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# FCSE MODERN FOREIGN LANGUAGES

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## CHINESE (MANDARIN)

8973

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## FRENCH

8958

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## GERMAN

8968

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## SPANISH

8998

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### Specification

For first teaching September 2017 onwards

For certification June 2018 onwards

Version 1.1 March 2020



## Are you using the latest version of this specification?

- You will find the most up-to-date version of this specification on our website at [aqa.org.uk/languages](http://aqa.org.uk/languages)
- We will write to you if there are significant changes to the specification.

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# 1 Introduction

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## 1a Why choose AQA?

### **A specification designed for you and your students**

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

### **Languages for life**

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching whilst developing your students' language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

### **Comprehensive support**

We are here to offer a comprehensive range of support and resources to assist your planning, teaching and assessment of our specifications. You can rely on us to support you when you need help.

You can find out about all our Languages qualifications at [aqa.org.uk/languages](https://aqa.org.uk/languages)

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## 1b Why choose AQA's FCSE in Modern Foreign Languages?

FCSE:

- can be used as a standalone Languages qualification, recognising students' achievements in Chinese (Mandarin), French, German and Spanish
- prepares students for GCSE with an introduction to simple translation from English into the target language (Writing), from the target language into English (Reading) and role-play (Speaking)
- provides a qualification for students who may not achieve a GCSE
- is suitable for a wide age range (Primary, Key Stage 3, Key Stage 4 and beyond)
- provides an incentive for learners of languages, increasing motivation and engagement in the subject area
- can be studied as a Short Course in Spoken Language (Listening and Speaking) or Written Language (Reading and Writing)
- has 3 levels of award: Pass, Merit, Distinction
- provides accreditation for all four skill areas: Listening, Speaking, Reading and Writing
- has simple administrative procedures and minimal paperwork for teachers.

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## 1c How do I start using this specification?

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](http://aqa.org.uk/becomeacentre)

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## 1d How can I find out more?

You can find out more, including the latest news, how to register for support and downloadable resources on our website at [www.aqa.org.uk/qualifications/FCSE](http://www.aqa.org.uk/qualifications/FCSE)

## 2 Specification at a Glance

### FCSE New Specification: September 2017 onwards Chinese (Mandarin), French, German, Spanish

- Three levels of award are available: Pass, Merit, Distinction. The standard is broadly equivalent to the National Curriculum KS3 Languages programmes of study.
- FCSE is 100% internally assessed by the centre and externally moderated by AQA.
- Externally set assignments for Listening and Reading are available on e-AQA.
- Externally set and exemplar Speaking and Writing assignments are available on e-AQA.
- Full Course Total Qualification Time 135 Hours (135 Guided Learning Hours).
- Short Course Total Qualification Time 90 Hours (90 Guided Learning Hours).

Students should submit evidence from 3 units, each unit to be selected from a different theme:

#### Theme 1 My World

Unit 1 – Relationships, Family and Friends

Unit 2 – Education and Future Plans

#### Theme 2 Holidays and Leisure

Unit 3 – Holidays and Travel

Unit 4 – Leisure

#### Theme 3 Lifestyle

Unit 5 – Healthy Lifestyle

Unit 6 – Food and Drink

#### Theme 4 My Community

Unit 7 – Local Area and Environment

Unit 8 – Celebrations

### Full Course Portfolio

Listening	Reading
3 x externally set assignments 25%	3 x externally set assignments 25%

+

Speaking	Writing
1 x compulsory, externally set role-play + 2 x internally set assignments 25%	1 x compulsory, externally set translation + 2 x internally set assignments 25%



FCSE (FC)	
Chinese (Mandarin)	8973
French	8958
German	8968
Spanish	8998

- Students produce 12 assignments, 10 of which are to be available for moderation (ie 3 Listening, 3 Reading, 3 Writing, 1 recorded Speaking assignment).
- For **each** of the three units undertaken, students must produce an assignment in all 4 skills ie Listening Reading, Speaking and Writing.
- The first task on each Reading assignment will be translation from the target language into English.
- One of the 3 Writing assignments submitted **must** be an externally set translation from English into the target language.
- One of the 3 Speaking assignments produced **must** be an externally set role-play. The recorded assignment does not have to be the role-play.

## Short Course Portfolio

### Spoken Language Short Course

Listening	Speaking	FCSE (SC) Spoken Language	
3 x externally set assignments 50%	1 x compulsory, externally set role-play + 2 x internally set assignments 50%	Chinese (Mandarin)	8971
		French	8956
		German	8966
		Spanish	8996

- Students produce 6 assignments, 4 of which are to be available for moderation (ie 3 Listening and 1 recorded Speaking).
- For **each** of the three units undertaken, students must produce an assignment in both skills ie Listening and Speaking.
- One of the 3 Speaking assignments produced **must** be an externally set role-play. The recorded assignment does not have to be the role-play.

### Written Language Short Course

Reading	Writing	FCSE (SC) Written Language	
3 x externally set assignments 50%	1 x compulsory, externally set translation + 2 x internally set assignments 50%	Chinese (Mandarin)	8972
		French	8957
		German	8967
		Spanish	8997

- Students produce 6 assignments (ie 3 Reading and 3 Writing) all of which must be available for moderation.
- For **each** of the three units undertaken, students must produce an assignment in both skills ie Reading and Writing.
- One of the 3 Writing assignments submitted **must** be an externally set translation from English into the target language.

## 3 Subject Content

### Contexts

The subject content may be taught in a range of realistic and practical contexts, which include the home, recreation, school, the community, public services, business and industry.

### Units Available

The specification content is defined by the following 8 units:

#### Themes and Topics

##### Theme 1 My World

**Unit 1 – Relationships, Family and Friends** - personal descriptions, relationships with friends and family, problems and differences, likes/dislikes and opinions

**Unit 2 – Education and Future Plans** – what school/college is like, plans for future eg jobs, likes/dislikes and opinions

##### Theme 2 Holidays

**Unit 3 – Holidays and Travel** – holiday destinations and activities, getting around, preferences and opinions

**Unit 4 – Leisure** – leisure activities, media, likes/dislikes and opinions

##### Theme 3 Lifestyle

**Unit 5 – Healthy Lifestyle** – healthy and unhealthy lifestyle, choices and consequences

**Unit 6 – Food and Drink** – shopping for food and drink, preferences and opinions on food/drink, eating habits.

##### Theme 4 My Community

**Unit 7 – Local Area and Environment** – home town/region, what it is like, environmental problems in your area

**Unit 8 – Celebrations** – special occasions, festivals, likes/dislikes and opinions

Students must offer three units of work to obtain a Level 1 Certificate in MFL (Foundation Certificate of Secondary Education). **Each unit must be presented from a different theme.**

For each of the three complete units in their portfolio, students must produce all appropriate skills ie

Full Course: Listening, Reading, Speaking and Writing

Spoken Short Course: Listening and Speaking

Written Short Course: Reading and Writing

There is no vocabulary list for this qualification. The units have been identified as being compatible with the range and content of topics covered in Key Stage 3/4 teaching and beyond. AQA provides further supporting documentation, namely the Topic Breakdown Grids, which indicate the depth and breadth of the subject content to be assessed.

### 3a Rationale

The specification has been developed with reference to the National Curriculum Languages programmes of study and the GCSE subject content for Modern Foreign Languages. It is intended that it can be used independently or in

conjunction with any GCSE specification in MFL, particularly those offered by AQA. It therefore offers opportunities for students to work alongside those students following other courses in Modern Foreign Languages.



## 4 Scheme of Assessment

### 4a Aims

A course based on this specification should encourage students to:

- develop the ability to understand and use the target language effectively for purposes of practical communication
- develop an awareness of the nature of language, including grammar, and language learning
- develop positive attitudes to foreign language learning and to speakers of foreign languages and an understanding of other cultures and civilisations
- develop skills which have a wider application, such as memorising and communication skills
- experience enjoyment and intellectual stimulation.

### 4b Assessment Objectives

There are four individual skills in MFL FCSE: Listening, Reading, Speaking and Writing.

Students should be able to:

- |           |   |         |   |
|-----------|---|---------|---|
| Listening | <ul style="list-style-type: none"> <li>• listen, understand and respond to spoken language</li> </ul>   | Reading | <ul style="list-style-type: none"> <li>• read, understand and respond to written language</li> </ul>  |
| Speaking  | <ul style="list-style-type: none"> <li>• communicate in speech, showing knowledge of and applying appropriately the grammar of the target language</li> </ul> | Writing | <ul style="list-style-type: none"> <li>• communicate in writing, showing knowledge of and applying appropriately the grammar of the target language.</li> </ul> |

### Weighting of Assessment Objectives – Full Course

Each Assessment Objective (AO) carries equal weighting in the overall scheme of assessment, as is shown in the following table:

Assessment Objectives	Portfolio of Work
Listening	25%
Reading	25%
Speaking	25%
Writing	25%
Overall weighting of units	100%

### Weighting of Assessment Objectives – Spoken Short Course

The approximate relationship between the relative percentage weighting of the Assessment Objectives and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Portfolio of Work
Listening	50%
Speaking	50%
Overall weighting of units	100%

### Weighting of Assessment Objectives – Written Short Course

The approximate relationship between the relative percentage weighting of the Assessment Objectives and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Portfolio of Work
Reading	50%
Writing	50%
Overall weighting of units	100%

## Outcomes to be accredited in each FCSE unit

In successfully completing a unit at either Pass or Merit or Distinction (as appropriate), the student will have **demonstrated the ability to:**

### Pass

#### Listening

understand passages in the *target language* made up of familiar language in simple sentences relating to the unit. (*The student should be able to identify and note main points and some details*).

#### Reading

understand short texts in the *target language* relating to the unit. (*The student should be able to identify and note main points and some details*).

#### Speaking

produce at least four items of simple information in the *target language* relating to the unit, with generally accurate pronunciation and including personal responses, eg likes, dislikes and feelings.

#### Writing

write a paragraph of at least four sentences in the *target language* relating to the unit, including personal responses eg likes, dislikes and feelings.

### Merit

#### Listening

understand extracts of spoken language in the *target language* relating to the unit, including present and past or future events. (*The student should be able to identify and note main points and specific details, including opinions but will not be expected to differentiate between time-frames*).

#### Reading

understand a range of texts in the *target language* relating to the unit and covering present and past or future events. (*The student should be able to identify and note main points and specific details, including opinions but will not be expected to differentiate between time-frames*).

#### Speaking

produce at least six items of information, seeking and/or conveying information and opinions in simple terms in the *target language* relating to the unit activities, referring to recent experiences or future plans, as well as everyday activities and interests. They sometimes produce more extended responses. (*The student should be able to make him/herself understood with little difficulty although there may be some mistakes*).

#### Writing

write a paragraph of at least six sentences in the *target language* which seek and/or convey information and opinions relating to the unit, referring to recent experiences or future plans as well as everyday activities. (*The student should be able to make him/herself understood with little difficulty although there may be some mistakes*).

### Distinction

#### Listening

understand short narrative and extracts in the *target language* relating to the unit, which include familiar language in unfamiliar contexts and which cover past, present and future events. (*The student should be able to identify and note main points and specific details, including points of view, needing little repetition. The student should be able to show he/she understands the difference between past, present and future events*).

#### Reading

understand a variety of texts in the *target language* relating to the unit and covering present, past and future events. (*The student should be able to identify and note main points and specific details, including opinions and will be expected to differentiate between time-frames*).

#### Speaking

produce at least eight items of information, seeking and/or conveying information and opinions in the *target language* relating to the unit. They refer to past, present and future actions and sometimes produce more detailed responses. (*The student should be able to make him/herself understood with little difficulty although there may be some hesitancy*).

#### Writing

write a paragraph of at least eight sentences in the *target language* seeking and/or conveying information relating to the unit, including descriptions and opinions where appropriate and referring to past, present and future actions and events. (*The student may make a few mistakes but the meaning is clear*).

## Units and Levels

Each unit is available at three levels: Pass, Merit and Distinction

Each unit has four skills. Each skill is awarded points, if successfully completed, according to the level achieved.

Each assignment will carry 10 raw marks. At Merit this will be multiplied by 2 to give a total points score out of 20 for each assignment. At Distinction this will be multiplied by 3 to give a total points score out of 30 for each assignment. Therefore:

Level	Maximum Raw Mark	Maximum Point Score
Pass	10	10
Merit	10 x 2	20
Distinction	10 x 3	30

An award can be based on outcomes at different levels by aggregation of points achieved.

The relationship between students' total points and the level of award for the FCSE Full Course and Short Course will be reviewed at an annual awarding meeting.

## 4c Requirements

### Assignments

Students must submit one assignment in each skill for three different units taken from three different themes.

All assignments will be marked by the teacher/assessor, in accordance with mark schemes/ instructions provided by AQA, and the marking will subsequently be moderated by AQA.

All assignments must be taken under conditions in which the teacher/assessor can authenticate that they are the student's own work.

The use of translation software and translation websites is not allowed. Any assistance in the form of foreign language spell-checks must be recorded on the Candidate Record Form.

The conditions required for the supervision and authentication of internally-assessed work are given in Section 6.

### Externally set assignments

Listening and Reading in each unit must be assessed by means of the AQA externally set assignments available on e-AQA.

The externally set assignments must not be adapted or modified in any way.

Students must also produce one externally set Writing assignment (translation) and one externally set Speaking assignment (role-play).

Students must be assessed on their own performance and are not allowed to use dictionaries or any other reference material during the completion of any externally set assignments.

Students must complete externally set assignments in the centre under supervised conditions. These assignments may be taken in any order. Each externally set assignment must be completed in one single session and must be kept under secure conditions at all times. Before the student begins the assignment teachers may clarify instructions or visuals, but once the student has begun the assignment there should be no further intervention.

Two different sets of assignments will be provided for Listening, Reading and Writing, three sets for Speaking. A mix and match

approach between the two sets may be used. (See the Example of a Full Course portfolio in the section Portfolio of evidence). Students may not make more than one attempt at the same externally set assignment on any unit, although they may attempt an alternative assignment if they did not, for any reason, complete the first assignment, or if they wish to improve their mark.

Students may attempt an assignment at any appropriate time, as long as the assignments and the students' responses are kept secure when not in use and students do not make more than one attempt at the same assignment.

### Listening

Students are required to submit externally set assignments for Listening. Each Listening assignment must come from a different unit. It is not permitted to submit more than one Listening assignment from the same theme.

Students will hear each text twice. The Listening extracts will be spoken clearly and will be recorded by native speakers.

The Listening assignments will consist of a number of items including monologues, announcements, instructions, news items, telephone messages or conversations. Students will be expected to pick out specific details, to identify the main points of what is heard and to understand the point(s) of view of the speaker(s). The texts and questions at Merit and Distinction will include reference to two and three time-frames respectively and, at Distinction level, students should be able to show they understand the difference between these. The questions will require brief answers in English or in non-verbal form. The Listening assignments will consist of a number of discrete items and are marked according to a detailed mark scheme.

Dictionaries are not allowed at any stage of the Listening assignments.

### Reading

Students are required to submit externally set assignments for Reading. Each Reading assignment must come from a different unit. It is not permitted to submit more than one Reading assignment from the same theme.

The Reading assignments will consist of a variety of written texts including texts from ICT based sources. A variety of stimulus materials including notices, advertisements, extracts from letters or magazine articles and e-mails will be used. Students will be expected to pick out specific details, to identify the main points of what is read and to understand the point(s) of view of the writer(s). The texts and questions at Distinction will expect students to be able to differentiate between the different time-frames. The questions will require brief answers in English or in non-verbal form. The Reading assignments will consist of a number of discrete items and are marked according to a detailed mark scheme.

The first task in every assignment will require students to translate one sentence into English.

Dictionaries are not allowed at any stage of the Reading assignments.

## Speaking and Writing

The Speaking and Writing assignments comprise a combination of one compulsory, externally set assignment plus two internally set assignments.

All Speaking and Writing tasks offer students the opportunity to use all three time-frames; differentiation is therefore by outcome.

### Compulsory Speaking/Writing assignments

The compulsory Speaking assignment is a role-play task. There is one role-play task for each unit which covers the three levels: Pass, Merit and Distinction.

The compulsory Writing assignment is a translation task from English into the target language. There is one translation task for each unit which covers the three levels: Pass, Merit and Distinction.

Dictionaries are not allowed in the preparation or production of the compulsory Speaking and Writing tasks.

### Internally set Speaking/Writing assignments

Teachers may devise their own Speaking/Writing assignments for the second and third assignment to form part of the FCSE portfolio. Alternatively, they can use the AQA exemplar assignments, available on e-AQA. The exemplar assignments are not prescriptive but may be

used exactly as set or adapted as appropriate. It is important that a centre-set assignment demands an equivalent level of response to that required by outcomes to be accredited for each unit. Otherwise, students may not be able to access the higher levels of outcomes to be accredited (see Section 4b).

Teachers may wish to design level-specific assignments to offer a more structured approach to the task or may design an open-ended assignment where the level is differentiated by outcome. Assessment Advisers will be available to assist centres with any matters relating to the internally set assignments. It is strongly recommended that teachers share the outcomes to be accredited with the students so that the students are fully aware of the requirements of the different levels of assessment. Centres must submit different tasks for Speaking and Writing.

Dictionaries are allowed in the preparation of internally set Speaking and Writing and production of internally set Writing assignments.

Students must be assessed on their own performance and must complete the internally set assignments in the centre under supervised conditions. The same assessment criteria will be used in all four languages. Each assignment must be completed in one single session and kept under secure conditions at all times.

Assignments may be attempted at any stage in the course as soon as the students have covered the relevant unit. It is hoped students will be given a number of tasks, from which those gaining the greatest credit will be selected for the portfolio of evidence.

## Assessment Advisers

An Assessment Adviser is appointed to each centre. AQA will contact you early in the Autumn term each academic year to give you the contact details of your Adviser. If you do not know who your Assessment Adviser is, please contact us at [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk).

Your Assessment Adviser will be able to provide guidance on many aspects of the qualification, for example; preparation of the portfolio, application of the assessment criteria, guidance on the design of the non-compulsory Speaking and Writing assignments and general administrative enquiries.



## Speaking

As evidence for Speaking, students are required to produce one externally set, compulsory role-play assignment (from any one of the units submitted) plus two internally set assignments as evidence for Speaking. One of these assignments must be recorded and submitted with the portfolio. The recorded assignment does not have to be the compulsory role-play task.

Students will not be awarded any marks for Speaking if no recorded evidence is submitted.

Each Speaking assignment must come from a different unit. It is not permitted to submit more than one Speaking assignment from the same theme.

The role-play task is prescriptive and should not be changed in any way, although teachers are free to use their own wording in the questions in order to elicit the appropriate response from the students.

Students are allowed two attempts at producing each internally set Speaking assignment. They are allowed only one attempt at producing the role-play task.

At least one of each student's Speaking assignments must be recorded in the centre, under supervised conditions, ie the teacher must ensure a level of supervision that enables him/her to be sure that the student has produced the recording him/herself and has not had access to reference material. This does not necessarily mean that the student has to be **directly** supervised during the recording.

A teacher may, for example, send the student to an adjacent room which has been set up for recording. If conditions allow within a centre, a number of students can record simultaneously in separate rooms. It will be necessary to decide the best way to manage the effective supervision of recordings in each centre. Students may be supervised individually by someone standing in for the teacher. The decision as to the suitability of the supervisor rests with the Head of Centre.

Alternatively, the teacher may wish to supervise students personally and mark the Speaking assignment at the same time. Language laboratories may be used where available.

Whatever method is chosen, the centre must be able to authenticate the work produced as the student's own and demonstrate that it has been produced under supervised conditions, ensuring that the student has only had access to the permitted notes during the recording.

Each Speaking assignment must be completed in one single session. Students may not have access to reference material during the recording of the Speaking assignments. However, for the internally set Speaking assignments students may have notes containing a maximum of 10 words in English and/or the target language. Full sentences and conjugated verbs are not permitted.

The externally set role-play task must be unseen and students may prepare notes as above but under supervision immediately prior to the task being assessed. Students should be allowed sufficient time for their preparation of the role-play task.

## Assessment Criteria for Speaking

Level		Number of Items of Information								
		0-1	2	3	4	5	6	7	8(+)	
<b>Pass</b>	Marks	0	4	7	10	10	10	10	10	
	<p>Students:</p> <ul style="list-style-type: none"> <li>ask for and/or give simple information, using one time frame</li> <li>select appropriate vocabulary and phrases</li> <li>express at least one opinion, including likes, dislikes and feelings.</li> </ul> <p>Verb forms are usually simple and easily recognisable. Pronunciation is understandable but comprehension is sometimes delayed.</p>									
<b>Merit</b>	Marks	0	3	4	6	8	10	10	10	
	<p>Students:</p> <ul style="list-style-type: none"> <li>ask for and/or give information making successful reference to more than one time-frame</li> <li>successfully express at least one opinion</li> <li>sometimes produce more extended responses.</li> </ul> <p>There may be a few mistakes in grammar but the meaning is clear and unambiguous. Pronunciation is generally accurate but there is some inconsistency.</p>									X2
<b>Distinction</b>	Marks	0	0	4	5	6	8	9	10	
	<p>Students:</p> <ul style="list-style-type: none"> <li>ask for and/or give information making successful references to past, present and future events and actions</li> <li>successfully express at least one opinion</li> <li>sometimes produce more detailed responses.</li> </ul> <p>It is possible for a student to gain full marks despite a few errors. Pronunciation is generally accurate.</p>									X3



An item of information is defined as a sentence or clause containing a conjugated verb, which conveys a **new** idea in a manner which would be understood by a sympathetic native speaker without ambiguity.

Teachers should first decide which level descriptions best fit their students' work. A mark within that level should then be awarded using the criteria above.

The final mark for each student should then be scaled as follows:

**Pass – no scaling**

**Merit – multiply by 2**

**Distinction – multiply by 3**

For example, a student working at Merit level produces five acceptable items of information including references to more than one time-frame and is awarded a mark of 8. This mark is then multiplied by 2 to give a final mark of 16 points for this piece of work. The role-play should also be assessed using these criteria.

## Writing

Students are required to produce one compulsory, externally set assignment (translation from English into the target language) plus two internally set assignments as evidence for Writing. Each Writing assignment must come from a different unit from a different theme. It is not permitted to submit more than one Writing assignment from the same theme.

There is no specified total number of words required for the completion of each assignment, but each task will indicate the minimum number of sentences for successful completion of each outcome. Teachers should use their own professional judgement when assessing the level at which the student has completed each assignment.

## Internally set Writing assignments

Students are allowed only one attempt at producing each Writing assignment. Students may produce a draft in preparation for the internally set assignments but teachers must not provide feedback. They may not have access to the draft when producing the final version of the assignment. For the internally set assignments students may have notes containing a maximum

of 10 words in English and/or the target language. Full sentences and conjugated verbs are not permitted.

## Externally set Writing assignments (translation)

Once the teacher has decided which translation task is to be completed, all the appropriate vocabulary and structures should be covered as part of the preparation for assessment. Sentences similar to those included in the task can, and should, be practised by the students in school or at home, but they should not see the actual task before completing it under supervised conditions.

## Assessment Criteria for Writing

Level		Number of Items of Information								
		0-1	2	3	4	5	6	7	8(+)	
<b>Pass</b>	Marks	0	4	7	10	10	10	10	10	
	Students: <ul style="list-style-type: none"> <li>• give simple information using one time frame</li> <li>• express at least one opinion, including likes, dislikes and feelings.</li> </ul> Verb forms are usually simple and easily recognisable.									
<b>Merit</b>	Marks	0	3	4	6	8	10	10	10	
	Students: <ul style="list-style-type: none"> <li>• give information making successful reference to more than one time-frame</li> <li>• successfully express at least one opinion</li> <li>• sometimes produce more extended responses.</li> </ul> There may be a few mistakes in grammar but the meaning is clear and unambiguous.									X2
<b>Distinction</b>	Marks	0	0	4	5	6	8	9	10	
	Students: <ul style="list-style-type: none"> <li>• give information making successful reference to past, present and future events and actions</li> <li>• successfully express at least one opinion</li> <li>• sometimes produce more detailed responses</li> <li>• use a range of structures.</li> </ul> It is possible for a student to gain full marks despite a few errors.									X3

An item of information is defined as a sentence or clause containing a conjugated verb, which conveys a **new** idea in a manner which would be understood by a sympathetic native speaker without ambiguity.

Teachers should first decide which level descriptions best fit their students' work. A mark within that level should then be awarded using the criteria above. The final mark for each student should then be scaled as follows:

**Pass – no scaling**

**Merit – multiply by 2**

**Distinction – multiply by 3**

For example, a student working at Merit level produces five acceptable items of information including references to more than one time-frame and is awarded a mark of 8. This mark is then multiplied by 2 to give a final mark of 16 points for this piece of work.

## Portfolio of evidence

The portfolio of evidence consists of two parts:

- the externally set assignments for Listening and Reading for the three units submitted
- the externally set and internally set assignments for Speaking and Writing for the three units submitted.

One of the Speaking assignments for the student must be recorded, for example on a CD or memory stick. This recorded Speaking assignment must be included in the portfolio.

Students will not be awarded any marks for Speaking if no recorded evidence is submitted.

One of the Speaking assignments must be an externally set role-play task (although this need not be the recorded assignment submitted as part of the complete portfolio).

One of the Writing assignments must be an externally set translation task. This must be submitted as part of the complete Portfolio.

Teachers must ensure that the evidence is arranged in such a way that it is clear to the moderator which evidence relates to each skill.

For the Full Course students are expected to submit a total of 10 assignments consisting of 3 Listening, 3 Reading, 3 Writing and 1 Speaking.

For the Spoken Short Course students are expected to submit a total of 4 assignments consisting of 1 Speaking and 3 Listening.

For the Written Short Course students are expected to submit a total of 6 assignments consisting of 3 Reading and 3 Writing.

Evidence should come from 3 complete units, each unit to be selected from a different theme.

Students may submit assignments from different levels, eg Pass Writing, Merit Listening, Distinction Reading and Merit Speaking.

## Example of a complete Full Course portfolio

(Only one Speaking task to be recorded/submitted to the moderator.)

Theme 1 My World			
Unit 2 Education and Future Plans			
Skill	Assignment Type	Level	Set
Listening	Externally set	Pass	Set D
Reading	Externally set	Distinction	Set C
Speaking	Internally set (using AQA exemplar task) (Only include mark on CRF – recording not required)	Merit	Set C
Writing	Externally set translation (Compulsory task)	Pass	Set D

Theme 3 Lifestyle Unit 5 Healthy Lifestyle			
Skill	Assignment Type	Level	Set
Listening	Externally set	Merit	Set C
Reading	Externally set	Distinction	Set C
Speaking	Internally set (using AQA exemplar task ) (Include recording)	Merit	Set D
Writing	Internally set (using AQA exemplar task)	Merit	Set C

Theme 4 My Community Unit 8 Celebrations			
Skill	Assignment Type	Level	Set
Listening	Externally set	Distinction	Set C
Reading	Externally set	Merit	Set D
Speaking	Externally set role-play (Compulsory task) (Only include mark on CRF – recording not required)	Merit	Set E
Writing	Internally set (using AQA exemplar task)	Distinction	Set C

Evidence for three units must be presented for moderation. For all tasks, it must be clear which level has been achieved and how marks have been awarded. This information will be recorded on the Candidate Record Form.

The completed Candidate Record Form should be placed at the front of each individual portfolio.

The work submitted for assessment should **not** include all the work completed by the student in preparation for assessment – only one Listening, Reading, Writing assignment for each unit should be included. For Speaking, only one assignment in total should be submitted.

Students entered for FCSE are not required to provide evidence for all the outcomes listed but they should be encouraged to complete as much as possible, as failure to do so may prevent them from demonstrating the qualities needed to achieve the grade appropriate to their ability level.

Each assignment is available at three levels, Pass, Merit and Distinction.

Each outcome is awarded points, if successfully completed, according to the level achieved.

Pass 10 points per outcome

Merit 20 points per outcome

Distinction 30 points per outcome

An award can be based on outcomes at different levels by aggregation of points achieved. The relationship between students' total marks and the level of award for the Foundation Certificate of Secondary Education will be reviewed at an annual awarding meeting.

Students' portfolios should include the assignments in which they have scored the highest marks.

## 4d Content mapping between FCSE and GCSE

The different themes and topics in FCSE and GCSE are listed below.

The content of each qualification has been streamlined in order to facilitate progression from one qualification to another and to allow teaching of students in mixed ability groups.

FCSE	GCSE
<b>My World</b> Relationships, Family and Friends Education and Future Plans  <b>Holidays and Leisure</b> Holidays and Travel Leisure  <b>Lifestyle</b> Healthy Lifestyle Food and Drink  <b>My Community</b> Local Area and Environment Celebrations	<b>Identity and culture</b>  <b>Local, national, international and global areas of interest</b>  <b>Current and future study and employment</b>

## 4e National criteria

The scheme of assessment allows attainment to be recognised at standards broadly consistent with the National Curriculum KS3 Languages programmes of study.

This specification has been primarily designed to certificate work undertaken at Key Stage 3 and/or Key Stage 4.

It can be used, for example, by students completing their study of Modern Foreign Languages at the end of Key Stage 3, or as an

alternative to GCSE at the end of Key Stage 4. The flexibility of content would also make this qualification suitable for adult learners. It is intended that FCSE can be delivered alongside any GCSE Chinese (Mandarin), French, German and Spanish specifications or as a standalone qualification.

The specification is available on the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk)). In addition, Specimen Materials and Examiner's Reports will be available on the AQA Website.

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## 4f Previous learning requirements

There are no previous learning requirements.

The specification builds on the knowledge, understanding and skills acquired in the programmes of study at Key Stage 3 of the National Curriculum. It is not necessary, however, for the students to have studied Chinese (Mandarin), French, German or Spanish before commencing work on this specification and no prior knowledge of the subject is necessary.

Students should have acquired literacy skills in the target language appropriate to the level at which each of the units is aimed before completing any of the assignments. Numeracy skills are required where appropriate, eg Unit 6 Food and Drink, but may be relevant to any unit where students are interpreting information.

Teachers should provide appropriate and adequate guidance about the demands of the specification before students embark on their studies.

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## 4g Progression

As an approved Level 1 qualification, the specification provides excellent progression to GCSE studies/qualifications in Modern Foreign Languages.

The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The qualification, therefore, increases flexibility for students and makes a

distinct contribution to the quality and coherence of qualifications on an identified progression pathway.

In addition, it provides a worthwhile and motivational course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

## 5 Administration

### 5a Availability of assessment units and certification

For security purposes, all assignments will be available on e-AQA Secure Key Materials (SKM).

The assessments are not timetabled, but are done at a time chosen to suit the centre.

The assignments should be kept under secure conditions when not in use. Secure storage may be located within the Languages department.

The assignments are valid for the shelf-life of the specification.

Certification for this specification is available once per year in the June series.

Work is combined to create a single portfolio and centres should submit this one total mark by the date given at [www.aqa.org.uk/deadlines.php](http://www.aqa.org.uk/deadlines.php).

### 5b Entries

You can find information about all aspects of administration, as well as the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin).

The Subject Codes for entry for FCSE are:

	Full Course	Short Course (Spoken)	Short Course (Written)
<b>Chinese (Mandarin)</b>	8973	8971	8972
<b>French</b>	8958	8956	8957
<b>German</b>	8968	8966	8967
<b>Spanish</b>	8998	8996	8997

### 5c Private candidates

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

This specification is **not** available to private candidates.



## 5d Access arrangements, reasonable adjustments and special consideration

### Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document Access Arrangements and Reasonable Adjustments: General and Vocational qualifications.

We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at [jcq.org.uk](http://jcq.org.uk)

### Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

### Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](http://aqa.org.uk/access) or email [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

### Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](http://aqa.org.uk/becomeacentre)

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## 5e Examination language

We will only provide component units for this specification in English.

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## 5f Qualification titles

The qualification based on this specification has the following title:

AQA Level 1 Certificate in Chinese (Mandarin)/French/German/Spanish (FCSE) Full Course/Short Course (at Pass/Merit/Distinction)

Students who fail to reach the minimum standard for a Pass will be unclassified and will not receive a qualification certificate.

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## 5g Certification and reporting results

The Full Course and Short Course qualifications will be graded on a 3 point scale: Pass or Merit or Distinction, and will be recorded on the certificate accordingly.

The student's final mark is an aggregation of the points for the individual assignments. The level of award (Pass, Merit, Distinction) will be based on the student's total final mark.

## 5h Re-sits

Students can re-sit the qualification as many times as they wish within the shelf-life of the specification.

Students may **not** make more than one attempt at the same assignment in the same series, although they may attempt a second, different assignment if they fail, for whatever reason, to complete the first assignment.

Assessment materials are provided as below in each language. Students may include any combination of the different sets, as long as the requirements set out in Section 4c: Portfolio of evidence are met.

The following sets of assessment materials are available:

	Set C	Set D	Set E
<b>Listening</b>	✓	✓	
<b>Reading</b>	✓	✓	
<b>Writing</b>	Exemplar tasks available	Compulsory translation task	
<b>Speaking</b>	Exemplar tasks available	Exemplar tasks available	Compulsory role-play task

Sets C, D and E are to be used only with this specification ie first teaching September 2017 onwards.

Each student portfolio must include one compulsory Writing translation task and one compulsory Speaking role-play task.

(Sets A and B from the legacy specification must not be mixed with Sets C, D and E.)

## 6 Internally-assessed Work Administration

All assessment for this qualification is non-exam assessment (NEA). You can find information about all aspects of NEA, as well as all the forms you need, at [aqa.org.uk/examsadmin](https://www.aqa.org.uk/examsadmin)

The head of the school or college is responsible for making sure that NEA is conducted in line with our instructions and Joint Council for Qualifications (JCQ) instructions.

These regulations apply to all internally-assessed work whether externally-set or internally-set assignments.

### 6a Authenticating that internally assessed work is genuine

The Head of Centre is required to provide supervision. The precise means of supervision will inevitably differ from centre to centre, but it is expected that the teacher will be involved in on-going discussion with the student at all stages of the work. Students' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some preparatory work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to monitor progress, prevent plagiarism and authenticate each student's whole work with confidence.

The work assessed must be solely that of the student concerned. Any assistance given to an individual student which is beyond that given to the group as a whole must be recorded on the Candidate Record Form:

- **Students** must sign the Candidate Record Form to confirm that the work they have handed in is their own.
- **Teachers and assessors** must confirm on the Candidate Record Form that the work marked is only that done by that student and was conducted in line with the conditions in the specification document (declaration of authentication).

- **Centres** must give a mark of zero if students cannot confirm the work handed in for assessment is their own.

You should attach the completed Candidate Record Form for each student to his or her work. All teachers who have marked the work of any student entered for the qualification must sign the declaration that the work is genuine.

If you have doubts about signing the declaration of authentication, you should follow these guidance points:

- If a student receives additional assistance and this is acceptable within the guidelines for this specification, you should award a mark that represents the student's unaided achievement. Please make a note of the support the student received on the Candidate Record Form and sign the declaration of authentication.
- If you cannot sign the declaration of authentication, the student's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been authenticated, we will award a mark of zero.

## 6b Malpractice

Please inform your students of the AQA regulations concerning malpractice.

Students must **not**:

- submit work that is not their own
- lend work to other students
- include work copied directly from books, the internet or other sources without acknowledgement of the source
- use translating software
- hand in work typed or word-processed by someone else without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given (for example, disqualification).

If you identify malpractice before the student signs the declaration of authentication, you don't need to report it to us. Please deal with it in accordance with your school or college's internal procedures. We expect schools and colleges to treat such cases very seriously.

If you identify malpractice after the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form *JCQ/M1*, available from the JCQ website at [jcq.org.uk](http://jcq.org.uk)

You must record details of any work which is not the student's own on the front of the assessment booklet or other appropriate place.

You should consult your exams officer about these procedures.

## 6c Teacher standardisation

We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation.

For further information about teacher standardisation visit our website at [www.aqa.org.uk](http://www.aqa.org.uk).

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements
- the nature of the internally set assessments made by a centre has been inappropriate
- a significant adjustment was made to the marks in relation to one or more units in the previous year
- your school or college is new to this specification.

For further support and advice please speak to your adviser. Email your subject team at [mfl@aq.org.uk](mailto:mfl@aq.org.uk)

## 6d Internal standardisation

You must ensure that you have consistent marking standards for all students. One person must manage this process and they must sign the *Centre declaration sheet (CDS)* to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample assessments and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or examples from our teacher standardisation.

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## 6e Annotation of internally assessed work

It is a requirement of the specification that teachers assessing internally-assessed work clearly show how the marks have been awarded in line with the marking guidance provided by AQA. This helps our moderators to see as

precisely as possible where the teacher has identified that students have met the criteria in the specification.

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## 6f Submitting marks

You must send all your students' marks to AQA for moderation by the specified date given at <http://www.aqa.org.uk/keydates>. You will be asked to send a sample of your students' NEA evidence to your moderator.

An individual *Candidate Record Form (CRF)*, signed by both teacher and student, must be completed for each student. This individual *CRF* should be used to record the units completed, the marks for each Assessment Objective and the total mark for the assessments as a whole. The *CRF* should be attached to each student's portfolio of assignments.

A *Centre Declaration Sheet (CDS)* should also be submitted with the students' work to the moderator as evidence that internal standardisation has taken place. Only one form is needed per school or college.

Copies of all forms and details re submission can be found at <http://www.aqa.org.uk/coursework>

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## 6g Factors affecting individual students

For advice and guidance about arrangements for any of your students, please email us as early as possible at [eos@aqa.org.uk](mailto:eos@aqa.org.uk)

**Occasional absence:** you should be able to accept the occasional absence of students by making sure they have the chance to make up missed assignments. You may organise an alternative supervised time session for students who are absent at the time the centre originally arranged.

**Lost work:** if work is lost you must tell us how and when it was lost and who was responsible, using our special consideration online service at <http://www.aqa.org.uk/eaqa>

**Special help:** where students need special help which goes beyond normal learning support is given, use the Candidate Record Form to inform us so that this help can be taken into account.

**Students who move schools:** students who move from one school or college to another during the course sometimes need additional help to meet the requirements of a scheme of internally-assessed work. How you deal with this depends when the move takes place. If it happens early in the course the new school or college should be responsible for the internally-assessed work. If it happens late in the course it may be possible to accept the assessments made at the previous school or college. Centres should contact us as early as possible for advice about making appropriate arrangements in individual cases: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk).

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## 6h Keeping students' work

From the time the work is marked, your centre must keep the work of all students, with Candidate Record Forms attached, under secure conditions, to allow the work to be available during the moderation period or should there be an Enquiry about Results.

Students' work should be kept confidential or shredded following the deadline for Enquiries about Results.

## 7 Moderation

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### 7a Moderation procedures

An AQA moderator will check a sample of your students' work. Your moderator will contact you to let you know which students' work to send to them. Schools and colleges should send the work of all students if you have 20 or fewer entries per component. You do not need to wait for the moderator to request it.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to check whether any changes are needed to bring the centre's assessments in line with our agreed standards. In some cases the moderator may need to ask for the work of other students in the centre. To meet this request, centres must keep the portfolios and Candidate Record Forms of every student entered for the examination under secure conditions, and they must be prepared to send them to us or the moderator when requested. Any changes to marks will normally keep the centre's rank order, but where major differences are found, we reserve the right to change the rank order.

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### 7b Procedures after moderation

When the results are published, we will give centres details of the final levels for the portfolios.

You will receive a report at the time the results are issued giving feedback on the accuracy of the assessments made and the reasons for any adjustments to the marks.

We may keep some students' work for awarding, archive or standardising purposes and will inform you if this is the case.



## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/fcse-mfl](https://aqa.org.uk/fcse-mfl)

You can talk directly to the Modern Foreign Languages subject team

E: [mfl@aca.org.uk](mailto:mfl@aca.org.uk)

T: 01423 534381