

Curriculum Map 2020-2021

Subject French

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Assessment task(s)/title(s)	Conversation – Basic introductions	Reading – basic introductions	Picture based writing - Family	English-French translation – Family	Listening – Free time	French-English translation – mixed topics
	Key knowledge	<p>How to structure language to hold a short conversation and produce sentences</p> <p>How to pronounce words correctly</p> <p>How to spell words correctly in French</p> <p>That French words have a gender and that adjectives must agree with this</p> <p>How to use numbers in French</p> <p>How and when to use basic tenses, such as the conditional tense ‘je voudrais’</p> <p>How to increase complexity by adding opinions</p> <p>How to use a dictionary correctly</p> <p>How to understand and communicate information about themselves in French.</p>		<p>How to accurately describe different family members, also taking gender into consideration.</p> <p>How to describe family relationships and what contributes to these.</p> <p>How to talk and write about activities done with friends.</p> <p>How to tell the time in French.</p> <p>How to refer to simple events in the past and/ or the future, as well as the present.</p> <p>How to make plans with friends and respond to invitations.</p> <p>About French-speaking celebrities or other famous and influential people.</p> <p>How to manipulate language to describe other people, as well as themselves.</p>		<p>How to talk about a range of free time activities and then they do them.</p> <p>How to discuss advantages and disadvantages of technologies.</p> <p>How to describe the plot of a film or book.</p> <p>How to form and justify opinions on different types of media.</p> <p>How to form increasingly complex questions.</p> <p>How to reference other people using irregular verbs.</p> <p>How to use a variety of tenses to increase complexity of work.</p>	
	Vocabulary instruction	(Vocabulary sheets attached to Knowledge Organisers)		(Vocabulary sheets attached to Knowledge Organisers)		(Vocabulary sheets attached to Knowledge Organisers)	
	Subject-specific strand(s)	<p>Greeting people</p> <p>Giving basic facts about yourself</p> <p>Classroom language</p> <p>Alphabet and pronunciation</p> <p>Numbers</p> <p>What is in your pencil case and bag</p>		<p>Family members</p> <p>Personality</p> <p>Appearances</p> <p>Activities with friends</p> <p>Relationships</p> <p>Times</p>		<p>Sports</p> <p>Free time activities</p> <p>Films</p> <p>Internet</p> <p>Books</p> <p>Music</p>	

		Giving opinions on likes and dislikes Justifying opinions Personality		Places in town Going out Activities in the past A person I admire		TV shows	
Year 8	Assessment task(s)/title(s)	English-French translation – Daily life	Speaking – Daily life	Reading - Town	Writing - Town	French-English translation - holidays	Listening - holidays
	Key knowledge	<p>How to structure language to hold a short conversation and produce sentences</p> <p>How the forms ‘tu’ and ‘vous’ are used correctly in different social situations</p> <p>How the imperative is used to give directions</p> <p>How to use infinitives with different structures (on peut + infinitives/ opinions + infinitives)</p> <p>How to use two tenses to express the future and present</p> <p>How to use time phrases to express different events in the future and present</p> <p>How to use gender with nouns correctly</p> <p>How to structure extended sentences and understand complex sentences</p>		<p>How to ask complex questions and respond using complex sentences</p> <p>How to use a range of modal verbs with the infinitive</p> <p>How to use regular verbs and understand how some verbs in French can be irregular and change endings/ forms</p> <p>How to use three tenses to express the future, the present and the past</p> <p>How to use time phrases to express different events in the future and present</p> <p>How to use gender with nouns correctly</p> <p>How to recognise different tenses in a variety of texts</p> <p>How to use the imperfect tense (“used to”)</p>		<p>How to structure language to hold a longer conversation in a real-world situation (eg: booking a hotel room).</p> <p>How the forms ‘tu’ and ‘vous’ are used correctly in different social situations</p> <p>How the imperative is used to give instructions</p> <p>How to use infinitives with different structures (opinions + infinitives)</p> <p>How to use a variety of verbs (regular and irregular) in different tenses.</p> <p>How to speak about a range of people, in particular referencing “we”.</p> <p>How to use time phrases to express different events in the timeline</p> <p>How to use gender with nouns correctly</p> <p>How to structure extended sentences and understand complex sentences</p>	
	Vocabulary instruction	(Vocabulary sheets attached to Knowledge Organisers)		(Vocabulary sheets attached to Knowledge Organisers)		(Vocabulary sheets attached to Knowledge Organisers)	
	Subject-specific strand(s)	Food and drink Clothes Interactions when buying clothes Using adjectival agreement Using the future tense		Different locations to live Compass points Activities in town Places in town Giving directions		Countries Transport Travel arrangements Hotel features Business transactions (booking a hotel)	

		Using modal verbs Using past tense Describing special occasions Festivals in French-speaking countries		Prepositions (where things are) Describing the local area Using superlative (“the best/ the most...” etc.) Dream town Weather Tourist information Imperfect tense French-speaking towns		room/ buying a train ticket etc.) Holiday activities Using the comparative (“better than”... etc.) Holiday reviews Disaster holiday Ordering food French-speaking holiday destinations	
Year 9	Assessment task(s)/title(s)	Writing – Health	French-English translation - Health	English-French translation – Future plans	Reading – Future plans	Speaking – Holidays	Listening - Holidays
	Key knowledge	How to structure language to hold a short/longer conversation and written paragraph, and produce sentences. How to use to helpers/ auxiliaries “être” and “avoir” to form the present perfect How to use prepositions (au, à la, aux; àl’) thinking about wordsgender (ex: La tête =>j’ai mal à la tête) How to form the past tense using ‘avoir’ in the passive voice (être touché – j’aiété touché) How to use infinitives with different structures: imperative mood (ilfaut + infinitives/ opinions + infinitives) to give advise / commands How to use other modal for all pronouns (To want to: vouloir and to have to: devoir) How to use two tenses to express the future and present How to form the simple future of regular verbs (infitive + endings; ex: manger (to eat) => je mangerai (I will eat) and irregular verbs (ex: aller (to go) =>J’irai) How to form the near future of regular and irregular verbs (I am going + infinitives; ex: manger (to eat) => je vais manger (I am going to eat)		How to structure language to hold a short/longer conversation and written paragraph, and produce sentences. How to use infinitives with different structures (On pourrait + infinitives = you could + verb / opinions + infinitives) How to form the past tense using the imperfect with the correct endings for the each pronoun (ex: j’aimeais = I used to like; tuaimais = you used to like; il/elleaimait = He/she used to like, etc) How to use infinitives with different structures: imperative mood (ilfaut + infinitives/ opinions + infinitives) to give advise / commands How to use other modal for all pronouns (To want to: vouloir and to have to: devoir) How to form the conditional mood of regular verbs (infitive + endings; ex: travailler (to work) => je travaillerais (I would work) and irregular verbs (ex: aller (to go) =>J’irais (I would go) Recap how to form the simple future of regular verbs (infitive + endings; ex:		How to structure language to hold a longer conversation in a real-world situation (eg: booking a hotel room). How the forms ‘tu’ and ‘vous’ are used correctly in different social situations How the imperative is used to give instructions How to use infinitives with different structures (opinions + infinitives) How to use a variety of verbs (regular and irregular) in different tenses. How to speak about a range of people, in particular referencing “we”. How to use time phrases to express different events in the timeline How to use gender with nouns correctly How to structure extended sentences and understand complex sentences	

		<p>How to use time phrases to express different events in the future (using the 2 forms: near and simple) and present.</p> <p>How to use gender with nouns correctly</p> <p>How to structure extended sentences and understand complex sentences</p>	<p>travailler (to work) => je (I will work)) and irregular verbs (ex: aller (to go) =>J'irai)</p> <p>Recap how to form the near future of regular and irregular verbs (I am going + infinitives; ex: travailler (to work) => je vaistravailler (I am going to work))</p> <p>How to use time phrases to express different events in the future (using the 2 forms: near and simple), conditional mood, past and present.</p> <p>How to use the negative form (ne + verb + pas) with different tenses; ex: Past => je n'aipasvisité = I did not visit; Simple Future => je ne travailleraipasvisiter = I will not work; conditional mood => Je n'aimerais pas = I would not like</p> <p>How to use gender with nouns correctly</p> <p>How to structure extended sentences and understand complex sentences</p>	
	Vocabulary instruction	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)
	Subject-specific strand(s)	<p>French food items</p> <p>Sports</p> <p>Other free time activities</p> <p>Giving opinions about sports / food</p> <p>Justifying opinions</p> <p>Saying what you must do to stay in shape</p> <p>Giving and receiving advice/commands</p> <p>Using the simple future to discuss lifestyle changes</p>	<p>Jobs</p> <p>Workplaces</p> <p>Career pathways</p> <p>Giving opinions about the latter</p> <p>Understanding jobs description</p> <p>Justifying opinions</p> <p>Expressing hope / wish</p> <p>Saying what you could / would like to do</p> <p>Saying what yo used to do and wanted to do</p> <p>Understanding importance of</p>	<p>Countries</p> <p>Transport</p> <p>Travel arrangements</p> <p>Hotel features</p> <p>Business transactions (booking a hotel room/ buying a train ticket etc.)</p> <p>Holiday activities</p> <p>Using the comparative (“better than”... etc.)</p> <p>Holiday reviews</p> <p>Disaster holiday</p> <p>Ordering food</p>

				languages in world of work and globalisation Making and Responding to future plans		French-speaking holiday destinations	
Year 10	Assessment task(s)/title(s)	Writing – Family	Listening – Town	Conversation – Town	Reading – Free time	English-French translation – Daily life	PPE
	Key knowledge	<p>How to accurately describe different family members, also taking gender into consideration.</p> <p>How to describe family relationships and what contributes to these.</p> <p>How to talk and write about activities done with friends.</p> <p>How to refer to events in the past, present and future.</p> <p>How to make plans with friends and respond to invitations.</p> <p>About French-speaking celebrities or other famous and influential people.</p> <p>How to manipulate language to describe other people, as well as themselves.</p> <p>How to ask for and give detailed information on friends and family.</p>	<p>How to describe different locations/ settings where people may live.</p> <p>How to describe the weather in a range of tenses.</p> <p>How to describe what there is and isn't in a town, taking gender into consideration.</p> <p>How to give directions, using both formal and informal.</p> <p>How to describe advantages and disadvantages of a local area.</p> <p>About towns and cities in France or Francophone countries and their features</p> <p>How to ask for and give information about tourist information.</p> <p>How to talk about community projects.</p> <p>How to use a range of tenses within one piece of writing.</p> <p>How to use tenses to describe how an area has changed or is going to change.</p>		<p>How to talk about what I do in my free time.</p> <p>How to describe the usages of technology, along with positives and negatives.</p> <p>How to describe my tastes in films, television programmes or books.</p> <p>How to describe the plot of a film, television programme or book.</p> <p>How to talk about the benefits of exercise.</p> <p>How to</p>	<p>How to talk about various meal times</p> <p>How to buy clothes</p> <p>How to describe my every-day life and routine</p> <p>How to talk about special occasions</p> <p>How to use formal and informal language correctly.</p> <p>How to describe family celebrations.</p> <p>About Francophone festivals and celebrations.</p> <p>How to speaking and write in detail about every-day life and special occasions, using a range of tenses.</p> <p>How to ask a range of questions to gain more information about somebody's lifestyle.</p>	

		How to describe how you used to be.		describe changes in interests and hobbies over time. About films, television programmes or books that originate from France or Francophon e. About the Cannes Film Festival and Francophon e actors and directors.	
	Vocabulary instruction	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)
	Subject-specific strand(s)	Family members Personality Appearances Activities with friends Relationships Times Places in town Going out Activities in the past A person I admire	Places in town Weather Directions Advantages and disadvantages of town Community services Pronouns Negative constructions Tourism key phrases Simple future tense Combining 3 tenses	Sports Other free time activities Books Films Television programmes Internet Present	Food and drink Clothes Daily routine Events/ celebrations Festivals Formal and informal language Modal verbs Question words

					tense constructions Comparatives and superlatives Francophones in the world of cinema Imperfect tense		
Year 11	Assessment task(s)/title(s)	Writing – holidays	Speaking – School	Listening – future plans	Past papers (wider world)	REVISION	EXAM
	Key knowledge	About a range of French-speaking countries and culture associated with them. How to talk about different holiday activities and your opinions on them. How to enquire about accommodation facilities, and book rooms based on this. How to give opinions on accommodation, including complaints. How to order in a restaurant. How to buy clothes and souvenirs. How to describe travel plans, including advantages and	How to talk about school subjects and give opinions on them. How to describe a school site and the school day. How to compare schools in England and France. How to describe personal schooling experience over a number of years using a range of tenses. How to discuss and give opinions on school rules and expectations.	How to discuss different jobs, including advantages and disadvantages. How to discuss different skills and qualities required for different jobs. How to discuss future plans and ambitions. How to discuss the importance of learning languages. How to apply for a job. How to understand job adverts. How to discuss other people's career experiences	How to discuss personal interests in depth, including social issues which hold personal importance. How to discuss natural disasters and man-made global issues, and the affect this will have in the future. How to		

		<p>disadvantages. How to use conditional tense to describe an ideal holiday. How to use combinations of different tenses to talk about different holiday experiences and expectations. How to use more complex language to describe holidays.</p>	<p>How to discuss future educational plans and how current studies may lead to this. How to discuss school trips and exchanges. How to give instructions/ imperatives.</p>	<p>and plans. How to describe hypothetical and ideal situations.</p>	<p>discuss the cause and effect of global problems. How to protect the environment , and the consequences of not doing so. How to shop ethically and the effect of not doing so. How to talk about something that does not have an actor in the sentence (using passive voice) How to discuss options for volunteering and the impact this could have. How to discuss international and local events</p>		
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	Vocabulary instruction	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)		
	Subject-specific strand(s)	Countries Types of accommodation Room/ hotel features Complaints Holiday activities Transport Clothes Shopping Food	School subjects Places on school site School routine Rules Sanctions School advice Trips	Jobs Places to work and job sectors Characteristics/ skills Future plans Ideal career/ future plans Importance of languages Job applications Careers in language-based jobs	Free time/ hobbies Social problems Global issues/ disasters The environment Ethical shopping Volunteering Events The passive voice		
Year 12	Assessment task(s)/title(s)	Writing and translation – Family	Speaking and listening - Volunteering	PPE – (topic = Heritage)	Reading, listening writing - Music	Past paper (topic = Film)	Writing – Au Revoir les Enfants
	Key knowledge	Use the conditional (ex: J’aimerais, tu aimerais, il/ elle aimerait; etc) Use reflexive verbs (Ex: je m’entends bien avec...; je me dispute) Use reflexive verbs (Ex: je m’entends bien avec...; je me dispute) Use to helpers/ auxiliaries “être” and	Use reflexive verbs (Ex: je m’intéresse; il me semble; etc) Use the future including modals (ex: On devra = we shall; On pourra = We will be able to; etc) Use (and avoid)	Use connectives Use conditional and “si” sentences (imperfect and conditional); ex: Si il était plus jeune, il n’aurait pas à marcher avec un canne) Form and use the simple future of regular verbs	Use adjective agreement, comparative (Ex: La Tour Eiffel est plus visitée que l’Arc de Triomphe) and superlatives (ex: La Tour	Use question forms and command forms Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction	Use the infinitive construction Use the “si” sentences with the pluperfect and conditional perfect; ex: Si j’avais vu le film, j’aurais pu faire ma présentation

		<p>“avoir” to form the present perfect ‘avoir’ (ex: télécharger – j’ai aimé) ‘être’ (aller – je suis allé(e))</p> <p>Form and use the perfect tense using ‘avoir’ (ex: j’ai eu), ‘être’ (ex: j’ai été), and ‘faire’ (ex: j’ai fait), with different pronouns</p> <p>Recognise and understand the past historic tense (ex: Ce fut l’ère de... - It was the era of...)</p> <p>Use adverbs and adverbial phrases</p> <p>Use relative pronouns (Ex: que; qui; quelle; etc)</p> <p>Use the direct object pronouns</p> <p>Use the passive voice in the perfect tense</p> <p>Use the perfect and imperfect tenses</p> <p>Use the infinitive construction (ex: j’aime parler avec mes parents; pour/ afin de parler à mes amis)</p> <p>Use</p>	<p>the passive voice (ex: Le film a été téléchargé = the movie has been downloaded)</p> <p>Understand and use object pronouns (ex: Les – them; leurs – their; etc)</p> <p>Form the present tense of regular and irregular verbs</p>	<p>(infinitive + endings; ex: manger (to eat) => je aiderai (I will help)) and irregular verbs (ex: aller (to go) => J’irai)</p> <p>How to form the near future of regular and irregular verbs (I am going + infinitives; ex: aider (to help) => je vais aider (I am going to help))</p>	<p>Eiffel est le monument le plus visité de France)</p> <p>Use conditional and “si” sentences (present and future); ex: Si je visite Bordeaux, je visiterai des monuments faisant partis du patrimoine de l’UNESCO)</p> <p>Use the subjunctive expression of doubt or uncertainty (ex: J’ai peur que...; je il est peu probable que...)</p>	<p>Use the conditional of modal verbs (ex: il faudrait; on devrait; etc)</p>	
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		<p>demonstrative pronouns (Ex: Ce/ Cet/ Cette/ Ces; etc)</p> <p>Use impersonal verbs (il semble que; il faut; il y a; etc)</p> <p>Recognise and understand the past historic tense (ex: Ce fut l'ère de... - It was the era of...)</p>					
	Vocabulary instruction	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)
	Subject-specific strand(s)	<p>1a. Trends in marriage and other partnerships</p> <p>1b. Different family structures (same-sex, single parent, step family etc.)</p> <p>1c. The different generations</p>	<p>1c – how different generations use the internet</p> <p>2a. Technology in every-day life</p> <p>2b. Dangers of digital technology</p> <p>2c. Future development of technology</p>	<p>1b, 1c – how different family structures may need support</p> <p>1c – how the younger generation compare to the older generation in terms of volunteering</p> <p>2a – how technology might</p> <p>3a. Voluntary sector in France</p> <p>3b. Benefits of volunteering for individuals</p> <p>3c. How</p>	<p>1c – how different generations view heritage</p> <p>2c – how technology is being developed to aid tourism</p> <p>3c – how volunteering can help heritage</p> <p>4a. Notion of heritage and preservation</p> <p>4b. Tourism</p>	<p>5a. Diversity of Francophone music</p> <p>5b. Who listens to contemporary music and how</p> <p>5c. Threats to Francophone music</p> <p>4a – how music contributes to heritage</p> <p>2a – technologies to listen to</p>	<p>1c – generational shifts in film preference</p> <p>2a – how technologies for watching films is changing</p> <p>4a – how cinema contributes to heritage</p> <p>6a. Aspects of French cinema</p> <p>6b. How modern French cinema evolved</p> <p>6c. Popularity of French cinema</p>

				volunteering shapes society	with heritage 4c. How heritage impacts culture and society	music 1c – generational shifts in music preference	
Year 13	Assessment task(s)/title(s)	Reading, Writing, Speaking, Listening – Diversity	4 skills - Disadvantage	PPE (Topic = Crime)	Reading, writing, listening – Youth and politics	PPE (Topic = protests)	Past paper (Topic = Immigration)
	Key knowledge	<p>Form and use present tense</p> <p>Form and use the simple future of regular verbs (infinitive+ endings; ex: manger (to eat) => je aiderai (I will help)) and irregular verbs (ex: aller (to go) =>J'irai)</p> <p>Form the conditional mood of regular verbs (infinitive + endings; ex: travailler (to work) => je travaillerais (I would work)) and irregular verbs (ex: aller (to go) =>J'irais (I would go)</p>	<p>Form and use the imperfect with the correct endings for the each pronoun (ex: j'aimais = I used to like; tuaimais = you used to like; il/elleaimait = He/she used to like, etc)</p> <p>Use to helpers/ auxiliaries "être" and "avoir" to form the present perfect</p> <p>'avoir' (ex: télécharger – j'ai aimé)</p> <p>'être' (aller – je suis allé(e))</p> <p>Form and use the</p>	<p>Form and use the past historic</p> <p>Use different tense with "si": Use conditional and "si" sentences (present and future); ex: Si je supporte ce mouvement aujourd'hui, cela aidera à améliorer la vie carcérale)</p> <p>Use conditional and "si" sentences (imperfect and conditional); ex: Si il était plus jeune, il n'aurait pas à marcher avec un canne)</p> <p>Use the "si" sentences with the pluperfect and conditional perfect; ex:</p>	<p>Form and use the subjunctive mood suggest doubt, uncertainty, necessity, possibility (with verbs of wishing and emotional reaction); ex: Il faut que les jeunes aient plus de droits pour qu'il puisse évoluer. Use (and avoid) the passive voice</p>	<p>Understand and use the subject and object pronouns (ex: Il vamanifester pour cette cause il lasupportede puis des années)</p> <p>Understand the use of relative pronouns (Ex: dont; que; qui; quelle; etc)</p> <p>Understand and use demonstrative adjectives and pronouns (Ex: Ce/ Cet/ Cette/ Ces; etc)</p>	<p>Form and use combination of tenses (imperfect and perfect Form and use the future perfect (ex: j'aurai aimé rester) and the conditional perfect (ex: j'aurais voulu avoir des papiers) Choose the right tenses when using the different tenses</p>

			<p>perfect tense using 'avoir' (ex: j'ai eu), 'être' (ex: j'ai été), and 'faire' (ex: j'ai fait), with different pronouns</p> <p>Form and use the pluperfect; ex: J'avais pu apporté mon soutien.</p>	<p>Si j'avais manifesté, j'aurais pu avoir plus de droits</p> <p>Form and use the infinitive construction (ex: il faut faire; j'aime discuter; on doit débattre</p>	(ex: La loi a été voté = the law has been voted)		
Vocabulary instruction	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)	(Vocabulary sheets attached to Knowledge Organisers)
Subject-specific strand(s)	<p>7a, 7b – racism</p> <p>4a – how immigration develops society</p> <p>3b – how volunteering can help immigrants</p> <p>5a – musical influences through immigration</p> <p>6a – cinematographical influences through immigration</p> <p>8a. The benefits of a culturally diverse society</p> <p>8a. The benefits of a culturally diverse society</p> <p>8b. Importance of tolerance and respect</p>	<p>1a, 1c – discrimination against age, gender or sexuality</p> <p>3b – volunteering to help marginalised groups</p> <p>7a – theme of discrimination</p> <p>8c – how to promote diversity</p> <p>9a. Who are the socially marginalised groups</p> <p>9b. What can be done to help</p>	<p>1b – how upbringing might influence crime</p> <p>3b – volunteer programmes to rehabilitate</p> <p>7a – theme of crime</p> <p>9a – criminals as marginalised</p> <p>10a. Different attitudes to crime</p> <p>10b. The merits and problems of prison</p> <p>10c. Alternative forms of punishment</p>	<p>1c – how voting has changed over the years</p> <p>8c – how politics affects immigration and vice versa</p> <p>9a – young people as a marginalised group</p> <p>11a. French political system and arguments</p>	<p>1c – how the role of unions has changed over the years</p> <p>2a – how technology has played a role in protesting</p> <p>8b, 9a – protesting on behalf of marginalised groups</p> <p>11a – how politics influences protests</p>	<p>4a – how immigration influences heritage</p> <p>7a – immigration as a theme</p> <p>8c – immigration</p> <p>9a – marginalised groups</p> <p>11a – politics</p> <p>12c – political conflict regarding immigration</p> <p>13a. Political issues affecting immigration in Francophone countries</p> <p>13b. Viewpoints</p>	

		8c. How to promote diversity	them 9c. Attitudes towards these groups		about voting 11b. Young people's engagement in politics 11c. Future of politics and political engagement	12a. Role of unions 12b. Strikes and methods of protesting 12c. Different attitudes towards protests and political tensions	of political parties towards immigration 13c. Aspects of racism
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