

GCSE MFL specification



CONTENT of the course

Theme 1: Identity and culture

Me, my family and friends – *marriage and relationships*
Technology in everyday life – *social media/mobile technology*
Free-time activities – *music, cinema and TV, food/eating out/ sport*
Customs and festivals

Theme 2: Local, national, international and global areas of interest

Home, town, neighbourhood and region
Social issues – *charity/voluntary work, healthy and unhealthy living*
Global issues – *the environment, poverty, homelessness*
Travel and tourism

Theme 3: Current and future

My studies
Life at school/college
Education post-16
Jobs, career choices and ambitions

CONTENT

The course covers three distinct themes. These themes apply to all four question papers.

Learners are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish/French is spoken.

Listening

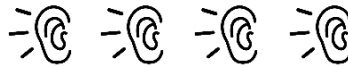
Learners will be able to demonstrate general and specific understanding of different types of spoken language and will be required to follow and understand clear standard speech using familiar language across a range of specified contexts.



Skills

- ✓ You will need to listen for gist and understanding to deduce the meaning from a range of short and longer speech texts.
- ✓ You will have to identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language and you will recognise the relationship between past, present and future events.
- ✓ You will need to extract information, evaluate and draw conclusions. KEY learning muscles – distilling, reasoning, empathy and listening, making links and noticing.

Worth 25% of total grade. Where questions are in English, you answer them in English. When questions are in the target language, you answer in the target language.



speaking



(There is no speaking exam in 2021)

Students are expected to be able to: take part in a **short** conversation, **asking and answering questions**, and **exchanging opinions**.

Convey information and **narrate** events coherently and confidently, using and **adapting language** for new purposes

Speak spontaneously, responding to unexpected questions, points of view or situations. Sustain communication

Use accurate pronunciation and intonation to be understood by a native speaker.

WORTH 25%

TASKS


Part 1 – role play – 2 mins (15marks)

Part 2 – discussion of photo card – 2mins for Foundation/3mins for Higher (15marks)

Part 3 – general conversation 3-5 mins for Foundation/5-7 mins for Higher (30marks)

READING

You will need to understand general and specific details within texts using high frequency (vocabulary that is familiar and commonly used) language across a range of contexts. Identify the overall message by looking at the context of the piece.

Notice key points, details and opinions in a variety of short and longer written passages 

Deduce meaning from a variety of short and longer written texts from a range of materials, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes

Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some **extracts from relevant abridged or adapted literary texts**.

SKILLS

- ✓ Demonstrate understanding by being able to scan for particular information.
- ✓ Organise and present relevant details, draw inferences in context and
- ✓ Recognise implicit meaning where appropriate (implicit = suggested though not directly addressed).
- ✓ You will need to translate a short passage from French/Spanish into English.



Reading

- Translation into English – minimum 35 words at Foundation and 50 words at higher
- Each paper contains literary extracts – mixture of historical and contemporary sources will be used

Section A – questions in English to be answered in English
33marks

Section B – questions in the foreign language to be answered in the foreign language 18 marks

Section c – translation of a short passage from the target language

Write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information

Produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings make accurate use of a variety of vocabulary and grammatical structures.

Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register. (The register refers to language used for a specific purpose and can be defined by such factors as social occasion.

Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince

Translate sentences and short texts from English into Spanish/ French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.



WRITTEN TASKS

Foundation Tier

Question 1 – message (student produces four sentences in response to a photo) – 8 marks

Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks

Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks

Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks

Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

Communication strategies

Whilst it is useful for learners to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Spanish, or which they themselves might need to use. For this reason, the learners will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words. SKILLS FOCUS.

- ✓ Ignoring words which are not needed - Many tasks contain words which are not essential for an understanding of the main points of the text.
- ✓ Using visual and verbal context - The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.
- ✓ Identifying common patterns in language - The ability to predict occurrences in the real world makes it possible to anticipate words, and their meaning, in a given context. This is one reason why it is important for a Spanish course to develop awareness and understanding of countries and communities where Spanish is spoken.
- ✓ Using cognates and near cognates - Knowledge of patterns of word formation in Spanish/French can help to understand a text. Knowledge of words that look or sound the same.