

AS and A level **Languages** 2017



Italian and Russian
Launch event



Agenda

- Introducing our specification
- A level reforms and new requirements for MFL
- Our approach
- Overview of new specification content
- New assessment requirements
- Overview of AS assessment of Listening, Reading, Speaking and Writing
 - **Break**
- Overview of A level assessment of Listening, Reading, Speaking and Writing
- Co-teachability
- Support and resources



Languages for all

- Content that engages, inspires and motivates your students.
- Manageable content and clear, structured assessment.
- Assessments that enable all students to reach their potential.
- Rich choice of popular and accessible works covering.
- Contemporary and classical titles from a range of directors and authors.
- Straightforward and clear mark schemes.
- Specification that builds transferable skills for progression to language or other degrees.



AS and A level reforms

- All new AS and A levels will be assessed at the same standard as they are currently.
- All new AS and A levels will be fully linear.
- AS levels will be stand-alone qualifications.
- The content of the AS level can be a sub-set of the A level content to allow co-teachability, but marks achieved in the AS will not count towards the A level.

Timeline



	2016	2017	2018	2019
Current Spec	Summer series as normal	Summer series as normal	Final AS resit and A2 exams	
New 2016 Spec	Specs in centres	First teaching (AS level and 2-year A level)	First AS examinations and first teaching (1-year A level)	First A level exams

- The last available assessment for the current AS and A levels will be June 2018.
- The reformed AS first assessment is 2018 and A level is 2019.



Key changes from 2016

- Renewed focus on culture with a specific assessment objective (AO4) to assess knowledge and understanding of the target language culture.
- Compulsory literature at A level and either a literary work or film at AS.
- Independent research project at A level assessed through the oral.
- Translations at AS and A level.
- Prescribed themes:
 - Social issues and trends
 - Political and/or intellectual and/or artistic culture



Our research

Research carried out:

- Teachers, Heads of Departments across the country in face-to-face interviews, telephone interviews and surveys
- Subject advisory group, including representatives from the teaching community and universities



Teacher research – key findings

- Discrete listening and reading assessments at A level.
- A greater focus on the cultural element of learning a language.
- Reduce the volume of content at AS so more time can be spent on each topic and teaching the grammar.
- Increase the word count for the writing paper.
- Mark schemes with exemplification and that differentiate between abilities.



Our approach

- All four skills assessed separately at AS and A level.
- Cultural content that engages, inspires and motivates your students.
- Rich choice of popular and accessible works covering contemporary and classical titles, linked to the topics and from a diverse range of directors and authors.
- Choice of questions on literature and film in the writing paper.
- Clear mark schemes that ensure differentiation across the ability ranges.
- A specification that supports progression from GCSE and through to university.



Our design principles

- Provide choice where possible in the writing paper.
- Ensure contexts within reading and listening papers are set within the target language country/countries.
- Provide scaffolding for essays at AS.
- Mark schemes that encourage spontaneity.



Our content principles

- A mix of familiar and new themes to support a wide range of interests.
- Themes that relate directly to the culture of the target language countries.
- Year 1 themes should facilitate progression from KS4.
- Themes that meet requirements of the subject criteria.



Content – Year 1 A level/AS

RUSSIAN	ITALIAN
Social issues and trends	Social issues and trends
Theme 1: Development of society in Russia <ul style="list-style-type: none"> • Life of young Russians • Education • World of work 	Theme 1: Changes in Italian society <ul style="list-style-type: none"> • Changes in family structures • Education • The world of work
Political and/or intellectual and/or artistic culture	Political and/or intellectual and/or artistic culture
Theme 2: Political and artistic culture in the Russian-speaking world <ul style="list-style-type: none"> • Media • Popular culture • Holidays, festivals and traditions 	Theme 2: Political and artistic culture in Italy <ul style="list-style-type: none"> • Music • Media • Cultural heritage



Content –Year 2 (A level only)

RUSSIAN	ITALIAN
Social issues and trends	Social issues and trends
<p>Theme 3: Changes in the life of a big Russian city – Moscow or Saint-Petersburg</p> <ul style="list-style-type: none"> • Population change • Social issues • Environment 	<p>Theme 3: Evolving Italian society</p> <ul style="list-style-type: none"> • The positive impact of immigration on Italian society • Facing the challenges of migration in Italian society • North/South Divide
Political and/or intellectual and/or artistic culture	Political and/or intellectual and/or artistic culture
<p>Theme 4: The final years of the USSR – M.S. Gorbachev (1985–1991)</p> <ul style="list-style-type: none"> • Perestrioka • Glasnost' • 1991 	<p>Theme 4: Fascism and beyond</p> <ul style="list-style-type: none"> • The rise of Mussolini • Fascism in WW2 • From dictatorship to democracy



Reflection

Think about the themes:

- Which do you feel confident teaching?
- Which do you think your learners will enjoy?
- Which are you concerned about?



Literary works and films: selection criteria

- Selection of works featuring both classical and contemporary titles.
- Variety of literary styles including novels and short stories.
- Works that could be co-taught.
- Works that link with the themes.
- Works which have some existing teaching and learning support.



Assessment Objectives

		Weighting
AO1	Understand and respond: <ul style="list-style-type: none">•in speech to spoken language including face-to-face interaction;•in writing to spoken language drawn from a variety of sources.	20%
AO2	Understand and respond: <ul style="list-style-type: none">•in speech to written language drawn from a variety of sources;•in writing to written language drawn from a variety of sources.	30%
AO3	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%
AO4	AS: Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken. A level: 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.	20%



Teacher and internal research findings on assessment

- Mark schemes to be precise and clear for learners, teachers and examiners.
- Tasks that encourage spontaneity and grammatical understanding.
- Ensure comparability across languages.
- Word counts in the writing papers should be recommended only.



Overview of new AS specification

	Assessment Objectives				
Paper	AO1%	AO2%	AO3%	AO4%	Total for all Assessment Objectives
Paper 1: Listening, reading and translation into English	15	25			40%
Paper 2: Written response to works and translation into target language			20	10	30%
Paper 3: Speaking	5	5	10	10	30%
Total for AS	20	30	30	20	100%



AS Paper 1 Listening, reading and translation: DfE* criteria

- Understand the main points, gist and detail from spoken and written material.
- Infer meaning from complex spoken and written material, including factual and abstract content.
- Assimilate and use information from spoken and written sources, including material from online media.
- Summarise information from spoken and written sources, reporting key points and subject matter in speech and writing.
- Read and respond to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary.

*Department for Education



AS Paper 1 Listening, reading and translation

Paper 1 (64 marks)	1 hour 45 minutes
Section A: Listening (24 marks)	<ul style="list-style-type: none">• Four multiple-choice and open response questions, including questions testing summary skills• All questions, with exception of 4(b) are set in the target language and must be answered in the target language• Question 4(b) is set in English and must be answered in English• Question 4(b) specifically assesses the candidate's ability to summarise in English
Section B: Reading (28 marks)	<ul style="list-style-type: none">• Five multiple-choice and open response questions set and answered in target language
Section C: Translation into English (12 marks)	<ul style="list-style-type: none">• An unseen passage to be translated from the target language to English



AS Paper 2 Written response to works and translation: DfE Criteria

- Know, understand and be able to respond critically in writing, in the language of study, to the work, taken from the prescribed list provided in the specification.
- At AS, knowledge and understanding of the work must include a critical response to aspects such as the structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.
- Candidates can choose either a literary work or film.



AS Paper 2 Written response to works and translation

Paper 2 (60 marks)	1 hour 40 minutes
Section A: Translation (20 marks)	<ul style="list-style-type: none">• An unseen passage to be translated from English to the target language
Sections B and C: Written response to works (40 marks)	<ul style="list-style-type: none">• Students must write one essay, selected from either Section B (literary texts) or Section C (films)• Choice of two questions for each literary text and film• All questions set and answered in target language• Recommended word count of 275–300 words



AS Paper 3 Speaking: DfE criteria

- Use language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of the language.
- Apply knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar at annex A for Italian and Russian, and for other languages, the prescribed list provided in the relevant specification.
- Use language learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies.

AS Paper 3 Speaking

Paper 3 (72 marks)

12–15 minutes (plus 15 minutes' preparation time)

Task 1: responding to written language and discussion based on Theme 1

- 7–9 minutes
- 42 marks

- Stimulus card (containing two short texts relating to sub-theme) allocated by invigilator using sequencing grid
- Candidate is asked four compulsory questions
- Question 4 will stimulate wider discussion of the cultural and social context of the sub-theme beyond the focus of the texts on the stimulus card
- The teacher-examiner must ask follow-up questions allowing candidates to demonstrate their knowledge and understanding of the cultural and social context and give a critical response

Task 2: discussion on Theme 2

- 5–6 minutes
- 30 minutes

- Candidate chooses sub-theme from choice of two (determined by sequencing grid) and is given a stimulus card
- Part 1 – teacher-examiner asks two compulsory questions on the stimulus card the develops discussion by asking follow-up questions related to stimulus card subject matter
- Part 2 – the teacher-examiner broadens the discussion by moving on to any other aspect(s) of the same sub-theme

In both tasks, the candidate is expected to ask questions that elicit opinions and confirm their points of view have been understood.



Overview of new A level specification

	Assessment Objectives				
Paper	AO1%	AO2%	AO3%	AO4%	Total for all Assessment Objectives
Paper 1: Listening, reading and translation into English	15	25			40%
Paper 2: Written response to works and translation into target language			20	10	30%
Paper 3: Speaking	5	5	10	10	30%
Total for A level	20	30	30	20	100%



A level Paper 1 Listening, reading and translation: DfE criteria

- Understand the main points, gist and detail from spoken and written material.
- Infer meaning from complex spoken and written material, including factual and abstract content.
- Assimilate and use information from spoken and written sources, including material from online media.
- Summarise information from spoken and written sources, reporting key points and subject matter in speech and writing.
- Read and respond to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary.



A level Paper 1 Listening, reading and translation

Paper 1 (80 marks)	2 hours
Section A: Listening (30 marks)	<ul style="list-style-type: none">• Four multiple-choice and open response questions, including questions testing summary skills• All questions are set in the target language and must be answered in the target language• Question 4(b) specifically assesses the candidate's ability to summarise in the target language
Section B: Reading (30 marks)	<ul style="list-style-type: none">• Five multiple-choice and open response questions set and answered in target language
Section C: Translation into English (20 marks)	<ul style="list-style-type: none">• An unseen passage to be translated from the target language to English.



A level Paper 2 Written response to works and translation: DfE criteria

- At A level, specifications must require students to study two works, either a literary work and a film, or two literary works, in the language of study.
- Appreciate, analyse and be able to respond critically in writing, in the language of study, to the works, taken from the prescribed list provided in the specification.
- At A level, students must develop a more detailed understanding of the works, showing a critical appreciation of the concepts and issues covered, and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).
- Students are required to study two discrete works at A level i.e. students cannot be assessed on a film adapted from a literary work as well as on the original literary work itself.



A level Paper 2 Written response to works and translation

Paper 2 (120 marks)	2 hours 40 minutes
Section A: Translation (20 marks)	<ul style="list-style-type: none">• An unseen passage to be translated from English to the target language
Sections B and C: Written response to works (100 marks)	<ul style="list-style-type: none">• Candidates must write two essays selected from Section B (literary texts) or one selected from Section B (literary texts) and one from Section C (films) – candidates must respond to one literary work at A level• Choice of two questions for each literary text and film• All questions set and answered in target language• Recommended word count of 300–350 words per essay



A level Paper 3 Speaking: DfE criteria

- Develop research skills in the language of study, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where the language is spoken.
- Identify a key question or subject of interest and select relevant information in the language of study from a range of authentic sources, including the internet.
- Use information to illustrate knowledge and understanding of the research subject.
- Analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.



A level Paper 3 Speaking

Paper 3 (72 marks)

16 – 18 minutes (plus 5 minutes' preparation time)

Task 1: Discussion on a theme

- 6–7 minutes discussion
- 30 marks

- Candidate offered one of two sub-themes as per the sequencing grid
- Candidate makes choice and is given a stimulus card containing two statements (A and B) offering different views on the sub-theme
- Candidate has 5 minutes' supervised preparation time to select a statement and prepare to speak about it
- Part 1 – teacher-examiner asks two compulsory questions on the card then asks follow-up questions relating to the chosen statement
- Part 2 – teacher-examiner broadens the discussion to cover other aspects of the overall theme

Task 2: Presentation and discussion on student's independent research project

- 10–11 minutes
- 42 marks

- Part 1 – candidate gives 2-minute presentation summarising at least two written sources they have used and giving a personal response
- Part 2 – a discussion exploring the content of the candidate's presentation and their research as a whole
- Teacher-examiner should use the key findings and list of sources on form RP3 (completed by the candidate 3 weeks in advance of the assessment with 6-10 bullets about their chosen research)
- Students will be permitted to refer to their RP3 form for this task but may not make further notes for this task



Co-teachability

- Year 1 A level content is the same as the AS content
- Same 'work' can be studied for AS and for A level
- Three paper structure at AS and A level
- All four skills assessed at AS and A level



Reflection

Having read about the changes:

- Which aspects of the specification are you most looking forward to teaching?
- What are the areas of concern?



Support for planning

- Course planner
- Scheme of work
- Matching charts
- Getting Started guide
- Student guide



ResultsPlus

- ResultsPlus provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of languages.



Teaching and learning support

- Support around literary works and films
- Support around independent research project

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