

Modern Languages Progression Pathway



The Northern Ireland Curriculum sets out the statutory requirements to be taught across the 12 years of compulsory education here (ages 4 to 16). At all key stages, the curriculum has the same aim and objectives. It also emphasises developing the skills and capabilities that pupils will need for lifelong learning and for operating in society.

Aim	To empower young people to achieve their potential and to make informed and responsible decisions throughout their lives
Objectives	To develop learners as individuals and as contributors to society, the economy and the environment
Whole-curriculum skills and capabilities	Communication, Using Mathematics, Using ICT, and Thinking Skills and Personal Capabilities



Modern Languages

Modern Languages in the Curriculum

Modern Languages is a statutory Area of Learning in the curriculum at Key Stage 3 (ages 11 to 14). All pupils who study Modern Languages should have opportunities to express themselves creatively and communicate confidently, through listening, speaking, reading and writing, to develop a greater understanding of how language works and intercultural awareness.

Ages 4 to 11: Foundation Stage, Key Stage 1 and Key Stage 2	Modern languages are not statutory at primary , although schools are encouraged to provide access to additional languages: <i>'Second language learning improves children's communication and literacy skills, enabling them to develop their aural and visual memory and encouraging them to become confident speakers as well as attentive listeners'</i> (The Northern Ireland Curriculum Primary, page 17).
Ages 11 to 14: Key Stage 3	In Key Stage 3 Modern Languages , pupils must study at least one official language of the European Union (other than English and, in Irish-medium schools, Irish). The OLA scheme is available to provide pupils with short-term language learning goals and reward achievement.
Ages 14 to 16: Key Stage 4	While Modern Languages is not compulsory at Key Stage 4, schools do need to offer access to at least one course in an official language of the European Union that leads to a qualification in this Area of Learning.

At post-16, young people can choose from a range of CCEA qualifications relating to Modern Languages.

About this Resource

This progression pathway is for all those interested in Modern Languages education in Northern Ireland, including teachers, parents/guardians and learners. This section illustrates progression from Foundation Stage to post-16 by:

- reiterating the key minimum requirements for Modern Languages in the **Northern Ireland Curriculum**;
- showing **examples of learning** relevant from Foundation Stage to age 16; and
- highlighting **CCEA qualifications** that recognise and reward learning in Modern Languages.

Modern Languages

Through studying modern languages, learners have opportunities to develop effective communication skills in their chosen language, known as the target language. In doing so, they increase their confidence in the six key areas of Listening, Speaking, Reading, Writing, Knowledge about Language and Intercultural Awareness.

Learners also discover more about other cultures, countries and communities, as well as covering topics that include social and global issues. All this enables them to take their place as citizens in a multilingual, global society.

The knowledge and advanced skills that learners acquire can help them progress to further study, higher education or employment in a wide range of careers, including diplomacy, banking, travel and tourism, journalism, and teaching. Speaking two or more languages also helps improve memory and cognitive function.

Modern languages are a statutory part of the Northern Ireland Curriculum at Key Stage 3, but schools are encouraged to teach additional languages in primary schools.



Modern Languages in the Northern Ireland Curriculum

Modern Languages

Foundation Stage, Key Stage 1 and Key Stage 2

Age 4–11

Modern languages are not a statutory part of the curriculum from Foundation Stage to Key Stage 2, so there is no set content.



Key Stage 3

Age 11–14

Pupils should have opportunities to become effective and creative communicators as:

- individuals;
- contributors to society; and
- contributors to the economy and the environment.

Pupils should demonstrate skills and application of knowledge and understanding of the target language.

[More about the requirements for Modern Languages in The Statutory Curriculum at Key Stage 3 \(KS3\) \(see page 36\).](#)



Key Stage 4

Age 14–16


There is no set content for all pupils in Modern Languages at Key Stage 4.

However, schools must offer access to at least one course that leads to a qualification in this Area of Learning.


[More about Modern Language at Key Stage 4 \(KS4\)](#)

Whole-Curriculum Skills and Capabilities

Through opportunities to engage in active learning contexts across all areas of the curriculum, pupils should progressively develop:

 Thinking Skills and Personal Capabilities

 Communication

 Using Mathematics

 Using Information and Communications Technology

Examples of Learning

The examples of learning in this section show one way to organise existing curriculum and qualification content. They illustrate how knowledge, skills and understanding are supported and developed as each key stage builds on the one before, prepares for the one that follows, and aims to equip learners for the challenges they will face in the real world and throughout their lives.

These examples of learning:

- illustrate curriculum connections from Foundation Stage (4–6 years) to Key Stage 4 (14–16 years);
- show how the CCEA qualifications reflect these curriculum connections; and
- suggest A level qualifications (GCEs) that students who enjoy these aspects of learning might find interesting at post-16.



Listening



Speaking



Reading



Writing



Knowledge about Language



Intercultural Awareness

Overview		Curriculum			Examples of Learning		Qualifications	
Overview	Listening	Speaking	Reading	Writing	Knowledge about Language	Intercultural Awareness		

Listening

Foundation Stage Age 4–6	Key Stage 1 Age 6–8	Key Stage 2 Age 8–11	Key Stage 3 Age 11–14	Key Stage 4 Age 14–16
<p>In primary schools it is not statutory to teach a language other than English or Irish (in Irish-medium schools).</p>			<p>Pupils should have opportunities to become effective and creative communicators by listening and responding in oral form, in the target language, to a range of stimuli and for a variety of purposes.</p> <p>Demonstrating skills and application of knowledge and understanding of the target language, pupils should be able to demonstrate self-management by working systematically, persisting with tasks, evaluating and improving their own performance.</p> <p><i>The Statutory Curriculum at KS3, page 36</i></p>	<p>GCSE French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Listening
			<p>OLA French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Listening 	

Post-16
 A student who enjoys this aspect of modern languages may also be especially interested in [GCE French](#), [GCE German](#), [GCE Irish](#) and [GCE Spanish](#)

Overview		Curriculum		Examples of Learning		Qualifications
Overview	Listening	Speaking	Reading	Writing	Knowledge about Language	Intercultural Awareness

Speaking

Foundation Stage Age 4–6	Key Stage 1 Age 6–8	Key Stage 2 Age 8–11	Key Stage 3 Age 11–14	Key Stage 4 Age 14–16
<p>In primary schools it is not statutory to teach a language other than English or Irish (in Irish-medium schools).</p>			<p>Pupils should have opportunities to become effective and creative communicators by:</p> <ul style="list-style-type: none"> • talking about experience, feelings and opinions using the target language; and • using a range of techniques, including performance and multimedia, to convey, present and exchange information innovatively in the target language and as a means of creative expression. <p>Demonstrating skills and application of knowledge and understanding of the target language, pupils should be able to:</p> <ul style="list-style-type: none"> • work effectively with others; and • communicate effectively in oral and visual formats, improving accuracy and showing clear awareness of audience and purpose. <p><i>The Statutory Curriculum at KS3, page 36</i></p>	<p>GCSE French, German, Irish and Spanish</p> <ul style="list-style-type: none"> • Speaking
			<p>OLA French, German, Irish and Spanish</p> <ul style="list-style-type: none"> • Speaking 	

Post-16

A student who enjoys this aspect of modern languages may also be especially interested in [GCE French](#), [GCE German](#), [GCE Irish](#) and [GCE Spanish](#)

Overview		Curriculum		Examples of Learning		Qualifications
Overview	Listening	Speaking	Reading	Writing	Knowledge about Language	Intercultural Awareness

Reading

Foundation Stage Age 4–6	Key Stage 1 Age 6–8	Key Stage 2 Age 8–11	Key Stage 3 Age 11–14	Key Stage 4 Age 14–16
<p>In primary schools it is not statutory to teach a language other than English or Irish (in Irish-medium schools).</p>			<p>Pupils should have opportunities to become effective and creative communicators by reading and viewing a range of stimuli in the target language for key ideas, detail, enjoyment and engagement.</p> <p>Demonstrating skills and application of knowledge and understanding of the target language, pupils should be able to research and manage information effectively to investigate target language issues, including Using Mathematics and Using ICT where appropriate.</p> <p><i>The Statutory Curriculum at KS3, page 36</i></p>	<p>GCSE French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Reading
			<p>OLA French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Reading 	

Post-16
 A student who enjoys this aspect of modern languages may also be especially interested in [GCE French](#), [GCE German](#), [GCE Irish](#) and [GCE Spanish](#)

Overview		Curriculum		Examples of Learning		Qualifications	
Overview	Listening	Speaking	Reading	Writing	Knowledge about Language	Intercultural Awareness	

Writing

Foundation Stage Age 4–6	Key Stage 1 Age 6–8	Key Stage 2 Age 8–11	Key Stage 3 Age 11–14	Key Stage 4 Age 14–16
<p>In primary schools it is not statutory to teach a language other than English or Irish (in Irish-medium schools).</p>			<p>Pupils should have opportunities to become effective and creative communicators by:</p> <ul style="list-style-type: none"> listening and responding in written form, in the target language, to a range of stimuli and for a variety of purposes; writing in the target language to exchange information and ideas, establish and maintain contact; and using a range of techniques, including performance and multimedia, to convey, present and exchange information innovatively in the target language and as a means of creative expression. <p>Demonstrating skills and application of knowledge and understanding of the target language, pupils should be able to communicate effectively in written and ICT formats, improving accuracy and showing clear awareness of audience and purpose.</p> <p><i>The Statutory Curriculum at KS3, page 36</i></p>	<p>GCSE French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Writing
			<p>OLA French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Writing 	
<p>Post-16 A student who enjoys this aspect of modern languages may also be especially interested in GCE French, GCE German, GCE Irish and GCE Spanish</p>				

Overview		Curriculum			Examples of Learning		Qualifications	
Overview	Listening	Speaking	Reading	Writing	Knowledge about Language	Intercultural Awareness		

Knowledge about Language

Foundation Stage Age 4–6	Key Stage 1 Age 6–8	Key Stage 2 Age 8–11	Key Stage 3 Age 11–14	Key Stage 4 Age 14–16
<p>In primary schools it is not statutory to teach a language other than English or Irish (in Irish-medium schools).</p>			<p>Pupils should have opportunities to become effective and creative communicators by:</p> <ul style="list-style-type: none"> developing an awareness of language and how it works, and by improving accuracy; comparing linguistic features in the first and target language; and using previously learned language in unfamiliar contexts. <p>Demonstrating skills and application of knowledge and understanding of the target language, pupils should be able to show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate.</p> <p><i>The Statutory Curriculum at KS3, page 36</i></p>	<p>GCSE French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Listening Speaking Reading Writing
			<p>OLA French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Listening Speaking Reading Writing 	
<p>Post-16 A student who enjoys this aspect of modern languages may also be especially interested in GCE French, GCE German, GCE Irish and GCE Spanish</p>				

Overview		Curriculum			Examples of Learning		Qualifications
Overview	Listening	Speaking	Reading	Writing	Knowledge about Language	Intercultural Awareness	

Intercultural Awareness

Foundation Stage Age 4–6	Key Stage 1 Age 6–8	Key Stage 2 Age 8–11	Key Stage 3 Age 11–14	Key Stage 4 Age 14–16
<p>In primary schools it is not statutory to teach a language other than English or Irish (in Irish-medium schools).</p>			<p>Pupils should have opportunities to become effective and creative communicators by:</p> <ul style="list-style-type: none"> engaging with others including, where possible, partner schools; and applying the language-specific skills and transferable skills acquired through second language learning to real-life situations locally, nationally and internationally. <p>Demonstrating skills and application of knowledge and understanding of the target language, pupils should be able to demonstrate creativity and initiative when developing ideas and following them through.</p> <p><i>The Statutory Curriculum at KS3, page 36</i></p>	<p>GCSE French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Listening Speaking Reading Writing
			<p>OLA French, German, Irish and Spanish</p> <ul style="list-style-type: none"> Listening Speaking Reading Writing 	
<p>Post-16 A student who enjoys this aspect of modern languages may also be especially interested in GCE French, GCE German, GCE Irish and GCE Spanish</p>				

Recognition Scheme

CCEA's OLAs can help learners progress through the early stages of language learning. The assessments can be part of a valuable enrichment course throughout post-primary and are especially suitable at Key Stage 3.

Key Stage 3 Recognition Scheme

[OLA French](#)

[OLA German](#)

[OLA Irish](#)

[OLA Spanish](#)

The OLA qualifications are broadly set at Level pre-A1 and Level A1 on the Common European Framework of Reference for Languages (CEFR).

CCEA Qualifications

CCEA's range of qualifications offers many routes that learners can choose to take through their curriculum journey to work or further study. All CCEA qualifications build on the skills that learners develop across the curriculum.

Key Stage 4 Qualifications

[GCSE French](#)

[GCSE German](#)

[GCSE Irish](#)

[GCSE Spanish](#)

The GCSE qualifications are broadly set at Level A1 and Level A2 on the CEFR.

Post-16 Qualifications

[GCE French](#)

[GCE German](#)

[GCE Irish](#)

[GCE Spanish](#)

The GCE qualifications are broadly set at Level B1 and Level B2 on the CEFR.

OLA French

The study of modern languages within the framework of the CCEA OLA specifications can contribute to the development of pupils by improving their communication skills and engendering a greater awareness of self and others. It can promote language awareness, thereby enhancing literacy and supporting independent learning and further language acquisition.

Specification Aims and Rationale (Section 1.2)

Specification at a Glance

There are four levels: Entry 2, Entry 3, Level 1 and Level 2. Each contains four units. The units are mandatory to obtain the full level.

Unit 1	Listening
Unit 2	Speaking
Unit 3	Reading
Unit 4	Writing

Specification Section 2

Associated Topic Areas

OLA is subdivided into the following topic areas:

Self, family and friends	Eating out (café)	Weather
Home life and daily routine	Getting around	The environment
Hobbies and interests	Public services	Dining out
School	Shopping	Going out
Health	On holiday	Work and continuing education
	Accommodation	

Specification Section 3.5



Progression and prior learning

This specification is designed to promote continuity, coherence and progression within the study of the target language. It builds on the knowledge, skills and understanding acquired at the initial stage of language learning and takes the pupil in a series of short, manageable and clearly defined steps, from Entry Level 2 or 3, to Level 1 and Level 2, the threshold of GCSE.

A course based on this specification and the language-specific support materials could encourage and facilitate the study of the target language (TL) at a more advanced level, including the higher levels of GCSE.

This specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the **Modern Languages** Area of Learning.



More about [OLA French](#)



Other Key Stage 3/4 Qualifications

[OLA German](#)

[OLA Irish](#)

[OLA Spanish](#)

OLA German

The study of modern languages within the framework of the CCEA OLA specifications can contribute to the development of pupils by improving their communication skills and engendering a greater awareness of self and others. It can promote language awareness, thereby enhancing literacy and supporting independent learning and further language acquisition.

Specification Aims and Rationale (Section 1.2)

Specification at a Glance

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Unit 1	Listening
Unit 2	Speaking
Unit 3	Reading
Unit 4	Writing

Specification Section 2

Associated Topic Areas

OLA is subdivided into the following topic areas:

Self, family and friends	Eating out (café)	Weather
Home life and daily routine	Getting around	The environment
Hobbies and interests	Public services	Dining out
School	Shopping	Going out
Health	On holiday	Work and continuing education
	Accommodation	

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Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the *Modern Languages* Area of Learning.



More about [OLA German](#)



Other Key Stage 3/4 Qualifications

[OLA French](#)
[OLA Irish](#)
[OLA Spanish](#)

OLA Irish

The study of modern languages within the framework of the CCEA OLA specifications can contribute to the development of pupils by improving their communication skills and engendering a greater awareness of self and others. It can promote language awareness, thereby enhancing literacy and supporting independent learning and further language acquisition.

Specification Aims and Rationale (Section 1.2)

Specification at a Glance

There are four levels: Entry 2, Entry 3, Level 1 and Level 2. Each contains four units. The units are mandatory to obtain the full level.

Unit 1	Listening
Unit 2	Speaking
Unit 3	Reading
Unit 4	Writing

Specification Section 2

Associated Topic Areas

OLA is subdivided into the following topic areas:

Self, family and friends	Eating out (café)	Weather
Home life and daily routine	Getting around	The environment
Hobbies and interests	Public services	Dining out
School	Shopping	Going out
Health	On holiday	Work and continuing education
	Accommodation	

Specification Section 3.5



Progression and prior learning

This specification is designed to promote continuity, coherence and progression within the study of the target language. It builds on the knowledge, skills and understanding acquired at the initial stage of language learning and takes the pupil in a series of short, manageable and clearly defined steps, from Entry Level 2 or 3, to Level 1 and Level 2, the threshold of GCSE.

A course based on this specification and the language-specific support materials could encourage and facilitate the study of the target language (TL) at a more advanced level, including the higher levels of GCSE.

This specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the **Modern Languages** Area of Learning.



More about [OLA Irish](#)



Other Key Stage 3/4 Qualifications

[OLA French](#)
[OLA German](#)
[OLA Spanish](#)

OLA Spanish

The study of modern languages within the framework of the CCEA OLA specifications can contribute to the development of pupils by improving their communication skills and engendering a greater awareness of self and others. It can promote language awareness, thereby enhancing literacy and supporting independent learning and further language acquisition.

Specification Aims and Rationale (Section 1.2)

Specification at a Glance

There are four levels: Entry 2, Entry 3, Level 1 and Level 2. Each contains four units. The units are mandatory to obtain the full level.

Unit 1	Listening
Unit 2	Speaking
Unit 3	Reading
Unit 4	Writing

Specification Section 2

Associated Topic Areas

OLA is subdivided into the following topic areas:

Self, family and friends	Eating out (café)	Weather
Home life and daily routine	Getting around	The environment
Hobbies and interests	Public services	Dining out
School	Shopping	Going out
Health	On holiday	Work and continuing education
	Accommodation	

Specification Section 3.5



Progression and prior learning

This specification is designed to promote continuity, coherence and progression within the study of the target language. It builds on the knowledge, skills and understanding acquired at the initial stage of language learning and takes the pupil in a series of short, manageable and clearly defined steps, from Entry Level 2 or 3, to Level 1 and Level 2, the threshold of GCSE.

A course based on this specification and the language-specific support materials could encourage and facilitate the study of the target language (TL) at a more advanced level, including the higher levels of GCSE.

This specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the *Modern Languages* Area of Learning.



More about [OLA Spanish](#)



Other Key Stage 3/4 Qualifications

[OLA French](#)
[OLA German](#)
[OLA Irish](#)

GCSE French

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 French;
- develop the confidence to communicate effectively in French;
- develop the ability to work independently and with others;
- develop an understanding of French in a variety of contexts;
- develop awareness and understanding of French-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

Specification Aims (Section 1.1)

Subject Content

Students develop their knowledge and understanding by studying three Contexts for Learning:

- Context for Learning 1: Identify, Lifestyle and Culture;
- Context for Learning 2: Local, National, International and Global Areas of Interest; and
- Context for Learning 3: School Life, Studies and the World of Work.

Unit 1	Listening
Unit 2	Speaking
Unit 3	Reading
Unit 4	Writing

Specification Section 3



Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification is designed to promote continuity, coherence and progression within the study of the language.

The specification builds on the knowledge, understanding and skills developed within the Northern Ireland Curriculum at Key Stage 3.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the **Modern Languages** Area of Learning.



More about [GCSE French](#)



Other Key Stage 3/4 Qualifications

[GCSE German](#)

[GCSE Irish](#)

[GCSE Spanish](#)

GCSE German

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 German;
- develop the confidence to communicate effectively in German;
- develop the ability to work independently and with others;
- develop an understanding of German in a variety of contexts;
- develop awareness and understanding of German-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

Specification Aims (Section 1.1)

Subject Content

Students develop their knowledge and understanding by studying three Contexts for Learning:

- Context for Learning 1: Identify, Lifestyle and Culture;
- Context for Learning 2: Local, National, International and Global Areas of Interest; and
- Context for Learning 3: School Life, Studies and the World of Work.

Unit 1	Listening
Unit 2	Speaking
Unit 3	Reading
Unit 4	Writing

Specification Section 3



Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification is designed to promote continuity, coherence and progression within the study of the language.

The specification builds on the knowledge, understanding and skills developed within the Northern Ireland Curriculum at Key Stage 3.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the *Modern Languages* Area of Learning.



More about [GCSE German](#)



Other Key Stage 3/4 Qualifications

[GCSE French](#)

[GCSE Irish](#)

[GCSE Spanish](#)

GCSE Irish

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 Irish;
- develop the confidence to communicate effectively in Irish;
- develop the ability to work independently and with others;
- develop an understanding of Irish in a variety of contexts;
- develop awareness and understanding of Irish-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

Specification Aims (Section 1.1)

Subject Content

Students develop their knowledge and understanding by studying three Contexts for Learning:

- Context for Learning 1: Identify, Lifestyle and Culture;
- Context for Learning 2: Local, National, International and Global Areas of Interest; and
- Context for Learning 3: School Life, Studies and the World of Work.

Unit 1	Listening
Unit 2	Speaking
Unit 3	Reading
Unit 4	Writing

Specification Section 3



Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification is designed to promote continuity, coherence and progression within the study of the language.

The specification builds on the knowledge, understanding and skills developed within the Northern Ireland Curriculum at Key Stage 3.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the **Modern Languages** Area of Learning.



More about [GCSE Irish](#)



Other Key Stage 3/4 Qualifications

[GCSE French](#)
[GCSE German](#)
[GCSE Spanish](#)

GCSE Spanish

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 Spanish;
- develop the confidence to communicate effectively in Spanish;
- develop the ability to work independently and with others;
- develop an understanding of Spanish in a variety of contexts;
- develop awareness and understanding of Spanish-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

Specification Aims (Section 1.1)

Subject Content

Students develop their knowledge and understanding by studying three Contexts for Learning:

- Context for Learning 1: Identify, Lifestyle and Culture;
- Context for Learning 2: Local, National, International and Global Areas of Interest; and
- Context for Learning 3: School Life, Studies and the World of Work.

Unit 1	Listening
Unit 2	Speaking
Unit 3	Reading
Unit 4	Writing

Specification Section 3



Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification is designed to promote continuity, coherence and progression within the study of the language.

The specification builds on the knowledge, understanding and skills developed within the Northern Ireland Curriculum at Key Stage 3.

Specification Section 1.3



This qualification builds on the knowledge, understanding and skills developed through the **Modern Languages** Area of Learning.



More about [GCSE Spanish](#)



Other Key Stage 3/4 Qualifications

[GCSE French](#)
[GCSE German](#)
[GCSE Irish](#)

GCE French

aims to encourage students to:

- develop an enthusiasm for and an understanding of the French language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the French language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in French-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example 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; and
- demonstrate that they understand and can use French at a high level to discuss and reflect on aspects of society, politics and culture.

Specification Aims (Section 1.1)

Subject Content

Advanced Subsidiary (AS) Units		A2 Units	
AS 1	Speaking	A2 1	Speaking
AS 2	Listening, Reading and Use of Language	A2 2	Listening and Reading
AS 3	Extended Writing	A2 3	Extended Writing

Specification Section 3



Prior attainment

The specification builds on the knowledge, understanding and skills developed in **GCSE French**.

We recommend that students intending to study GCE French have already achieved a good GCSE standard or an equivalent level of qualification.

Specification Section 1.3



More about [GCE French](#)



Other Post-16 Qualifications

- [GCE German](#)
- [GCE Irish](#)
- [GCE Spanish](#)

GCE German

aims to encourage students to:

- develop an enthusiasm for and an understanding of the German language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the German language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in German-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example 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; and
- demonstrate that they understand and can use German at a high level to discuss and reflect on aspects of society, politics and culture.

Specification Aims (Section 1.1)

Subject Content

Advanced Subsidiary (AS) Units		A2 Units	
AS 1	Speaking	A2 1	Speaking
AS 2	Listening, Reading and Use of Language	A2 2	Listening and Reading
AS 3	Extended Writing	A2 3	Extended Writing

Specification Section 3



Prior attainment

The specification builds on the knowledge, understanding and skills developed in **GCSE German**.

We recommend that students intending to study GCE German have already achieved a good GCSE standard or an equivalent level of qualification.

Specification Section 1.3



More about [GCE German](#)



Other Post-16 Qualifications

- [GCE French](#)
- [GCE Irish](#)
- [GCE Spanish](#)

GCE Irish

aims to encourage students to:

- develop an enthusiasm for and an understanding of the Irish language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the Irish language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in Irish-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example 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; and
- demonstrate that they understand and can use Irish at a high level to discuss and reflect on aspects of society, politics and culture.

Specification Aims (Section 1.1)

Subject Content

Advanced Subsidiary (AS) Units		A2 Units	
AS 1	Speaking	A2 1	Speaking
AS 2	Listening, Reading and Use of Language	A2 2	Listening and Reading
AS 3	Extended Writing	A2 3	Extended Writing

Specification Section 3



Prior attainment

The specification builds on the knowledge, understanding and skills developed in **GCSE Irish**.

We recommend that students intending to study GCE Irish have already achieved a good GCSE standard or an equivalent level of qualification.

Specification Section 1.3



More about [GCE Irish](#)



Other Post-16 Qualifications

[GCE French](#)
[GCE German](#)
[GCE Spanish](#)

GCE Spanish

aims to encourage students to:

- develop an enthusiasm for and an understanding of the Spanish language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the Spanish language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in Spanish-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example 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; and
- demonstrate that they understand and can use Spanish at a high level to discuss and reflect on aspects of society, politics and culture.

Specification Aims (Section 1.1)

Subject Content

Advanced Subsidiary (AS) Units		A2 Units	
AS 1	Speaking	A2 1	Speaking
AS 2	Listening, Reading and Use of Language	A2 2	Listening and Reading
AS 3	Extended Writing	A2 3	Extended Writing

Specification Section 3



Prior attainment

The specification builds on the knowledge, understanding and skills developed in **GCSE Spanish**.

We recommend that students intending to study GCE Spanish have already achieved a good GCSE standard or an equivalent level of qualification.

Specification Section 1.3



More about [GCE Spanish](#)



Other Post-16 Qualifications

[GCE French](#)
[GCE German](#)
[GCE Irish](#)

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