>- <i>using irregular 'er' verbs in the present tense</i></li> <li>- <i>Present tense practice and testing</i></li> <li>- <i>using reflexive verbs in the present tense</i></li> <li>- <i>using the near future tense</i></li> <li>- <i>using the perfect tense</i></li> <li>- <i>Using the present and perfect tenses together</i></li> </ul>
<b><u>Module 2: Pastimes and hobbies</u></b>	
<b>TOPICS</b>	<b>SKILLS</b>
<ul style="list-style-type: none"> <li>- talking about sport</li> <li>- talking about using technology and your life online</li> <li>- discussing reading books and music</li> <li>- talking about television programmes</li> <li>- review of film genres</li> </ul>	<ul style="list-style-type: none"> <li>- <i>using depuis + present tense</i></li> <li>- <i>using irregular verbs in the present tense</i></li> <li>- <i>Using the comparative (more / less)</i></li> <li>- <i>using negatives (ne...pas/ne... jamais etc)</i></li> <li>- <i>introduction of the imperfect tense</i></li> <li>- <i>using the comparative (more/less)</i></li> </ul>
<b><u>Module 3: Festivals and celebrations</u></b>	
<b>TOPICS</b>	<b>SKILLS</b>
<ul style="list-style-type: none"> <li>- talking about food and meals</li> <li>- Discussing clothes and what to wear</li> <li>- describing your daily life</li> <li>- shopping for clothes</li> <li>- review of numbers and transactional language for a shop setting (roleplay activities)</li> <li>- describing festivals and traditions</li> <li>- talking about shopping for a special meal</li> <li>- talking about food for a special occasion</li> <li>- Describing family celebrations</li> </ul>	<ul style="list-style-type: none"> <li>- <i>using devoir and pouvoir</i></li> <li>- <i>review of daily routine vocabulary and reflexive verbs</i></li> <li>- <i>using quel(s)/ quelle(S) for 'what/which' and ce/cet/cette/ces for 'this/these'</i></li> <li>- <i>Asking questions using 'est-ce que... ?' and 'qu'est-ce que... ?'</i></li> <li>- <i>using a combination of tenses (H)</i></li> <li>- <i>using the present and near future tense</i></li> <li>- <i>Using past, present and future tenses together</i></li> <li>- <i>using 'venir de' + infinitive (H)</i></li> </ul>
<b><u>Module 4: My town and neighbourhood</u></b>	
<b>TOPICS</b>	<b>SKILLS</b>
<ul style="list-style-type: none"> <li>- Talking about where you live and what you can do there</li> <li>- Revising places in town and giving directions</li> <li>- Describing a region/area</li> <li>- finding out tourist information</li> <li>- discussing what to see and do</li> <li>- discussing plans and the weather</li> <li>- Using the future simple for weather forecasts/ making plans</li> </ul>	<ul style="list-style-type: none"> <li>- <i>using the superlative</i></li> <li>- <i>asking questions (using quel(s)/quelle(s))</i></li> <li>- <i>using 'si' clauses</i></li> <li>- <i>using negatives</i></li> <li>- <i>review of the imperfect tense</i></li> <li>- <i>using the present, perfect and future tenses</i></li> </ul>

<ul style="list-style-type: none"> <li>- talking about your town, village or neighbourhood</li> <li>- describing issues in town and what they would change (conditional)</li> <li>- describing community projects</li> </ul>	
<b><u>Module 5: Holidays – past, present, future and ideal</u></b>	
<b>TOPICS</b>	<b>SKILLS</b>
<ul style="list-style-type: none"> <li>- dealing with a hotel stay</li> <li>- Talking about travelling</li> <li>- Saying what you do and did on holiday</li> <li>- talking about an ideal holiday</li> <li>- ordering in a restaurant</li> <li>- talking about holiday disasters</li> </ul>	<ul style="list-style-type: none"> <li>- <i>using the nous form of the verb and notre/nos</i></li> <li>- <i>More practice of the comparative</i></li> <li>- <i>using 'avant de' + infinitive (H)</i></li> <li>- <i>Using the present and perfect tenses</i></li> <li>- <i>Using expressions with avoir</i></li> <li>- <i>using en + the present participle (H)</i></li> <li>- <i>Using three time frames</i></li> </ul>

## Geography

### Resource Management:

Consumption of energy, energy mix

Fracking, Nuclear power, Hydroelectric power, other renewables

### River Landscapes:

River basins, river processes

Upper, Middle, and Lower course landforms

The river Wye and management strategies

### Ecosystems:

Types, examples, and distribution of ecosystems

Nutrient cycle, plant and animal adaptations

Deforestation, ecotourism, conservation in tropical rainforests

## History

### Section 1- Crime and Punishment

#### Crime, Law enforcement and Punishment in medieval England

- Tithings
- Trial by ordeal
- The role of the church
- Norman invasion and the changes this brought
- Changing definitions of crime, punishment and law enforcement

#### Skills:

- Can you explain how and why crime and punishment changed/stayed the same over time?
- Can you justify your arguments?

#### Crime, Law enforcement and Punishment in early modern England

- Changing definitions of treason
- Heresy in Tudor Period
- Witchcraft rise and decline
- Gunpowder plot
- Bloody Code
- Transportation to north America
- Changing definitions of crime, punishment and law enforcement
- Can you explain how and why crime and punishment changed/stayed the same over time?

#### Skills:

- Can you explain how and why crime and punishment changed/stayed the same over time?
- Can you justify your arguments?

#### Crime, Law enforcement and Punishment in modern England

- Conscientious Objectors
- New Crimes ( Race crime, homophobia, cybercrime)
- Specialisation of the police ( Drug units etc.)
- Abolition of the death penalty – Derek Bentley, Timothy Evans, Ruth Ellis
- New technology ( CCTV, DNA testing)
- New punishments- ASBOs, Increased use of prisons, ankle monitors etc.

#### Skills:

- Can you explain how and why crime and punishment changed/stayed the same over time?
- Can you justify your arguments?

#### Whitechapel

- Organisation of H Division
- Problems faced by the police
- Jack the Ripper investigation (Police methods and problems)
- Living conditions in Whitechapel
- Provisions for the poor
- Immigration

#### Skills

- Can you judge utility of a source based on the content and provenance ( SIKUNOPU)
- Describe two key features of
- Follow up a source for an enquiry and state why your chosen source would be appropriate

## Section 2- Elizabeth I

### Early problems

- .Legitimacy
- .Gender
- .Finance
- .Risk of foreign invasion
- .Religion
- .Mary Queen of Scots

### Religious Settlement

- . Act of Supremacy
- .Act of Uniformity
- .Royal Injunctions
- .Puritan threat ( Crucifix controversy, Vestment controversy)
- . Catholic threat (Recusants, Rebellion of the Northern Earls)

### Rebellions

- .Rebellion of the Northern Earls
- .Ridolfi Plot
- . Throckmorton Plot
- .Babington Plot (inc. death of Mary Queen of Scots)

### Exploration

- .Why exploration increased
- .The role of Francis Drake/ Circumnavigation
- .The establishment of Virginia and its failure

### Anglo-Spanish relations

- .Role of religion
- .Role of Francis Drake/Piracy
- .Role of Plots
- .Issues in the Netherlands
- .Competition in colonisation
- . Spanish Armada

### Poverty

- .Who were the poor?
- .Why did poverty increase?
- .What help was available for the poor?

### Society

- .Role of Elizabethan government and court
- . Elizabethan entertainment
- .Elizabethan education

## Maths

Foundation (Sets 6-7)		
Paper 1 (Non-Calculator)	Paper 2 (Calculator)	Paper 3 (Calculator)
Powers	Data from a table	Simplifying expressions
Rounding to 3 decimal places	Forming expressions	Rounding to significant figure
Multiplying terms	Fraction of a quantity	Bar chart
Changing fraction to percentage	Fraction to ratio	Ordering fractions
Percentage of a quantity	Averages	Tally chart
Probability scale	Sample space	Pictograms
Real life money question	Real life money problem	Real life money problem
Multiplying fractions	Angles in a triangle	Probability
Subtracting fractions	Surface area of a cuboid	Square numbers
Simplifying ratio	Currency exchange	Prime numbers
Sequences	Venn diagrams	Angles at a point
Probability	Simultaneous equation	Real life money problem
Estimating height	Median from a frequency table	Conversion graphs
Drawing pie chart	Ratio/Fraction/Percentages	Using Calculator effectively
Area of triangle and rectangle	Regular polygons	Rotation
Substitution	Density	Reflection
Direct proportion	Similar shapes	Factorising
Estimation	Plotting of reciprocal graphs	Standard form
Solving linear equations	Upper and lower bounds	Estimating probability
Integer values of inequalities	Reverse percentage	Hard ratio question
Percentage increase		Plans and elevation
Scatter graphs		Speed
Multiplying decimals		Similar shapes
Product of prime factors		Compound Interest
Expanding brackets		Error interval
Pythagoras Theorem		Solving quadratics
Equation of a line		
Vectors		

Higher (Sets 1-5)		
Paper 1	Paper 2 (Calculator)	Paper 3 (Calculator)
Scatter graphs	Simultaneous equation	Estimating probability
Multiplying decimals	Venn diagrams	Hard Ratio
Product of prime factors	Fractions	Plans and elevations
Expanding brackets	Regular polygons	Speed
Pythagoras Theorem	Density	Similar shapes
Equation of a line	Area of circle	Compound Interest
Reverse mean	Trigonometry	Error interval

Standard form	Boxplots	Cumulative Frequency
Reverse percentages	Compound interest	Transformation
Triple brackets	Ratio/Percentage/Fractions	Standard Form
Turning Points	Regions	Algebraic fractions
Fractional and negative indices	Subject of the formula	Probability tree
Inverse Proportion	Simplifying rational expressions	Circle Theorems
Hard Ratio question	Area of triangle using $\frac{1}{2}ab\sin C$	Histogram
Proof	Iteration	Recurring decimals
Probability	Bounds	Area of sector
Vectors	Circle Theorem	Indices
Quadratic simultaneous equation	Quadratic inequality	Algebraic fractions
Proof	Equation of a circle	Area of circle
		Quadratic sequences
		Equation of a line

## PE (GCSE)

	Topic	Revised?
<b>1</b>	Components of Fitness	
<b>2</b>	Components of Fitness linking to sporting activities	
<b>3</b>	Reasons for and limitations of fitness testing	
<b>4</b>	Measuring the components of fitness and demonstrating how data is collected	
<b>5</b>	The principles of training and overload	
<b>6</b>	The role of carbohydrates, fat, protein, vitamins and minerals.	
<b>7</b>	Types of training	
<b>8</b>	Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports	
<b>9</b>	Considerations to prevent injury	
<b>10</b>	Warming up and cooling down	
<b>11</b>	Definition of and types of goals	
<b>12</b>	The use of and evaluation of setting performance and outcome goals	
<b>13</b>	Basic information processing model	
<b>14</b>	Identify examples of, and evaluate, the effectiveness of types of guidance and feedback	
<b>15</b>	Blood vessels.	
<b>16</b>	Lactic Acid	



## PE (VCERT)

You have already sat your external exams so you will have a normal VCERT PE lesson during AP2 week.

### Catholic Beliefs

- The Trinity
- The Trinity in the Bible
- Creation
- Creation and the nature of humanity
- The Incarnation
- The Paschal Mystery
- The significance of the Paschal Mystery
- Eschatology

### Jewish Practices

- Public acts of worship
- The Tenakh and Talmud
- Private prayer
- The Shema and Amidah
- Ritual and ceremony
- Shabbat
- Festivals
- Features of the synagogue

### Sources of Wisdom and Authority

- The Bible
- Interpretation of the Bible
- The magisterium
- The Second Vatican Council
- The Church as the Body of Christ
- The four marks of the Church
- Mary as a model of the Church
- Personal and ethical decision-making

## Science

**3 exams, 90 minutes each**

Biology:

- B1 – Cell Biology
- B2 – Organisation
- B3 – Infection and Response
- B4 – Bioenergetics
- B5 - Homeostasis

Chemistry:

- C1 – Atomic Structure and the Periodic Table
- C2 – Structure and Bonding
- C3 – Quantitative Chemistry
- C4 – Chemical Changes
- C5 – Energy Changes
- C6 – Rate and Extent of Chemical Change

Physics:

- P1 – Energy
- P2 – Electricity
- P3 – Particle Model
- P4 – Atomic Structure
- P5 - Forces

Families

Topic	Shade Red/A mber Green	Confidence Rating 1-10
Differing views of the functions of families		
<b>Murdock's</b> functions of families (sexual, reproductive, economic and educational)		
<b>Parsons</b> functionalist perspective on primary socialisation and the stabilisation of adult personalities.		
<b>Zaretsky's</b> Marxist perspective on the role of the family (cult of family life, unit of consumption)		
Sociological perspectives on the functions of families (functionalist, feminist, Marxist and New Right)		
How family forms differ in the UK and within a global context (alternatives to the family, polygamy, communes, one-child policy)		
Family forms (nuclear, extended, reconstituted, lone parent, single sex).		
The <b>Rapoports</b> on family diversity (organisational, cultural, social class, life cycle, cohort)		
Different views of conjugal role relationships (Joint and segregated conjugal roles)		
Domestic division of labour in both traditional and contemporary families		
Issues that impact on conjugal role relationships within the contemporary (decision making, money management, dual career families, child rearing and leisure activities)		
The feminist perspective of <b>Oakley</b> on the idea of the conventional family.		
Changing relationships within families & how relationships within families have changed over time (reduced marriage, smaller families, increased lone-parent families)		
Sociological perspectives on changing relationships within families (functionalist, feminist, Marxist and New Right)		
The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of <b>Willmott and Young</b>		
Divorce rates, reasons for divorce and consequences of divorce		
Theories of divorce (functionalist, feminist, Marxist and New Right)		
Differing views of the functions of families		
<b>Murdock's</b> functions of families (sexual, reproductive, economic and educational)		
<b>Parsons</b> functionalist perspective on primary socialisation and the stabilisation of adult personalities.		
<b>Zaretsky's</b> Marxist perspective on the role of the family (cult of family life, unit of consumption)		
Sociological perspectives on the functions of families (functionalist, feminist, Marxist and New Right)		

How family forms differ in the UK and within a global context (alternatives to the family, polygamy, communes, one-child policy)		
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Divorce rates, reasons for divorce and consequences of divorce		

### The Sociology of Education

Topic	Shade Red/Amber Green	Confidence Rating 1-10
The functions of the education system according to functionalists		
The functions of the education system according to Marxists, with reference to <b>Bowles and Gintis</b>		
Different types of secondary schools within Britain today		
Social Class and educational achievement, with reference to <b>Hasley, Heath and Ridge (1980) and Stephen Ball (1981)</b>		
The pros and cons of primary research methods such as; longitudinal research, interviews and observation		
School subcultures		
Alternative Education		
A discussion surrounding gender differences in educational achievement		
A discussion surrounding ethnic differences in educational achievement		
A discussion surrounding how the education system transmits norms and values within society		
Educational policies from 1988, 1997 and 2010		

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<b><u>Module 5: Holidays – past, present, future and ideal</u></b>	
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