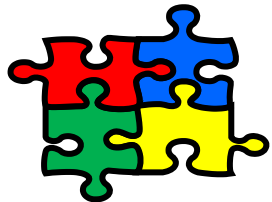




# The benefits of the *new* GCSE



**Joined Up! Bringing it all together**

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# Aims of this session

- To look at the main factors affecting uptake at KS4 (according to QCA survey)
- To give an overview of the main changes to the GCSE specification
- To look at implications for the way we teach
- To listen to a sample GCSE speaking test and assess using new criteria
- To share ideas and practice for curriculum planning and assessment organisation and management

# Maximising take-up in languages at KS4 (1)

- Curriculum design at key stages 2 and 3 has an impact on pupils' desire to choose a language
- The option system makes it easy for pupils to choose a language
- There is a choice of qualifications at key stage 4
- There is much informal discussion about options and encouragement to choose a language
- All pupils are offered the opportunity to enjoy and achieve in languages
- The languages department has high status in the school and support from the senior leadership is strong
- Pupils understand the importance of learning a language

# Maximising take-up in languages at KS4 (2)

- There is a commitment to providing good resources and the languages department is well staffed
- Behaviour in school and in languages classes is good
- Parents are informed about how well their child is doing at an appropriate time
- Pupils think they are well taught and enjoy the lessons, especially in Years 8 and 9
- Relationships between staff and pupils are strong
- There are several trips and extra-curricular activities
- Pupils know how they are doing and how to improve
- Pupils are helped to organise their work



- Strengthening of requirement that contexts and purposes should be relevant to candidates' likely interests, correspond to their level of maturity and relate to the culture of countries where the target language is spoken
- Some choice of context or purpose for speaking and writing tasks, including the possibility for centres to propose a context or purpose of their own
- Controlled assessments 60%: speaking and writing with up to 10% allowed for listening/reading
- Range for weighting of Assessment Objectives (20-30%)
- No limit on proportion of marks for responses in English in listening and reading comprehension tests
- Instructions to candidates can be in English
- Tiering to be retained
- Short courses for either L&S or R&W
- Some changes to grade descriptions (to be confirmed)
- Some changes to grammar lists for French, German & Spanish

- GCSE subjects will have 0%, 25% or 60% CA
- Percentage fixed for each subject, not optional
- MFL has 60% CA, covering S & W with up to 10% allowed for L/R
- Minimum two tasks for each component (S & W)
- Tasks must require candidates to use language for different purposes
- Three possibilities for schools:
  - Use exemplar tasks provided by awarding body
  - Adapt awarding body tasks
  - Design your own tasks within defined parameters

## Writing (& reading)

- “Informal supervision” of preparation
- Awarding body indicates what teacher support is allowed
- Candidates must complete work independently under controlled conditions
- Candidates are permitted access to a dictionary and may refer to limited notes (but not to an earlier draft)
- Awarding body indicates required length (min & max)
- Awarding body marks all candidates’ work

## Speaking (& listening)

- “Informal supervision” of preparation
- Awarding body indicates what teacher support is allowed
- Candidates must provide an individual response, but they may work with others, eg in a conversational group
- Candidates may refer to limited notes
- Awarding body indicates required length (min & max)
- Teachers to assess using awarding body mark scheme
- A sample of candidates to be recorded for external moderation purposes
- Exemplification and Training to be provided



# Benefits of new GCSE

- 60% GCSE now under teacher control
- ‘Active’ knowledge to be tested can be determined by the teacher
- Timing of assessments flexible
- Content of assessments can be centre-devised or chosen from ‘best-fit’ themes
- Opportunity to tailor KS4 to follow on from KS3
- 60% untiered – differentiation by outcome
- Opportunity for learner choice in assessment

# Challenges of controlled assessment

## What are the implications of controlled assessment for teachers?

We will need to:

- re-think how we assess speaking
- consider what sorts of tasks will be motivating for students
- decide how best we can take advantage of the opportunities
- choose, adapt or design tasks that will give our students the best opportunity to show what they can do
- ensure that we teach learners in the optimum way

# Changing how we teach

- Preparing students to respond to questions effectively
- Embedding questioning
- Adapting key phrases
- Move from memorising -> manipulating language readily
- Developing spontaneous talk in the classroom
- Building on learning at KS3

# NEW secondary curriculum (speaking related PoS)

## 1.1 Linguistic competence

a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.

***b. Applying linguistic knowledge and skills to understand and communicate effectively.***

## 1.2 Knowledge about language

***a Understanding how a language works and how to manipulate it.***

## 1.3 Creativity

***a Using familiar language for new purposes and in new contexts.***

***b Using imagination to express thoughts, ideas, experiences and feelings.***

## 2.2 Developing language skills

c respond appropriately to spoken and written language

d use correct pronunciation and intonation

***e ask and answer questions***

***f initiate and sustain conversations***

***k deal with unfamiliar language, unexpected responses and unpredictable situations.***

## Year 7 Framework - speaking

## Year 8 Framework - speaking

## Year 9 Framework – speaking

### 1.4 Talking together

*Y7 Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work*  
*Y7 Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions*

### 1.5 Presenting and narrating

Y7 Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation  
Y7 Engage listeners' attention through expression and non-verbal techniques

### 4.4 Sentence structure

Y7 Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences

### 4.6 Questions and negatives

Y7 Understand and use confidently some common question types in different contexts  
Y7 Understand and use confidently some common negative forms in different contexts

### 1.4 Talking together

*Y8 Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges*  
*Y8 Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member*

### 1.5 Presenting and narrating

Y8 Use some complex language in a prepared but unscripted talk or narrative  
Y8 Add authenticity through use of simple idioms

### 4.4 Sentence structure

Y8 Develop and improve sentences by adding, rearranging or replacing elements

### 4.6 Questions and negatives

Y8 Understand and use a range of question types  
Y8 Understand and use a range of negative forms

### 1.4 Talking together

*Y9 Make extended and/or frequent contributions to classroom talk*  
*Y9 Deal effectively with unexpected responses in order to sustain conversations and discussions*

### 1.5 Presenting and narrating

Y9 Respond quickly and appropriately to audience comments or questions following a talk or narrative  
Y9 Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary

### 4.4 Sentence structure

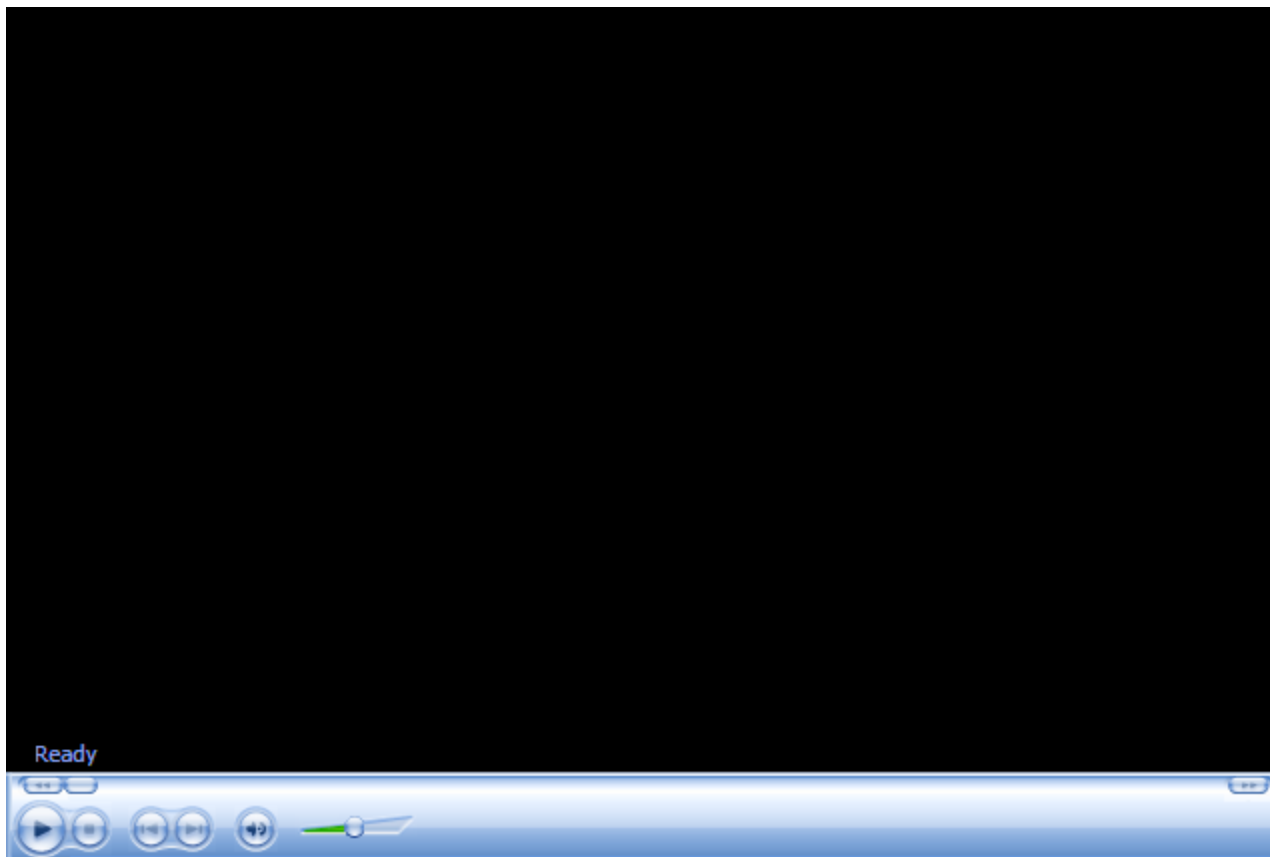
Y9 Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences

### 4.6 Questions and negatives

Y9 Make confident use of question types with simple and compound tenses  
Y9 Make confident use of negative forms with simple and compound tenses

NEW GCSE Assessment criteria (speaking component - Edexcel)	
<p>Communicates comprehensive and detailed information related to chosen stimulus <b><i>Interacts</i></b> very well <b><i>Speaks very confidently and with spontaneity.</i></b> Frequently <b><i>takes initiative</i></b> and <b><i>develops elaborate responses.</i></b> No difficulty in expressing and explaining a range of ideas and points of view. <b><i>Very little or no hesitation.</i></b> Able to <b><i>deal with unpredictable elements</i></b> without difficulty.</p>	16-18
<p>Communicates detailed and relevant information related to chosen visual/topic/stimulus. <b><i>Interacts well.</i></b>  <b><i>Speaks confidently.</i></b> Takes initiative and develops <b><i>more elaborate responses.</i></b> Has little difficulty expressing and explaining ideas and points of view. <b><i>Little hesitation</i></b> and little or no prompting necessary.  Able to deal with <b><i>unpredictable elements with some success.</i></b></p>	12-15
<p>Communicates relevant information related to the chosen stimulus but with some obvious omissions. <b><i>Some interaction.</i></b> Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. <b><i>Conveys opinions, but rarely expands.</i></b>  Some hesitation  <b><i>Able to deal with some unpredictable elements.</i></b></p>	8-11
<p>Limited communication related to chosen visual/topic/stimulus. Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. Very hesitant and reliant on teacher-examiner prompting. <b><i>Able to deal with isolated unpredictable elements.</i></b></p>	4-7
<p>Minimal description of chosen stimulus. Conveys little relevant information in <b><i>minimal responses (mainly one word)</i></b> Largely disjointed and unconnected ideas. <b><i>Very limited comprehension of basic questions.</i></b>  Wholly-reliant on teacher-examiner prompting..</p>	1-3

# Open Interaction GCSE Example: Spanish



Edexcel GCSE 2010

Units 2 & 4 Speaking and Writing

Unit Grade	A*	A	B	C	D	E	F	G
Maximum Uniform mark = 90	81	72	63	54	45	36	27	18
Uniform mark as percentage	90	80	70	60	50	40	30	20
Suggested raw mark boundaries based on percentages	28	25	22	18	14	11	8	5

GROUP :

Task:

	STUDENT NAMES		Tutor group	Content & Response (18)	Range of language (6)	Accuracy (6)	Total mark (30)	projected grade
1							0	U
2							0	U
3							0	U
4							0	U
5							0	U
6							0	U
7							0	U
8							0	U



# Developing talking routines for **all** students



# Task: Picture-based discussion

- Generate as many **questions** as you can that you could ask about this picture
- Assume that the learner will present for 1 minute to introduce the picture
- Think about how you can make use of **previous classroom routines**, both to enable the student to answer **spontaneously** and use a **range of language**



# 1 minute introduction

*Me encanta la natación – es mi deporte preferido. Empecé a nadar cuando tenía cinco años y llevo siete años nadando por un club. Es el club de natación basado en la piscina de Parkside en Cambridge. Me encanta porque puedo entrenar para mejorar. Mi entrenadora se llama Beth y es super simpática. Siempre me anima y me apoya. Lo malo es que tengo que madrugar porque tengo que entrenar tres veces a la semana antes de ir al colegio. Pero no me importa eso porque me gusta la natación. También participo en competiciones regionales algunos fines de semana que me encantan.*

# Discussion questions

1. Bueno, dime primero, ¿**Dónde estamos** en esta foto?
2. Y descríbeme la foto un poquito, ¿**qué se puede ver**?
3. ¿**Quiénes hay** en la foto? ¿Estás tú en la foto?
4. Y esta piscina – parece que en la foto está abierta al público - ¿**Hay** también clases de natación allí para los alumnos?
5. Y el agua, ¿no está fría? Porque la piscina está al aire libre ¿no?
5. ¿**Cuándo se hizo esta foto**?
6. . ¿Y la natación es un deporte muy popular aquí en el instituto?
7. Y ¿**qué va a pasar en el futuro**? ¿Qué planes tienes para el futuro? ¿Piensas seguir nadando como profesión?



¿Qué va a pasar ahora?

¿Dónde estamos?

¿Qué acaba de pasar?

¿Qué o quién hay en la foto?

¿Cuándo se hizo la foto?

¿Qué no se puede ver?

¿Qué se puede ver?

# Task setting

- Is the task something that will engage my students?
- Does the task arise naturally from the work my students are doing?
- Does the task provide appropriate challenge for my students?
- Is the task accessible to all students, including any students with disabilities?
- Am I making good use of opportunities to customise tasks, for example by referring to local circumstances, or topical issues or aspects of the culture, life and traditions of target language countries or communities?
- Is the task manageable for me? Would it be possible to record it if necessary?
- Should I provide a stimulus in English or in the target language?
- Does the task allow my students to meet the marking criteria laid down by the awarding body?
- Can I see how the exam board's marking criteria can be used to assess performance on this task?

# Task taking

- Timing of assessments
- Number of students assessed at one time
- Location of assessments
- Release of stimulus material to students
- Length of assessments
- Recording of assessments

**Audacity**<sup>®</sup>



Free software to download:

<http://audacity.sourceforge.net/>

**NB: must download LAME Encoder  
too or won't save as MP3**

<http://audacity.sourceforge.net/help/faq?s=install&item=lame-mp3>



**Logitech USB Desktop Microphone**  
([www.amazon.co.uk](http://www.amazon.co.uk)) £17.65



**Easi Speak Digital Voice Recorder**  
([www.easi-speak.org.uk](http://www.easi-speak.org.uk)) £25



**Olympus WS-321M Digital Voice  
Recorder** ([www.amazon.co.uk](http://www.amazon.co.uk)) £56.47



## Top tips so far.....

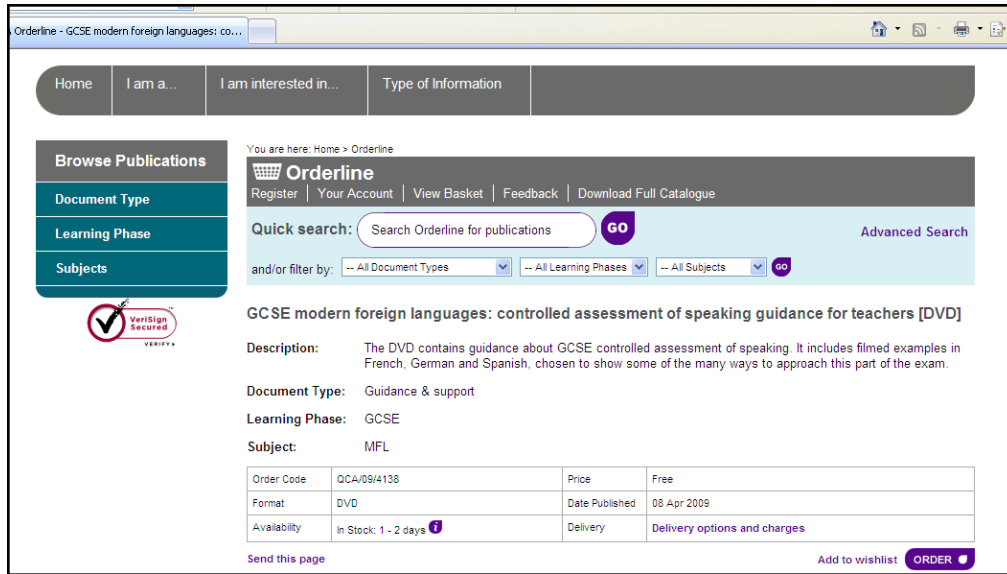
- Prepare a list of all possible questions on the theme that you think could be answered well spontaneously
- Make a copy of this sheet so that you have one per student
- Use this list as you listen to the student presentation and or picture-based introduction and highlight questions that you could ask to follow up on (but not repeat) the material
- Allow yourself more leeway at the start of the day as the first few take longer
- Try out the recording equipment yourself in good time before the exams to familiarise yourself and become confident
- Before each recording say: Candidate Name & Number, Centre Name, the task type and topic and the date
- When you save the sound file, name it usefully (see Audacity instructions) to when your sample is requested (months later!) you can find the material easily.



# Task marking

- Marking 'live' or from recording
- Standardisation / Internal moderation
- External moderation

# To support controlled assessment



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