

Middle School Booklet

MODERN LANGUAGES

French, German, Spanish (All AQA, 4665)

All pupils will have experience of up to three modern languages (French, German and Spanish) by the end of Year Nine. The underlying principle of your GCSE language option is that of choice. Having tasted a variety of contrasting languages, you are now free to choose the one in which you feel most at ease. There may be compelling reasons for you to feel drawn to a particular language or country; when making your choice it is important to bear the following point in mind: you should not choose a particular language because it seems easier in Year Nine. All GCSE languages are examined at the same level and you will end up doing work of equal difficulty for French, Spanish and German.

French

You have studied French at least since Year Seven and perhaps before. You have possibly spent time on the Exchange visit to Laval. Over the next two years, you will begin to express yourself with increased fluency and creativity. In the GCSE year, there may be a weekend cultural trip to Paris, alternatively the French department may potentially offer a week long study trip, during which you would learn techniques for the oral assessments in a language school and you would practice your French on afternoon excursions and with your French host family, with whom you would stay a friend of your choice in your French set. French remains the second most taught foreign language worldwide.

German

Some people are suited to German because of its phonetic spelling. It complements history, as so much of the GCSE history course concerns twentieth century Germany. During the GCSE course, you have the option of taking part in the Year Ten Exchange to Minden and we run an annual cultural trip to Berlin in Year Eleven, when you would spend time exploring Europe's most vibrant, youthful and rapidly changing capital. We have attended Hertha Berlin football matches at the infamous Olympiastadion. Germany is the fourth largest economy in the world, and the largest in Europe.

Spanish

Spanish is, like French, Portuguese, Romanian and Italian, a romance language, which means that they are both direct descendants of Latin. Therefore the early stages of Spanish will come more easily to you after some years of studying French. Of course the GCSE course necessarily moves at a quick pace. Spanish is spoken widely across the globe, especially in the USA and in Central and South America. There will be an opportunity to take part in the new Spanish exchange to Posadas (near Córdoba) in Year Ten and there is also the possibility of a cultural trip to Madrid in Year 11.

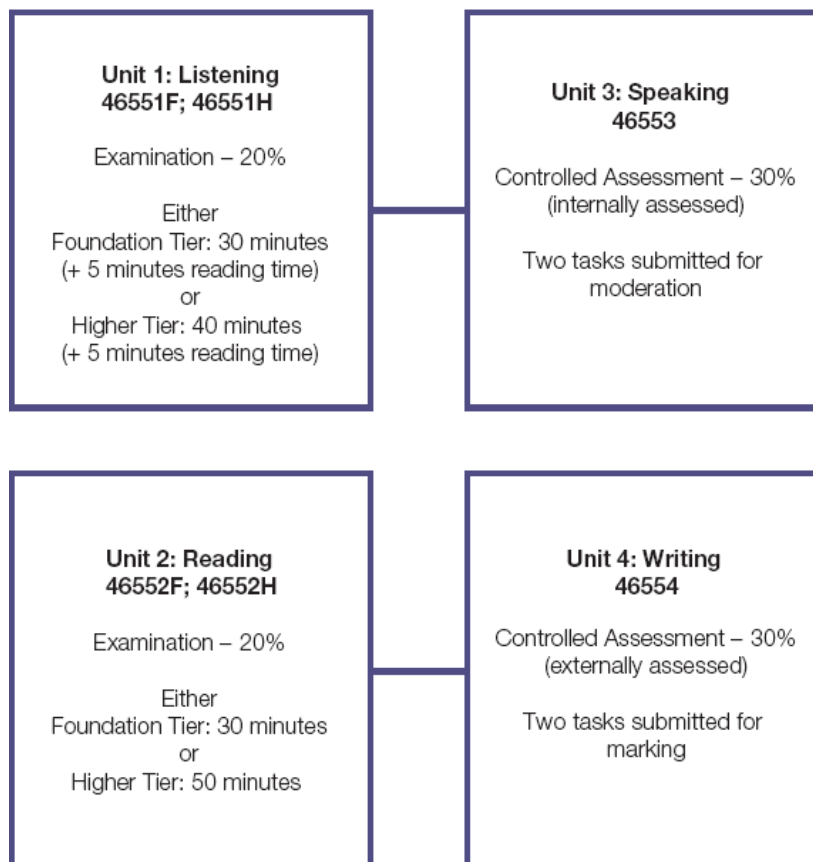
Please note the trips we offer can vary from one year to the next. Reports of recent trips are always available at Eltham-college.org.uk, as well as further details about the individual languages.

There is also the option to take **Russian** to GCSE, but only as a second language in addition to French, German or Spanish. This is a stimulating, but demanding option and is recommended only for strong, confident linguists. Russian is a member of the Slavonic group of languages and, once its alphabet has been mastered, basic expression is not excessively complex. Its grammatical structure is not dissimilar to German and it is also completely phonetic. Talented British Russian speakers are few and far between, making this an attractive option if you are looking for something different.

The most important thing you will gain from whichever language you choose is the confidence to communicate. Grammar has its part to play in all modern languages, but at best you will learn about the country, the people who live there and how their daily lives compare to our own. You will spend a brief amount of time abroad and acquire the beginnings of a wanderlust that will hopefully stay with you in later life.

The AQA Course for French, Spanish and German

Overview



Listening and Reading are tiered; candidates can enter for either Foundation or Higher Tier in any available series. Speaking and Writing are untiered.

Topics, or “Contexts” covered:

Lifestyle

Health

- Healthy and unhealthy lifestyles and their consequences

Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

Leisure

Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

Holidays

- Plans, preferences, experiences
- What to see and getting around

Home and Environment

Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

Work and Education

School/College and Future Plans

- What school/college is like
- Pressures and problems

Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

Assessment

Listening – 20% of the marks

Terminal examination, taken at either Foundation or Higher level.

Reading – 20% of the marks

Terminal examination, taken at either Foundation or Higher level.

Speaking – 30% of the marks (Controlled Assessment)

Students will complete two controlled assessment tasks. These tasks are untiered.

Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

Both tasks will be in the form of a dialogue. The tasks will be marked by the teacher and submitted to AQA for moderation. The work of individual students may be informed by working with others but they must provide an individual response. Students must not submit the same task for Speaking and Writing.

Writing – 3-% of the marks (Controlled Assessment)

Students will complete two controlled assessment tasks. These tasks are untiered.

Differentiation is by outcome, not by task. These may be drawn from the exemplar tasks we provide or they may be adapted by teachers for their students. Teachers may also devise their own tasks.

The tasks will be marked by AQA. Students must complete all work independently. Students must have access to dictionaries while

BP (German), LS (French), SD (Spanish)