

# GCSE French, German and Spanish Qualification Outline – Consultation Version



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## Introduction

This document provides a high-level overview of the proposed WJEC GCSE French / German / Spanish qualifications.

It is based on Qualifications Wales's Approval Criteria (key sections are included in Appendix 1). Our qualifications **must** meet these requirements.

The qualification outline will provide a guide for the development of the Specification and Sample Assessment Materials (SAMs).

## Qualification overview

The GCSE French, German and Spanish qualifications will support the Curriculum for Wales by:

- Supporting the statements of what matters<sup>1</sup>, giving learners the opportunity to:
  - ensure that knowledge and skills in one language are transferred to and developed in other languages
  - develop their understanding, empathy and their ability to respond and to mediate effectively
  - use languages in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding
  - provide them with literary experiences that can engage them as listeners, viewers, readers, narrators and creators.
- Supporting the principles of progression<sup>2</sup> by giving learners the opportunity to:
  - build on their linguistic skills
  - grow holistically in their understanding and purposeful use of languages, literacy and communication
  - develop their linguistic repertoire through understanding how their own languages work
  - adapt and manipulate language to communicate effectively to a range of different audiences
  - develop receptive, interpretive and expressive language skills
  - transfer existing knowledge and skills into new contexts including the social and cultural aspects of language.
- Supporting the key considerations for language development<sup>3</sup> by giving learners the opportunity to:
  - develop phonological awareness and phonemic awareness
  - continue to progress in all their languages from their different starting points.

The GCSE French, German and Spanish qualifications will also be based on the following:

- understanding and responding to spoken and written language
- identifying messages and drawing conclusions
- using knowledge of grammar

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<sup>1</sup> [Languages, Literacy and Communication: Statements of what matters - Hwb \(gov.wales\)](#)

<sup>2</sup> [Languages, Literacy and Communication: Principles of progression - Hwb \(gov.wales\)](#)

<sup>3</sup> [Languages, Literacy and Communication: Designing your curriculum - Hwb \(gov.wales\)](#)

- translating from and into the language of study
- communicating clearly and effectively in speaking and in writing
- a core vocabulary list based on high frequency vocabulary and everyday language
- using accurate pronunciation and intonation
- using knowledge of cultural and regional familiarity.

Units 1, 3 and 4 will be based on the following broad themes (sub-themes are provided in brackets as examples of what each broad theme could include):

- **language for leisure and wellbeing**, for example: healthy body, healthy mind, self and relationships, using technology and media
- **language for travel**, for example: travelling around the world, the culture of where the language is spoken, sustainability
- **language for study and work**, for example: study and work opportunities, working with languages at home and abroad.

## Proposed Qualification Structure

### Unit 1: Speaking and Listening

NEA

30% of qualification

Marked by WJEC

AO1 20%, AO2 2% AO3 8%

### Unit 2: Reading and Writing

NEA

15% of qualification

Marked by WJEC

AO2 15%

### Unit 3: Listening

Written examination

20% of qualification

AO1 20%

### Unit 4: Reading and Writing

Written examination

35% of qualification

AO2 23%, AO3 12%

This will be a linear qualification.

There is no hierarchy implied by the order in which the units are presented. Therefore, the order does not imply a prescribed teaching order.

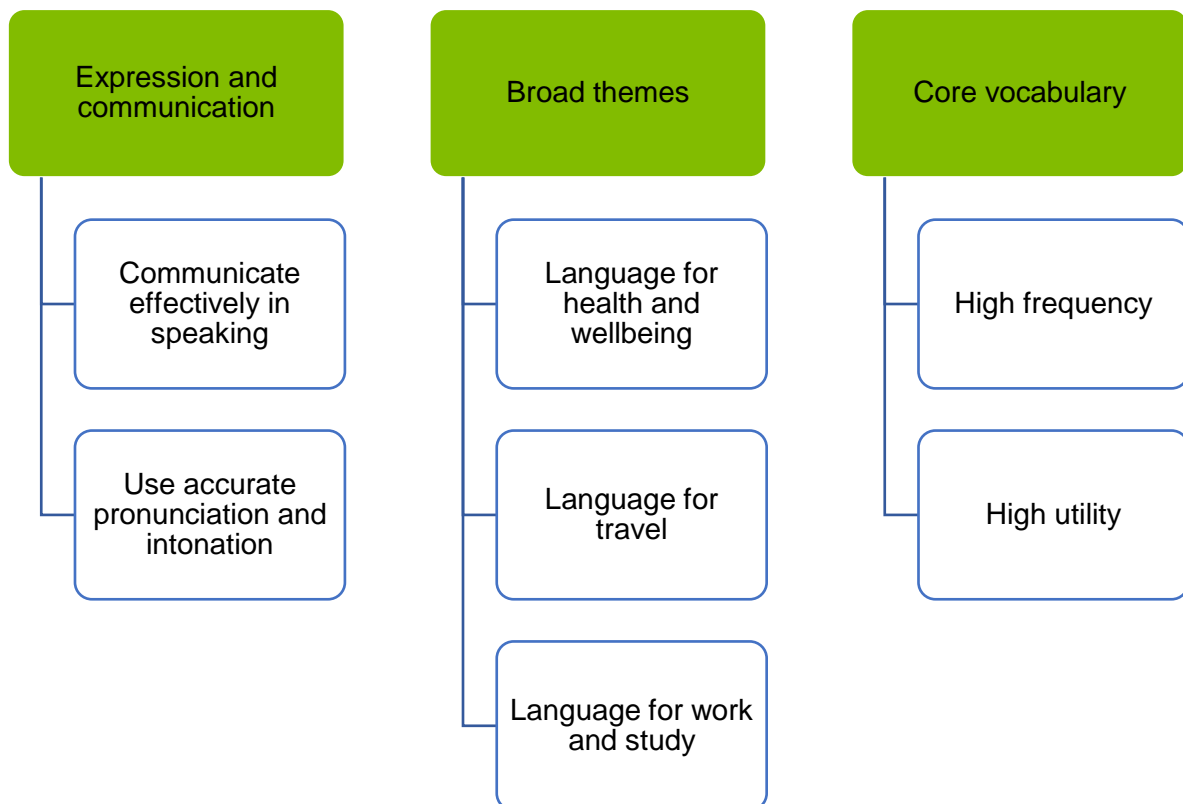
## Unit Information

### Unit 1

**The purpose of this unit is to:**

- **allow learners to communicate meaningfully through speaking**
- **demonstrate their knowledge and understanding of the assessed language through their responses**
- **express themselves in a range of contexts**
- **contribute to a conversation.**

This unit will be based on the following:



The unit will take the form of non-examination assessment during a five-week period between April and May in the final year of the course. As the unit relates to listening, reading and speaking, the non-examination assessment will include different tasks that will target AO1, AO2 and AO3. The assessment is likely to be 10-15 minutes with 15 minutes preparation time. There will be no optionality in this unit. The assessment must be submitted digitally.

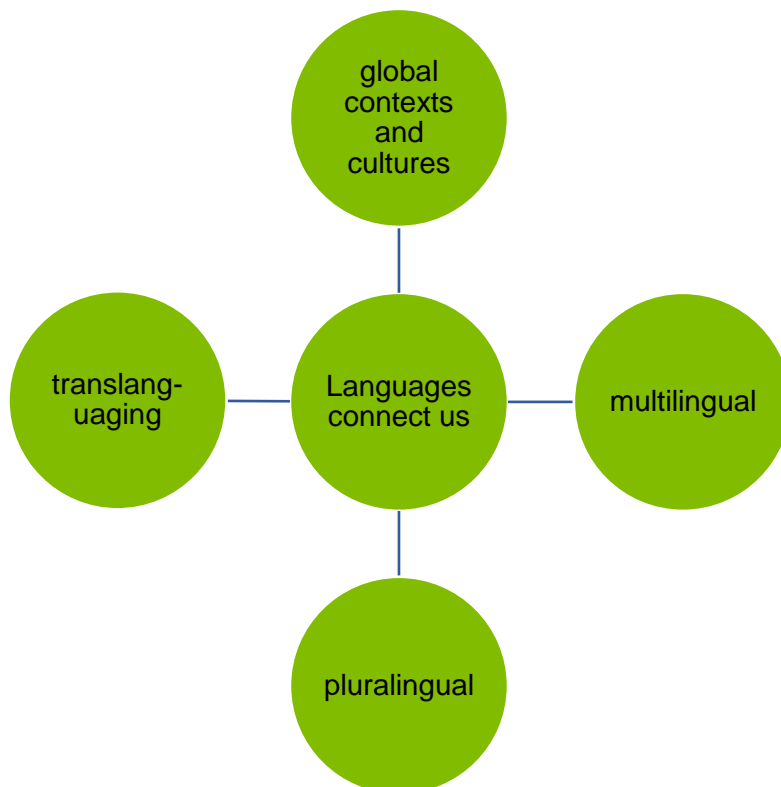
The assessment will be set and marked by WJEC.

## Unit 2

The purpose of this unit is to:

- allow learners to demonstrate their awareness of the culture and society of the countries and communities where the language is spoken and make connections with their own languages and culture.

This unit will be based on the following concepts:



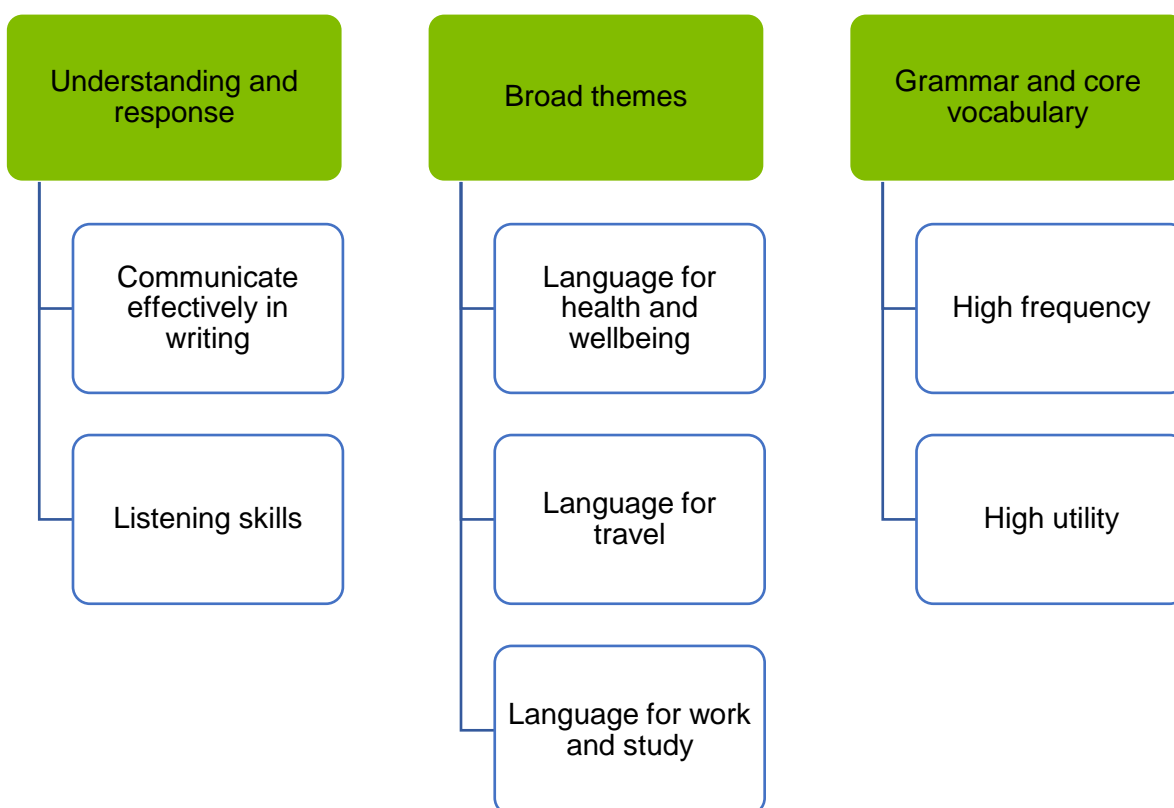
The unit will take the form of non-examination assessment in the summer series during the final year of the course, with a mix of tasks that target AO2. Centres/learners may choose a piece of text (comics, extracts of scripts/novellas/novels, graphic novels, poetry, short stories, songs, transcripts of someone talking, subtitles) to study, which must reflect the above concepts. WJEC will release a set of tasks to centres each year in the September prior to the summer series in which the non-examination assessment must be submitted. The non-examination assessment must be submitted digitally and will be marked by WJEC. The time allowed for the assessment will be approximately 1 hour 30 minutes.

## Unit 3

The purpose of this unit is to:

- allow learners to understand language by listening and responding
- identify messages and draw conclusions
- communicate effectively in writing
- demonstrate their knowledge and understanding of the assessed language

This unit will be based on the following:



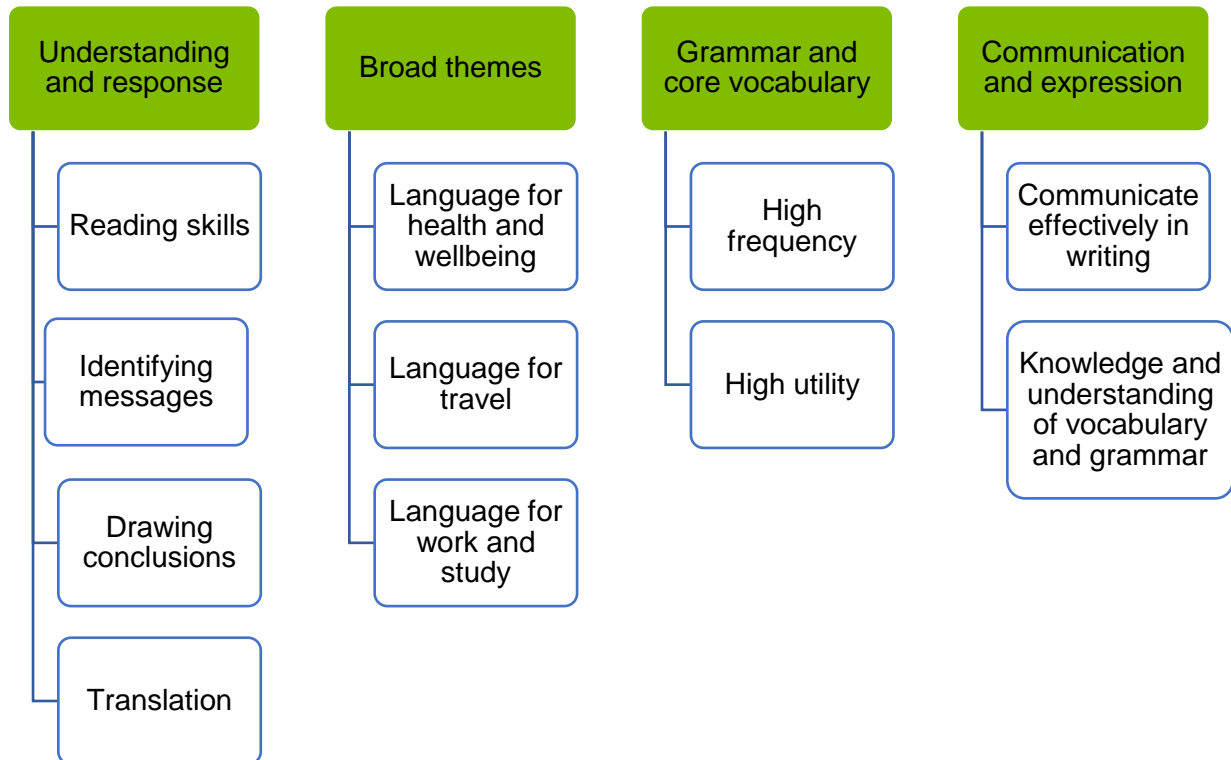
The unit will be assessed via a written examination available in the summer series during the final year of the course, with a mix of question types that will target AO1. The duration of the examination is likely to be 45 minutes. There will be no optionality in this unit.

## Unit 4

The purpose of this unit is to:

- allow learners to understand and respond to written language
- identify messages and draw conclusions
- communicate effectively in writing
- demonstrate their knowledge and understanding of the vocabulary, grammar and structures of the assessed language
- express themselves in a range of contexts for different audiences and purposes
- translate from the assessed language into Cymraeg / English and vice versa.

This unit will be based on the following:



The unit will be assessed via an examination available in summer series in the final year of the course, with a mix of question types that will target AO2 and AO3. The duration of the examination is likely to be approximately 2 hours. There will be no optionality in this unit.



## Consideration of manageability, engagement, reliability and validity

In developing this proposed qualification outline, we have considered manageability, engagement, reliability and validity, and how to balance these considerations in the context of the requirements of the Approval Criteria.

The Approval Criteria require 45-50% of the qualification to be assessed by non-examination assessment that is set and marked by WJEC.

As the Approval Criteria state that the qualification must be linear, Unit 1 and Unit 2 must be available in the spring term. Whilst centres are accustomed to the parameters of the timing of the current speaking assessment (Unit 1), we acknowledge that the additional non-examination assessment (Unit 2) may impact on manageability. However, learners will benefit from the assessment taking place as near to the end of the course as possible, maximising teaching and learning time, and the marking will be completed by WJEC.

We believe that our proposed qualification should provide opportunities for centres to develop an engaging programme of study for its learners, in line with the expectations of the Curriculum for Wales. To make the qualification engaging for learners, the units are based on content that is relevant to young people and Unit 2 will allow centres to choose a piece of literature to study based on the concept of 'languages connect us'.

We believe that the purpose and content of the listening, reading and writing units (Units 3 and 4) can be validly assessed by examination, and a mix of question types can help us maximise validity. When we develop assessments, we will ensure that all tasks target the relevant construct, that there is an appropriate balance of content covered over time and that there is alignment between assessment items and learning outcomes. Where appropriate we will use data available to us on how an assessment has functioned.

To ensure reliability, we will make sure that the examined units target the same assessment objective weightings and have a consistent level of demand each series, marking criteria will be developed and assessors will be trained on how to apply them consistently. We have concluded that a high level of control is considered crucial for both non-examination assessment units to secure the requirements of the Approval Criteria. To ensure the reliability of the non-examination assessment, we will ensure each unit will target the same assessment objective weightings each series, marking criteria will be developed and assessors will be trained on how to apply them consistently.

We will continue to consider the balance of manageability, engagement, reliability and validity, at each stage of qualification development.



## Appendix 1

### Key information from Approval Criteria

The following information has come directly from Qualifications Wales' [GCSE French](#) / [GCSE German](#) / [GCSE Spanish](#) - our qualification must meet these requirements.

#### Purpose

1. **GCSE French / German / Spanish** qualifications must:

- 1.1. be designed primarily for Learners between the ages of 14 and 16
- 1.2. build on the conceptual understanding Learners have developed through their learning from ages 3–14
- 1.3. support teaching and learning by providing appropriately broad, demanding, relevant and engaging content and assessment that relates to and supports the Curriculum for Wales, including its [four purposes](#)
- 1.4. allow Learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares them for life, learning and work
- 1.5. provide meaningful, fair, and accurate information on Learner achievement within a subject that highlights what Learners know, understand, and can do.

#### Aims

2. **GCSE French / German / Spanish** qualifications must:

- 2.1. allow Learners to explore a range of knowledge, skills and understanding in relation to French / German / Spanish
- 2.2. provide opportunities for Learners to be assessed in a variety of relevant and meaningful contexts

3. The **GCSE French / German / Spanish** qualifications must support Learners to:

- 3.1. understand the language by developing reading, listening and watching skills
- 3.2. communicate clearly, accurately and creatively by developing speaking and writing skills
- 3.3. demonstrate their knowledge and understanding of the vocabulary, grammar and structures of the assessed language
- 3.4. express themselves in a range of contexts and for different audiences and purposes
- 3.5. contribute to conversations and discussions
- 3.6. demonstrate their awareness of the culture and society of the countries and communities where the language is spoken and make connections with their own languages and culture.

## Assessment Objectives

The assessment of the knowledge, understanding and skills required in the qualification must target the following assessment objectives in line with the indicated weightings, within a tolerance of +/- 5 percentage points.

AO1	Understand and respond to spoken language through communication and expression in speaking and writing.	40%
AO2	Understand and respond to written language through communication and expression in speaking and writing.	40%
AO3	Demonstrate knowledge of grammar, vocabulary and sound-spelling correspondence.	20%

## Scheme of assessment

- The **GCSE French / German / Spanish** qualifications must be linear.
- The qualifications will not be tiered.

The **GCSE French / German / Spanish** qualifications must include the following assessment arrangements:

- 14.1 a total of between 45–50% of the qualification must be assessed through non-examination assessment tasks that are set by the awarding body and marked by the awarding body:
  - 14.1.1 these tasks will focus on the skills of speaking and listening, and of reading and writing
  - 14.1.2 30% of the qualification must be assessed through speaking and listening and will require Learners to demonstrate both understanding and response skills, and communication and expression skills; this will be done through individual tasks
  - 14.1.3 15–20% of the qualification will focus on reading and writing
  - 14.1.4 the use of dictionaries is not permitted during the preparation for or taking of the non-examination assessment.
- 14.2 external examinations will account for between 50–55% of the qualification and will be set and marked by the awarding body:
  - 14.2.1 these assessments will require Learners to demonstrate both understanding and response skills, and communication and expression skills, through listening, reading and writing
  - 14.2.2 the use of dictionaries is not permitted during any external examinations.