

Hockerill Anglo-European College

I.B. Middle Years Programme

Course outline: Language B: Modern Foreign Languages

Years 10 & 11

2010-2012

Aims: to help the students to

- Develop the ability to use the language effectively as a means of practical communication
- Acquire a sound base of communication skills necessary for future study, work and leisure
- Understand the nature of language and the process of language learning
- Integrate linguistic, cultural and social components of the target language (TL)
- Develop an independent approach to learning
- Develop an appreciation of a variety of literary and non-literary texts, inside and outside school
- Have an insight into the cultural characteristics of the communities where the TL is spoken
- Develop an awareness and understanding of the perspectives of people from other cultures
- Be involved with different communities who speak the TL or have been influenced by the TL culture
- Access, understand and use varied sources of information
- Develop curiosity and a lifelong interest and enjoyment in language learning

Objectives to be achieved by the end of Year 11: the students should:

- Communicate information, ideas and opinions
- Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written authentic and didactic contexts
- Identify main ideas and supporting details and draw conclusions from spoken and written texts
- Understand and appropriately use structures and vocabulary
- Request and provide information in both spoken and written contexts
- Engage actively in oral production using comprehensible pronunciation and intonation
- Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.

Internationalism:

Internationalism lies at the heart of the Language College and the languages that we offer as they are spoken by many different nations and communities. The students will become aware of the linguistic, cultural and societal similarities and differences between the foreign language they learn and their own language and culture. Through learning additional languages the students will discover that languages influence a nation or a community's perception of the world.

Content: **SUBJECT GROUP: MODERN FOREIGN LANGUAGES**
(AQA for French, German, Spanish and Italian; EDEXCEL for Japanese; OCR for ASSET LANGUAGES in Mandarin and Portuguese)

Aims of language teaching at Hockerill

- Develop an ability in our students to use Modern Languages effectively for the purposes of practical communication.
- Form a sound base of skills required for further study, work and leisure.
- Encourage positive attitudes to foreign language learning.
- Open students' minds to other cultures
- Develop students' awareness of the nature of the language and language learning.
- Provide enjoyment and intellectual stimulation.
- Encourage students to make maximum use of our multi-media and audio laboratories and use ICT as a regular tool for language communication.

It is clear that as a Language College we should be offering a variety of Modern Foreign Languages and be expecting students to study at least two foreign languages. All students are therefore expected to opt for a **minimum** of two Modern Foreign Languages.

The first foreign language will be **French, German or English as a Second Language** for designated students.

The second foreign language will be one of the following:

- a) A full GCSE course in **German** (where the first language is French)
- b) A full GCSE course in **French** (where the first language is German)
- c) A full GCSE course in **Spanish**
- d) A full GCSE course in **Italian**
- e) A full GCSE course in **Japanese**

A third foreign language is an option for strong linguists which would automatically be **Spanish**. This is recommended for students who are already performing well in their first two languages.

FIRST FOREIGN LANGUAGE

French Bilingual 1 and 2 Groups and German Bilingual Set in Years 10 and 11

Year 10

Programme

These groups (French Bilingual 1 & 2, German Bilingual) will have taken their GCSE in Year 9 and will now be continuing with the AS / A2 programme (four units in total), while certain students may repeat their GCSE.

AS Assessment

There will be two units of assessment:

- a) Unit One is a listening, reading and writing paper
(70% of the AS mark / 35% of the A Level mark)
- b) Unit Two oral exam in which students will discuss a target-language stimulus card based on one of the AS topics and take part in a conversation covering three further AS topics.
(30% of the AS mark / 15% of the A Level mark)

The German Bilingual set will be split into two halves. One set will sit their AS in Year 10 like the French group. The other set will take AS over two years and have an opportunity to re-sit their GCSE in Year 10.

*Students who have been successful in their French GCSE examination in Year 10 will have the opportunity of studying a one year course developing basic language competences in Mandarin. They will work towards achieving an external qualification accredited by Asset Languages. Students who did not achieve a satisfactory result in their French GCSE examinations in Year 10 will have the opportunity to re-sit the examination in Year 11.

Year 11

Programme

Some students in these groups will have completed their AS exam in Year 10 and will continue with A2 in Year 11 to complete the A level. Others may either take two years to do their AS or will have an opportunity to re-sit this examination if their first result is disappointing.

Assessment for A2

There will be two units of assessment:

- a) Unit Three is a listening, reading and writing paper
(70% of the A2 mark / 35% of the A Level mark)
- b) Unit Four is an oral paper in which students will present a point of view based on a target-language stimulus card from one of the A2 topic areas and take part in a conversation covering three further A2 topics.
(30% of the A2 mark / 15% of the A Level mark)

OTHER FRENCH SETS

If students have obtained their GCSE at the end of Year 10, they may go on to study Mandarin qualification (see Year 10 above). Other sets may sit their GCSE examination in Year 11 after following the full five year course.

Assessment

In French, German, Italian and Spanish the four skills of listening, reading, speaking and writing will be assessed. Assessment will be at Higher or Foundation Level for the listening and reading skills, depending on the ability of the student. There is no tiered assessment for the speaking and writing skill. Each skill is weighted as follows:

- | | |
|--|-----|
| a) Listening | 20% |
| b) Reading | 20% |
| c) Oral test involving conversation and an interview | 30% |
| d) Writing – two pieces of controlled assessment will be completed throughout the course | 25% |

In Japanese the four skills will be assessed at a common level. Skills are weighted as follows:

- | | |
|---|-----|
| a) Listening | 23% |
| b) Reading | 23% |
| c) Oral test (role-play, presentation and conversation) | 27% |
| d) Writing | 27% |

SECOND FOREIGN LANGUAGE

There will be two **German** sets, two **Spanish** sets, one **Italian** and one **Japanese** set.

Assessment for French, German, Spanish and Italian

The four skills of listening, reading, speaking and writing will be assessed. Assessment will be at Higher or Foundation Level for the listening and reading skills, depending on the ability of the student. There is no tiered assessment for the speaking and writing skill. Each skill is weighted as follows:

a) Listening	20%
b) Reading	20%
c) Oral test involving a presentation and conversation	30%
d) Writing - certain students will use the coursework option	30%

Assessment for Japanese

In Japanese the four skills will be assessed at a common level. Skills are weighted as follows:

e) Listening	23%
f) Reading	23%
g) Oral test (role-play, presentation and conversation)	27%
h) Writing	27%

THIRD FOREIGN LANGUAGE

This will automatically be Spanish and as stated earlier, the course is recommended for the top linguists in the year.

Assessment

The four skills of listening, reading, speaking and writing will be assessed. Assessment will be at Higher or Foundation Level for the listening and reading skills, depending on the ability of the student. There is no tiered assessment for the speaking and writing skill. Each skill is weighted as follows:

e) Listening	20%
f) Reading	20%
g) Oral test involving a presentation and conversation	30%
h) Writing - certain students will use the coursework option	30%

All language staff use authentic and contemporary materials and a variety of texts designed to stimulate an interest in and an enthusiasm for international customs and culture. A wide selection of reading and listening materials is available. Classes are given regular access to our multi-media laboratory and all courses incorporate developments in modern communications and technology.

Our extra-curricular programme for Year 10

- Exchange with work experience to Liège for all students of French.
- Exchange with work experience to Münster for all students of German.
- Exchange with our partner school in Spain for all students of Spanish.
- Exchange with our partner school in Maniago for all students of Italian.
- Exchange with our partner school in Tokyo for all students of Japanese.

These opportunities are seen as vital extension activities and may lead to lasting friendships and better understanding of the cultural context of our partner schools. It is hoped that students will feel able to participate in the wealth of opportunities being offered within the College, aimed at leading to a furthering of Hockerill's commitment to cultivate a truly international atmosphere in the classroom, in House and around the College.

Career Opportunities

Nowadays there is increased competition for good jobs and applicants are being asked **which** languages they can speak rather than **if** they speak a foreign language.

A good A-level or GCSE pass will certainly provide a wide range of opportunities in further education as well as career options in commerce, industry and tourism. The emphasis we put on the four individual language skills and particularly on communication will benefit young people in different ways and enable them to pursue a variety of careers where a particular skill is required. With the single European market and the easy access to Europe and beyond, there will be more and more openings for young people with language qualifications in, for example, the fields of education, business and tourism.

For further advice please see:

Mr. A. Geissler	(Head of Language College)
Mr. A. Geissler	(Head of German)
Mrs. N. Ullmann	(Head of French)
Mrs. G. Pitches	(Head of Spanish)
Mr. H. Michell	(Head of Italian)
Mrs. A. Rajakumar	(Head of Japanese)
<i>Mrs. C. Smith</i>	<i>(Language College Administrator)</i>

Addressing the Areas of Interaction in Language B: Students should:

Approaches to Learning:

- Develop communication skills by improving their understanding and response through speaking, listening, reading and writing; being aware of register, different tenses, rephrasing questions or statements, conveying ideas to peers.
- Learn to be independent learners through language acquisition skills, information literacy skills and thinking skills; knowing how to use reference sources, acquiring techniques to work out grammatical rules, inferring meanings from context or knowledge of own and other languages.

Community and Service:

- Reflect on issues and themes in the wider community, learning from these issues.

Human Ingenuity

- Exploring the different uses and aims of language (to convince, advise, inform, instruct...)
- Gain exposure to authors, artists, sportsmen, scientists, political and historical individuals represented and representing the various cultures of the French-speaking world.
- Reflect on the evolution of the French language on the historical, geographical and linguistic levels.
- Reflect on how communities adapt the French language to suit their identity or lifestyle needs.

Environment:

- Compare how environmental issues are being dealt with in France and the country they live in.
- Use the French language to reflect on the effects of their own actions on their environment.

Health and Social Education:

- Reflect on eating and fitness habits (past, present and future)
- Giving advice on healthy and unhealthy habits

Subject specific Assessment Criteria:
Criterion A - Oral communication – Message and interaction
Maximum 8

This criterion includes:

- *Conveying effectively the Message*
- *Giving appropriate responses (content, register, tenses...)*
- *Communicating complete, relevant and convincing ideas*
- *Interacting competently and leading the conversation*
- *Maintaining the conversation*
- *Supplying coherent and logical responses/questions*

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student’s speaking is only barely comprehensible and responses are sometimes inappropriate . Ideas are usually commonplace . The student often needs prompting to encourage a response. Conversation/dialogue does not flow.
3-4	The student’s speaking is mostly comprehensible and responses are usually appropriate . Ideas are mostly relevant and some are developed or supported. The student generally responds, but rarely takes the initiative in exchanges. There are some lapses in the coherence and flow of the conversation/dialogue.
5-6	The student’s speaking is comprehensible and responses are appropriate . Ideas are relevant, well supported and generally creative/inventive . The student participates and sometimes takes the initiative in exchanges. Conversation/dialogue generally flows coherently .
7-8	The student interacts confidently and resourcefully in simple and complex exchanges or oral presentations to express familiar and spontaneous ideas. Ideas are almost always relevant, well supported and creative/inventive . The student participates and often takes the initiative in exchanges. Conversation/dialogue always flows coherently .

Criterion B - Oral communication - language

Maximum 8

This criterion includes:

- *Resorting to a suitable range of vocabulary and idioms*
- *Using the appropriate register in the context of the interaction*
- *Using an accurate and varied range of grammatical structures*
- *Having pronunciation that will contribute to the comprehension of the Message*

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student uses a limited range of vocabulary, sometimes inappropriately. Errors frequently interfere with the Message and pronunciation, intonation and fluency often interfere with comprehension and/or impede communication.
3-4	The student uses a basic range of vocabulary with occasional mistakes. There is some awareness of idiom and register in the context. Errors at tiHAEC interfere with the Message. Pronunciation, intonation and fluency occasionally interfere with comprehension and/or impede communication.
5-6	The student uses a range of vocabulary and generally shows awareness of idiom and register in the context. Errors rarely interfere with the Message. Pronunciation, intonation and fluency seldom interfere with comprehension and/or impede communication.
7-8	The student interacts confidently and resourcefully in simple and complex exchanges or oral presentations to express familiar and spontaneous ideas. The student uses a wide range of vocabulary and shows awareness of idiom and register in the context. Errors very rarely interfere with the Message. Pronunciation, intonation and fluency very seldom interfere with comprehension and/or impede communication.

Criterion C - Writing – Message and organization

Maximum 8

This criterion includes:

- Conveying a comprehensive, clear and effective Message
- Including relevant ideas and information
- Presenting ideas in a logical progression

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student's ideas are basic, often irrelevant to the task and lacking in detail; they tend to be repetitive. Some structure is visible but lacks clarity; ideas remain undeveloped . There is limited use of cohesive devices , which are often incorrectly employed .
3-4	The student's ideas are mostly relevant to the task. The structure is visible and clear and some ideas are developed and supported . Basic cohesive devices are used, generally correctly .
5-6	The student considers the topic from more than one perspective and includes some examples and illustrations; all the ideas are relevant to the task but not always supported. The presentation is generally effective and clear and the structure contributes effectively to the development of ideas. The use and range of cohesive devices is generally appropriate .
7-8	The student writes compound sentences and connected, organized, well-punctuated longer paragraphs which convey simple and complex information on familiar and less familiar topics. The student considers the topic from more than one perspective and includes several examples and illustrations; all the ideas are relevant to the task and always well supported. The presentation is almost always effective and clear and the structure contributes effectively to the development of ideas. The use and range of cohesive devices is almost always appropriate .

Criterion D - Writing - language

Maximum 8

This criterion includes:

- Using language that will contribute to the effectiveness of communication
- Using a suitable range of vocabulary and idiom
- Choosing the appropriate register for the topic given
- Using wide range of grammatical structures accurately
- Applying accurate spelling

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student uses language which is not always comprehensible and this impairs communication. The range of vocabulary and idiom is basic , with frequent repetition of common phrases. There are repeated errors in the use of simple grammatical structures. Spelling/writing often impedes intelligibility.
3-4	The student uses language which as a whole is comprehensible and rarely impairs communication although there may be some mistakes. The use of vocabulary and idiom shows some variety and an awareness of register . Basic grammatical structures are usually correct, but, repeated errors are made when complex structures are attempted. Spelling/writing seldom impedes intelligibility.
5-6	The student uses language effectively for communication with few mistakes . There is a good variety of vocabulary and idiom, and the use of register is usually correctly applied . A standard range and variety of appropriate grammatical structures are used with a good degree of accuracy. Occasional mistakes in spelling/writing do not impede intelligibility.
7-8	The student uses a wide range of language confidently . Despite occasional spelling mistakes, there is a very good variety of vocabulary and idiom, and the use of register is almost always correctly applied . A wide range and variety of appropriate grammatical structures are used with a high degree of accuracy.

Criterion E – Comprehension: listening and reading

Maximum 2x8

This criterion includes:

- Recognizing the type and the organization of the text
- Demonstrating the ability to identify the factual information, main ideas and supporting details
- Drawing conclusions by interpreting opinions and attitudes

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors given below.
1-2	The student recognizes the general nature and type of texts. The student demonstrates limited ability to understand basic everyday language and locate simple factual information, familiar statements and questions which may be repeated in the Message.
3-4	The student recognizes the type of text and main ideas . The student demonstrates ability to locate factual information, where familiar language with some repetition and simple sentences are used.
5-6	The student demonstrates the ability to locate factual information , where some unfamiliar language is included in the Message. The student can understand some complex sentences, and identify the main ideas and supporting details.
7-8	The student demonstrates the ability to locate specific factual information and opinions expressed in an appropriately paced text, where complex sentences and/or some unfamiliar or abstract vocabulary may be used. The main ideas and supporting details are identified. The student can detect some variations in tone and register and recognize general attitudes conveyed by the text.