

MODERN FOREIGN LANGUAGES

CURRICULUM 2020-21

The study of Modern Foreign Languages at Shuttleworth College is split between two languages; French and Spanish.

KEY STAGE 3

In Year 7, students will study six topics in **Spanish**: Self, Family & Friends; Likes & Dislikes; All About School; Free time & Hobbies, House and Home and Future Plans. This is followed by five topics of **Spanish** in Year 8 including: Holidays (past, present, & Future); Family and Friends, Jobs and Careers; Food & Shopping and Free time and Hobbies.

In Year 9 **French**, students will study six topics including: Holidays, the past present and future tense, Technology, Healthy Eating, The environment and Home Town and My life at School.

Students will be assessed at the end of each topic via an End of Module Assessment. Additionally, class and homework will include key assessed tasks to track progress throughout the module. They will be assessed in Listening, Speaking, Reading and Writing, and also in translation from English to the relevant language and vice versa.

To supplement their in-class learning, students should build their vocabulary. Learning little and often will allow them to understand the words/structures and be able to write and speak them from memory. Students should take every opportunity to practise their language in the lessons as this is one of the places they will get to improve. This is especially important when improving their speaking and listening skills. Students should apply the grammar rules they have learned and try to use a range of different tenses, change the subject of the verbs, add intensifiers and connectives, and take care with spellings and accents.

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KEY STAGE 4

Over the course of Year 10 & 11, students will study a variety of modules contained within three broader themes.

Theme 1: Identity & Culture

- Me, My Family & Friends
- Relationships with Family & Friends
- Marriage/Partnership
- Technology in Everyday Life
- Social Media
- Mobile Technology
- Free Time Activities-Sport
- Customs & Festivals in Spanish-speaking Countries & Communities

Theme 2: Local, National, International, & Global

- Social Issues
- Charity / Voluntary Work
- Healthy / Unhealthy Living
- Global Issues
- Environment
- Poverty / Homelessness

Theme 3: Current & Future Study & Employment

- My Studies
- Life at School/College
- Education Post-16
- Jobs, Career Choices, & Ambitions

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KEY STAGE 4

In both the **French & Spanish GCSEs**, the qualification is split into four papers, each worth 25% of the final grade. This is true whether students take the Foundation tier exams (GCSE grades 1-5) or the Higher tier exams (GCSE grades of 1-9).

Paper 1: Listening involves a written exam and a set of questions. The written exam is 45 minutes long and worth 40 marks for Foundation students, whilst Higher students have a 1 hour exam worth 50 marks. Each exam includes 5 minutes' reading time before the listening stimulus is played. This is followed by a set of questions in two sections.

- Section A: questions in English to be answered in English or non-verbally
- Section B: questions in French/Spanish, to be answered in French/Spanish or non-verbally.

Paper 2: Speaking involves a non-exam assessment and another set of questions. The non-exam assessment is worth 60 marks for both Foundation and Higher tier students, however Foundation students complete it in 7-9 minutes plus preparation time, compared to Higher's 10-12 minutes plus preparation time. The questions are split into three distinct sections.

- 1: *Role-play*, worth 15 marks, and lasts for 2 minutes at both tiers.
- 2: *Photo card*, worth 15 marks, Foundation tier students complete it in 2 minutes, Higher tier exams take 3.
- 3: *General conversation*, worth 30 marks, lasts 3-5 minutes for Foundation tier students and 5-7 minutes for Higher.

Paper 3: Reading involves a 60 mark written exam that lasts 45 minutes for Foundation students and 1 hour for Higher, and a set of questions split into three sections.

- Section A: questions in English, to be answered in English or non-verbally;
- Section B: questions in French/Spanish, to be answered in French/Spanish or non-verbally;
- Section C: translation from French/Spanish into English (a minimum of 35 words for Foundation and 50 words for Higher).

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Paper 4: Reading consists of a written exam. In the Higher tier, the paper lasts 1 hour 15 minutes and is worth 60 marks over three questions.

- Question 1: structured writing task with a choice of 2 prompts, each with 4 compulsory detailed bullet points. Students should write around 90 words in total to earn up to 16 marks.
- Question 2: open-ended writing task with a choice of 2 prompts, each with 2 bullet points. Students should produce around 150 words to earn up to 32 marks.
- Question 3: translation from English to French/Spanish in a minimum of 50 words to earn up to 12 marks.

The Foundation tier paper lasts 1 hour (50 marks). It comprises 4 questions.

- Question 1: students produce 4 sentences in response to a photo (8 marks).
- Question 2: approximately 40 words piece of continuous prose in response to 4 brief bullet points (16 marks).
- Question 3 is a translation from English into French/Spanish in a minimum 35 words and is worth 10 marks.
- Question 4: structured writing task with a choice of 2 prompts, each with 4 compulsory detailed bullet points. Students should write around 90 words in total to earn up to 16 marks.

UPDATE: COVID-19

Changes to examinations taking place in 2021 in Modern Foreign Languages have been made because of the COVID-19 Pandemic. The changes are:

- Remove requirement for assessments to use words outside of vocabulary lists and permit glossing where necessary whilst maintaining level of knowledge and accuracy needed for the highest grades.
- Make the spoken language assessment an endorsement reported on a 3-point scale (pass, merit and distinction) against common assessment criteria. To be assessed by teachers during the course of study.
- Permit exam boards to include an additional optional question in the writing assessment, which would enable students to focus on fewer themes in their writing.