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AS and A level Languages 2017



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Agenda

- Introducing our specification
- A level reforms and new requirements for MFL
- Our approach
- Overview of new specification content
- New assessment requirements
- Overview of AS assessment of Listening, Reading, Speaking and Writing
- Overview of A level assessment of Listening, Reading, Speaking and Writing
- Co-teachability
- Support and resources

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Languages for All

- Content that engages, inspires and motivates your students
- Manageable content and clear, structured assessment
- Assessments that enable all students to reach their potential
- Rich choice of popular and accessible works covering contemporary and classical titles from a range of directors and authors
- Straightforward and clear mark schemes
- Specification that builds transferable skills for progression to Language or other degrees

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AS & A level reforms

- All new AS and A levels will be assessed at the same standard as they are currently.
- All new AS and A levels will be fully linear.
- AS levels will be stand-alone qualifications.
- The content of the AS level can be a sub-set of the A level content to allow co-teachability, but marks achieved in the AS will not count towards the A level.

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Timeline

| | 2017 | 2018 | 2019 |
|---------------|--|---|---------------------|
| Current Spec | Summer series as normal | Final AS and A2 exams | AS and A2 resits |
| New 2017 Spec | First teaching (AS level and 2-year A level) | First AS examinations and first teaching (1-year A level) | First A level exams |

- The last available assessment for the current AS and A levels will be June 2018 (with a resit available in 2019)
- The reformed AS first assessment is 2018 and A level is 2019

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Key changes from 2016

- Renewed focus on Culture with a specific assessment objective (AO4) to assess knowledge and understanding of the TL culture
- Compulsory literature at A level and either a literary work or film at AS
- Independent research project at A level assessed through the oral
- Translations at AS and A level
- Prescribed themes:
 - - Social issues and trends
 - - Political and/or Intellectual and/or Artistic culture

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Our research

- Research carried out:
- Teachers, Heads of Depts across the country in face-to-face interviews, phone interviews, and surveys
- Subject advisory group, including representatives from the teaching community and universities



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Teacher Research – Key Findings

- Discrete listening and reading assessments at A level
- A greater focus on the cultural element of learning a language
- Reduce the volume of content at AS so more time can be spent on each topic and teaching the grammar
- Increase the word count for the writing paper
- Mark schemes with exemplification and that differentiate between abilities





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Our Approach

- All 4 skills assessed separately at AS and A level.
- Cultural content that engages, inspires and motivates your students.
- Rich choice of popular and accessible works covering contemporary and classical titles, linked to the topics and from a diverse range of directors and authors.
- Choice of questions on literature and film in the writing paper.
- Clear mark schemes that ensure differentiation across the ability ranges.
- A specification that supports progression from GCSE and though to university.



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Our design principles

- Provide choice where possible in the writing paper
- Ensure contexts within reading and listening papers are set within the target language country/countries
- Provide scaffolding for essays at AS
- Mark schemes that encourage spontaneity





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Our content principles

- A mix of familiar and new themes to support a wide range of interests
- Themes that relate directly to the culture of the target language countries
- Year 1 Themes should facilitate progression from KS4
- Themes that meet requirements of the subject criteria

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Co-teachability

- Year 1 A level content is the same as the AS content
- Same 'work' can be studied for AS and for A level
- 3 paper structure at AS and A level
- All 4 skills assessed at AS and A level

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Content – Year 1 A level/AS

Social Issues and trends

Theme 1 - Changes in contemporary Italian society

• Changes in family structures

Changes in the attitudes towards marriage, couples and family; *mammoni*.

• Education

The educational system and student issues; the 'brain drain'.

• The world of work

Gender equality; unemployment; family firms; new working models.

Political and/or Intellectual and/or artistic culture

Theme 2 - Political and artistic culture in Italy

• Music

Changes and developments; impact on popular culture.

• Media

Freedom of speech; the written and online press; the impact on society and on politics.

• Cultural heritage

Festivals, customs and traditions.



Content – Year 2 (A level only)

Social Issues and trends

Theme 3- Evolving Italian society

• The positive impact of immigration on Italian society

The contributions of immigrants and migrants to the economy and to the culture.

• Facing the challenges of migration in Italian society

Marginalisation and alienation; integration; impact of emigration.

• North/South Divide

Movement North and South; role of Italian industries; socio-cultural differences; crime.

Political and or Intellectual and or Artistic culture

Theme 4 - Fascism and beyond

• The rise of Mussolini

Creation of National Fascist party

• Fascism in WW2

Mussolini's government and dictatorship; life under Mussolini in WW2

• From dictatorship to democracy

Decline of Mussolini; liberation; 6 nations



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Discussion

Talk with the person next to you about the themes:

- Which do you feel confident teaching?
- Which do your learners enjoy?
- Which are you concerned about?

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Literary Works and Films Selection criteria

- Selection of works featuring both classical and contemporary titles
- Variety of literary styles, including novels and short stories
- Works that could be co-taught
- Works that link with the themes
- Works which have some existing teaching and learning support

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Prescribed literary texts and films for Paper 2 AS and AL

Literary texts

- Io non ho paura, Niccolò Ammaniti
- Marcovaldo, Italo Calvino
- Volevo i pantaloni, Lara Cardella
- Senza sangue, Alessandro Baricco
- Il giorno della civetta, Leonardo Sciascia (AL only)
- Jack Frusciante è uscito dal gruppo, Enrico Brizzi (AL only)
- Lessico famigliare, Natalia Ginzburg (AL only)
- Sei personaggi in cerca d'autore, Luigi Pirandello (AL only)

Films

- Nuovo Cinema Paradiso, Giuseppe Tornatore (1988)
- Va' dove ti porta il cuore, dir. Cristina Comencini (1996)
- Il postino, Michael Radford (1994)
- La grande bellezza, Paolo Sorrentino (2013) (AL only)
- La vita è bella, Roberto Benigni (1997) (AL only)
- I cento passi, Marco Tullio Giordana (2000) (AL only)

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Assessment Objectives

| | | Weighting |
|------------|--|-----------|
| A01 | Understand and respond: •in speech to spoken language including face-to-face interaction; •in writing to spoken language drawn from a variety of sources. | 20% |
| A02 | Understand and respond: •in speech to written language drawn from a variety of sources; •in writing to written language drawn from a variety of sources. | 30% |
| A03 | Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure. | 30% |
| A04 | AS: Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken. A level: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken. | 20% |

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Teacher and Internal Research findings on Assessment

- Mark schemes to be precise and clear for learners, teachers and examiners
- Tasks that encourage spontaneity and grammatical understanding
- Ensure comparability across languages
- Word counts in the writing papers should be recommended only

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Overview of new specification - AS

| | Assessment Objectives | | | | Total for all Assessment Objectives |
|--|-----------------------|-----------|-----------|-----------|-------------------------------------|
| | AO1 % | AO2 % | AO3 % | AO4 % | |
| Paper 1: Listening, Reading and Translation into English | 15 | 25 | | | 40% |
| Paper 2: Written response to works, translation into Target Language and grammar exercises | | | 20 | 10 | 30% |
| Paper 3: Speaking | 5 | 5 | 10 | 10 | 30% |
| Total for AS | 20 | 30 | 30 | 20 | 100% |

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AS Level Paper 1- Listening, Reading and Translation into English - AS- DfE Criteria

- Understand the main points, gist and detail from spoken and written material
- Infer meaning from complex spoken and written material, including factual and abstract content
- Assimilate and use information from spoken and written sources, including material from online media
- Summarise information from spoken and written sources, reporting key points and subject matter in speech and writing
- Read and respond to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary

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AS Level Paper 1- Listening, Reading and Translation into English

| Section A: Listening comprehension and written summary (24 marks) | <ul style="list-style-type: none"> • 4 questions (MCQ and open responses in Italian) • including English language summary (4 marks) |
|--|---|
| Section B: Reading comprehension (28 marks) | <ul style="list-style-type: none"> • 5 questions: • MCQ and open response • All in Italian |
| Section C: Translation into English (12 marks) | 1 passage in Italian (minimum 70 words) to translate into English |

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AS Level Paper 2 – Written response to works, translation into target language and grammar exercises - DfE Criteria

- Know, understand and be able to respond critically in writing, in the language of study, to the work, taken from the prescribed list provided in the specification
- At AS, knowledge and understanding of the work must include a critical response to aspects such as the structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied
- Candidates can choose either a literary work or film

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AS Level Paper 2 – Written response to works, translation into target language and grammar exercises

| Paper 2 | Assessment 1h40 |
|---|--|
| Section A: Translation into Italian (20 marks) | <ul style="list-style-type: none"> • 1 passage in English (minimum 70 words) to translate into Italian |
| Section B: Written response to works (40 marks) | <ul style="list-style-type: none"> • 1 essay in Italian linked to a chosen work (text or film) • Choice of 2 questions for each work • Word count between 275-300 |
| | |

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AS Level Paper 3 – Speaking DfE criteria

- Use language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of the language
- Apply knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar at annex A for French, German and Spanish, and for other languages, the prescribed list provided in the relevant specification
- Use language learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies

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AS Paper 3 - Speaking

| | |
|-------------------------|--|
| Assessment Time: | 27-30 minutes including 15 minutes preparation time |
| Marks: | 72 Marks |
| Task 1: | Stimulus card based on a sub-theme from Theme 1 <i>I cambiamenti della società italiana</i> . |
| • 7-9 minutes | |
| • 42 marks | Candidates respond to 4 compulsory questions on two short texts. The teacher/examiner (TE) must then ask follow-up questions which allow the candidate to demonstrate knowledge & understanding of the cultural and social context. The teacher/examiner can use the bank of optional generic questions provided by Pearson as a guide to ensure that the nature of the questioning allows the student to demonstrate their knowledge and understanding of the cultural and social context. |

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AS Paper 3 - Speaking

| | |
|---|---|
| Assessment Time: | 27-30 minutes including 15 minutes preparation time |
| Marks: | 72 Marks |
| Task 2: | <ul style="list-style-type: none"> The candidate is given a choice of 2 stimulus cards, following an order prescribed by Pearson, based on two sub-themes from the two AS themes. Each card contains one statement on the sub-theme which will act as a springboard for the discussion, which is in two parts. <p>Part 1: The teacher/examiner (TE) asks the two compulsory questions on the card. The TE then helps to develop the discussion by asking appropriate follow up questions.</p> <p>Part 2: For the second half of the time allocated, the TE broadens the discussion by moving on to any other aspect(s) of the same sub-theme. The TE can use the bank of optional generic questions provided by Pearson as a guide to ensure that the nature of the questioning allows the student to demonstrate their knowledge and understanding of the cultural and social context.</p> |
| <ul style="list-style-type: none"> 5-6 minutes 30 marks | |



Overview of new specification- A level

| | Assessment Objectives | | | | Total for all Assessment Objectives |
|---|-----------------------|-----------|-----------|-----------|-------------------------------------|
| | A01 % | A02 % | A03 % | A04 % | |
| Paper 1: Listening, reading, translation into English, translation into target language | 15 | 25 | | | 40% |
| Paper 2: Written response to works, literary and film | | | 20 | 10 | 30% |
| Paper 3: Speaking | 5 | 5 | 10 | 10 | 30% |
| Total for AS | 20 | 30 | 30 | 20 | 100% |



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A Level Paper 1- Listening, Reading and Translation into English- A level Criteria

- Understand the main points, gist and detail from spoken and written material
- Infer meaning from complex spoken and written material, including factual and abstract content
- Assimilate and use information from spoken and written sources, including material from online media
- Summarise information from spoken and written sources, reporting key points and subject matter in speech and writing
- Read and respond to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary

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A Level Paper 1- Listening, Reading and Translation into English

| Paper | Assessment 2 hours |
|--|--|
| Section A: Listening comprehension and written summary (30 marks) | <ul style="list-style-type: none"> • 4 questions MCQ & open response in Italian • Q4b assesses student's ability to summarise in Italian |
| Section B: Reading comprehension (30 marks) | <ul style="list-style-type: none"> • 5 questions: MCQ and open response All TL |
| Section C: Translation into English (20 marks) | <ul style="list-style-type: none"> • 1 passage in Italian (minimum 100 words) to translate into English |



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A level Paper 2 – Written response to works and translation into target language- DfE Criteria

- At A level, specifications must require students to study two works, either a literary work and a film, or two literary works, in the language of study.
- Appreciate, analyse and be able to respond critically in writing, in the language of study, to the works, taken from the prescribed list provided in the specification.
- At A level, students must develop a more detailed understanding of the works, showing a critical appreciation of the concepts and issues covered, and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).
- Students are required to study two discrete works at A level i.e. students cannot be assessed on a film adapted from a literary work as well as on the original literary work itself

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A Level Paper 2 – Written response to works and translation into target language

| Paper | Assessment 2h 40 |
|---|---|
| Section A: Translation into Italian 20 marks | <ul style="list-style-type: none"> • 1 passage in English (minimum 100 words) to translate into Italian |
| Sections B and C: Written response to works 100 marks – 50 marks for each essay | <ul style="list-style-type: none"> • Essay 1: Extended response to a question on a film or a literary work • Essay 2: Extended response to a question on a film or a literary work • Choice of 2 questions for each work • Recommended word count between 300-350 for each response • Candidates must respond to at least one literary work at A level |

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A Level Paper 3- Speaking - DfE criteria


- Develop research skills in the language of study, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where the language is spoken
- Identify a key question or subject of interest and select relevant information in the language of study from a range of authentic sources, including the internet
- Use information to illustrate knowledge and understanding of the research subject
- Analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion

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Paper 3- Speaking


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| | |
|--|--|
| Assessment Time: Marks: | 21-23 minutes (including 5 minutes preparation time) 72 Marks total |
| Task 1: Spontaneous theme-based discussion based on stimulus card 30 marks 5 minutes preparation 6-7 minutes discussion | Candidates are provided with a choice of two stimulus cards on the day of assessment, on two different sub-themes, following a sequence outlined by Pearson. Candidates only see the card after the choice has been made. Stimulus card contains 2 statements (A & B) offering different views on a sub-theme. Candidates select 1 statement from the 2 given on the card and have 5 minutes' supervised preparation time to consider the stimulus card & may make notes for this task. There are two parts to the discussion: Part 1: The TE asks the 2 compulsory questions on the card. The candidate leads the discussion and the TE helps to develop the discussion by asking appropriate follow up questions. Part 2: The TE broadens the discussion to cover other aspects of the overall Theme. Generic questions provided by Pearson as a guide to TE. |




Paper 3- Speaking

| | |
|--|---|
| Assessment Time: Marks: | 21-23 minutes (including 5 minutes preparation time) 72 Marks total |
| Task 2 <ul style="list-style-type: none"> • Presentation and discussion on candidate's independent research project (IRP) • 42 marks • 10–11 minutes discussion (including 2 minutes presentation) | <ul style="list-style-type: none"> • Candidates select a subject of interest to them related to the cultural and social context of Italian-speaking countries and communities. • The IRP must not be based on the literary works or films studied for Paper 2 but may focus on a wider exploration of the author or film-maker. • Candidates must initiate and conduct their own research and develop their research skills when investigating their subject of personal interest. • More than one candidate in a centre may research a particular topic. Teachers & candidates sign to confirm IRP has been carried out independently. • Candidates must refer to at least 2 written sources in their presentation. Sources must be written in Italian e.g. newspaper & magazine articles, journals, literary texts. • Candidates may refer to other authentic sources used in their research during the discussion e.g. films, television, radio. |



Discussion points

- Having listened to the changes and seen some sample questions:
- Which aspects of the specification are you most looking forward to teaching?
- What are the areas of concern?





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Support for planning

- Course planner
- Scheme of work
- Matching charts
- Getting Started guide
- Student guide



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Support for assessment

- Specimen papers so that you can get to grips with the format of the new papers and the level of demand as quickly as possible.
- Student exemplars with commentary
- Videos on conducting the speaking exam
- Vocabulary list in specification (Indicative)





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ResultsPlus

- ResultsPlus provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of languages.



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Teaching and learning support

- List of useful websites for authentic materials
- Support around literary works and films
- Support around independent research project





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GCSE 2017

- First teaching 2017
- First assessment 2019
- Familiar content and defined, manageable topic areas.
- Specification designed to enable all students to reach their potential.
- Spec and SAMs full of cultural content that motivates, engages and brings languages to life.
- Plenty of guidance on the new assessments and support to teach the skills required.

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Pearson is recruiting

- Pearson is recruiting for GCSE and GCE MFL
- We have exciting opportunities to become an examiner for Languages:
 - get closer to the qualification you are teaching
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Next steps

- Please complete your evaluation form for today's event – in your pack
- Sign up to our updates:
email - TeachingLanguages@pearson.com
- Visit the website to download further copies of the draft specification and support materials:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/A-level-from-2017.html>

- Look out for information about our Getting Ready to Teach events

