GCSE to GCE: Revised - Specification and Skills mapping

GCSE Modern Languages [French, German, Irish and Spanish] Revised Specifications for first teaching from September 2017	GCE Modern Languages [French, German, Irish and Spanish] Revised Specifications for first teaching from September 2016
GCSE Aims This specification aims to encourage students to: • derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study • recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression • develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of the language • develop the confidence to communicate effectively in the language • develop the ability to work independently and with others • develop an understanding of the language in a variety of contexts • develop awareness and understanding of the target language speaking countries/communities • take their place as citizens in a multilingual, global society This specification supports progression to AS and A level study, further or higher education, vocational training and employment.	**GCE Aims** This specification aims to encourage students to: • develop an enthusiasm for and an understanding of the language and culture • communicate confidently, clearly and effectively in the language • develop knowledge and understanding of societal, political and cultural issues • draw together different areas of linguistic competence, skills and understanding • develop higher order thinking skills: independent learning and analytical and evaluative thinking • carry out research and present their findings through multimedia presentations • develop advanced study skills that help them prepare for third level education • provide extended responses and evidence of quality of written communication • engage critically with intellectually stimulating films, texts and other materials • demonstrate that they understand and can use the language at a high level to discuss and reflect on aspects of society, politics and culture

GCSE Assessment Objectives	GCE Assessment Objectives
AO1 Understand and respond to different types of spoken language	AO1 Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction
AO2 Communicate and interact effectively in speech	AO2 Understand and respond, in speech and writing, to written language drawn from a variety of sources
AO3 Understand and respond to different types of written language	AO3 Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure
AO4 Communicate in writing	AO4 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 and demonstrate critical analysis and evaluation of works created in the language studied

GCSE Learning Outcomes
The following learning outcomes apply to each of the three Contexts for Learning.

Speaking [Unit 2]
- communicate and interact effectively in speech for a variety of purposes
- take part in short conversations, asking and answering questions, exchanging opinions and producing extended sequences of speech
- speak spontaneously, responding to questions, points of view or situations and sustaining communication as appropriate
- express information and narrate events coherently and confidently, using and adapting language for new purposes
- make appropriate and accurate use of a variety of vocabulary and grammatical structures
- make creative use of the language, as appropriate, to express and justify their own thoughts and points of view

GCE Learning Outcomes

Speaking
- understand, infer meaning and draw conclusions from a variety of spoken sources covering different contexts, registers and styles
- express information, facts and ideas and justify opinions in spoken language
- understand and accurately apply the grammatical system and a wide range of structures
- adapt spoken and written language appropriately for different situations and purposes
- speak knowledgeably about the topic that they have researched

- use accurate pronunciation and intonation that would be understood by a native speaker

Listening [Unit 1]
- demonstrate understanding of different types of spoken language
- follow and understand clear speech that uses familiar language
- identify the overall message, key points, details and opinions in a variety of spoken passages
- deduce meaning from a variety of spoken texts
- recognise and respond to key information, important themes and ideas in extended spoken text by answering questions, extracting information, evaluating and drawing conclusions

Reading [Unit 3]
- understand and respond to different types of written language
- demonstrate understanding of details within texts using high frequency familiar language
- identify the overall message, key points, details and opinions in a variety of written passages
- deduce meaning from a variety of written texts
- recognise and respond to key information, important themes and ideas in extended written text and authentic sources
- demonstrate understanding by scanning for particular information, organising and presenting relevant details, drawing conclusions in context and recognising implicit meaning where appropriate

Writing [Unit 4]
- communicate in writing for a variety of purposes
- write words, phrases and short texts using lists and simple sentences in familiar language to convey meaning and exchange information

Listening and Reading
- understand, infer meaning and draw conclusions from a variety of spoken sources covering different contexts, registers, styles and genres
- adapt spoken and written language appropriately for different situations and purposes
- understand, infer meaning and draw conclusions from a variety of written texts covering different contexts, registers, styles and genres
- summarise information from written sources, report key points and subject matter in writing
- transfer meaning from English into target language
- understand and accurately apply the grammatical system and a range of structures

Writing
- demonstrate their ability to write in target language about the literary text they have studied
- express information, facts and ideas in written language and justify opinions through the study of a literary text

• translate sentences from English into the target language to convey key messages accurately and to apply knowledge of language and grammatical structures in context • produce clear and coherent extended text to present facts and express ideas and opinions for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures • manipulate the language, using and adapting a variety of structures and vocabulary with accuracy and fluency for new purposes [including using appropriate style and register] • make independent and creative use of the language to identify key points, express and justify their thoughts and points of view	• demonstrate their capacity for critical and analytical thinking in target language by developing arguments and presenting views, opinions and justifications • demonstrate a capacity for critical analysis, evaluation and comparison of characters, plot and themes, literary style and motivation • apply grammatical structures accurately

GCSE Assessment units:

- Speaking [25%]
- Listening [25%]
- Reading [25%]
- Writing [25%]

A level Assessment units

AS   **A2**

- Speaking   [AS 30%/AL 12%]   Speaking [AL 18%]
- Listening A   Listening A
- Reading B   Reading B [AL 24%]
- Use of Language C [AS 40%/AL 16%]
- Writing [AS 30%/AL 12%]   Writing [AL 18%]

GCSE Modes of Assessment

Speaking   external examination marked by CCEA
Listening   external examination marked by CCEA
Reading   external examination marked by CCEA
Writing   external examination marked by CCEA

GCE Modes of Assessment

AS and A2 Speaking   external examination marked by CCEA
AS and A2 Listening [A]   external examination marked by CCEA
AS and A2 Reading [B]   external examination marked by CCEA
AS Use of Language [C]   external examination marked by CCEA
AS and A2 Writing   external examination marked by CCEA

GCSE Subject Content	GCE Subject Content
GCSE Contexts for Learning	**AS level**
<u>Context for Learning 1: Identity, Lifestyle and Culture</u>	<u>Relationships</u>
	• Different family structures
• Myself, my family, relationships and choices [e.g. family and friends]	• Roles, responsibilities and relationships within families
• Social media and new technology [e.g. online communications, computers, tablets and smartphones]	• Challenges for families
	• Intergenerational issues
• Free time, leisure and daily routine [e.g. hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and at the weekend]	• Influences on young people
	<u>Culture and Lifestyle</u>
• Culture, customs, festivals and celebrations [e.g. Easter, Christmas, birthdays, cultural activities and events, national holidays, celebrations and cuisine]	• Physical well-being, diet, exercise
	• Risk-taking behaviour, smoking, alcohol, drugs, extreme sports
	• Dealing with stress and challenges
<u>GCSE Context for Learning 2: Local, National, International and Global Areas of Interest</u>	• Hobbies and interests, sport, music
	• The arts, film, fashion and design
	• Social media and new technology
• My local area and the wider environment [e.g. home, neighbourhood, town or city, places to visit, region and country]	• Holidays, festivals and tourism
• Community involvement [e.g. charity and voluntary work]	**A2 level**
• Social and global issues [e.g. health, lifestyle, anti-social behaviour, caring for others and caring for the environment]	<u>Young People in Society</u>
	• Part-time jobs
	• Education and employment
• Travel and tourism [e.g. holidays, destinations, transport, tourist information, weather, directions, accommodation, activities, shopping and eating out]	• Career planning
	• Young people and democracy
	• European citizenship
	• Societal attitudes and young people
<u>GCSE Context for Learning 3: School Life, Studies and the World of Work</u>	<u>Our Place in a Changing World</u>
• My studies and school life [e.g. school subjects, uniform, timetable, rules and regulations]	• Equality/inequality and discrimination/prejudice
• Extra-curricular activities [e.g. clubs, societies, events, trips and visits]	• Poverty at home and abroad
	• Immigration and emigration

- Part-time jobs and money management [e.g. evening work, weekend work and work experience] - Future plans and career [e.g. further studies, employment, aspirations and choices]	- Multicultural society and cultural identity - Causes, consequences and resolution of conflict - Sustainable living and environmental issues
GCSE Structure Speaking [Unit 2] 7-12 minutes Single tier of entry Two role plays [up to 2 minutes for each role-play] Conversation on two topics [up to 4 minutes for each conversation topic] Listening [Unit 1] Foundation tier 35 minutes approx. / Higher tier 45 minutes approx. Section A: 8 questions answered in English or non-verbal response Section B: 4 questions answered in target language There are four common questions Reading [Unit 3] Foundation tier 50 minutes / Higher tier 1 hour Section A: 8 questions answered in English or non-verbal response Section B: 4 questions answered in target language Reading papers include translation from target language into English There are four common questions Writing [Unit 4] Foundation tier 1 hour / Higher tier 1 hour 15 minutes Foundation: [1] listing/short phrase task, [2] short phrase/sentence task, [3] translation of short sentences from English into target language and [4] one structured, extended writing task from a choice of three Higher: [1] short phrase/sentence task, [2] short responses in target language to one or more pieces of text, [3] translation of short sentences	**GCE Structure** AS Speaking 11 minutes Presentation AS theme [3 minutes] Conversation [8 minutes] AS Listening [A] 40 minutes Recording 1 answer in the target language Recording 2 answer in English AS Reading [B] 50 minutes Question 1 answer in the target language Question 2 translation from target language into English AS Use of Language [C] Questions 1 – 4 short grammatical and lexical exercises Question 5 translation from English into target language AS Writing One essay in the target language based on a set film or literary text A2 Speaking 15 minutes Introduction of research project [1 minute] Discussion of research project [5 minutes] Conversation [9 minutes] A2 Listening [A] 45 minutes Recording 1 answer in target language

from English into target language and [4] one structured, extended writing task from a choice of three There is one common question	Recording 2 answer in English A2 Reading [B] 2 hours Questions 1 – 2 answer in the target language Question 3 summarise a target language passage in English Question 4 translation of English passage into target language A2 Writing One essay in the target language based on a set literary text

GCSE level Grammar & Structures
[These lists are general information headings with some examples – refer to each individual target language Specification Appendix 4 for the exact requirements for each target language]
 	
Foundation
• Nouns
  [gender, singular, plural]
• Articles
  [definite, indefinite and partitive]
• Adjectives
  [agreement, position, comparative, superlative; demonstrative, indefinite, possessive, interrogative]
 	
• Adverbs
  [comparative, superlative, regular, interrogative, time, place, common phrases]
• Quantifiers and intensifiers
• Pronouns
  [personal, reflexive, relative, object, direct, indirect, position, order, disjunctive, emphatic, demonstrative, indefinite, interrogative]
• Verbs
	AS and A level Grammar & Structures
	[These lists are general information headings with some examples – refer to each individual target language Specification Appendix 5 for the exact requirements for each target language]
	
	AS
	• Nouns
	  [gender, singular, plural]
	• Articles
	  [definite, indefinite, partitive]
	• Adjectives
	  [agreement, position, comparative, superlative, adjectives as nouns; demonstrative, indefinite, possessive, interrogative, exclamatory]
	• Adverbs
	  [formation, comparative, superlative, interrogative]
	
	• Quantifiers and intensifiers
	• Pronouns
	  [personal, subject, object, disjunctive, emphatic, position, order, reflexive, relative, demonstrative, indefinite, possessive, interrogative]
	• Verbs

[regular, irregular, reflexive, singular, plural, negative, interrogative, modes of address, impersonal, + infinitive, with preposition, without preposition]

- Tenses
  [verbs as appropriate to each individual target language including: present, perfect, imperfect, immediate future, pluperfect, passive voice: present, imperative, present participle
- Prepositions
  [common prepositions, common compound prepositions]
- Conjunctions
  [co-ordinating conjunctions, subordinating conjunctions]
- Number, quantity, dates and time

Higher
All grammar and structures listed for Foundation as well as:
- Adjectives
  [additional examples listed in Specification Appendix 4]
- Adverbs
  [additional examples listed in Specification Appendix 4]
- Pronouns
  [possessive]
- Tenses
  [future, conditional, passive voice: future/imperfect/perfect, perfect, subjunctive: present]
- Time
  [additional examples listed in Specification Appendix 4]

[conjugation or regular verbs/modal verbs/principal irregular verbs/reflexive verbs, agreement, modes of address, impersonal, + infinitive, dependent infinitives, perfect infinitives, negative forms, tenses, present participle, verbal paraphrases, passive voice, subjunctive: present]

- Tenses
  [present, perfect, imperfect, future, conditional, future perfect, conditional perfect, pluperfect, past historic]

- Prepositions
  [simple, complex]
- Conjunctions
  [co-ordinating conjunctions, subordinating conjunctions]
- Numeral
  [cardinal, ordinal, expression of time/date]
- Negation
  [negative particles]
- Word Order
  [inversion after speech]
- Other constructions
  [time expressions, comparative constructions, indirect speech]
- Discourse markers
  [examples listed in Specification Appendix 5]
- Fillers
  [examples listed in Specification Appendix 5]

A2

- Verbs
  [dependent infinitives, passive voice: all tenses, subjunctive mood: perfect, imperfect]
- Word order
  [inversion after adverbs]