

French Scrapbook Competition 1967-8

The response this year has been less good than previously but the quality of the scrapbooks received is as good as ever. As always it has been most difficult choosing the best and it may be that other people would have chosen differently. However, after much thought and having consulted the opinions of other French teachers, I am very pleased to announce that the first prize has been won by Valerie Harrison of 1C and the second prize goes to Ann Howard of 1A. Very close runners-up were Janet Langton 1C, Janet Livesey 1A, Patricia Lockhart 1B, Lynn Parry 1C and Susan Aspinall 1B. Many others too had obviously put considerable time and effort into their scrapbooks and I hope that they will all continue to keep scrapbooks throughout their years here.

H. Eccles.

17. vii. 68.

French O level Summer 1967

5/6 Bleasdale
 4 Catlin
 6 Glover
 7 Hargreaves
 8 Lindley
 9 Parkin
 10 Skelhorn
 19 M. Fowler
 20 G. Hilton
 5/4
 39 Ball
 31 Bleasdale I.T.
 32 Johnson
 33 Kazer
 35 Warburton
 36 C.A. Astley
 37 A.M. Balmforth
 38 C. Barron
 39 S.M. Battersby
 41 J. Boulton
 42 H. D. Bouskill
 43 L. Burns
 44 J. Coombes
 45 V.A. Dalton
 46 S. C. Dawson
 47 L. Gorton
 48 C. Haydock
 49 J. E. Morgan
 50 L. Moss
 51 C. A. Pincock
 52 S. J. C. Smith
 53 B. Tomaniak
 54 A. Voce
 55 S. Wolstencroft
 5/2
 56 Archibald
 57 Harter
 58 Jolly K
 59 Liptrot
 60 Lowe
 61 Martin
 62 Massey
 63 Scales
 64 Shoesmith
 65 Simm
 66 ~~J. A. Astley~~
 67 V. Bickerstaffe
 68 D. Birchall
 69 L.M. Butler
 70 K. Crook
 71 B. Darbyshire
 72 C. A. Gardner
 73 K.M. Higham
 74 S.M. Horsfield
 75 B. A. Kolly
 76 S. Leithgoe

77 J. Ogden
 78 C. Porter
 79 M. Rowley
 80 B. Shearen
 81 S.I. Walley
 82 M. H. Wright
 5/0
 83 Bamber
 84 Birchall
 85 Davies
 86 Hosker
 87 Irving
 88 Jolly P.L.
 89 Nightingale
 90 Norris
 91 Southworth
 92 Stott
 93 Williams
 94 Woolfall
 95 K.J. Carr
 96 M. Charnock
 97 J. A. Dean
 98 C. A. Halton
 99 A. E. Iddon
 100 E. Kber
 101 J. A. Knight
 102 M. Lowton
 103 O.N. Nichols
 104 V. A. Ryding
 105 J. A. Smith
 106 E. A. Walskinson
 4/7
 107 Bailey
 108 Baldwin
 110 Bonney
 111 Calvert
 113 Crompton
 115 Dunn
 118 Hoskinson
 119 Ingham
 120 Parkington
 121 Pearson
 122 Rotherham
 123 G. S. Atherton
 124 C. A. Bradley
 126 A. Cunliffe
 127 S. F. Daniels
 128 A. W. Farrow
 129 J. Forshaw
 132 M. E. Harrison
 133 C. J. Marsh
 134 J. S. Marshall
 136 S. A. Rogers
 137 S. Swarbrick
 138 S. L. Ward

Curriculum Development Centre,
Lostock Hall Secondary School,
Lostock Hall,
Nr. Preston.

June, 1967.

Curriculum Development and Local Centres.

Dear Colleague,

The following is a summary of the chief points outlined in Schools Council Working Papers Nos. 2/10/11 relating to the above project and is presented for your information.

W.P.2.

1. Successful work in curriculum development must be school based.
2. Membership of centres should be decided locally and involve experienced teachers from all areas of the curriculum, younger teachers, representatives from primary and further education; social/welfare/youth officers and people from industry and commerce.
3. Each centre will decide its own programme of work (a) by joint study of the major purposes of the curriculum as a whole and (b) by developing new courses in subjects or groups of subjects. These two will continuously interact.
4. Perfection, and complete certainty before making a move, are not to be sought in this work, but it will be important not to attempt too much too quickly. Large areas of ground in traditional subjects will continue to earn their keep.
5. Much can be learned from schools experimenting with work where voluntary completion of a five-year course is already well-developed (e.g. non-examined work and new courses leading to C.S.E. or G.C.E. examinations). One reason for the lack of success of some work attempted with 4th year pupils is their relative immaturity. Such work may bring success when transferred to a 5th year. Hence the main task may be to develop a new approach to 4th year work.
6. Results of experimental work should be recorded and made generally available.
7. The Schools Council will do its best to keep local centres supplied with information, ideas for discussion and other aids to thought and experiment.

W.P.10.

1. The essence of curricular review and development is new thinking by the teachers themselves, as well as their appraisal of the thinking of others.
2. C.S.E. work and Nuffield/Schools Council projects have required voluntary participation by large numbers of teachers and success has stemmed from enthusiastic readiness to become involved in a process which cannot succeed without them.
3. Local centres should focus local interest and give teachers a setting in which new objectives can be discussed and defined, and new ideas, on content and methods in a variety of subjects, can be aired.
4. Schools in the area of a local group may be among those which have been formally invited to give new materials their trial before publication.
5. If teachers are to participate fully in the work of curriculum review, they need to be made quickly and expertly familiar with important projects as they develop.
6. A local centre will better achieve its aim of acting as a focus for the interest of local teachers if it can promote a variety of studies both of subject courses and of the curriculum as a whole.
7. Centres should deal with the interests of both primary and secondary schools. It is important that there should always be a close link between the two.
8. Only a very small number of teachers can be familiarised with new work at National Courses but it is hoped that those who attend these will be ready to pass on their experience to a second tier of local leaders.
9. These arrangements for equipping teachers for development work are distinct from the normal processes of in-service training.
10. There are 2 basic principles on which, in the Council's view, progress on curriculum development should be built: first, that the motive power should come primarily from local groups of teachers accessible one to another; secondly, that there should be effective and close collaboration between teachers and all those who are able to offer co-operation.

W.P.11

1. We think it is most important that teachers should run their own local groups in order to discuss and try out different ideas for improving what they teach and how they teach it.
2. Our discussions with teachers have led us to suggest that the functions of local development groups might be as follows:
 - a) To serve as a meeting place for teachers for formal and informal discussion. To provide facilities for study and for meeting others who can offer specialist help.
 - b) To act as a curriculum workshop in which teachers can consider and select the areas of enquiry, and to develop them within the local context.
 - c) To prepare supporting material and develop all possible teacher aids for each of these areas of enquiry.
 - d) To support and nurture experiments in local schools.
 - e) To enable teachers to avail themselves of advice and specialist knowledge collected by the central project.
 - f) To seek help from sources outside the school, from local industry and commerce, local government, further education establishments, public libraries, museums, etc. To co-opt extra members to the group, according to the areas of enquiry being developed, for example, industrialists, sociologists, psychologists, youth employment officers, archivists and local historians.
 - g) To work closely with institutes and colleges of education and to commission special work from these organisations.
 - h) To co-ordinate visits and outside speakers so that these requests do not become a burden to willing helpers. To keep records of worthwhile places to visit and good speakers.
 - i) To accumulate reports and records so that successful experiments can be tried elsewhere and so that material is available for evaluation and research.
 - j) To organise lectures and demonstrations for other teachers in the area and to arrange visits to schools who are trying out these courses.
 - k) To mount exhibitions of relevant material, especially of projects undertaken by young people, and to invite interested people to see them.
 - l) To build up a catalogue service of all materials which are likely to be required. To maintain a press clipping service. To provide opportunities for personal examination of publishers' specimens.
 - m) To maintain close contact with the regional CSE board.
 - n) To encourage teachers to keep the curriculum under continuous review and to re-examine established courses from time to time.
 - o) To foster good public relations so that people outside the schools, especially parents and local employers, know about the scheme.

Yours sincerely,

Brian R. Kerley

Centre Leader.

Department Notes
January 1967

Dictation Test and Oral (O level)

Will you please note the following dates and bring them to the attention of your pupils?

French dictation : Monday 6th March

German dictation : Thursday 9th March

Spanish dictation : Monday 13th March

Orals : between Monday 22nd May and Friday 30th June, we are free to choose. (Half term is from Wednesday 24th May to Tuesday 6th June)

Mock (O level)

I propose to use the papers which were set in November 1966 with marks as follows to correspond with the actual scheme to be used next summer. The essay will not of course be based on pictures.

Prose	60	(previously 70)
Essay	40	(.. 30)
Trans	40	(.. 44)
..	40	(.. 44)
Comp.	20	(.. 12)
Dict.	30	(no change)
(Oral	30	no change - not included in mock.)

Points made by the examiners

In the essay 150 words will be required and all words, even 1st should be counted. No choice of subject will be given.

In the essay no particular tense is required. The choice is the candidate's.

Mlle Grangier

I propose to revise Mlle Grangier's timetable before half term so that she can begin the new one immediately on our return. I assume that as far as the Sixth Form is concerned there will be no change and that our main aim will be to introduce her to the first year.

Requisition.

I should like us to discuss the requisition. In the past I feel that there has been inadequate consultation between us and I propose that we should have a meeting to discuss the matter. In particular, I should like to have views on lessons recorded on tape. Excellent, though the B.B.C. programmes are, does the recording not put too much strain on the person doing the recording? Might it be better to purchase a course on tape, or would such a course be too exclusive? Do we in any case need to replace Lets Speak French Volume Two? None of us seem really satisfied with this book and it does seem that we could achieve something better in the second year. What other needs are there?

Summer Examination

Papers to be set as follows by the beginning of the Summer Term.

First year by Miss. Bromley

Second year by Mr. Wilcock.

Third year by Mr. Bulman.

Fourth year by myself.

Will you please follow earlier suggestions as closely as possible and remember that the intention is to test all that has been done in the course of the year.

Third Year

Please remember that the Past Historic should be introduced and thoroughly learned before the end of the Summer Term.

Films for the week before half term.

1st Feb. Lascaux - Cradle of Man's Art (2nd and 3rds)

3rd Feb. Lautréac (3rds, 5/7, L.6 and others).

3rd Feb. Revolution 48 (3rds, 5/7 and others)

Suggest 3d. per pupil to cover cost of hire.

H.E.

23. 1. 67.

I A Level

- Examinations : external I (a) translation into French
(b) essay in French (250 words)
II Translation into English
III Essays in English on set books
IV Oral : dictation, reading, short conversation.
internal : in the lower sixth these occur in December
and July and in the upper sixth in February,
all similar in content to the A Level itself.

II The Sixth Form Course

1. Although basically a preparation for A level pupils will be expected to take as wide an interest as possible in the subject and extra and individual courses of study will be encouraged. The more successful pupils who plan to continue with French at University will be able to do Special Papers in addition to A Level at the end of the second year.
2. Work will be set for a term and it is important that pupils should plan their time properly so as not to get behind with their work and to leave sufficient time available for individual study and extra-curricular activities. Work must be given in on, or before, the date shown.

III Outline of work for the Autumn Term (detailed time table will be given to you on 30th August)

- (a) Use of class time
1. prose and grammar work
 2. trans. into English/alt. background study
 3. dictation and aural exercises
 4. radio
 5. conversation with Mlle Grangier
 6. study of literature
- (b) Homework
1. prose - fortnightly
 2. essay - fortnightly
 3. preparation of literature for class study
 4. study of grammar and vocab on weekly basis
 5. literary essays and commentaries - fortnightly
 6. additional reading - one non-exam. text in French per term and additional literature, some of which will be regarded as compulsory, the remainder being regarded as suggested reading.
- (c) Literature. During the first two terms we shall look mainly at prose literature and every effort should be made to do some reading before and during the summer holidays. This is the only way to derive maximum benefit from class room study.
- (i) for class study - Balzac : Le colonel Chabert (prep by Sep.1)
Maupassant : Quinze Contes (prep. by Oct.1)
Camus : La Peste (prep. by Nov.1)
Voltaire : Contes (prep. by Jan. 9)
- (ii) additional reading - before 30th August
- Other nineteenth century short stories -
- Balzac : Short Stories SL PL
Merimee : Nouvelles SL PL
Flaubert : Trois Contes SL PL
Poe : Tales of Mystery and Imagination
Villiers de l'Isle-Adam : Cruel Tales (trans) SL
A novel by Balzac - Grandet, Goriot, Cousine Bette
Other short stories by Maupassant
- suggested reading by 30th August
- Pernoud & Flaissier : French Revolution SL PL
Hist. Of Modern France Vol.2 : Cobban SL PL Pel.
Napoleon - any biography
Oliver : Balzac - a biography SL PL
Sullivan : Maupassant - study of his short stories SL
Extra novels - Flaubert : Mme Bovary (by Oct.1)
Zola : Germinal OR Therese Raquin (Pel.)
Gide : La porte etroite SL Pel.
Sartre : La Nausee SL Pel
Camus : L'Etranger (by Nov.1.) SL Pel.
Voltaire : Candide SL Pel. (by Jan 9)

Syllabus Notes 1966 - 7

The tentative proposals of June 1965, described as reference notes, should now be regarded as specific requirements. The following reminders and amendments should be particularly noted.

1. The aim is to ensure that all forms in any one year cover basically the same ground and that their progress throughout the year is uniform and systematic.
2. There seems to be some need for more detailed instructions with regard to internal examinations. Each examination will consist of the following -
 - A. Dictation - 1st & 2nd years about 75 words
3rd & 4th years about 100 words
 - B. Aural comprehension - 1st & 2nd years about 75 words
3rd & 4th between 100 & 175
 - C. Reproduction - 1st 25 words
2nd 50 words
3rd 75 words
4th 100 words
 - D. Written paper -
 - 1st year : grammar - knowledge of present & imperative (perfect too from 67)
direct object pronoun (1967)
agreement
 - vocab - opposites (e.g. Give the opposite of.....)
sentence completion (e.g. Le distribue les lettres.)
 - sentence writing -
questions to answer
supply questions to given answers
make up sentences from given words
 - visual comprehension
background - knowledge tested briefly and in English
 - 2nd year : grammar - personal pronouns - all present, perfect (future summer)
feminine & plurals
 - vocab - sentence completion OR opposites
 - sentences - question, answers as above
make up sentences from given word, as before.
 - visual comprehension
background - tested as before.

3rd year : grammar - personal pronouns
relatives and interrogatives
vocab - { sentence translation, from and
into French
sentences - as before
background - as before

4th year : grammar - mainly sentence translation, both
from and into French, plus special
exercises on verbs.
visual comprehension
sentences - as before
prose translation
background - as before.

3. Utilisation of text books and other material.

Year.	Term.	Book title.	Lessons.
1	1	Lets Speak French 1	1 to 18
	2	:: :: :: ::	19 to 34
	3	:: :: :: 2	1-5, 7, 9, 10
2	1	:: :: :: ::	15 to 30
	2	Langue des Français II	1 to 3
	3	:: :: :: ::	4 to 6
3	1	:: :: :: ::	7 to 9
	2	:: :: :: ::	10 to 12
	3	:: :: :: ::	13 to 15
4	1 to 3	New Simpler Whitmarsh	1 to 15
5	1 to 3		16 to 30

(a) Background studies : an alteration -
second year to concentrate on geography
instead of history, third year history
instead of geography.

To assist in this work I propose to prepare
a 'cahier' for each pupil to complete. Draft copies
will be available before the end of June '66.

Library books which pupils should be encouraged to
use in answering questions in 'cahier'

2nd year: Chagny, Forez - Géographie de la France
Lechaussée - Ma première géographie

3rd year: Grimal, Moreau - Histoire de la France

General reference:

Denoeu - Image de la France

Michaud - Guide France

Ritchie - Companion to French Studies

Roe - Modern France

Blancpain - La France d'aujourd'hui

Hunt - France: an introduction to the
French nation

French

Syllabus Notes 1966 - 7

Sheet Three

- (b) Whitmarsh's Fourth French Book will be completely withdrawn

- (c) Oral and follow up written activity in the middle school.

BBC programmes should be used as the major source of written comprehension and reproductive/essay writing in the third and fourth years

During the fourth and fifth years L'examen oral will be available (teacher's book and set of 30 pupils' books) - items to be rationed out over the two years.

- (d) Dictation. I have ordered for each teacher a copy of Margaret Coulthard's 'O Level Dictation' and I hope that this book will be properly used during the fourth and fifth years, again systematically and regularly. Dictations 1 to 25, pp.78-97, during the fourth year, 26 to end, pp.98-147 during 5th.

- (e) General French.

The following pattern should be adopted -

1. listening practice (tape) once a week, even if only for a few minutes (five, say)
2. regular reading and study of extracts from current French magazines (Match)
3. spells of literature and background - aim to know France and have an awareness of French literature.
4. work done by individuals out of class, such as private reading linked with class reading.

Books available for class use -

Le Charmant Pays de France : Collins

Les Français Chez Eux

Cinq Contes } Collections of 19th century stories

Quatre Contes } slightly simplified.

Library reading -

In French

Maupassant : Choix de contes

: Quinze contes

..

Flaubert : Trois contes

In English

Roe : Modern France

Villiers de l'Isle Adam : Cruel Tales

Vigny : The Military Condition

Pernoud and Flaissier : The French Revolution

Baldick : Siege of Paris

Fairlie : Madame Bovary

Other reading in English.

Machin : Thèdre

Voltaire : Zadig

Balzac : Eugénie Grandet

Flaubert : Madame Bovary

Zola : Germinal

Sartre : Nausea

Gide : The Immoralist

Camus : The Outsider

Reference Notes

1. With external examinations in mind

I feel that one thing that we should bear in mind is that our main aim is not to try to force everyone through the O level examination but to equip properly those who are capable of passing. Our purpose is not to suggest to the outside world that we can get anyone and everyone through such examinations but to ensure that those who have the necessary ability are helped to acquire a usable skill so that their O level pass, despite the limitations of the examination itself, is no empty qualification. Our goal must be to help each pupil to reach the highest standard of proficiency of which he or she is capable - if we achieve this then we shall have achieved something far more desirable than a 100% record of passes.

2. Uniformity

The possibility of transfer from stream to stream, as well as other considerations, make it desirable that there should be considerable uniformity in our teaching, in the ground that we cover and in the exercises that we use. Nevertheless, I feel that it is important that we should still feel free to go our own way from time to time and I have tried to bear this in mind in planning the syllabus. I think it reasonable to assume that three quarters of our time should be spent on the 'common' syllabus, but, of course, this is by way of being a general guide rather than a precise requirement.

3. Internal examinations

- (a) I think that our school examinations should reflect and embody the oral nature of our work and therefore I should like all examinations to include
 - A. dictation
 - B. aural comprehension
 - C. reading
 - D. a written paper
- (b) All forms in any one year do a common paper but marking is done by the teacher.
- (c) There is no Christmas examination in French for the first year.
- (d) After each examination I shall require merit lists from each form in alphabetical order, NOT merit order, and I should like quarto sized sheets to be used for this purpose.

4. Term marks

I assume that we all keep a record of marks and add these up at the end of each term. It would clearly be wrong and misleading if we recorded only those marks which are obtained for written work, especially if this work consists of grammatical exercises. I would suggest that the following should be used, in more or less equal proportions, in compiling terminal marks: (i) dictation (ii) comprehension (iii) verb tests (iv) vocabulary tests (v) routine exercises (vi) creative writing in French (answers to questions, sentence expansion, essays, etc.) (vii) during the third year and later, translation into French.

5. Vocabulary

Clearly, the learning of vocabulary has to be dealt with systematically, even though at times this might seem rather artificial. I see no reason why we should not be as methodical as possible in this matter. I suggest the taking of vocabulary should be strictly controlled and at the following rate - 20 words per week during the first year, 30 per week during the second and third years, 40 during the fourth and fifth years and 75-100 in the sixth. I would also suggest that in their vocabulary books, ^{pupils} should number their pages and that each week's vocabulary should also be numbered; in addition to emphasising the fact that this is being done systematically, numbering will also help in revising and in catching up with what has been missed through absence. This, of course, does not exclude the possibility of a second vocabulary book for the recording of words not included in the 'common' vocabulary and words which might be encountered in the course of private reading.

6. Verbs

The verb is the backbone of the sentence and of all that we are trying to do and I feel very strongly that knowledge of verbs (how they are formed and how they are used) should at all times be as immaculate as possible.

7. Audio-visual aids

Whatever our personal views on such aids and no matter what practical difficulties we may encounter, I believe that we ought to make a determined effort to include the use of audio-visual aids in our teaching. Clearly there is no need to list the reasons for this but one thing that we must bear in mind is that there are plans for us to have a language laboratory in the not too distant future and it would be wise to try to master some of the techniques involved in 'psycho-technical' teaching.

Although equipment is limited we do have

1. tape recording equipment
2. record player and records
3. radio
4. slide projector
5. film projector

I hope that our stock of tapes and records will gradually increase and I am collecting together catalogues of films and filmstrips. Mr. Wilcock has kindly agreed to take charge of all recording and we hope to make available books and leaflets containing information and instructions. In particular, the B.B.C. radio programmes Allons-y, Intermediate French and French for Sixth Forms will be recorded regularly and stored away for future use. Programme leaflets will also be available. I hope that we shall be able to incorporate these and other recordings into our teaching programme, not on any sporadic basis, but as a regular feature and to assist this I hope to compile a separate time table for the tape recorder so that we shall be able to rely on its being available when we want it. For the Sixth Form I propose to order full length feature films (present members of the Sixth Form have shown their interest by agreeing to share costs). For the lower school I hope it will prove possible to obtain

shorter films (travel and documentaries) for use during school time. I think that we could also make use of television programmes (Notre Ville and French for Sixth Forms) and there seems to be some hope that we shall soon have access to these.

8. Background

For reasons which I feel sure there is no need to specify, I think that we ought to do all we can to teach our subject as broadly as possible. Although clearly our first objective must always be to teach our pupils how to use the language, this does not mean that we can ignore the people who use it, their culture, institutions and way of life generally. Although I feel sure that we all refer to these things from time to time I feel that we ought to deal with this background systematically so that as little as possible is left to chance. Perhaps we can aim to devote time (say, 20-30 minutes) to this at least once a fortnight. In time I think it might be possible to choose a different theme for each year, perhaps as follows -

- first year - daily life
- second year - history
- third year - geography
- fourth year - art, music, institutions
- fifth year - literature (if time)
- sixth year - all at greater depth

9. Assistance

We must try to bring our assistante into contact with every form. Since it is impossible to do this on the basis of a weekly period with each form throughout the year I shall work out a time table which will enable our assistante to have a weekly period with a particular form for a half-term at a time, so that in the course of a year she will have weekly periods with each form in the school during at least two separate half-terms.

10. Library

The Modern Language section in the Library is well-stocked but rarely used. Often this is due to the fact that our pupils do not know what books we have. I have prepared and duplicated a list of all the French books in the Library. Shortly I hope to make a selection of recommended reading for each year. The next step is to encourage our pupils to actually read some of the books. As a bare minimum we could select a book for each year and expect each person in that year to read the chosen book before the summer examinations, perhaps with a view to including some questions on the book in the examination paper. Some of us might also wish to include library reading in our routine teaching and to award marks for this in our terminal totals.

11. Correspondents

Although I do not believe that everyone can hope to carry on a successful correspondence, there are some for whom this can be a very useful and pleasurable activity and I think that we ought to make a point of trying to arrange correspondents for those who wish to have them (say, in the second and third years, and again in the sixth)

12. Text books

I am anxious that we should do everything possible to prevent loss or damage to text books. Since it is not the general practice to fine those who lose or damage text books it is all the more important that we should make a positive effort to make our pupils aware of their responsibility in this matter.

I shall endeavour to keep a strict record of all books (and other equipment) in stock but it will be left to the individual teachers to keep a record of books in use. It is thus the teacher's responsibility to return to the cupboards the number of books which were borrowed or to let me know in writing of any deficiencies.

13. Past papers

Although it is clearly necessary to give our pupils a very clear picture of what to expect in the G.C.E. examinations, I believe that it is wrong to systematically work through as many old papers as we can find and wrong to issue sets of old papers to examination candidates for them to keep throughout their examination year. I would suggest that it is sufficient to use past papers from the previous two years or three years only - four should be regarded as a maximum.

Past papers are not to be retained by the pupils. (Quite apart from other considerations they are really too fragile for this.) It is far too expensive to try to maintain a stock large enough for distribution to all sets. Past papers, therefore, will be kept in the cupboard in the Ladies' Common Room and should be returned immediately after use.

14. Exercise books

In view of the need to issue new exercise books only when the old one is full, and since there is probably something to be said for starting a new year with a new exercise book, perhaps it would be sensible to try to avoid issuing new books towards the end of the year.

15. Setting occurs in the fourth and fifth years and is done on the basis of ability in so far as this can be judged from the pupils' performance throughout the third year. Those thought to be able to do O level at the end of the fourth year are put into the top set and the remainder divided into three equal sets.

16. Programmes. I should like to see some use made of programmes, especially in the teaching of new tenses and other selected grammatical points. These, I believe, would be particularly useful in the lower streams and with those who have been absent from school. The branching type might take more time to prepare than we can afford but the linear and even the mathetic should be well within our powers.

17. Display material. I believe that we are all quite well stocked with material suitable for display and I think that we might try to maintain a regular display in all form rooms where notice-board facilities are adequate. In view of the frequent lack of respect for notices, etc. I think it would be sensible to use only such things as we might consider to be expendable.

Modern Language Department
French
Outline Syllabus 1965 - 66

First Year

- A. Symonds : Lets Speak French Vol.I - 1st term to end of Les.13
2nd term to end of Les.26
3rd term to end of Les.34
- B. Lessons on daily life in France
- C. Reader as available
- D. Scrapbook of things French : book token prizes for the best.
- E. Weekly periods with assistante during two separate half-terms

Second Year

- A. Symonds : Lets Speak French Vol.II- 1st term to end of Les.
2nd term to end of Les.
3rd term to end of Les.
- B. Lessons on French history - suggested topics might include - Roman remains, Charlemagne, William the Conqueror, Joan of Arc, Agincourt, LouisXIV, Revolution, Napoleon, Waterloo, Algeria, 1914, N.America, Vichy and de Gaulle (one per fortnight say)
- C. Reader as available
- D. B.B.C. French (on tape)
- E. Correspondence
- F. Assistance.

Third Year

- A. Watson : La Langue Des Francais Vol 2 - 1st term to end of Les. 6
2nd term to end of Les. 12
3rd term to end of Les. 15
- B. Lessons on French geography - perhaps including frontiers, produce, industry, mountains, ports, rivers, Paris (one lesson every four weeks say)
- C. Reader as available
- D. B.B.C. Intermediate French on tape
- E. Assistance

Fourth Year

- A. 4/7 Watson : La Langue des Francais Vol 3
Others Whitmarsh : Fourth French Book- 1st term to end of Les. 8
2nd term to end of Les.16
3rd term to end of Les.22
- B. Essays from book of pictures (FIRST HALF ONLY)
- C. Lessons on French Art and Institutions - perhaps including a cathedral, some music, painters like Manet for example, education, system of government, president (one pre month say)
- D. Reader as available
- E. B.B.C. Intermediate French on tape
- F. Assistance

Fifth Year

- A. New Simpler Whitmarsh - as convenient
- B. Essays from pictures (second half of book)
- C. General preparation for O Level
- D. Assistance

Modern Language Department
French
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Sheet two

Sixth Form

A suggested programme

1. Set books - two periods per week - one book per term
2. General culture - one period per week
3. Weekly grammar test on items announced in advance and on things which have cropped up in recent work.
4. Translation into English in class - one period per fortnight
5. Vocabulary test (carefully prepared) - one per fortnight
6. B.B.C. French for Sixth Forms - once per week. (This might also include oral interpretation exercises)
7. Conversation, including essay preparation, with assistance.

Also-

vocab 75-100 words per week
verb revision, say two verbs per week
prose - one per week
essay in French - one per fortnight
literary essay or appreciation - one per fortnight
extra private reading - one book per half-term
Roe : Modern France - to be read by end of First Year Sixth

To be featured in all years

1. Dictation - one per fortnight
2. Reproduction - one per month
3. Written answers to questions OR sentence expansion - once per month except possibly in the fifth year.
4. Essays from pictures - fourth and fifth years - one per fortnight
5. Reading (a) in class
(b) privately

Specimen programme for two weeks in lower school

Period

1. Introduce new lesson - pupils listening - plus oral comprehension.
2. Vocabulary, verbs and grammar examined in course of visual reading.

Homework : learning of vocab and verbs

3. Test - plus re-reading of lesson
4. Dictation - plus general conversation arising out of lesson
5. Grammatical exercises and preparation of homework

Homework : written exercises

1. Listen to B.B.C. plus comprehension questions
2. Extra reading and vocabulary (reader or based on broadcast)

Homework : learning of new vocab

3. Test last night's and previous week's homework
4. Background lesson - in French if possible - notes to be taken.
5. Preparation of reproduction exercise

Homework : written reproduction.