

# GCSE Languages 2017

Launch Event





# Agenda

- Introducing our specification
- GCSE reforms and new requirements for MFL
- Our approach
- Overview of new specification content

## Break

- New assessment requirements
- Overview of assessment of Listening, Reading, Speaking and Writing
- Support and resources



# Languages for all

- Engaging and popular topics that you have told us you like and that motivate your students.
- Manageable content: A flexible programme of study that allows time for a focused revision period at the end of the course.
- Assessments that place an emphasis on spontaneity and grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.
- Straightforward and clear question papers and mark schemes
- Continuous progression – a specification that builds on KS3 prior learning and provides a firm foundation for students to make a smooth transition to A level.



# GCSE reforms

- Updated content and assessment requirements from DfE and Ofqual
- Fully linear structure
- New 9-1 grading scale, with 9 the top level
- Tiering only in certain subjects such as MFL and Maths
- External examinations only
- No change to guided learning hours



# Timeline

|                            | 2016                              | 2017                            | 2018             | 2019             |
|----------------------------|-----------------------------------|---------------------------------|------------------|------------------|
| Current 2012 specification | Summer series as normal           | Summer series as normal         | Final assessment |                  |
| New 2017 Specification     | First teaching of three-year GCSE | First teaching of two-year GCSE |                  | First assessment |

- The last available assessment for the current GCSEs will be June 2018
- The reformed GCSEs will be reported in the 2019 performance tables



# Certificate and International GCSE

- **Level 1 / Level 2 Certificates:** will no longer count in tables when new GCSEs become available. For Chinese, the 2018 results will be the last ones to count. The Edexcel Certificate in Chinese will be withdrawn. Last assessment 2018.
- **International GCSE:** will continue to be offered for independent schools, but will not count in tables or attract funding



# New requirements for languages

The adverse effect of Controlled assessment

- “The controlled assessments introduced for the best of intentions following the publication of the Dearing Report have created considerable stress and a significant administrative burden on schools and have not made a significant impact on standards of achievement. ” ALL
- ‘Most teachers feel that teaching time is reduced and learning is narrowed by CA’ Ofqual
- “..the focus on skills is skewed towards the productive skills and reading and listening skills suffer as a result” Ofqual



# Key changes from 2017

- 100% external assessment – all exam papers will be set and marked by the Awarding Organisation
- 25% assessment weightings per skill (listening, speaking, reading and writing).
- Tiered papers but no mixed tier entry
- Short translations from and into the target language.
- Some target language questions in the reading and listening paper.\*
- Authentic stimuli in the reading, including literary texts.
- Compulsory topics linked to: Identity and culture; Local, national, international and global areas of interest; and Current and future study and employment.

\* Not applicable for Chinese or Japanese





# Our approach

- All 4 skills assessed separately
- Topics and question papers that encourage the teaching and learning of the culture of the target language country.
- Speaking assessments that encourage and reward spontaneity and interaction
- Papers designed to help all students progress through the assessments confidently
- Choice of questions within the writing paper



## Our research

Research carried out across MFL since 2012 with:

- Teachers from schools across the country in face-to-face interviews, phone interviews, focus groups and surveys
- Trialing of papers
- Subject advisory group, including representatives from the teaching community and universities



# Teacher research: key findings

- The content of MFL specifications needs to re-introduce transactional/functional language into the GCSE
- Retain topics that work well with students
- Allow for students of all abilities to access and progress in the qualification
- Provide a strong and coherent basis from which to progress to A level
- Candidates should be rewarded for their ability to respond and be rewarded for spontaneity



# Our design principles

- Provide scaffolding within the questions to support learners in the foundation tier
- Papers that gradually increase in demand with separate sections for the target language questions in reading and listening\*
- Language used in the questions in the target language should be straightforward so as not to place additional hurdles for candidates\*
- Provide choice where possible in the writing paper
- Ensure contexts within reading and listening papers are set within the target language country
- Speaking assessments that reflect real-life scenarios
  
- \* Not applicable for Chinese or Japanese



## Our content principles

- A mix of familiar and new topics to support a wide range of interests
- Topics that encourage the teaching and learning of the target language culture
- Topics that show how language can be used in practice
- Topics that facilitate progression from KS3 and to A level
- Topics that meet requirements of the subject criteria



# Our themes for all GCSE languages

Five main themes:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension



# Identity and culture

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television



# Local area, holiday and travel

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do





# School

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges



# Future aspirations, study and work

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions



# International and global dimension

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources



## Discussion point

- On the topics:
  - Which do you feel confident teaching?
  - Which do your learners enjoy?
  - Which are you concerned about?



# Assessment Objectives

|     |  |     |
|-----|--|-----|
| A01 | Listening – understand and respond to different types of spoken language | 25% |
| A02 | Speaking – communicate and interact effectively in speech                | 25% |
| A03 | Reading – understand and respond to different types of written language  | 25% |
| A04 | Writing – communicate in writing   | 25% |



## 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
- Questions that require learners to recall, infer meaning and process information
- Ensure comparability across languages



# Overview of new specification

| Paper                      | Title                       | Length of assessment                             | Summary of assessment   |
|----------------------------|-----------------------------|--|---|
| Paper 1<br>25%<br>50 marks | Listening and understanding | F = 35 minutes including 5 minutes' reading time | Multiple-choice and short-answer open response questions. The majority of the questions will be set in English with two questions set in the target language*.                      |
|                            |                             | H = 45 minutes including 5 minutes' reading time |   |
| Paper 2<br>25%<br>70 marks | Speaking                    | F = 7–9 minutes (plus 12 minutes' preparation)   | Students will be assessed through 3 tasks: <ul style="list-style-type: none"><li>• a role play,</li><li>• questions based on a picture stimulus</li><li>• a conversation.</li></ul> |
|                            |                             | H = 10–12 minutes (plus 12 minutes' preparation) |   |

\* All questions in Chinese and Japanese will be set and responded to in English



# Overview of new specification

| Paper                      | Title                     | Length of assessment  | Summary of assessment  |
|----------------------------|---------------------------|-----------------------|--|
| Paper 3<br>25%<br>50 marks | Reading and understanding | F = 50 minutes        | Question types will comprise both multiple-choice and short-answer open response questions, and one translation question. There will be three questions set in the target language*. |
|                            |                           | H = 1 hour 5 minutes  |  |
| Paper 4<br>25%<br>60 marks | Writing                   | F = 1 hour 15 minutes | Three open response tasks (includes one crossover task) and one translation question.  |
|                            |                           | H = 1 hour 25 minutes | Two open response tasks (includes one crossover task) and one translation question.  |

\*All questions in Chinese and Japanese will be set and responded to in English





# Listening and understanding

| Foundation  | Higher  |
|---|---|
| 35 minutes including 5 minutes' reading time  | 45 minutes including 5 minutes' reading time  |
| Multiple-choice and open response questions   | Multiple-choice and open response questions   |
| Two questions in target language but no written response required as these are multiple-choice questions* | Two questions in target language but no written response required as these are multiple-choice questions* |
| There will be four questions common to the Higher Tier  | There will be four questions common to the Foundation Tier  |

\*All questions in Chinese and Japanese will be set and responded to in English



# Listening

- Identify the overall message, key points, details and opinions
- Deduce meaning from a variety of spoken texts
- Recognise the relationship between past, present and future events
- Recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- Be able to answer questions, extract information, evaluate and draw conclusions.



# Speaking

| Foundation   | Higher   |
|--|--|
| 7–9 minutes plus 12 minutes' supervised preparation time   | 10–12 minutes plus 12 minutes' supervised preparation time   |
| Candidates may make notes during the preparatory period and take them into the oral (students should be encouraged to refer to notes rather than read from them) | Candidates may make notes during the preparatory period and take them into the oral (students should be encouraged to refer to notes rather than read from them) |
| No dictionaries  | No dictionaries  |
| Role play based on one topic (but not Theme 5: International and global dimension)   | Role play based on one topic (but not Theme 5: International and global dimension)   |
| Questions on a picture stimulus based on one topic allocated by Pearson  | Questions on a picture stimulus based on one topic allocated by Pearson  |
| Conversation based on two themes: the student chooses the first theme in advance of the assessment and the second theme is allocated by Pearson                  | Conversation based on two themes: the student chooses the first theme in advance of the assessment and the second theme is allocated by Pearson                  |



# Speaking

- Convey information and narrate events coherently and confidently, using and adapting language for different purposes
- Speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- Use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- Use accurate pronunciation and intonation in order to be understood by a native speaker



# Speaking: role play and picture-based task

## Role play

- Foundation: 5 bullet points eliciting 5 utterances
- Higher: 5 bullet points eliciting 5 utterances

## Picture-based task

- Candidates are given stimulus with guidance in the target language in their preparation time\*
- Teacher will ask 5 compulsory questions – no additional follow up questions
- At Higher Tier one of the questions will be unpredictable

\*All questions in Chinese and Japanese will be set in English



# Speaking: conversation

Conversation broken into 2 parts:

## Part 1

- Students will choose one topic from one of the five themes in advance of the assessment
- Each student is allowed to talk for up to one minute on their chosen topic.
- The teacher-examiner will continue the conversation on the chosen topic and other topics within the same theme.

## Part 2

- The second theme will be allocated by Pearson and will require the teacher-examiner to choose from two themes, ensuring that the second conversation theme is different to the first.



# Mark schemes

- Role play
  - Focus on communication (10 marks – 2 marks per utterance)
- Picture-based task
  - Communication and content (16 marks)
  - Linguistic knowledge and accuracy (8 marks)
- Conversation
  - Communication and content (12 marks)
  - Linguistic knowledge and accuracy (12 marks)
  - Interaction and spontaneity (12 marks)



# Reading

| Foundation  | Higher   |
|---|--|
| 50 minutes  | 1 hour 5 minutes   |
| A variety of multiple-choice and short-answer open response questions             | A variety of multiple-choice and short-answer open response questions  |
| Three questions set in the target language (all multiple-choice questions)*       | Three questions set in the target language (one multiple-choice question and one short-answer open response question)* |
| Translation: one short passage to translate from the target language into English | Translation: one short passage to translate from the target language into English                                      |
| Two questions based on literary texts   | Two questions based on literary texts  |
| There will be four questions common to the Higher Tier                            | There will be four questions common to the Foundation Tier   |

\*All questions in Chinese and Japanese will be set and responded to in English





# Reading

- Identify the overall message, key points, details and opinions in texts
- Deduce meaning from a variety of written texts
- Recognise the relationship between past, present and future events
- Understand texts, organise and present relevant details and, where appropriate, draw inferences in context and recognise implicit meaning
- Recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions



# Writing

| Foundation   | Higher  |
|--|---|
| 1 hour 15 minutes  | 1 hour 25 minutes   |
| Assessment consists of: <ul style="list-style-type: none"><li>• three open response questions</li><li>• one translation question</li></ul> | Assessment consists of : <ul style="list-style-type: none"><li>• two open response questions</li><li>• one translation question</li></ul>                               |
| For one open response question (common to Higher Tier) students choose one of two writing tasks  | For each of the two open response questions (one of which is common to Foundation Tier) students choose one of two writing tasks  |
| The length of each open response and complexity of language increases across the paper   | Students must produce open responses of extended length following written stimuli provided  |
| Students will be required to translate sentences (ordered by increasing level of difficulty) from English into the target language         | Students will be required to translate a short paragraph from English into the target language - individual sentences will be ordered by increasing level of difficulty |



# Writing

- Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events

In addition, students at the Higher Tier will need to:

- Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince



## Discussion point

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



# 9-1 Grading

Ofqual

Grading new GCSEs from 2017

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9                     |                           |
| 8                     | A*                        |
| 7                     | A                         |
| 6                     | B                         |
| 5 Strong pass         | C                         |
| 4 Standard pass       | D                         |
| 3                     | E                         |
| 2                     | F                         |
| 1                     | G                         |
| U                     | U                         |

Department for Education

- Broadly the same proportion of students will achieve a **grade 4** and above as currently achieve a **grade C** and above.
- Broadly the same proportion of students will achieve a **grade 7** and above as currently achieve an **A** and above.
- The bottom of **grade 1** will be aligned with the bottom of **grade G**.

Taken from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/605041/Qualifications\\_reform\\_-\\_teacher\\_resources\\_-\\_March\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/605041/Qualifications_reform_-_teacher_resources_-_March_2017.pdf)



# Grade descriptors

To achieve Grade 8 candidates will be able to:

## **Listening**

- respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions

## **Speaking**

- initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions
- use mostly accurate pronunciation and intonation

## **Reading**

- respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning

## **Writing**

- write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately



# Grade descriptors

To achieve Grade 5 candidates will be able to:

## **Listening**

- respond appropriately to spoken language including some more extended passages, identifying overall messages, key points, details and opinions

## **Speaking**

- develop conversations manipulating language with reasonable accuracy, expressing opinions and responding appropriately to unpredictable questions
- use generally accurate pronunciation and intonation

## **Reading**

- respond appropriately to written language including some more extended texts, identifying overall messages, key points, details and opinions

## **Writing**

- write clearly for different purposes, expressing ideas and opinions and manipulating vocabulary and grammar with reasonable accuracy



## Planning: impact on KS3

GCSE develops on skills introduced in the new National Curriculum including:

- using authentic texts including literature
- translation
- spontaneity





# Support for planning

- Course planner
- Scheme of work for 2 year KS4
- Matching charts
- Getting Started guide
- Student guide



# Support for assessment

- Student exemplars with commentaries (Chinese and Italian)
- Videos on conducting the speaking exam (all languages)
- Sample Assessment Material



# 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

- Strategy documents on:
  - literary texts
  - spontaneous speaking
  - incorporating culture into the MFL classroom
- Guide to target language rubrics (all languages except Chinese and Japanese)



# Getting Ready To Teach events

Free GRTT events in Spring and Summer terms

- Full day events focused on the new assessment areas of the GCSE and guidance on how to implement the new skills in the classroom:
  - spontaneous speaking
  - translation
  - using literary texts and authentic material
- Materials to be uploaded to website in Autumn 2017



## Contact details

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# Next steps

Visit the website to download specification and support materials:

**Arabic:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2017.html>

**Chinese:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/chinese-2017.html>

**Greek:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/greek-2017.html>

**Italian:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/italian-2017.html>

**Japanese:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/japanese-2017.html>

**Russian:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/russian-2017.html>

**Urdu:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/urdu-2017.html>