

GCSE Languages 2017

Launch Event: Arabic, Chinese,
Japanese, Italian, Greek, Russian,
Urdu





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 The Edexcel Certificate in Chinese will be withdrawn.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

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



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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

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- **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 25% 50 marks	Listening and understanding	F = 35 minutes incl 5 mins reading time	Multiple-response and short-answer open response questions. The majority of the questions will be set in English with two questions set in the tl*.
		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.
		H = 10–12 minutes; (12 mins prep)	

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



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. There will be three questions set in the tl*
		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 in Chinese and Japanese will be set and responded to in English



Listening and understanding



Foundation	Higher
35 minutes incl 5 mins reading time	45 minutes incl 5 mins' reading time
Multiple-response questions and open response	Multiple-response questions and open response
2 questions in tl but no written response required as MCQ*	2 questions in tl but no written response required as MCQ*
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 +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



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 TL in their preparation time.*

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



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.
3 questions in the tl*	3 questions will be set in tl*
1 short passage from the tl to 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

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



Reading



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- 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.



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



Discussion point

Having listened to the changes and seen some sample questions:

Which aspects of the spec are you most looking forward to teach?

What are the areas of concern?



9-1 Grading

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<ul style="list-style-type: none">■ 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 achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.									
A*	A	B	C	D	E	F	G	U	
CURRENT GCSE GRADING STRUCTURE									

- 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**



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 NC 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
- Videos on conducting the speaking exam
- 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 for introducing :
 - literary texts
 - spontaneous speaking
 - incorporating culture into the MFL classroom
- Guide to target language rubrics
- List of useful websites for authentic materials



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



Published resources

We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential. To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers. However, it is not necessary to purchase resources to deliver our qualifications.



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Next steps

- Please complete your evaluation form for today's event – in your pack
- Visit the website to download further copies of the draft specification and support materials:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html>

- Sign up for our Getting Ready to Teach events