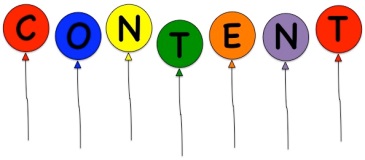
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper/skill** | **PAPER 1: Listening** | **PAPER 2: Speaking** | **PAPER 3: Reading** | **PAPER 4: Writing** |
| **Worth** | 25% | 25% | 25% | 25% |
| **What is assessed?** | Understanding and responding to different types of spoken language. | Communicating and interacting effectively in speech for a variety of purposes. | Understanding and responding to different types of written language | Communicating effectively in writing for a variety of purposes |
| **How is it assessed?** | Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier)  Each exam includes 5 minutes of preparation time before the recording is played. | 7-9 minutes (Foundation Tier) + preparation time  C:\Users\DMORGAN6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6QNGLPNV\loud-mouth[1].png10-12 minutes (Higher Tier) + preparation time  60 marks for each | Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)  60 marks for each | Written exam: 1 hour (Foundation Tier),  1 hour 15 minutes (Higher Tier)  C:\Users\DMORGAN6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ND0CJXLF\ftkwrite[1].png50 marks at Foundation Tier and 60 marks at Higher Tier |
| **Questions** | Section A  Questions in English, to be answered in English  Section B  C:\Users\DMORGAN6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6QNGLPNV\Ohr-hoeren2[1].pngQuestions in French/Spanish, to be answered in French/Spanish | The format is the same for both Higher and Foundation Tier, but with different stimulus materials and different timings.  Part 1  Role play – 2 minutes (15 marks)  Part 2  Discussion of Photo Card (15 marks)  2 minutes for Foundation  3 minutes for Higher  Part 3  General Conversation (30 marks)  3-5 minutes for Foundation  5-7 minutes for Higher | Section A  Questions in English, to be answered in English or non-verbally  Section B  Questions in French / Spanish, to be answered in the target language or non-verbally  Section C  C:\Users\DMORGAN6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6QNGLPNV\11971497511117136851nlyl_reading_man_with_glasses.svg.med[1].pngTranslation from the target language into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier) | Foundation tier  Question 1 (8 marks)  Four sentences in response to a photo  Question 2 (16 marks)  Short passage  Question 3 (10 marks)  Translation from English into  target language (minimum 35 words)  Question 4 (16 marks)  Structured writing task (approximately 90 words) – a choice from two questions  Higher Tier  Question 1 (16 marks)  Structured writing task (approximately 90 words) – a choice from two questions  Question 2 (32 marks)  Open-ended writing task (approximately 150 words) – there is a choice from two questions  Question 3 (12 marks)  Translation from English into the target language (minimum 50 words) |

There is a **Foundation Tier** (grades 1–5) and a **Higher Tier** (grades 4–9). Students **must** take all four question papers at the **same tier**.



**CONTENT**

The course covers three distinct themes. These themes apply to all four question papers.

Learners are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish/French is spoken.

**TIPS FOR SUCCESS**

## Learn the vocabulary

1. Use [www.memrise.com](http://www.memrise.com) regularly (see Mrs Warren if you don’t yet have an account)
2. Revise thoroughly for the fortnightly vocabulary tests

## Revise the grammar

1. Use the independent learning resources on FROG
2. Practise forming verbs in different tenses using

<http://www.language-gym.com/>

## Develop your listening skills

1. Use <http://lyricstraining.com/> regularly
2. Listen to French / Spanish radio and music

## Develop your speaking skills

Use [www.acapela-group.com](http://www.acapela-group.com) if you are struggling with pronunciation

## Stay organised

Keep your books and other resources neat and tidy, as you will need to revise from these in Year 11

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwim-KSv_pbQAhWHXhQKHceyCscQjRwIBw&url=https://www.memrise.com/login/&psig=AFQjCNGZD0JNPdIcLIG0eTfvY2yfNEIujQ&ust=1478619861768521)

**CONTENT of the course**

**Theme 1: Identity and culture**

Me, my family and friends – *marriage and relationships*

Technology in everyday life – *social media/mobile technology*

Free-time activities – *music, cinema and TV, food/eating out/ sport*

Customs and festivals

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

Home, town, neighbourhood and region

Social issues – *charity/voluntary work, healthy and unhealthy living*

Global issues – *the environment, poverty, homelessness*

Travel and tourism

**Theme 3: Current and future**

My studies

Life at school/college

Education post-16

Jobs, career choices and ambitions

**READING**

You will need to understand general and specific details within texts using high frequency (vocabulary that is familiar and commonly used) language across a range of contexts.

Identify the overall message by looking at the context of the piece.

Notice key points, details and opinions in a variety of short and longer written passages

**Deduce meaning from a variety of short and longer written texts from a range of materials, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes**

Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some **extracts from relevant abridged or adapted literary texts.**

SKILLS

* Demonstrate understanding by being able to scan for particular information.
* Organise and present relevant details, draw inferences in context and
* Recognise implicit meaning where appropriate (implicit = suggested though not directly addressed.
* You will need to translate a short passage from French/Spanish into English.