



Aims

The new GCSE MFL specification aims to develop language skills in a variety of contexts, to enable students to realise their full potential, and to equip them for the world of work in which knowledge of a second language is more and more desirable. It will also give them an insight into different cultures and will help them to develop their identity as a global citizen. In addition, a good grade at G.C.S.E. will give students the opportunity to further their MFL study at A-Level should they wish to do so.

Overview

The course will enable students to understand and discuss a wide range of issues and opinions, under the following three themes:

Theme 1: Identity and culture

Sub-themes: *Youth culture*: self and relationships, technology and social media. *Lifestyle*: health and fitness, entertainment and leisure. *Customs and traditions*: food and drink, festivals and celebrations.

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

Sub-themes: *Home and Locality*: local areas of interest, transport. *France/Spain and French/Spanish speaking countries*: local and regional features and characteristics, holidays and tourism. *Global Sustainability*: environment, social issues

Theme 3: Current and future study and employment

Sub-themes: *Current Study*: school/college life, school/college studies. *World of Work*: work experience and part-time jobs, skills and personal qualities. *Jobs and Future Plans*: applying for work/study, career plans.

Assessment

All assessments will be carried out at the end of year 11. Candidates will be entered for either foundation or higher tier. There are 4 components to this qualification:

Component 1: Speaking (25%)

Students will complete 3 tasks: 1) role-play; 2) photo card discussion; 3) general conversation.

Component 2: Listening (25%)

The listening component requires students to respond to a range of questions in English and also in the assessed language. Students will respond to different types of spoken language which may include monologues, conversations, discussions, interviews, announcements and messages.

Component 3: Reading (25%)

Reading tasks will be taken from a range of contexts which may include advertisements, newspaper articles (adapted), literary-type texts (adapted), emails, messages and letters. A new element of this examination is that students will be required to translate short passages into English.

Component 4: Writing (25%)

This component requires students to respond in the assessed language to a range of written tasks. Learners are also required to display their knowledge of, and accurate application of, grammar and structures. A new element on this paper requires students to translate a short passage from English into the assessed language.