

GCSE Languages 2017

The new Japanese GCSE





Key changes in the 2017 GCSE *(all items highlighted in red within the presentation are some of the newest aspects)*

- 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.
- **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.**
- Increased emphasis on **spontaneity and interaction** in speaking and on **inference** in reading and listening.
- New **mark schemes**



Our Themes

5 main Themes:

- Identity and culture
- Local area, holiday, 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 and 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



Assessment Objectives

		New GCSE	<i>Legacy GCSE</i>
A01	Listening – understand and respond to different types of spoken language	25%	20%
A02	Speaking – communicate and interact effectively in speech	25%	30%
A03	Reading – understand and respond to different types of written language	25%	20%
A04	Writing – communicate in writing	25%	30%



Overview of new specification

Paper	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding	F = 35 minutes incl 5 mins reading time	Multiple-response and short-answer open response questions. All questions will be set in English.
		H = 45 minutes incl 5 mins' reading time	
Paper 2 25% F= 70 marks H= 70 marks	Speaking	F = 7–9 minutes; (12 mins prep)	Students will be assessed through 3 tasks: <ul style="list-style-type: none">• a role play,• questions based on a picture stimulus• a conversation. All questions set in English
		H = 10–12 minutes; (12 mins prep)	



Overview of new specification

Paper 3 25% 50 marks	Reading and understanding	F = 50 minutes	Question types will comprise both multiple-response and short-answer open response questions, and one translation question. All questions are set in English.
		H = 1 hour 05 mins	
Paper 4 25% 60 marks	Writing	F = 1h15 mins	3 open response tasks (includes 1 cross over task) and 1 translation.
		H = 1h 25 mins	1 cross over task; 1 extended writing and 1 translation All questions set 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.



Inference question (1) (deduce meaning)

- *'They sell everything, especially food: Italian, African, Chinese and regional specialities like crepes and sausages. Everything is delicious, but I prefer crepes'.*

She mostly likes to eat...

- A local dishes
- B Italian dishes
- C African dishes
- D Chinese dishes



Inference question (2) (deduce meaning)

- *'The park is open every day from April to September, even Sunday. After September it's closed Mondays and Tuesdays'.*

In summer the theme park is...

- A open every day
- B open every day except Sunday
- C open every day except Monday
- D open every day except Tuesday



Authentic sources (listening)

Mixture of authentic contexts and authentic content abridged from authentic audio sources:

- You are listening to the weather forecast on NHK news.
- The headteacher in a Japanese school makes an announcement about the school's Environment Day.
- You hear the following announcement broadcast from a local community publicity vehicle in Nagano.
- You are listening to a radio programme. The presenter is interviewing Takeru Sato.
- You hear this discussion on the radio about people's experiences of an earthquake.



Speaking

Foundation	Higher
7-9 minutes +12 mins supervised prep times	10-12 mins + 12 mins supervised prep time
Notes are allowed in the examination room from the prep times but candidates should not read from these	Notes are allowed in the examination room from the prep times but candidates should not read from these
No dictionaries	No dictionaries
Role play based on one topic	Role play based on one topic
Questions based on a picture stimulus based on one topic. This is selected by Pearson.	Questions based on a picture stimulus based on one topic. This is selected by Pearson.
Conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by Pearson.	Conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected 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
- Assessment of **register**



Speaking: Role play and Picture-based task

Candidates are given the two stimulus cards in their preparation time.

Role Play

Foundation: 5 bullet points eliciting 5 utterances.

Higher: 5 bullet points eliciting 5 utterances.

Picture-based task

Teacher will ask 5 compulsory questions- no additional follow up questions. In the Higher paper one of the questions will be unpredictable



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 present 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
- Picture-based discussion:
 - Communication and content
 - Linguistic knowledge and accuracy
- Conversation:
 - Communication and content
 - Linguistic knowledge and accuracy
 - **Interaction and Spontaneity**



Interaction and spontaneity – (DfE subject criteria)

- *communicate and **interact** effectively in speech for a variety of purposes across a range of specified contexts*
- *speak **spontaneously**, responding to **unexpected questions**, points of view or situations, **sustaining communication** by using rephrasing or repair strategies, as appropriate*



What is spontaneous speaking?

- Spontaneous talk is unscripted speech, in which teachers do not know exactly what language students will produce, and vice versa.
- The speaker has something to say only as a result of having heard and understood what has been said to him/her. Spontaneous talk is therefore both listening and speaking; it is communicative language use, as distinct from language rehearsal.
- It will be produced not read, improvised not rehearsed, and it will often have that element of 'struggle'; the effort to communicate when linguistic resources are stretched.



Spontaneity in mark scheme

Top band (Higher tier):

- Responds **spontaneously** and **with ease** to questions, resulting in **natural** interaction

Additional guidance in mark scheme:

- *Respond(s) spontaneously: gives a **relevant, impromptu** response based on what they have heard.*

Bottom band (Foundation tier):

- answers rely on **rehearsed language** that is frequently **irrelevant** to the question

Additional guidance in mark scheme:

- *Rehearsed language: **language learned by heart**, which may **not give a relevant, impromptu** response based on what has been heard (not spontaneous).*



Creative use of language (applies to speaking and writing)

Top band of higher:

- Consistently uses language **creatively** to express and justify a wide variety of individual thoughts, ideas and opinions.

Additional guidance: examples of creative language use are:

- using language to **create an effect**
- manipulating language, including high-frequency and simple language, to respond to **unexpected contexts** and purposes
- using language to **express thoughts, ideas, feelings and emotions**
- using language to **inform and narrate ideas, thoughts and points of view to maintain interest**
- applying a **variety** of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to **interest, to convince**.



Reading

Foundation	Higher
The assessment is 50 minutes	The assessment is 1 hour 05 minutes
A variety of multiple response and short-answer open response questions	A variety of multiple response and short-answer open response questions.
All questions are in English	All questions are in English
1 short passage from the TLto English	1 short passage from the TL to English
2 questions based on literary texts	2 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



Reading

- Identify the overall message of text, key points, details and opinions
- **Deduce meaning** from a variety of written texts
- Recognise the relationship between **past, present and future events**
- Recognise and respond to key information, important themes and ideas in more extended written text and **authentic sources**, including some extracts from relevant or adapted **literary texts**
- Demonstrate understanding by being able to scan for particular information, organise, and present relevant details, **draw inferences in context and recognise implicit meaning where appropriate.**



Literary texts

'Ekicho-san to aoi shigunaru' by Makoto Oishi

Read the extract below which is from a short story.

おじいさんは、えきで 四十年ぐらい
はたらいて いました。おじいさんの
しごとは いろいろ ありました。
まい日 えきの そうじを しました。
そして、きつぷを うりました。
おじいさんは とても まじめに
はたらきました。
でも、としを とりましたから、
今年の あきで しごとを やめます。
おじいさんは とても さびしいです。

(Source from: Kokoro ni nokoru 2nennsei no yomimono, Hatoju Muku ed.)



Literary text questions

(i) He works at a...

<input checked="" type="checkbox"/>	A department store.
<input checked="" type="checkbox"/>	B station.
<input checked="" type="checkbox"/>	C school.
<input checked="" type="checkbox"/>	D factory.

(ii) He has been...

<input type="checkbox"/>	A punctual.
<input type="checkbox"/>	B lazy.
<input type="checkbox"/>	C diligent.
<input type="checkbox"/>	D efficient.



Translation from Japanese into English

Foundation

10 Translate this passage into English.

ならに すんでいます。ちかくに おてらが あります。
おもしろかったですから、また 行きたいです。

Higher

10 Translate this passage into English.

毎年 かんこうきゃくが ふえています。しかし、マナーの わるい 人も
いて こまっています。さくらの 木を 切ったり、ごみを
ひろわなかったり するからです。



Writing

Foundation	Higher
1 h 15 mins	1 hour 25 mins
Assessment consists of <ul style="list-style-type: none">• one translation question• three open response questions.	Assessment consists of : <ul style="list-style-type: none">• one translation question• two open response questions.
For one open response question, students choose one of two writing tasks. This question is common to the Higher tier.	For each of the two open response questions, students choose one of two writing tasks. One of these questions is common to the Foundation tier.
The length of each open response required 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 from English to tl .They will be ordered by increasing level of difficulty	Students will be required to translate a short paragraph from English to tl. The individual sentences will be ordered by increasing level of difficulty.



Writing

- Students will need to make accurate use of a variety of vocabulary and grammatical structures and **reference to past, present and future events**
- In addition, students at the Higher tier will need to:
 - use and adapt a variety of structures and vocabulary with accuracy and fluency, 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



Higher question 1(a) or 1(b) – familiar

Register and style definition: familiar register and style – this includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate.

Choose either Question 1(a) or Question 1(b).

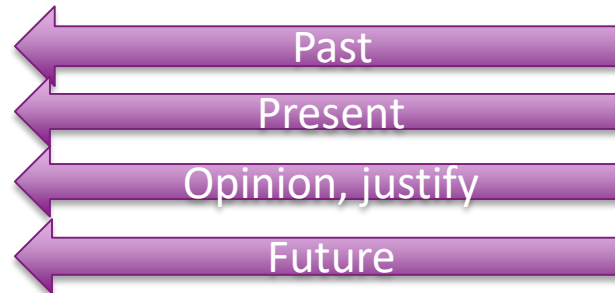
School trips

- 1 (a) Yasuo, your Japanese friend, has sent you an email about a school trip he went on.

Write an email to Yasuo.

You **must** refer to the following points:

- why your school organised this trip
- interesting activities on school trips
- why it is good or not to have school trips
- what new trip you would like to go on.



Write approximately 160–180 characters **in Japanese**.

Write an email using a **familiar** style of language.



(20)



Higher question 2(a) or 2(b) – formal

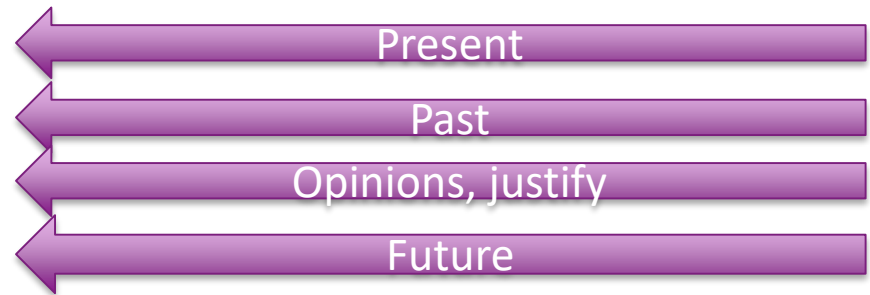
Register and style definition: Formal register and style – this includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration, endearments, writing in a conversational style, inappropriate abbreviations used in social media chat. It also includes using polite social conventions such as writing “please” when making requests.

Holidays

(b) A Japanese holiday company is looking for articles about different holidays for its website. Write an article about a special holiday you have been on to interest the readers.

You **must** refer to the following points:

- why your destination is interesting
- what activities you particularly liked
- why it is good for young people to travel
- a holiday you will go on next year.



Justify your ideas and opinions.

Write approximately 260–300 characters **in Japanese**.

Use appropriate language for a **formal** article.





Translation from English into Japanese (foundation)

Hokkaido

Translate the following sentences into **Japanese**.

(a) I like Hokkaido.

(2)

(b) There are few people.

(2)

(c) The mountains are far, but beautiful.

(2)

(d) You can do sports there.

(3)

(e) Yesterday it snowed, so I went skiing.

(3)



Translation from English into Japanese – Higher tier

Translate the following passage **into Japanese**.

- Emma likes Japanese and went to Aomori in April. She thought the cherry blossom was beautiful. She did things such as talking to Japanese people and taking photos. She intends to go to Japan again.



Support for planning

- Course planner
- Scheme of work for 2 year KS4
- Mapping charts from legacy to new GCSE
- Getting Started guide
- Student guide



Support for Assessment and teaching and learning

- Videos on conducting the speaking exam
- Sample assessment material
- Strategy documents for introducing :
 - literary texts
 - spontaneous speaking
 - incorporating culture into the MFL classroom
- Example conversation questions in English
- Adaptable vocabulary lists for students and teachers



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