



**Vision** To communicate effectively in and understand the target language, as well as to appreciate other customs and cultures around the world.

	<b>Foci</b>	<b>Assessment</b>	<b>Knowledge Organiser</b>
<b>Unit 1</b>	<p><b>Positive features of a diverse society</b></p> <ul style="list-style-type: none"> <li>• Enrichment caused by a diverse society.</li> <li>• Diversity, tolerance and respect.</li> <li>• Diversity – lifelong learning.</li> </ul>	<p>Assessments taken place at the end of the unit</p> <p><u>Reading and writing (50% of total mark)</u></p> <p><u>Speaking (25% of total mark)</u></p> <p><u>Translation (25% of total mark)</u></p>	<p><b>Kerboodle platform</b></p> <p><b>AQA Grammar &amp; Translation Workbook</b></p> <p><b>Revision Workbooks 1 and 2 AQA A-level—Hodder</b></p>
<b>Unit 2</b>	<p><b>Life for the marginalised</b></p> <ul style="list-style-type: none"> <li>• Who are the marginalised?</li> <li>• What help is available?</li> <li>• What attitudes are there towards the marginalised?</li> </ul>	<p>Assessments taken place at the end of the unit</p> <p><u>Listening and writing (40% of total mark)</u></p> <p><u>Reading and writing (40% of total mark)</u></p> <p><u>Translation (20% of total mark)</u></p>	<p><b>Kerboodle platform</b></p> <p><b>AQA Grammar &amp; Translation Workbook</b></p> <p><b>Revision Workbooks 1 and 2 AQA A-level—Hodder</b></p>
<b>Unit 3</b>	<p><b>How criminals are treated</b></p> <ul style="list-style-type: none"> <li>• What attitudes are there towards crime?</li> <li>• Prison – failure or a success?</li> <li>• Other sanctions.</li> </ul>	<p>Assessments taken place at the end of the unit</p> <p><u>Listening and writing (50% of total mark)</u></p> <p><u>Translation (25% of total mark)</u></p> <p><u>Speaking (25% of total mark)</u></p>	<p><b>Kerboodle platform</b></p> <p><b>AQA Grammar &amp; Translation Workbook</b></p> <p><b>Revision Workbooks 1 and 2 AQA A-level—Hodder</b></p>



<b>Unit 4</b>	<p><b>Teenagers, the right to vote and political commitment</b></p> <ul style="list-style-type: none"> <li>• For or against the right to vote?</li> <li>• Young people and political engagement</li> <li>• What is the future for politics?</li> </ul>	<p>Assessments taken place at the end of the unit</p> <p><u>Reading and writing (50% of total mark)</u></p> <p><u>Speaking (25% of total mark)</u></p> <p><u>Translation (25% of total mark)</u></p>	<p><b>Kerboodle platform</b></p> <p><b>AQA Grammar &amp; Translation Workbook</b></p> <p><b>Revision Workbooks 1 and 2 AQA A-level—Hodder</b></p>
<b>Unit 5</b>	<p><b>Demonstrations, strikes – who holds the power?</b></p> <ul style="list-style-type: none"> <li>• Power of the unions.</li> <li>• Effectiveness of demonstrations and strikes.</li> <li>• Different attitudes towards political tensions.</li> </ul>	<p>Assessments taken place at the end of the unit</p> <p><u>Listening and writing (50% of total mark)</u></p> <p><u>Speaking (25% of total mark)</u></p> <p><u>Translation (25% of total mark)</u></p>	<p><b>Kerboodle platform</b></p> <p><b>AQA Grammar &amp; Translation Workbook</b></p> <p><b>Revision Workbooks 1 and 2 AQA A-level—Hodder</b></p>
<b>Unit 6</b>	<p><b>Politics and immigration</b></p> <ul style="list-style-type: none"> <li>• Political solutions to the question of immigration.</li> <li>• Immigration and political parties.</li> <li>• Political engagement amongst immigrants.</li> </ul>	<p>Assessments taken place at the end of the unit</p> <p><u>Reading and writing (50% of total mark)</u></p> <p><u>Speaking (25% of total mark)</u></p> <p><u>Translation (25% of total mark)</u></p>	<p><b>Kerboodle platform</b></p> <p><b>AQA Grammar &amp; Translation Workbook</b></p> <p><b>Revision Workbooks 1 and 2 AQA A-level—Hodder</b></p>