

GCSE to GCE: Revised - Specification and Skills mapping

GCSE Modern Languages [French, German, Irish and Spanish] Revised Specifications for first teaching from September 2017	GCE Modern Languages [French, German, Irish and Spanish] Revised Specifications for first teaching from September 2016
<p>GCSE Aims</p> <p>This specification aims to encourage students to:</p> <ul style="list-style-type: none"> • derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study • recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression • develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of the language • develop the confidence to communicate effectively in the language • develop the ability to work independently and with others • develop an understanding of the language in a variety of contexts • develop awareness and understanding of the target language speaking countries/communities • take their place as citizens in a multilingual, global society <p>This specification supports progression to AS and A level study, further or higher education, vocational training and employment.</p>	<p>GCE Aims</p> <p>This specification aims to encourage students to:</p> <ul style="list-style-type: none"> • develop an enthusiasm for and an understanding of the language and culture • communicate confidently, clearly and effectively in the language • develop knowledge and understanding of societal, political and cultural issues • draw together different areas of linguistic competence, skills and understanding • develop higher order thinking skills: independent learning and analytical and evaluative thinking • carry out research and present their findings through multimedia presentations • develop advanced study skills that help them prepare for third level education • provide extended responses and evidence of quality of written communication • engage critically with intellectually stimulating films, texts and other materials • demonstrate that they understand and can use the language at a high level to discuss and reflect on aspects of society, politics and culture

<p>GCSE Assessment Objectives</p> <p>AO1 Understand and respond to different types of spoken language</p> <p>AO2 Communicate and interact effectively in speech</p> <p>AO3 Understand and respond to different types of written language</p> <p>AO4 Communicate in writing</p>	<p>GCE Assessment Objectives</p> <p>AO1 Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction</p> <p>AO2 Understand and respond, in speech and writing, to written language drawn from a variety of sources</p> <p>AO3 Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure</p> <p>AO4 Show knowledge and understanding of and respond critically and analytically to different aspects of the culture and society of countries/communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied</p>
<p>GCSE Learning Outcomes The following learning outcomes apply to each of the three Contexts for Learning.</p> <p><u>Speaking [Unit 2]</u></p> <ul style="list-style-type: none"> • communicate and interact effectively in speech for a variety of purposes • take part in short conversations, asking and answering questions, exchanging opinions and producing extended sequences of speech • speak spontaneously, responding to questions, points of view or situations and sustaining communication as appropriate • express information and narrate events coherently and confidently, using and adapting language for new purposes • make appropriate and accurate use of a variety of vocabulary and grammatical structures • make creative use of the language, as appropriate, to express and justify their own thoughts and points of view 	<p>GCE Learning Outcomes</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • understand, infer meaning and draw conclusions from a variety of spoken sources covering different contexts, registers and styles • express information, facts and ideas and justify opinions in spoken language • understand and accurately apply the grammatical system and a wide range of structures • adapt spoken and written language appropriately for different situations and purposes • speak knowledgeably about the topic that they have researched

- use accurate pronunciation and intonation that would be understood by a native speaker

Listening [Unit 1]

- demonstrate understanding of different types of spoken language
- follow and understand clear speech that uses familiar language
- identify the overall message, key points, details and opinions in a variety of spoken passages
- deduce meaning from a variety of spoken texts
- recognise and respond to key information, important themes and ideas in extended spoken text by answering questions, extracting information, evaluating and drawing conclusions

Reading [Unit 3]

- understand and respond to different types of written language
- demonstrate understanding of details within texts using high frequency familiar language
- identify the overall message, key points, details and opinions in a variety of written passages
- deduce meaning from a variety of written texts
- recognise and respond to key information, important themes and ideas in extended written text and authentic sources
- demonstrate understanding by scanning for particular information, organising and presenting relevant details, drawing conclusions in context and recognising implicit meaning where appropriate

Writing [Unit 4]

- communicate in writing for a variety of purposes
- write words, phrases and short texts using lists and simple sentences in familiar language to convey meaning and exchange information

Listening and Reading

- understand, infer meaning and draw conclusions from a variety of spoken sources covering different contexts, registers, styles and genres
- adapt spoken and written language appropriately for different situations and purposes
- understand, infer meaning and draw conclusions from a variety of written texts covering different contexts, registers, styles and genres
- summarise information from written sources, report key points and subject matter in writing
- transfer meaning from English into target language
- understand and accurately apply the grammatical system and a range of structures

Writing

- demonstrate their ability to write in target language about the literary text they have studied
- express information, facts and ideas in written language and justify opinions through the study of a literary text

<ul style="list-style-type: none"> • translate sentences from English into the target language to convey key messages accurately and to apply knowledge of language and grammatical structures in context • produce clear and coherent extended text to present facts and express ideas and opinions for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures • manipulate the language, using and adapting a variety of structures and vocabulary with accuracy and fluency for new purposes [including using appropriate style and register] • make independent and creative use of the language to identify key points, express and justify their thoughts and points of view 	<ul style="list-style-type: none"> • demonstrate their capacity for critical and analytical thinking in target language by developing arguments and presenting views, opinions and justifications • demonstrate a capacity for critical analysis, evaluation and comparison of characters, plot and themes, literary style and motivation • apply grammatical structures accurately 												
<p>GCSE Assessment units:</p> <ul style="list-style-type: none"> • Speaking [25%] • Listening [25%] • Reading [25%] • Writing [25%] 	<p>A level Assessment units</p> <table border="0"> <thead> <tr> <th style="text-align: left;">AS</th> <th style="text-align: left;">A2</th> </tr> </thead> <tbody> <tr> <td>• Speaking [AS 30%/AL 12%]</td> <td>Speaking [AL 18%]</td> </tr> <tr> <td>• Listening A</td> <td>Listening A</td> </tr> <tr> <td>• Reading B</td> <td>Reading B [AL 24%]</td> </tr> <tr> <td>• Use of Language C [AS 40%/AL 16%]</td> <td></td> </tr> <tr> <td>• Writing [AS 30%/AL 12%]</td> <td>Writing [AL 18%]</td> </tr> </tbody> </table>	AS	A2	• Speaking [AS 30%/AL 12%]	Speaking [AL 18%]	• Listening A	Listening A	• Reading B	Reading B [AL 24%]	• Use of Language C [AS 40%/AL 16%]		• Writing [AS 30%/AL 12%]	Writing [AL 18%]
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<p>GCSE Modes of Assessment</p> <p>Speaking external examination marked by CCEA Listening external examination marked by CCEA Reading external examination marked by CCEA Writing external examination marked by CCEA</p>	<p>GCE Modes of Assessment</p> <p>AS and A2 Speaking external examination marked by CCEA AS and A2 Listening [A] external examination marked by CCEA AS and A2 Reading [B] external examination marked by CCEA AS Use of Language [C] external examination marked by CCEA AS and A2 Writing external examination marked by CCEA</p>												

GCSE Subject Content

GCSE Contexts for Learning

Context for Learning 1: Identity, Lifestyle and Culture

- Myself, my family, relationships and choices [e.g. family and friends]
- Social media and new technology [e.g. online communications, computers, tablets and smartphones]
- Free time, leisure and daily routine [e.g. hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and at the weekend]
- Culture, customs, festivals and celebrations [e.g. Easter, Christmas, birthdays, cultural activities and events, national holidays, celebrations and cuisine]

GCSE Context for Learning 2: Local, National, International and Global Areas of Interest

- My local area and the wider environment [e.g. home, neighbourhood, town or city, places to visit, region and country]
- Community involvement [e.g. charity and voluntary work]
- Social and global issues [e.g. health, lifestyle, anti-social behaviour, caring for others and caring for the environment]
- Travel and tourism [e.g. holidays, destinations, transport, tourist information, weather, directions, accommodation, activities, shopping and eating out]

GCSE Context for Learning 3: School Life, Studies and the World of Work

- My studies and school life [e.g. school subjects, uniform, timetable, rules and regulations]
- Extra-curricular activities [e.g. clubs, societies, events, trips and visits]

GCE Subject Content

AS level

Relationships

- Different family structures
- Roles, responsibilities and relationships within families
- Challenges for families
- Intergenerational issues
- Influences on young people

Culture and Lifestyle

- Physical well-being, diet, exercise
- Risk-taking behaviour, smoking, alcohol, drugs, extreme sports
- Dealing with stress and challenges
- Hobbies and interests, sport, music
- The arts, film, fashion and design
- Social media and new technology
- Holidays, festivals and tourism

A2 level

Young People in Society

- Part-time jobs
- Education and employment
- Career planning
- Young people and democracy
- European citizenship
- Societal attitudes and young people

Our Place in a Changing World

- Equality/inequality and discrimination/prejudice
- Poverty at home and abroad
- Immigration and emigration

<ul style="list-style-type: none"> • Part-time jobs and money management [e.g. evening work, weekend work and work experience] • Future plans and career [e.g. further studies, employment, aspirations and choices] 	<ul style="list-style-type: none"> • Multicultural society and cultural identity • Causes, consequences and resolution of conflict • Sustainable living and environmental issues
<p>GCSE Structure</p> <p>Speaking [Unit 2] 7-12 minutes Single tier of entry Two role plays [up to 2 minutes for each role-play] Conversation on two topics [up to 4 minutes for each conversation topic]</p> <p>Listening [Unit 1] Foundation tier 35 minutes approx. / Higher tier 45 minutes approx. Section A: 8 questions answered in English or non-verbal response Section B: 4 questions answered in target language There are four common questions</p> <p>Reading [Unit 3] Foundation tier 50 minutes / Higher tier 1 hour Section A: 8 questions answered in English or non-verbal response Section B: 4 questions answered in target language Reading papers include translation from target language into English There are four common questions</p> <p>Writing [Unit 4] Foundation tier 1 hour / Higher tier 1 hour 15 minutes Foundation: [1] listing/short phrase task, [2] short phrase/sentence task, [3] translation of short sentences from English into target language and [4] one structured, extended writing task from a choice of three Higher: [1] short phrase/sentence task, [2] short responses in target language to one or more pieces of text, [3] translation of short sentences</p>	<p>GCE Structure</p> <p><u>AS Speaking</u> 11 minutes Presentation AS theme [3 minutes] Conversation [8 minutes]</p> <p><u>AS Listening</u> [A] 40 minutes Recording 1 answer in the target language Recording 2 answer in English</p> <p><u>AS Reading</u> [B] 50 minutes Question 1 answer in the target language Question 2 translation from target language into English</p> <p><u>AS Use of Language</u> [C] Questions 1 – 4 short grammatical and lexical exercises Question 5 translation from English into target language</p> <p><u>AS Writing</u> One essay in the target language based on a set film or literary text</p> <p><u>A2 Speaking</u> 15 minutes Introduction of research project [1 minute] Discussion of research project [5 minutes] Conversation [9 minutes]</p> <p><u>A2 Listening</u> [A] 45 minutes Recording 1 answer in target language</p>

<p>from English into target language and [4] one structured, extended writing task from a choice of three There is one common question</p>	<p>Recording 2 answer in English</p> <p>A2 Reading [B] 2 hours Questions 1 – 2 answer in the target language Question 3 summarise a target language passage in English Question 4 translation of English passage into target language</p> <p>A2 Writing One essay in the target language based on a set literary text</p>
<p>GCSE level Grammar & Structures [These lists are general information headings with some examples – refer to each individual target language Specification Appendix 4 for the exact requirements for each target language]</p> <p>Foundation</p> <ul style="list-style-type: none"> • Nouns [gender, singular, plural] • Articles [definite, indefinite and partitive] • Adjectives [agreement, position, comparative, superlative; demonstrative, indefinite, possessive, interrogative] • Adverbs [comparative, superlative, regular, interrogative, time, place, common phrases] • Quantifiers and intensifiers • Pronouns [personal, reflexive, relative, object, direct, indirect, position, order, disjunctive, emphatic, demonstrative, indefinite, interrogative] • Verbs 	<p>AS and A level Grammar & Structures [These lists are general information headings with some examples – refer to each individual target language Specification Appendix 5 for the exact requirements for each target language]</p> <p>AS</p> <ul style="list-style-type: none"> • Nouns [gender, singular, plural] • Articles [definite, indefinite, partitive] • Adjectives [agreement, position, comparative, superlative, adjectives as nouns; demonstrative, indefinite, possessive, interrogative, exclamatory] • Adverbs [formation, comparative, superlative, interrogative] • Quantifiers and intensifiers • Pronouns [personal, subject, object, disjunctive, emphatic, position, order, reflexive, relative, demonstrative, indefinite, possessive, interrogative] • Verbs

<p>[regular, irregular, reflexive, singular, plural, negative, interrogative, modes of address, impersonal, + infinitive, with preposition, without preposition]</p> <ul style="list-style-type: none"> • Tenses [verbs as appropriate to each individual target language including: present, perfect, imperfect, immediate future, pluperfect, passive voice: present, imperative, present participle] • Prepositions [common prepositions, common compound prepositions] • Conjunctions [co-ordinating conjunctions, subordinating conjunctions] • Number, quantity, dates and time <p>Higher All grammar and structures listed for Foundation as well as:</p> <ul style="list-style-type: none"> • Adjectives [additional examples listed in Specification Appendix 4] • Adverbs [additional examples listed in Specification Appendix 4] • Pronouns [possessive] • Tenses [future, conditional, passive voice: future/imperfect/perfect, perfect, subjunctive: present] • Time [additional examples listed in Specification Appendix 4] 	<p>[conjugation or regular verbs/modal verbs/principal irregular verbs/reflexive verbs, agreement, modes of address, impersonal, + infinitive, dependent infinitives, perfect infinitives, negative forms, tenses, present participle, verbal paraphrases, passive voice, subjunctive: present]</p> <ul style="list-style-type: none"> • Tenses [present, perfect, imperfect, future, conditional, future perfect, conditional perfect, pluperfect, past historic] • Prepositions [simple, complex] • Conjunctions [co-ordinating conjunctions, subordinating conjunctions] • Numeral [cardinal, ordinal, expression of time/date] • Negation [negative particles] • Word Order [inversion after speech] • Other constructions [time expressions, comparative constructions, indirect speech] • Discourse markers [examples listed in Specification Appendix 5] • Fillers [examples listed in Specification Appendix 5] <p>A2</p> <ul style="list-style-type: none"> • Verbs [dependent infinitives, passive voice: all tenses, subjunctive mood: perfect, imperfect] • Word order [inversion after adverbs]
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