



AQA qualification training

AS and A-level French, German and Spanish

Preparing to teach the new specifications

General Information

BOOKLET 1

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Contents

Page

| | |
|---|----|
| Contact / administration details | 3 |
| | |
| Agenda | 5 |
| | |
| Website navigation and AQA support | 6 |
| | |
| A-level Course Planning Discussion Sheets | 9 |
| | |
| Guidance on co-teaching | 11 |
| | |
| | |
| | |

Contacts/Administration

Contact points for AS and A-level French, German and Spanish

Please contact the subject department for further help and advice about the above specification and any information about standardisation.

Customer support team

Languages

AQA, Harrogate, HG1 2HW

Telephone: 01423 534381

email: mfl@aqa.org.uk

For help with Support Meeting Information, please contact:

Teacher Support Manager

Christopher Kates

AQA, Harrogate, HG1 2HW

Telephone: 0203 671 8014

email: teachercpd@aqa.org.uk

Websites

AQA: www.aqa.org.uk

JCQ: www.jcq.org.uk

Administration

Entries:

Direct Line: 0161 455 5482

Fax: 0161 455 5408

email: entries@aqa.org.uk

Web: <http://web.aqa.org.uk/exams-office/entries.php>

Pre Exam Services – Access Arrangements/Special Consideration/ Modified Question Papers

Direct Line: 01483 477884

Fax: 01483 556417

email: specialneeds@aqa.org.uk

Post Results Services

Direct Line: 0844 209 6619 – EOS (Exam Office Support)

Fax: 01483 556 344

email: resultsenquiries-s@aqa.org.uk (Guildford office)

resultsenquiries-n@aqa.org.uk (Manchester office)

Web: <http://web.aqa.org.uk/exams-office/about-results/re-marks.php>

Agenda

Accreditation update
Overview of specifications

Course planning
Themes – scope and sequencing

Paper 2

Break 1

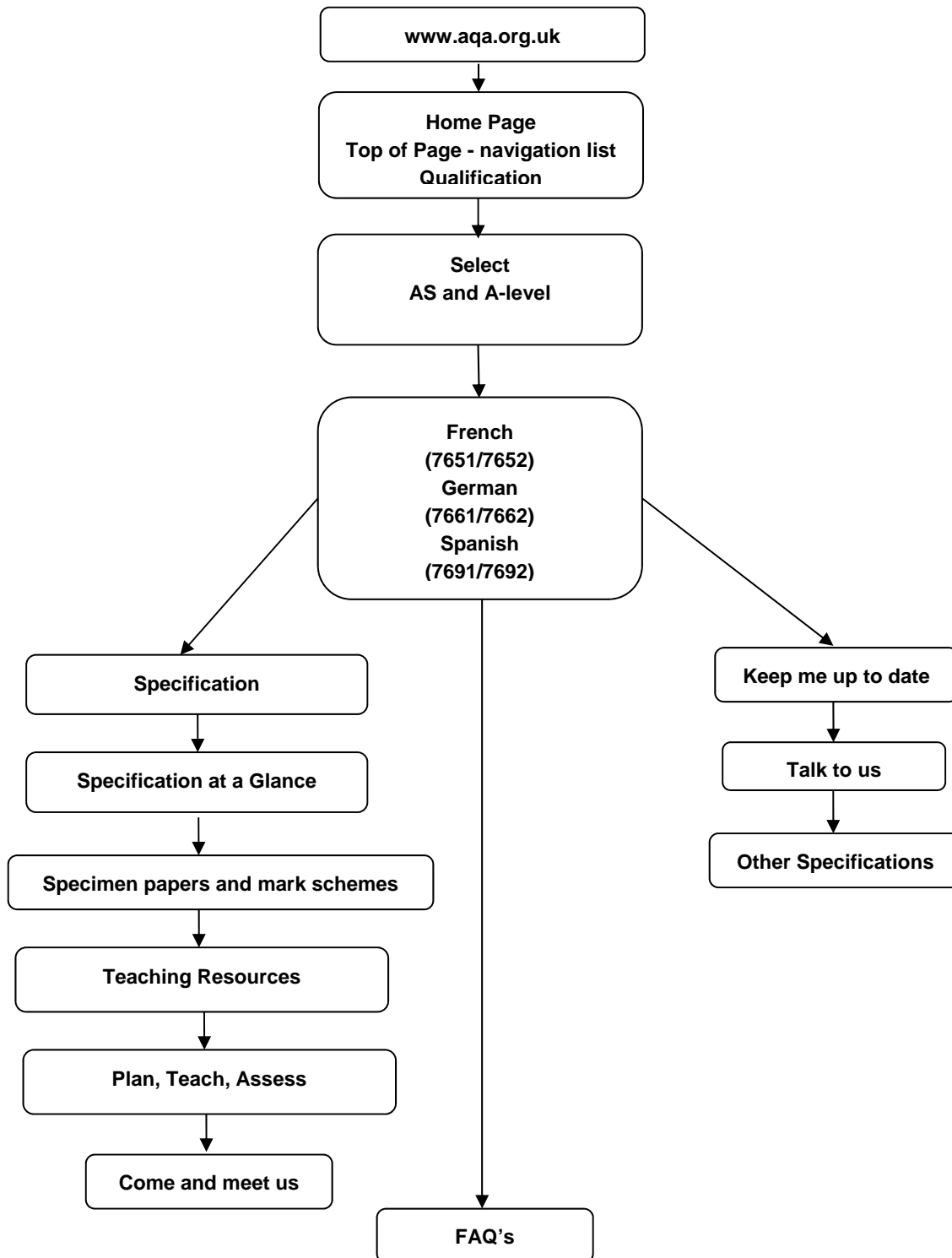
Paper 3

Break 1

Paper 1

Final Q&A, resources and support from AQA

Website navigation and AQA support





For general queries about additional AQA support; follow these web links:

e-aqa: <http://web.aqa.org.uk/help/eaqa.php>

[Secure Key Materials \(SKM\)](#) can be accessed through the above e-AQA link. You will find copies of some of the materials that we have used in this meeting on this site, as well as selected items that have been used at previous Teacher Support Meetings.

Online Booking Service: <https://coursesandevents.aqa.org.uk>

In-school CPD: http://web.aqa.org.uk/qual/cpd/cpd_inschool_guidelines.php

For subject coursework and controlled assessment standardisation meetings; please contact either the Internal Assessment Standardisation team or relevant subject departments.

For further guidance on standardisation please refer to:

<http://web.aqa.org.uk/support/teacher-online-standardisation>

<http://store.aqa.org.uk/support/pdf/AQA-TOLS-GUIDE.PDF>

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A-level Course Planning Discussion Sheets

The 'Red' model

| Term | Year 1 (12) | Year 2 (13) |
|-----------------|---|--|
| Autumn 1 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Work 1 (Film)</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Grammar through film</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Essay work</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Work 2 (Book)</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Essay work</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; float: right;">IRP</div> |
| Autumn 2 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Social trends 1 (family)</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Artistic culture 1</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Social issues 1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Political / artistic 1</div> |
| Spring 1 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Social trends 2</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Artistic culture 2</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Social issues 2</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Political / artistic 2</div> |
| Spring 2 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Social trends 3</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Artistic culture 3</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Social issues 3</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Political / artistic 3</div> |
| Summer 1 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Synoptic overview & revision</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">AS Speaking Tests & exam preparation</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">A-level Speaking Tests</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Revision</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Exams</div> |
| Summer 2 | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Independent Research Project - Launch</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Work 2 (Book) - Launch</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">End of year exams (internal)</div> | |

The 'Blue' Model

| Term | Year 1 (12) | Year 2 (13) |
|-----------------|---|--|
| Autumn 1 | Social trends 1 (family) | Work 2 (Book or film) ↓ Essay work IRP |
| Autumn 2 | Social trends 2 ↓ Work 1 (Film or book) | Social issues 1 Social issues 2 |
| Spring 1 | Social trends 3 ↓ Essay work | Social issues 3 Political / artistic 1 |
| Spring 2 | Artistic culture 1 ↓ | Political / artistic 2 Political / artistic 3 |
| Summer 1 | Artistic culture 2 ↓ | A-level Speaking Tests Revision Exams |
| Summer 2 | Artistic culture 3 End of year exams (internal) Independent Research Project - Launch | |

Guidance on co-teaching

New Languages A-levels have been decoupled from AS, which means AS results do not count towards the A-level results.

The structure and content of the AS and A-level French, German and Spanish specifications have been designed to help with co-teaching: AS can be co-taught with the first year of the A-level. Students sitting the standalone AS and A-level can be taught alongside each other in the same class, and the same lesson plans can be used for both. In the second year of the course, A-level students can build on the skills and knowledge they learnt at AS.

AS grammar knowledge is also required for the A-level. This means AS and A-level students can be co-taught the AS grammar in year 1, then cover the rest of the grammar needed for A-level in year 2.

Teaching can be structured in a way that suits both you and your students.

AS (year 1)

All students can be taught together to study:

- one theme from Social issues and trends:
 - French – Aspects of French-speaking society: current trends
 - German – Aspects of German-speaking society
 - Spanish – Aspects of Hispanic society
- one theme from Political and/or intellectual and/or artistic culture:
 - French – Artistic culture in the French-speaking world
 - German – Artistic culture in the German-speaking world
 - Spanish – Artistic culture in the Hispanic world
- one text or film
- grammar.

At the end of Year 12, AS students decide whether to:

- continue straight to A-level with no exam
- sit AS exams and finish with an AS qualification
- sit AS exams, then decide whether to continue to A-level or not.

A-level (year 2)

Students who continue to A-level study:

- a further theme from Social issues and trends: Aspects of French-speaking society: current issues/Multiculturalism in the German-speaking world/Multiculturalism in the Hispanic world
- a further theme from Political and/or intellectual and/or artistic culture: Aspects of political life in the French-speaking/German-speaking/Hispanic world
- one text (or, if text studied in year 1, one film or a second text)
- grammar
- individual research project for speaking assessment.

Please see the specifications for [French](#), [German](#) or [Spanish](#) for further details.

Assessments and skills

| Paper 1 | AS skills | A-level skills | Additional guidance |
|--|--|----------------|---|
| Written exam AS 1 hour 45 minutes 90 marks 45% | Listening and responding to spoken passages from a range of contexts and sources, covering different registers | | Listening and responding – questions in the language of study to be answered with non-verbal responses or responses in the language of study AS 35 marks A-level 30 marks |
| A-level 2 hours 30 minutes 100 marks 50% | Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources | | Reading and responding – questions in the language of study to be answered with non-verbal responses or responses in the language of study AS 45 marks A-level 50 marks |

| | | | |
|--|----------------------------|--|--|
| | Translation into English | Translation into English AS – a passage with a minimum of 70 words (10 marks) A-level – a passage with a minimum of 100 words (10 marks) | |
| | No further skills required | Translation into the language of study | Translation into the language of study A-level – a passage with a minimum of 100 words (10 marks) |

| Paper 2 | AS skills | A-level skills | Additional guidance |
|--|--|--|--|
| Written exam AS 1 hour 30 minutes 50 marks 25% | Translation into the language of study - a passage with a minimum of 70 words (15 marks) | Translation into the language of study is assessed in Paper 1 | AS – Translation into the language of study |
| A-level 2 hours 80 marks 20% | One book or one film from the list in the specification. | Two texts from the list of set texts in the specification or One text from the list of set texts and one film from the list in the specification | AS – All set text/set film questions will require a critical response in the target language to aspects such as plot, characterisation, imagery or other stylistic features, as appropriate to the work. A-level – All set text/set film questions will require a critical appreciation in the target language of the concepts and issues covered in the work studied and a critical and analytical response to features, such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film). |
| | All essay questions are set and answered in the target language | | |

There are two ways the additional A-level content for the A-level Paper 2 could be delivered:

1. It is studied along with the content of AS Paper 2 in year 1 (of the AS and A-level course)
2. The set texts/text and film are revisited in year 2 (of the A-level course).

| Paper 3 | AS skills | A-level skills | Additional guidance |
|--|---|--|---|
| <p>Speaking test</p> <p>AS</p> <p>12–14 minutes + 15 minutes' preparation time before the test</p> <p>60 marks</p> <p>30%</p> <p>A-level</p> <p>21–23 minutes including 5 minutes' preparation time before the test</p> <p>60 marks</p> <p>30%</p> | <p>Discussion of two sub-themes (see specification for each language)</p> | <p>Discussion of one of the sub-themes (see specification for each language)</p> | <p>AS - Discussion of two sub-themes with the discussion based on a stimulus card (6–7 minutes each). The student has a choice of two cards for each sub-theme and studies the chosen cards for 15 minutes before the test begins.</p> <p>A-level - Discussion of a sub-theme (5–6 minutes, 25 marks) with the discussion based on a stimulus card. The student has a choice of two cards and studies the chosen card for 5 minutes before the test begins.</p> |
| | <p>No further skills required</p> | <p>Presentation and discussion of individual research project</p> | <p>A-level - Presentation (2 minutes, 5 marks) followed by discussion of individual research project (9–10 minutes, 30 marks).</p> |

You can find more details and suggested approaches for teaching AS and A-level French/German/Spanish in sample Schemes of Work on our website.