

GCSE



WJEC GCSE in
FRENCH
GERMAN
SPANISH

GUIDANCE FOR TEACHING

Teaching from 2016



This Qualifications Wales regulated qualification is not available to centres in England.

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INTRODUCTION

The WJEC GCSE Modern Foreign Languages (French, German, Spanish) qualification, approved by Qualifications Wales for first teaching from September 2016, is available to:

- all schools and colleges in Wales
- schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands.

It will be awarded for the first time in Summer 2018, using grades A*–G.

The GCSE Modern Foreign Languages (French, German, Spanish) specification has four units.

The specification builds on the tradition and reputation WJEC has established for clear, reliable assessment supported by straightforward, accessible guidance and administration.

Key features include:

- Opportunities for flexible teaching approaches
- Straightforward wording of questions
- Accessibility of materials
- High-quality examination and resource materials

The full set of requirements is outlined in the specification which can be accessed on the WJEC website.

In addition to this Guidance, support is provided in the following ways:

- Specimen assessment materials
- Face-to-face CPD events
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- Online Examination Review

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AIMS OF THE GUIDANCE FOR TEACHING

The principal aims of the Guidance for Teaching are to offer support to teachers in their delivery of the new WJEC GCSE Modern Foreign Languages (French, German, Spanish) specification and offer guidance as to the requirements of the qualification and the assessment process.

The Guidance is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular institutions.

The Guidance for Teaching contains detailed clarification and guidance on the subject content as well as links to other topic areas. It offers assistance to teachers with regards to possible classroom activities and links to digital resources (both our own, freely available, digital materials and external sources) that will be of use and provide ideas for immersive and engaging lessons.

The Guidance will concentrate on those areas of the WJEC GCSE Modern Foreign Languages (French, German, Spanish) Specification where guidance has been requested most.

1. THEMES AND SUB-THEMES

Points to note:

GCSE MFL is organised into **three broad themes**:

- **Identity and culture**
- **Wales and the World – areas of interest**
- **Current and future study and employment**

All three broad themes will be covered equally in each exam – this means that you need to allocate equal teaching time to all the themes and sub-themes.

Inspiration for teaching:

- Make sure that you address the Scope of study and Context and purposes requirements across every sub-theme:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/485567/GCSE_subject_content_modern_foreign_langs.pdf
- Candidates need to be able to recognise and refer to events in the past, present and future tense for each sub-theme, as well as be able to express and identify opinions
- You will need to teach the grammar from the prescribed list as you progress through these themes. [Please see the prescribed grammar lists from the Specifications \(Appendix B\) as well as the section on Grammar in this guidance \(Section 8\)](#)
- The vocabulary lists are not exhaustive or prescriptive but are a good place to start. Our digital resources offer a range of exercises to help enrich and practise vocabulary on the themes. [Please see the vocabulary lists from the Specifications \(Appendix A\) and the vocabulary building exercises from the digital resources](#)
- Neither the suggested areas to cover nor the examples of learning activities are exhaustive or prescriptive, but they aim to offer different ways of approaching the sub-themes and bullet points (or sub-sub-themes) under each heading. They are designed to be printable so that you can include them in your schemes of work
- Whilst many of the bullet points are old favourites (holidays and healthy eating, for example), you are encouraged to look creatively at the new themes. Our FREE digital resources cover all of these sub-themes. The innovative text toolkit allows you to manipulate the texts provided and adapt them for further use. [Please see both sets of MFL digital resources and the toolkit](#)

- For each bullet point (or sub-sub-theme), e.g. Technology and social media, make sure that you spend equal time on speaking, listening, reading and writing activities
- For each bullet point, make sure that you practise the following:
 - 'new' style reading and listening questions that address the Scope of study. [Please see the Reading and Listening units in the SAMs and the reading/listening exercises from the digital resources](#)
 - conversation questions. [Please see the conversation questions in Unit 1 of the SAMs](#)
 - role plays and photo cards. [Please see the section on the Speaking Assessment \(NEA\) in this guidance \(Section 2\)](#)
 - informal and formal writing tasks. [Please see the Writing unit \(Section 6\)](#)
 - unpredictable questions – both orally and in writing
 - spontaneous language – encourage students to think for themselves. Our digital resources are ideal for independent study. [Please see the sentence and text level activities in the digital resources](#)
 - references to past, present and future events (including tenses that may require receptive knowledge)
 - formal/informal register as appropriate
 - giving and explaining opinions (foundation) or giving and justifying opinions (higher)
 - translation tasks both from and into the assessed language. Online translation exercises are also included in our digital resources. [Please see the section on translation in this guidance \(Section 7\)](#)
 - literary and authentic texts. [Please see the Reading and Listening section in this guidance \(Section 3\) and the section on literary-type texts \(Section 5\)](#)

Identity and culture	Wales and the World – areas of interest	Current and future study and employment
<p>Youth Culture</p> <ul style="list-style-type: none"> • Self and relationships • Technology and social media <p>Lifestyle</p> <ul style="list-style-type: none"> • Health and fitness • Entertainment and leisure <p>Customs and Traditions</p> <ul style="list-style-type: none"> • Food and drink • Festivals and celebrations 	<p>Home and Locality</p> <ul style="list-style-type: none"> • Local areas of interest • Travel and Transport <p>The Wider World</p> <ul style="list-style-type: none"> • Local and regional features and characteristics of France/ Germany/Spain and French-/ German-/Spanish-speaking countries • Holidays and tourism <p>Global Sustainability</p> <ul style="list-style-type: none"> • Environment • Social issues 	<p>Current Study</p> <ul style="list-style-type: none"> • School/college life • School/college studies <p>Enterprise, Employability and Future Plans</p> <ul style="list-style-type: none"> • Skills and personal qualities • Post-16 study • Career plans • Employment

Schemes of work

- We are frequently asked about schemes of work for the new GCSE. We have mapped out some possible programmes of study that you can adapt to tailor your own schemes of work.
- Because of the challenges of the new GCSEs, many centres are offering three-year Key Stage 4 courses. Even if your centre doesn't offer this, it makes sense to begin preparing your Year 9 students so those who opt for a GCSE in MFL can start Year 10 with a good grasp of grammar and relevant vocabulary.

Two-year mapping grid			
Year 10	Term 1	Term 2	Term 3
	Introduction to GCSE MFL Grammar revision	Home and Locality	Lifestyle
	Youth Culture	Current Study	The Wider World
Year 11	Term 1	Term 2	Term 3
	Enterprise, Employability and Future Plans	Global Sustainability	Oral exam Revision
	Customs and Traditions	Enterprise, Employability and Future Plans	

Three-year mapping grid			
Year 9	Term 1	Term 2	Term 3
	Introduction to GCSE MFL	Home and Locality	Lifestyle
	Youth Culture	Current Study	The Wider World
Year 10	Term 1	Term 2	Term 3
	Enterprise, Employability and Future Plans	Global Sustainability	Revision of Identity and Culture
	Customs and Traditions	Enterprise, Employability and Future Plans	Revision of Wales and the World – areas of interest
Year 11	Term 1	Term 2	Term 3
	Revision of Current and Future Study and Employment	Revision of Wales and the World – areas of interest	Oral exam Revision
	Revision of Identity and Culture	Revision of Current and Future Study and Employment	

YOUTH CULTURE	
Self and relationships	Technology and social media
<p>Suggested areas to cover: family relationships, friendships and peer pressure, physical appearance and self-image, beliefs, fashion and trends</p> <p>Examples of learning activities: talking about buying clothes, discussing self-image and celebrity culture, problems of young people and pressure to keep up with fashion</p>	<p>Suggested areas to cover: different types of technology, e.g. tablets, mobiles, smart watches, advantages and disadvantages of technology/ social media, impact of social media, future of technology</p> <p>Examples of learning activities: buying a mobile phone, discussing new technology (retina scanners, fingerprint recognition, etc.), discussing the use of technology in daily life, interview with a blogger</p>

LIFESTYLE	
Health and fitness	Entertainment and leisure
<p>Suggested areas to cover: healthy eating / health issues (including illnesses and allergies), unhealthy lifestyle (drugs, alcohol, e-cigarettes, etc.), sport and exercise, benefits of a healthy lifestyle</p> <p>Examples of learning activities: booking an activity in a gym, inviting a friend to take part in a sport, survey on sport and fitness, blog promoting healthy lifestyle, interview with a sports star</p>	<p>Suggested areas to cover: music, cinema and television, shopping, eating out, social activities and hobbies, work-life balance</p> <p>Examples of learning activities: booking/ arranging a trip to the cinema/theatre, buying something in a shop, ordering food in a restaurant, writing an email discussing hobbies and interests</p>

CUSTOMS AND TRADITIONS	
Food and drink	Festivals and celebrations
<p>Suggested areas to cover: regional specialities in the country/countries where the language is spoken, comparison of eating habits, cultural traditions</p> <p>Examples of learning activities: asking questions about regional specialities in a market, talking about what you eat for a special occasion, comparing regional foods, ordering typical local food in a restaurant in the country of study</p>	<p>Suggested areas to cover: annual festivals and holidays, birthdays, national and regional events, e.g. music festivals</p> <p>Examples of learning activities: discussing a music festival you would like to attend, inviting someone to a party, comparing regional festivals and traditions, discussing how you celebrate family occasions</p>

HOME AND LOCALITY	
Local areas of interest	Travel and Transport
<p>Suggested areas to cover: geographical features (including weather), local amenities, advantages and disadvantages, tourist attractions</p> <p>Examples of learning activities: discussing information about local facilities and attractions, comparing the local area with how it used to be, your ideal town, suggestions to improve your area, a formal letter to a local MP</p>	<p>Suggested areas to cover: different types of transport, advantages and disadvantages of different types, different types of journeys, comparing transport links/infrastructure, travelling for a holiday/trip</p> <p>Examples of learning activities: talking about your journey to school, buying a ticket at a train station, asking for information about a journey, discussing transport links in your local area, describing holiday travel</p>

THE WIDER WORLD	
Local and regional features and characteristics of France/Germany/Spain and French-/German-/Spanish-speaking countries	Holidays and tourism
<p>Suggested areas to cover: places of interest in the country/ countries of study, geographical features (including weather), monuments, regional characteristics</p> <p>Examples of learning activities: asking for information at a tourist office, discussing tourist attractions you have visited, comparing regions/ points of interest, blog promoting a region/monument</p>	<p>Suggested areas to cover: holiday locations/ popular resorts, different types of holiday, holiday accommodation and activities</p> <p>Examples of learning activities: comparing different types of holiday, reading information about a hotel/resort, discussing a previous/future holiday, a formal letter to a hotel complaining about a stay, a postcard/email to a friend</p>

GLOBAL SUSTAINABILITY	
Environment	Social issues
<p>Suggested areas to cover: recycling, climate change, drought, flooding, pollution, types of energy</p> <p>Examples of learning activities: discussing what you do at home/school to help the environment, environmental issues that concern young people, information on recycling facilities, news articles and reports on environmental problems and services</p>	<p>Suggested areas to cover: poverty/famine, health epidemics / water, other worldwide issues (e.g. immigration) that fall under the umbrella of Global Sustainability</p> <p>Examples of learning activities: discussing charity events / raising money, news articles on global problems, news report on a worldwide problem, giving personal opinions on issues such as immigration</p>

CURRENT STUDY	
School/college life	School/college studies
<p>Suggested areas to cover: structure of the school day, comparison of education system in the country of study, school facilities, clubs and school trips, rules and regulations</p> <p>Examples of learning activities: daily routine, information about facilities and clubs, advantages and disadvantages of school uniform, article for school website about extra-curricular activities, comparing schools after an exchange trip</p>	<p>Suggested areas to cover: option choices, subject preferences, exams, workload</p> <p>Examples of learning activities: interview with a careers advisor, discussing options and reasons for study choices, advantages and disadvantages of homework/exams, discussing the pressure to succeed in exams / the importance of education, giving advice on study problems</p>

ENTERPRISE, EMPLOYABILITY AND FUTURE PLANS	
Skills and personal qualities	Post-16 study
<p>Suggested areas to cover: personality traits, personal skills profile, skill sets for job roles, types of characteristics suited to certain jobs</p> <p>Examples of learning activities: job application letter, job interview, matching different jobs to the types of skills/characteristics needed, applying for a position of responsibility at school, survey on personality traits and job suitability</p>	<p>Suggested areas to cover: college applications, formal letters and application forms, interviews for college and university, adverts / promotional material for Post-16 study</p> <p>Examples of learning activities: comparing adverts / subjects / study options / courses, interviews, making a phone call to enquire about study, formal letter applying for a place at college</p>

ENTERPRISE, EMPLOYABILITY AND FUTURE PLANS	
Career plans	Employment
<p>Suggested areas to cover: training and study options, job opportunities, working abroad, future plans, applying for work/study</p> <p>Examples of learning activities: interview with a careers advisor discussing future plans, discussing the advantages and disadvantages of working abroad and learning a language, interview at an employment agency, job applications, formal letters and CVs</p>	<p>Suggested areas to cover: advantages and disadvantages of work experience, money (earning money, saving, budgeting, pocket money), voluntary or charity work, part-time jobs</p> <p>Examples of learning activities: job interview for a summer job, making a phone call about voluntary work, blog about work experience, discussing how you spend the money you earn, comparing job adverts</p>

2. SPEAKING ASSESSMENT (NEA) UNIT 1

Points to note:

A more detailed resource to help teachers prepare for the speaking exams will be provided at a later stage.

Inspiration for teaching:

In the meantime:

- Prepare students for role plays by getting them used to the style/layout from the SAMs
- Practise question formation and practise 'quick-fire' unpredictable questions
- Use photos and pictures for starters / plenaries / pair work
- Remember to prepare students for familiar/formal language situations
- Prepare conversation questions on each topic
- Ensure that students can discuss events in the past, present and future
- Practise expressing opinions on issues from all the sub-themes

3. LISTENING AND READING – QUESTIONS IN THE ASSESSED LANGUAGE (UNITS 2 AND 3)

Points to note:

- There is a requirement to include a certain number of assessed language questions in the Reading and Listening exams.
- In the Listening, **20–30%** of questions **must** be in the assessed language. This means **two questions** on both the foundation and higher tier papers. [Please see the Listening unit in the SAMS \(Unit 2\).](#)
- In the Reading, **30–40%** of questions **must** be in the assessed language. This means **three questions** on both the foundation and higher tier papers. [Please see the Reading unit in the SAMs \(Unit 3\).](#)
- Where possible these questions will require non-verbal responses but they may require short answers in the assessed language, e.g. filling in a table, and longer responses.
- The rubrics for these questions will be in the assessed language so candidates will have to be familiar with the following instructions in French, German and Spanish:

Write...

Listen...

Read...

Complete the sentence

Fill in the gaps/table/form

Write the correct name/letter/number (in the box)

Tick the correct box

Tick the correct statements

Choose the correct name/letter/number

Answer the questions

A list of possible rubrics and instructions is included in the Specification (Appendix C) but these are only suggestions and other instructions may be used.

[Please see Appendix C in the Specifications.](#)

- **Foundation/Higher overlap.** There is an overlap of two 6 mark questions in the Reading exam and three 5 mark questions in the Listening exam.

Inspiration for teaching:

- Question styles will vary from year to year but possibilities in the assessed language include:

Multiple-choice questions – with pictures/symbols or words in the assessed language

Matching up sentences

Choosing the correct sentences from a list in the assessed language

Filling in a table/grid with details (e.g. times, prices)

Gap fill

Choosing the correct person/letter/number to match up (e.g. which person is talking about...?)

- Remember that if a short written response is required, candidates need to answer in the same language as the question.
- All themes will be covered equally in the Listening and Reading components. Remember to spend equal teaching time on all the sub-themes. Controlled assessments might have meant that candidates covered certain topics, e.g. holidays in a huge amount of detail whereas other areas were glossed over – don't be tempted to do this with the new specification. Make sure that all sub-themes are given equal weighting in your planning and that candidates have access to a wide variety of reading and listening texts to prepare them.
<http://resources.wjec.co.uk/Pages/SearchResources.aspx>

4. SCOPE OF STUDY / CONTEXT AND PURPOSES

Scope of study

Points to note:

It is really important that your schemes of work incorporate the scope of study skills from the DfE Subject content – make sure that all the teachers in your department are aware of this document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/485567/GCSE_subject_content_modern_foreign_langs.pdf

Inspiration for teaching:

It is unreasonable to expect that all these skills will be covered every lesson, but over a sequence of lessons it's really important that candidates practise reading and listening tasks using these skills. The Reading and Listening exams will test all these skills, so candidates need to be prepared. Our digital resources have the Scope of study skills already mapped out.

Many existing resources can be easily adapted to incorporate these skills:

- **identify the overall message, key points, details and opinions**

Ensure that your questions give coverage of the whole text and do not simply pinpoint specific items of vocabulary. Before attempting a reading/listening task, ask students what the text is about – don't always give them the context before they begin. Possible activities could include matching headlines to texts, matching blurbs to titles, matching names to texts (e.g. four young people talking about their problems – ask who is talking about stress / who is talking about problems at home, etc.). Candidates need to develop note-taking skills – filling in tables with key points, writing down details or opinions. Rather than ask candidates specific questions about a person, e.g. what time did he get up?, what did he eat for breakfast?, ask candidates to write down two details about his morning instead. Ensure that candidates can recognise opinions – these may not always be explicit or obvious at first glance (e.g. I like school because it's fun), so make sure that they can identify different ways in which opinions can be expressed (e.g. I enjoy going to school because spending time with my friends is fun).

- **recognise the relationship between past, present and future events**

Candidates may be asked to identify specific details expressed in the past, present and future tense, e.g. give one detail about her old school, give one detail about what she studies now, give one detail about her plans for next year. Remember that some past, present and future tenses from the grammar list have (R) next to them which means that receptive knowledge alone is expected – candidates are not expected to produce these in the Speaking or Writing exams but are expected to recognise them since these tenses could form part of reading and listening texts in either tier. [Please see the Grammar section for each Specification \(Appendix B\)](#). [Please also see the Grammar section in this guidance \(Section 8\)](#).

- **recognise and respond to key information, important themes and ideas by being able to answer questions, extract information, evaluate and draw conclusions and by being able to scan for particular information, organise and present relevant details**

As before, candidates need to get used to reading/listening to the whole text but they may need to identify key details e.g. times, prices, etc. There will of course be 'ordinary' comprehension questions but they need to be prepared to use a variety of skills. The important thing to remember is that candidates need to become accustomed to situations where there is unfamiliar or complex vocabulary and realise that they do not always need to understand every word to understand key themes and ideas.

- **deduce meaning, draw inferences in context and recognise implicit meaning where appropriate**

Deducing meaning or recognising implicit or suggested meaning is a difficult skill to practise and test. However, it doesn't always have to be a complex scenario, e.g. four restaurant adverts: one restaurant has a garden; one has a function room, etc. Candidates have to choose a restaurant that would be suitable if the person booking wanted to eat outdoors, book a birthday party, etc. A more complex narrative may mention that someone is crying and candidates may be asked how they know that the person is unhappy. These tend to be the 'sneaky' questions that everyone dreads. The important thing is that candidates know that not every answer will be right in front of them – that they will have to use some higher-order skills to find some of the answers.

- **respond to authentic sources (adapted and abridged as appropriate) involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes**

A major element of the new Reading and Listening exams is the inclusion of authentic materials. These can be edited to make them more suitable for GCSE students but it means that modern and contemporary authentic texts will form part of the exams, e.g. newspaper and magazine articles, blogs, social media comments, news items, adverts and announcements.

- **translate a short passage from the assessed language into English**

This is a new assessment element and will be an unseen passage, i.e. not a section of a text already seen in the exam. Practising translating into English is an ideal opportunity to familiarise students with receptive (R) grammar points from the grammar list. [Please see the Translation section \(Section 7\) in this guidance.](#)

Context and purposes

Points to note:

As well as the scope of study from the DfE Subject Content, the assessments will cover a range of contexts (see below) across the four units which will be varied each year, and candidates must be prepared for this. Your listening, speaking, reading and writing exercises in class need to cover the contexts and purposes that are specified:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/485567/GCSE_subject_content_modern_foreign_langs.pdf

Inspiration for teaching:

Make sure that your schemes of work address all of these points:

- **students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts**

As preparation for controlled assessments, the tendency was often for reading tasks in class to be similar to what candidates were expected to write. The important thing now is that candidates see a wide variety of texts – they shouldn't all be emails about holidays! The inclusion of authentic texts makes this easy to address – information on recycling from a French/German/Spanish community website, an advert for a leisure centre or for a shop or tourist attraction, news items, formal letters or articles, text messages or social media posts, etc. While we will adapt and abridge these as appropriate for the assessments and the resources which we produce, even giving students an unedited text will give them the opportunity to work with unfamiliar and complex vocabulary and to identify the gist as well as themes and ideas.

- **students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level**

The Listening exam must also incorporate a wide variety of texts and scenarios – but don't worry, candidates won't have to listen to a news broadcast exactly as it is! What this means is that the 'script' for the listening exam might be adapted and abridged from a real news item, for example. However, as we are now saying that candidates need to get used to note-taking and understanding the overall message, playing them an authentic broadcast in class is an ideal way to do this.

- **students will make use of appropriate social conventions, including informal and formal address and register**

For the Reading exam, this may mean reading more formal articles, adverts or public communication texts addressing people in a more formal register, or it may mean formal letters – candidates need to be able to understand and recognise the difference between formal and informal. In the Listening, this may mean listening to a dialogue where people are speaking formally, or to an advert or information

announcement using the formal forms. Think about possible scenarios for each sub-theme where the formal/informal register may be appropriate.

- **literary texts can include extracts and excerpts, adapted and abridged as appropriate, from poems, letters, short stories, essays, novels or plays from contemporary and historical sources**

This is an important factor of the new Reading exam. We won't be using translated texts or song lyrics in the exam, but these make ideal teaching resources. [Please see the section on literary-type texts \(Section 5\)](#).

Things to remember when planning your lessons:

- Use a variety of authentic sources from a variety of contexts and purposes, including literary texts
- Use a wide variety of texts of different lengths and different styles, including formal register where appropriate
- Ensure that comprehension questions are sufficiently challenging and address the Scope of study
- Practise 'new' style questions that require inference and deduction, note-taking and understanding the overall message
- Practise questions in the assessed language
- Practise translation into English
- Make sure candidates are familiar with the grammar from the prescribed list (including points marked (R) for receptive language) and can recognise the past, present and future tense in speech and in writing
- Ensure candidates become used to reading or listening to the whole text – not simply picking out key items and ignoring the rest. There may be 'distractors' or they may have to use some higher-order skills to find the answers

5. READING – LITERARY-TYPE TEXTS

Points to note:

- The literary element in the reading papers is just another stimulus text for assessing the skill of reading
- Literary-type texts could include: poems, plays, novels or short stories (**not** song lyrics in the exam)
- Texts will be abridged and adapted where necessary

Inspiration for teaching:

- There is no need to “teach” literature as you would at A level
- Translated texts won’t appear in the exam but can be an excellent source for teaching resources, e.g. Harry Potter (MFL versions)
- Encourage reading for pleasure. There are many learner readers available and these can be introduced at KS3
- Link up with your local and school library to order books free of charge
- Online book stores such as <https://www.amazon.fr/>, <http://www.amazon.de/>, <https://www.amazon.es/> have a 'look inside' section and are an easy way to access new and classic literature, poems and plays
- Use a variety of activities with a literary-type text, for example:
 - Place pictures in correct order of text
 - Cut up text/poem into sections and ask students to put the text in the correct order
 - Circle/highlight, e.g. perfect tense, and change the tense
 - Make use of children's books, e.g. Mr. Men and Little Miss (MFL version) to teach adjectives
 - Use bilingual books with English and the MFL side by side

Student tips for Reading skills:

- It isn’t necessary to understand the meaning of every single word, just try to understand the gist of the passage
- Use common sense – put the word into the context of the question
- Try to work out the grammatical function of the unknown word, e.g. noun/adjective/verb

Resources:

Useful websites include:

<http://www.languageguide.org/french/readings/>
www.pinterest.com/myhnylynn/Frenchreading
<http://www.bbc.co.uk/schools/gcsebitesize/french>
<http://www.bbc.co.uk/schools/gcsebitesize/german>
<http://www.bbc.co.uk/schools/gcsebitesize/spanish>

6. WRITING

Points to note:

A more detailed resource to help teachers prepare for the writing exams will be provided at a later date.

Inspiration for teaching:

In the meantime:

- Incorporate timed writing practice into lessons
- Encourage students to write different types of text – formal, informal, letters, emails, articles, blogs, etc.
- Ensure that students can refer to past, present and future events in writing
- Practise expressing opinions in writing and giving details
- Answering the conversation questions in writing will help with preparation
- Remember that the writing exam will cover all three broad themes
- Ensure that students are familiar with social conventions for letter writing, etc.
- Practise translating into the assessed language

7. TRANSLATION – READING AND WRITING

This task is designed to test certain common grammatical constructions.

Reading: Translation from Assessed Language into English (Unit 3)

Points to note:

- The translation from Assessed Language into English will appear as the last question in the Reading exam
- At Foundation tier the translation will be a short passage of 35–40 words
- At Higher tier the translation will be a short passage of 50–55 words.

Inspiration for teaching:

- The aim of the translation is to translate meaning rather than focus on individual words
- The most important point for the learner is that the final version of their translation must be written in normal English
- The learner should pay particular attention to the application of grammar
- There is an example of a translation question in the relevant section of the SAMS document
- Suggested translations of each sentence/passage are provided in the mark schemes in the SAMs
- Each sentence or section is credited with 1 or 0 marks
- The total for this question is 6 marks
- English spelling which is incorrect but understandable and does not interfere with the message communicated will generally be accepted
- Figures and numbers are acceptable
- Although the translation question appears at the end of the reading paper, the questions can be tackled in any order

Ideas for teaching

Translation can be taught as part of the wider MFL toolbox of skills and should be integrated into teaching and learning rather than be seen as a stand-alone skill. Having said this, you may want to try the following activity with your students.

Task: Why bother translating when we can do it online?

Aim:

It is important to look with the class at the current availability of online translation tools, e.g. “Google Translate / phone apps / social media sites, and to discuss with them why language cannot be literally translated as is found on such sites. It is also important for them to understand that translating is a real life global activity.

Ask the students to write a short piece in English and translate it into the assessed language using an online translation tool and then to translate it back into English. They should have some strange results!

You may want to let them know that these tools are based on algorithms with a “most used” vocabulary recognition tool. It is not based on any understanding of the language itself!

Pair/Group task

Give the students a sentence or a short passage (depending on the ability of the group) in English. Ask one student to translate using an online tool and the other to use their class notes/dictionaries/resources to translate by themselves. Ask them to compare their results.

Teaching ideas for developing translation skills:

- Make use of grammar / vocabulary mats
- Use as a starter or plenary
- Scaffold translations, i.e. make use of colour/fonts/symbols for different grammatical structures, e.g. blue – present tense; red – future tense; yellow – adjectives
- Speed translate: Pair up students. Time a short translation on sticky notes. Plaster the board with them. Class votes for best one
- Part translation – use of gap-fill
- Use of film: Students translate a scene of a film. Play the scene with the sound turned down. Ask the students to dub the film
- Use of songs / lyrics: Give a line to each member of class. Ask them to translate, put it together and see if they can work out a good final version
- Hide and seek: Hide parts of a translation around classroom. Students find one part, translate it and then work together with the class to put into order
- The good, the bad, the ugly – use 3 different translations of the same text and ask students to decide which is the best and why
- Pellmanism: pair cards French/German/Spanish and English
- Make use of the wide variety of apps and online learning resources. Here are just a few: *Spanish Verbs, Word Reference, Basic German, Duolingo, Lingua.ly, Zut/Gut/Oye*

Student tips:

The most important point for the learner to understand is that the final version of their translation must make sense in English.

- To start with, read the translation several times. Do not worry about individual words at this stage
- When you have written your first draft, check the assessed language passage to ensure that nothing has been left out
- Do not translate a word at a time. Do not leave gaps and try and put in a suitable word to convey the meaning
- When completed, check the English to ensure that it makes sense and reads well. If it doesn't, work on the sections that you are unsure of and always refer back to the assessed language text.

Writing: Translation from English into Assessed Language (Unit 4)

Points to note:

- The translation from English into the Assessed Language will appear as the last question on the writing paper
- At Foundation tier the translation will be simple, individual sentences, with the total number of words being 35–40
- At Higher tier the translation will be a short passage of 50–55 words.

Inspiration for teaching:

- The student should pay particular attention to the application of grammar. Refer to Appendix B of the specifications for the grammar requirements
- There is an example of a translation question in the relevant section of the SAMs document
- Suggested translations of each sentence/passage are provided in the mark scheme
- At Foundation and Higher tier, the first 3 sentences or phrases are credited with 2, 1 or 0 marks. The last 2 sentences or phrases will be credited with 3, 2, 1 or 0 marks
- The total for this question is 12 marks
- Marks will be awarded for conveying meaning and for application of grammar
- Figures and numbers are acceptable
- Although the translation question appears at the end of the Writing paper, the questions can be tackled in any order

Student tips:

- Read the passage carefully before you begin to translate
- If there is direct speech, decide whether informal or formal 'you' should be used
- Check all verbs and their tenses
- Never translate a word at a time, translate the meaning
- Revise basic vocabulary on a regular basis, well in advance of the exam!
- Thoroughly revise grammar
- Learn some common words “faux-amis”
- Watch out for missed accents in French and Spanish as it can sometimes mean the difference between writing the word in English and writing it in the assessed language. Missed accents in French can also change the tense of a verb. Watch out for capital letters for nouns in German.

8. GRAMMAR (SPEAKING AND WRITING)

Points to note:

- For Speaking, 25% of the marks will be awarded for grammar at both Foundation and Higher tier. For Writing, 27% of the marks at Foundation tier and 33% of the marks at Higher tier will be awarded for grammar.
- **Speaking:** candidates will need to make appropriate and accurate use of a variety of grammatical structures, including some more complex forms, with reference to past, present and future events.
- **Writing:** candidates will need to make accurate use of a variety of grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They will also need to manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register.
- Appendix B of the Specifications provides a grammar list required for the study of French/German/Spanish at GCSE level. This is divided into two sections: foundation and higher. For structures marked “R” only receptive knowledge is required.

Inspiration for teaching:

The grammar areas that candidates need to cover include:

Foundation: nouns, articles, adjectives, adverbs, quantifiers/intensifiers, pronouns, verbs, prepositions, conjunctions, number (quantity, dates and time)

Higher: all of the above plus: comparatives and superlatives and higher-level work on pronouns, verbs and time.

Tips for teaching grammar:

- Teach grammar in context and encourage students to use it regularly
- Teach grammar in a functional and situational context
- Ensure that grammar is clear, simple and relevant to students
- Allow more time for the practice of grammar than for the presenting of grammar
- Start by asking “What do the students already know?” Make links to other languages they know/mother tongue
- Cater for the different learning styles of learners:
 - list learners – encourage learners to memorise endings of verb patterns or adjectival endings
 - visual learners – arrange pictures, e.g. masculine school subjects / feminine school subjects / neuter school subjects (for German) in different groups so that learners associate words together
- It is important to empower the learners and give them the tools to be ready to be assessed on grammar
- Do learners know the meaning of grammatical terms, e.g. 'verb', 'noun', 'agreement'?

- Ensure that grammar is learnt in small chunks and often
- Allow access to good bilingual dictionaries for reference to grammar sections and encourage students to look up grammar areas themselves.
- Once grammar is presented and practised, it is vital that feedback is given and acted on to complete the learning cycle. Teachers can do this or even use mobile apps!
- When teaching genders, give sentences which link words of same gender, e.g. *La jeune fille adore la jupe bleue*
- When teaching vocabulary, split words into masculine and feminine and always do this from KS3 so that students are used to it and keep it thematic, e.g. school life

Suggested approaches for teaching grammar for Speaking and Writing:

- Study grammar through use of texts, stories, fairy tales
- Make use of songs and rhymes, e.g. fill in missing word / change the tense
- Use quizzes and verb/pronoun dice games
- Online resources are abundant as are grammar books. Here are just a few:

Websites:

www.bbc.co.uk/languages

www.tes.co.uk (MFL ideas – Danielle Morgan)

Book: *English grammar for Students of French/German/Spanish*

Apps: *FluentU* (French/German/Spanish)