

GCSE (9–1)

Arabic, Greek, Italian, Japanese, Russian and Urdu

Languages for all

Discover our new qualifications for 2017



Edexcel GCSE (9–1) languages 2017

This guide provides an overview of our new, accredited Edexcel GCSE (9–1) qualifications in Arabic, Greek, Italian, Japanese, Russian and Urdu.

We will outline how our specifications will inspire your students and address changes to the qualification, and we'll also tell you all about the high-quality support you can expect.

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Languages for all

We believe languages should be accessible to a wide range of abilities. We want students to have confidence in their language skills and be aware of what they can achieve.

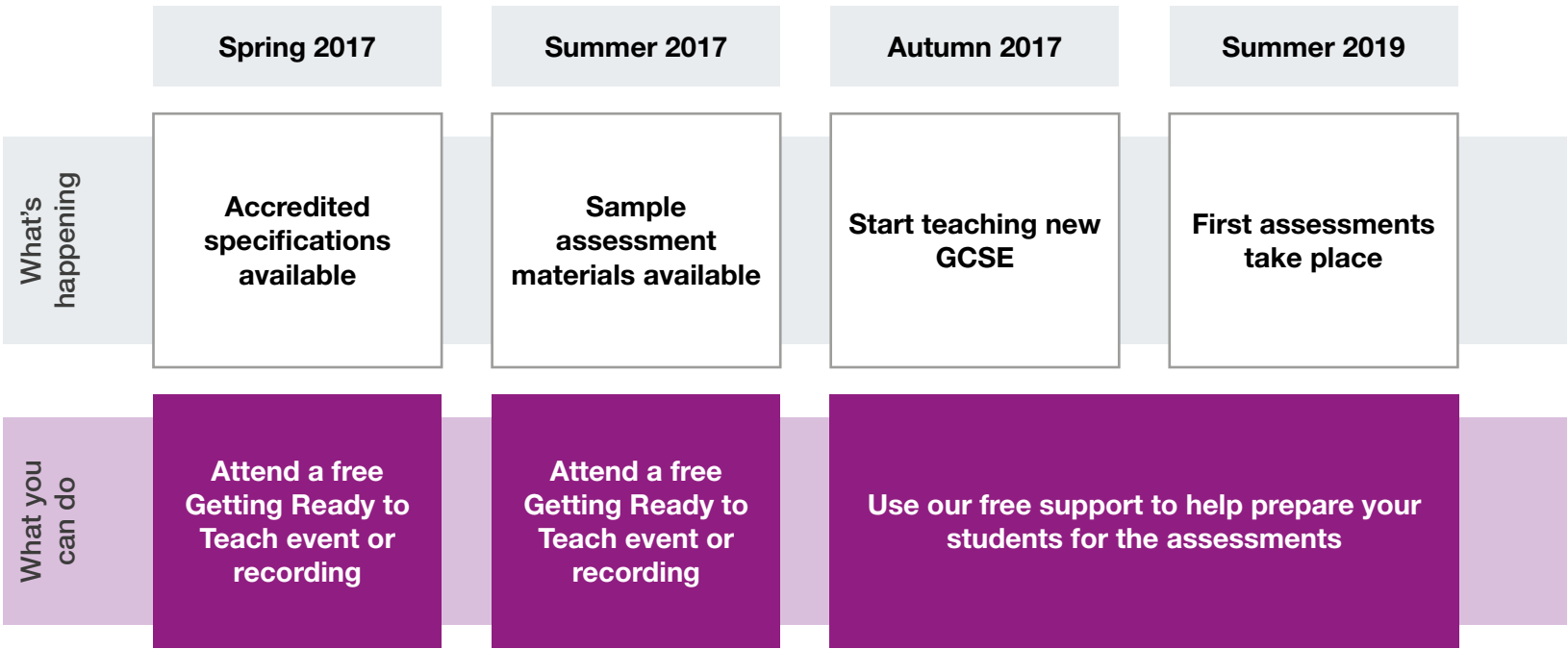
Supporting motivation and progression

Our approach **encourages motivation** through interesting, popular content relevant to students. The specifications provide a firm foundation for students to make a smooth transition to AS and A levels.

Assessments designed for all abilities

Assessments 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. Papers are designed to help all students **progress through the assessments confidently**, with scaffolding where appropriate and a gradual increase in the level of demand.

















What's happening and when?



Next steps ...

- Once you've read through this guide, turn to the back page for details of how to:
1. sign up for updates to receive information and support materials
 2. book on to a **free Getting Ready to Teach** event.






Qualifications at a glance

Component	Overview	Assessment
 Paper 1 Listening and understanding 25%	<ul style="list-style-type: none">Multiple-response and short answer open-response questionsQuestions set and responded to in English	<p> Foundation: 35 minutes including 5 minutes reading time</p> <p> Higher: 45 minutes including 5 minutes reading time</p> <p> 50 marks</p>
 Paper 2 Speaking 25%	<ul style="list-style-type: none">Students will be assessed through 3 tasks: a role play, questions based on a picture stimulus, and a conversationMark schemes reward candidates for their ability to produce unrehearsed and spontaneous answers	<p> Foundation: 7-9 minutes plus 12 minutes prep time</p> <p> Higher: 10-12 minutes plus 12 minutes prep time</p> <p> 70 marks</p>
 Paper 3 Reading and understanding 25%	<ul style="list-style-type: none">Multiple-response and short answer open-response questionsThree questions set in the target language*, requiring multiple-choice or one-word responsesA short translationEngaging and age-relevant texts set in the culture of the target language country	<p> Foundation: 50 minutes</p> <p> Higher: 1 hour 5 minutes</p> <p> 50 marks</p>
 Paper 4 Writing 25%	<ul style="list-style-type: none">A choice of questions at both tiers that encourage spontaneity and creativityFoundation: 3 open-response tasks (includes 1 cross-over task) and 1 translationHigher: 1 cross-over task; 1 extended writing and 1 translation	<p> Foundation: 1 hour 15 minutes</p> <p> Higher: 1 hour 25 minutes</p> <p> 60 marks</p>

*In Japanese, all questions are set in English and candidates are required to respond in English.

The home of modern languages

We have the widest range of languages at GCSE and A level and we've carried out lots of research with teachers and students to make sure you can have confidence in our qualifications and support.

-  We've trialled questions and mark schemes, and designed our assessments to be crystal-clear and accessible to all abilities.
-  Specifications include topics that teachers have told us they like teaching, which motivate students and allow them to learn in the context of the Target Language culture.
-  The content of the specifications is manageable, with clearly defined theme and topic areas.
-  We offer high-quality free support to help you plan for and teach Edexcel qualifications; track and assess students' progress; and develop your professional knowledge and skills.
-  Our free high-quality support follows a carefully designed programme of learning, written by a team of experts, and based on the principle of teaching the 'building blocks' of grammar and vocabulary to give students the tools to use language independently.

Well-designed assessments accessible to all learners

Our Edexcel qualifications and our free support have all been designed to encourage progression from a wide variety of starting points.

- Assessments are structured to build confidence:
 - All papers will **gradually build in demand**.
 - Scaffolding is featured where appropriate, including bullet points in the writing paper to support structure.
- Our mark schemes have been designed to allow students to demonstrate their skills to the best of their ability.
 - Papers include separate sections for target language questions.*
- We will provide **clear marking guidance** to help you understand the standards required.
- Our free support is designed to give you a **clear understanding of the new structure**.

*Not applicable for Japanese.



Translation tasks will be progressive in demand

progressive in demand

Abito a Milano

4 Traduci le seguenti frasi in italiano.

(a) My town is modern. (2)

(b) There are many parks. (2)

(c) The people are generally friendly. (2)

(d) I like the sun, but today it's raining. (3)

(e) We came to this big town because there is a lot to do, but I don't like the noise. (3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS


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Motivating cultural content that brings languages to life

We've embedded cultural and authentic material throughout our Edexcel GCSE (9-1) language qualifications and free support, giving students a sense of purpose to language learning.

- 🌐 Learners will be exposed to a range of **authentic material and transactional language**, providing 'real life' context.
- 🌐 Specifications include **interesting and relevant literary texts**, at the right level for learners.
- 🌐 A range of **free support is available now** on our website, including a 'How to' guide and video on incorporating culture into your classroom.
- 🌐 Content includes **familiar topics that you have told us you enjoy teaching and that motivate your students**. It is organised into a manageable, termly structure with a focused revision period. See **pages 10-11** for an overview.

STIMULUS FP1
Topic: Cultural life



(Source: © Iakov Filimonov / Alamy Stock Photo)

1. Опиши эту фотографию.
[Что-нибудь ещё?]
2. Я думаю, что фестивали очень важные. Что ты думаешь?
[Почему (нет)? / Что-нибудь ещё?]
3. Опиши, когда ты был(а) на фестивале в прошлом.
[Что-нибудь ещё?]
4. Что ты будешь делать на день рождения в этом году?
[Почему / Что-нибудь ещё?]
5. Какую музыку ты любишь на вечеринке?
[Почему / Что-нибудь ещё?]

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Colour pictures in the speaking assessment showcase the target language culture and add interest and context.

Reading assessments include extracts from authentic sources, reinforcing the importance of the target language culture.

Russian Tales by Nadezhda Harley

6 Read the extract from the text. Sasha and Vovka visit Moscow for the first time.

Мы с мамой и Вовкой гостили у тёти в Москве. В первый день мама и тётя ушли в магазин и нас оставили дома. Нам было скучно. Вовка вдруг сказал: «Давай пойдём на станцию метро».

Мы пошли на станцию, купили жетоны и сели на поезд. Мы проехали две остановки и вышли из вагона. Мы посмотрели станцию и потом поехали обратно на поезд. Через две остановки мы сошли с поезда, но - уфас! Это не была наша станция! Что делать?

(Source: Russian Tales, Harley (CLIP))

Answer the following questions in English. You do not need to write in full sentences.

(a) Why are the boys alone at home? (1)

(b) Where does Vovka suggest they go? (1)

(c) How far do they travel? (1)

(d) What is the problem when they make their return journey? (1)

(Total for Question 6 = 4 marks)

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Familiar, manageable content

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; 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.

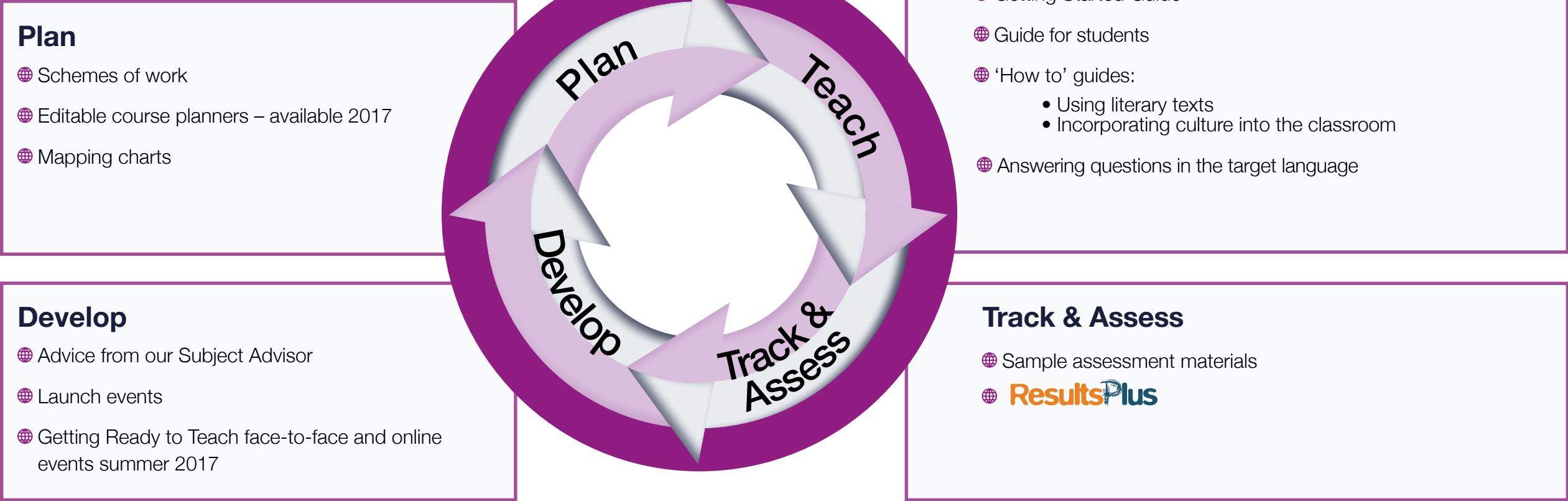
Revision



- Manageable content allows for plenty of revision time towards the end of Year 11.

Support to understand the new assessments and to teach the skills required

We've put together a package of support to help you **plan** and **teach** our new qualification, **track** and **assess** students' progress, and **develop** your own professional knowledge and skills.



Free support available now!

Take a look at: quals.pearson.com/gcselanguages2017

Support whenever you need it

Got any questions about the new courses? Send them along to our expert languages team.

You can sign up to receive emails from our Subject Advisor, Alistair Drewery, and be kept up to date about training events, news and government announcements, entry deadlines and much more.

- ☎ 020 7010 2187
- ✉ teachinglanguages@pearson.com
- 🐦 @PearsonMFLquals



Alistair Drewery
Languages Subject Advisor

Key facts: GCSE (9–1) Arabic, Greek, Italian, Japanese, Russian and Urdu

The following changes apply to the specifications.

- The removal of controlled assessments.
- 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.
- Short translations from and into the target language.
- Some target language questions* in the reading and listening papers.
- 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.
- The introduction of a new 9–1 grading system (top grade = 9).

*Not applicable for Japanese.



Edexcel AS and A levels in Italian and Russian 2017

Our Edexcel AS and A levels in Italian and Russian will be available for first teaching from September 2017.

We are working closely with teachers and students to ensure that our content builds on the understanding developed at GCSE and is flexible for co-teaching AS and A level so there is time to cover what you need to, at the appropriate depth.

You'll find everything you need to prepare for AS and A level languages from 2017 (first assessment from 2018 AS, and 2019 A level) including our accredited specifications and sample assessment materials at:

quals.pearson.com/alevellanguages17



Next steps...

Edexcel GCSE (9–1) Arabic, Greek, Italian, Japanese, Russian and Urdu

You can visit our website now to see the free support already available and if you're interested in teaching our new qualification, let us know so you receive important specification updates and support.

Sign up at:

quals.pearson.com/gcselanguages2017

Book a free Getting Ready to Teach event

Book your space on a free online or face-to-face **Getting Ready to Teach** event now to find out more about the qualification:

quals.pearson.com/gcselanguages17GRTT



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