

A-level 2016

Karine Harrington

Language World

Rugby

- Key changes.
- Planning considerations.
- Teaching strategies.



Key changes from the DfE

- Topics/ themes – rooted in TL countries.
(Assessment Objectives on Culture)
- More spontaneity in Speaking
- Literature and films.
- Extended essays on literature and films.
- Translations at both AS and Alevel (TL <-> Eng)
- Summarising information.
- Research project (Alevel).
- AS as a stand alone qualification.
- Co-teaching possibility



Themes

Students must study one theme at AS and two themes at A level, from each of the following areas of interest (i.e. 2 themes at AS; 4 themes at A level):

- (i) social issues and trends
- (ii) political and/or intellectual and/or artistic culture

Dfe- Dec 15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/485569/GCE_A_AS_level_subject_content_modern_foreign_langs.pdf

Progression with the new curricula and specific topics

**But what about our
current GCSE students
(and the next couple of
cohorts)?**

**Spontaneous
In writing**


**to
texts
topics**

**Spontaneous
in writing**

S

Exam condition

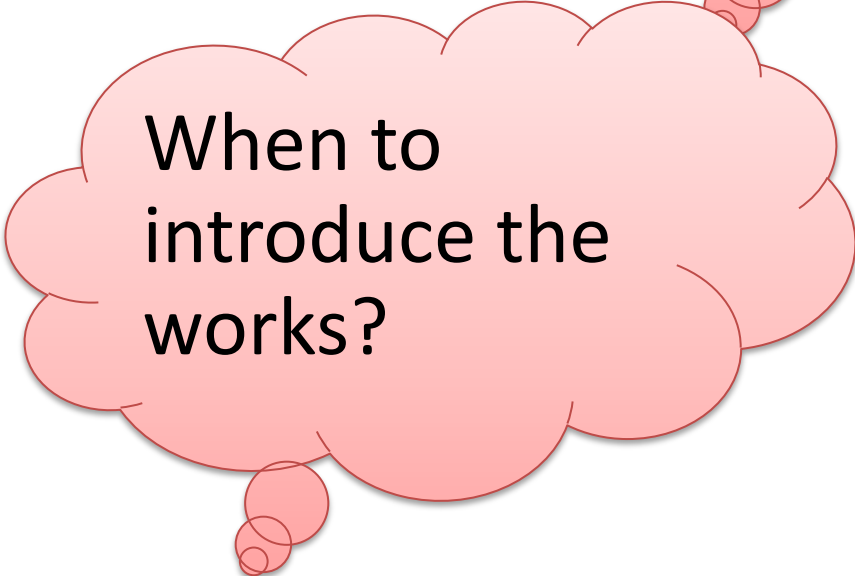
Planning considerations



Bridging the
gap?



Co-teaching?



When to
introduce the
works?

Bridging the gap....

Grammar focus
For the first half-term

Spontaneity
in Speaking alongside
the themes

Focus on essential
skills alongside the
themes

**Introduction to
translation skills**

Expressing (and
having !) ideas

- Using dictionaries
- Research skills
- Reading skills
- Listening skills
- Note taking
 - Time management....

**Idiomatic
dimension of a
language-
a language doesn't
'copy' over**

Developing ideas

Bridging the gap....

**Grammar focus/ manipulation
for the first half-term**

Introduction to translation skills

**Idiomatic dimension of a language-
a language doesn't 'copy' over**

Bridging the gap....

Spontaneity
in Speaking alongside the themes

Expressing (and having) ideas

Developing ideas and sustaining a
discussion

Guidelines from the DfE

AS and A level specifications must require students to develop their language knowledge, understanding and skills through:

- using **language spontaneously** to **initiate communication**; **ask and answer questions**; **express thoughts and feelings**; **present viewpoints**; **develop arguments**; **persuade**; **and analyse and evaluate in speech** and writing, including interaction with speakers of the language
- using language learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies

selon moi- according to me
 en ce qui me concerne- as far as I am concerned
 je crois que- I believe that...
 je trouve que- I find that...
 c'est vrai que- it is true that...
 il me semble que- it seems to me that...
 j'ai l'impression que- I have this impression that...
 j'aurais dit que...- I would have said that...
 Ce que je ne comprends pas c'est que- what I don't understand is that...
 Ce qui m'inquiète c'est que- what worries me is that...
 j'ai du mal à croire que...- I find it hard to believe that
 je suis convaincu que- I am convinced that...
 je suis sûr que- I am sure that
 Peut-être que - maybe that...



Agreeing and disagreeing

je suis d'accord avec (toi/ elle/ lui ...)
 je ne suis pas d'accord avec
 tu as raison- tu as tort- you are right/ wrong
 j'ai raison/ j'ai tort- I am right/ wrong
 tu te trompes (se tromper)- you are wrong

Asking an open question:

que- what (avec/ pour) Qui- who (with/for)
 quand- when où- where
 depuis quand- since when/ for how long
 pourquoi- why comment- how
 quel/quels/ quelle/ quelles + NOUN- which+ NOUN?
 lequel/ lesquels/laquelle/ lesquelles? Which one/ones?
 combien de- how many

Asking an Open Question

1. QW +- EST-CE QUE + PERS + VERB
2. QW + VERB+ PERS
3. PERS+ VERB+ QW + raise intonation



en fait- in fact
 en effet- indeed
 néanmoins- nevertheless
 désormais/ de nos jours- now
 mais aussi- but also
 étant donné que/ compte tenu de - given
 cela dit- having said that
 en outre- moreover
 en revanche- on the other hand
 pourtant/ toutefois- however
 certes- admittedly
 sans aucun doute- without a doubt
 d'ailleurs - besides
 au lieu de + INF- instead of
 malgré tout- despite all this
 selon- according
 en vain-in vain
 grâce à- thanks to
 parmi- amongst
 à l'avenir- in the future dans cinq ans- in 5 years
 actuellement/ en ce moment- at present
 dans le passé/ auparavant- in the past



ALL- TOUT

Everything/ all- tout
 All + NOUN- tout le / toute la / tous les / toutes les

QUI/QUE- That/ which/ who to link sentences
 La femme que j'aime / La femme qui aime

AU – A LA- AUX

à + le= AU
 à + la= A LA
 à + les= AUX

DU/ DE LA/ DES

de+le= DU
 de+la= DE LA
 de+les= DES

Plus / moins/ aussi + adjectives- more/ less/ as
 Plus/ moins/ autant DE+ noun- more/ less/ fewer/ as many
 De plus en plus + ADJ- more and more + ADJ
 De plus en plus de + NOUN- more and more+ NOUN

plus élevé- higher
 en hausse- increasing
 decreasing
 augmenter- to increase
 améliorer- to improve

plus bas- lower
 en baisse-
 réduire- to reduce
 diminuer



s'améliorer- to get better
 mieux / le /la meilleur(e) / pire / le pire
 s'empirer- to get worse

le pourcentage de
 un quart
 la majorité (de)
 la plupart de- most

Le nombre de
 la moitié- half
 un grand nombre de

Le nombre de.....est en hausse/ en baisse depuis des années / depuis 2000
 The number of... has been increasing for years/ since 2000

Expressing other views

Certains - some
 Certaines personnes- some people
 D'autres- others
 D'autres personnes- other people
pensent- think
estiment- think
croient- believe
disent- say



Adjectives

surprenant- surprising
 époustouflant- mindblowing

Discussion cards

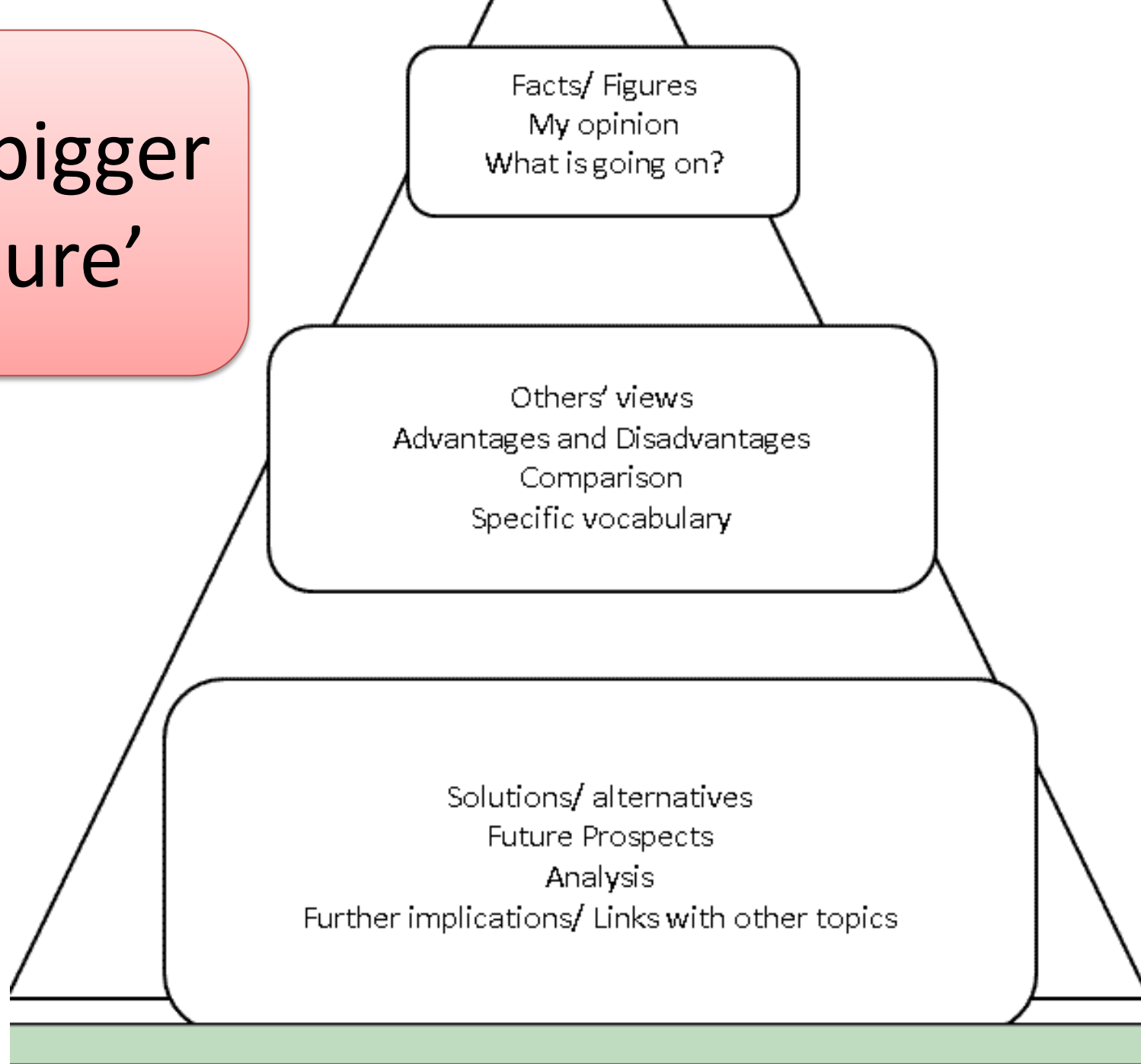


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'The bigger picture'



Facts/ Figures
My opinion
What is going on?

Others' views
Advantages and Disadvantages
Comparison
Specific vocabulary

Solutions/ alternatives
Future Prospects
Analysis
Further implications/ Links with other topics

Facts and Figures	
My opinion	
What is going on?	
Other people's views	
Advantages	



Where do I start?

What do I know?

Do I have a range of information?

How do I revise?

Bridging the gap....

Grammar focus
For the first half-term

Spontaneity
in Speaking alongside
the themes

Focus on essential
skills alongside the
themes

Introduction to
translation skills

Expressing ideas

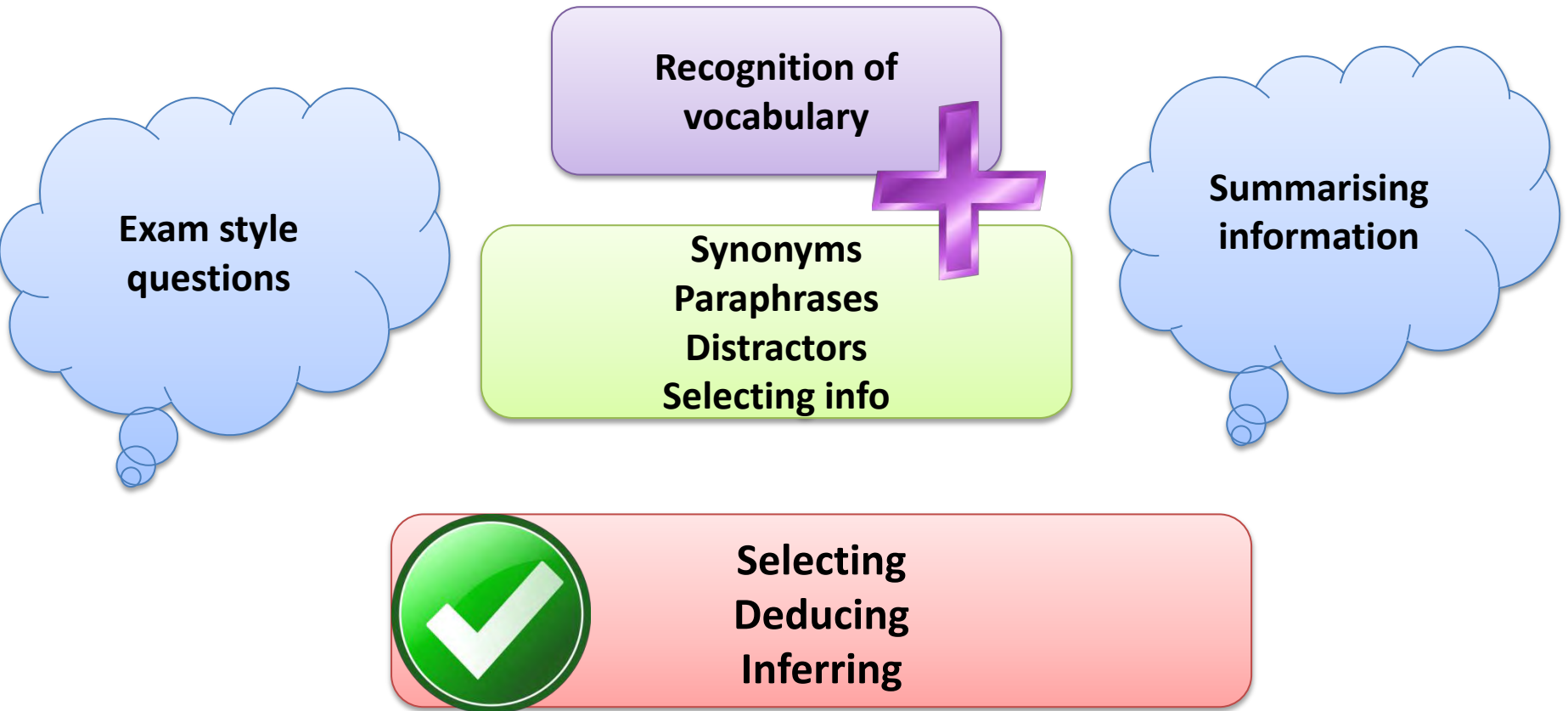
- Using dictionaries
- Research skills
- Reading skills
- Listening skills
- Note taking
 - Time management....

Idiomatic
dimension of a
language-
a language doesn't
'copy' over

Developing ideas

Listening and Reading

No major changes in terms of skills.



Bridging the gap....

Grammar focus
For the first half-term

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Introduction to
translation skills

Expressing ideas

- Using dictionaries
- Research skills
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 - Time management....

Idiomatic
dimension of a
language-
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Developing ideas

Holiday work?

**Grammar
tasks**

**Research on
themes**

Translation

**Expressing
opinions on
themes**


**Research
and
overview
work on the
film/ book**

Planning considerations

Teacher A ?

Teacher B ?

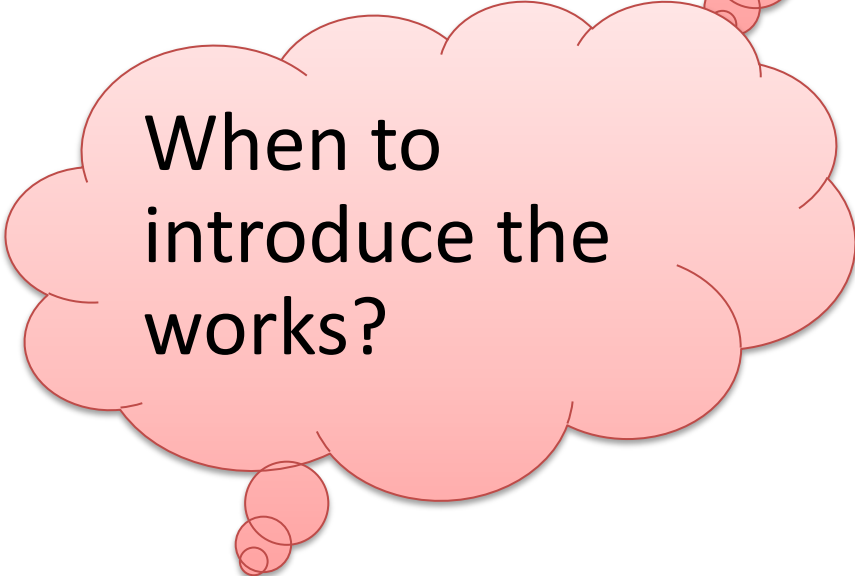
Planning considerations



Bridging the
gap?



Co-teaching?



When to
introduce the
works?

Literature and Films

At AS, specifications must require students to study
one work,
either
a literary work or a film.

At A level- Specifications must require students to
study **two works**,
either a literary work and a film
, or two literary works

DfE- Dec 15

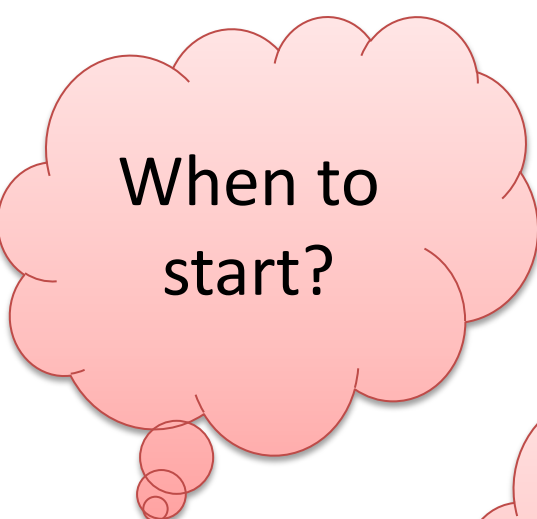
Critical and analytical

At AS, knowledge and understanding of the work must include a critical response to aspects such as the structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.

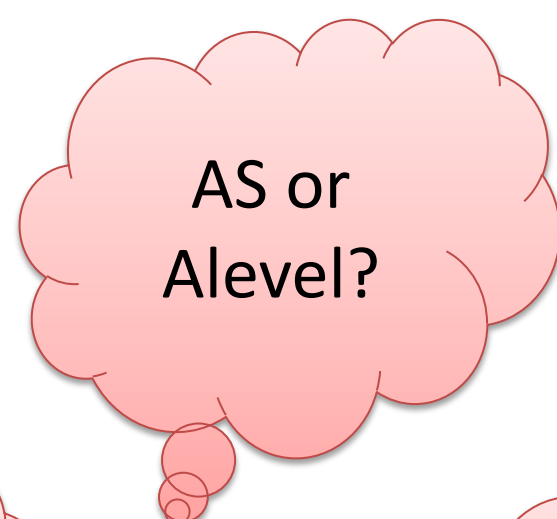
At A level, students must develop a more detailed understanding of the works, showing a critical appreciation of the concepts and issues covered, and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

DfE, Dec 2015


Impact on planning?




When to
start?



AS or
Alevel?



Co-
teaching?

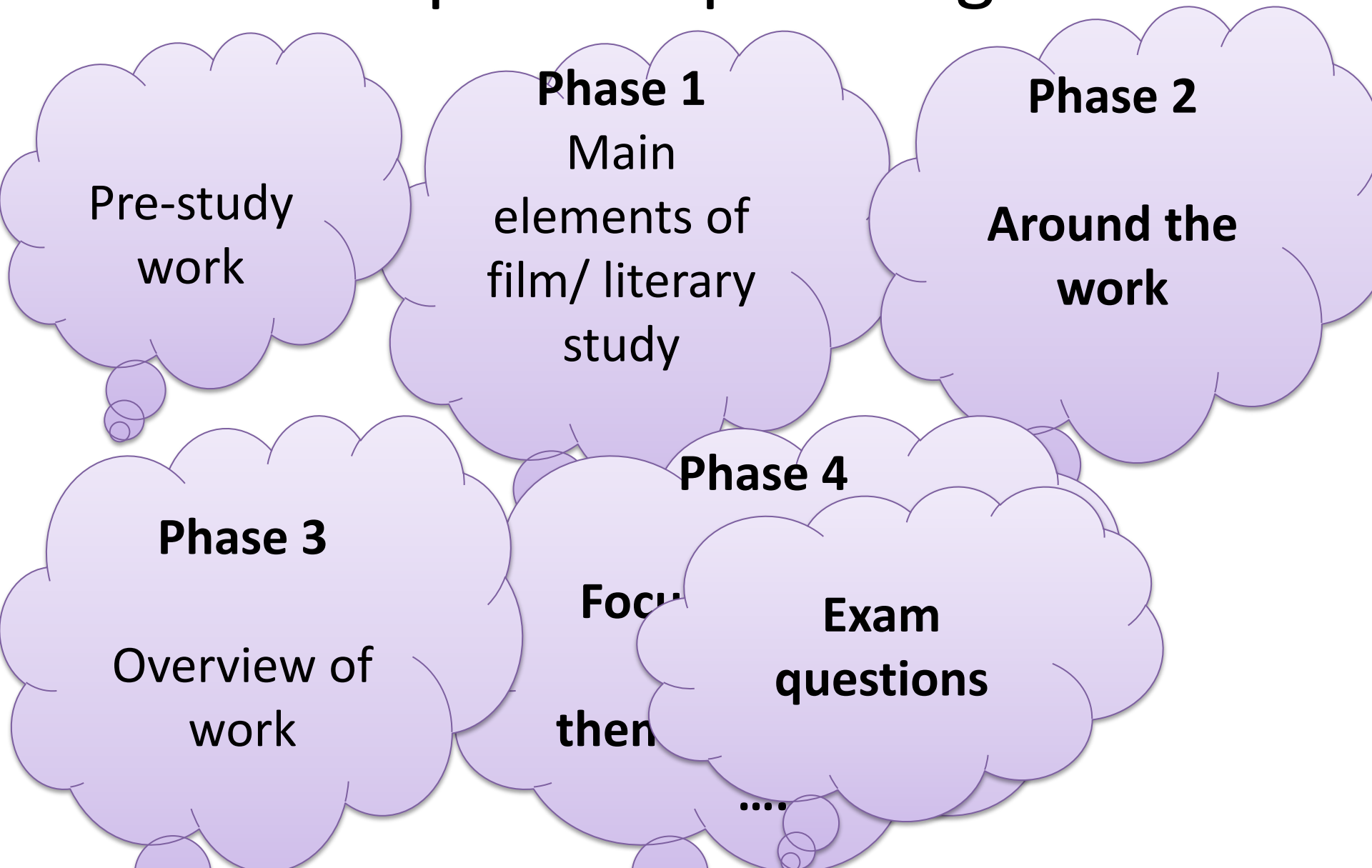


Top-up
needed?
Skills?

<p>Mon opinion</p> <p>pour ma part personnellement à mon avis il me semble que..... j'estime que..... cela me paraît évident que..... cela me conduit à penser que.... Je considère que</p> <p>Il est injuste / dommage/ incompréhensible/ malheureux que.....</p>	<p>Expressing the importance of something</p> <p>Il faut tenir compte du fait que... <i>We must take into account that....</i></p> <p>Il faut souligner l'importance de.... <i>We must emphasise the importance of</i></p> <p>jouer un rôle primordial – <i>to play a major part</i></p>	<p>Expressing a reason</p> <p>étant donné que- <i>given that...</i> vu que- <i>considering that...</i> en raison de- <i>in view of</i> grâce à- <i>thanks to</i> cela peut s'expliquer par plusieurs facteurs- <i>several factors explain this</i> compte tenu du fait que- <i>taking into account of the fact that..</i></p> <p>puisque- <i>since</i> car/ parce que- <i>because</i></p>
<p>Expressing an evidence</p> <p>il est clair que- <i>it is clear that</i> il est manifeste que- <i>it is obvious that..</i> il va de soi que- <i>it goes without saying that...</i> inutile de dire que- <i>needless to say that...</i> de toute évidence- <i>obviously</i> manifestement- <i>obviously</i></p>	<p>Adding</p> <p>de surcroît- <i>besides</i> par ailleurs- <i>furthermore</i> à cela s'ajoute- <i>in addition there is</i> d'ailleurs/ en plus/ de plus/ en outre- <i>what is more</i> de même- <i>similarly</i> également- <i>equally</i></p> <p>on peut également constater que...- <i>one can also see that....</i></p>	<p>Contrasting</p> <p>cependant/ pourtant- <i>however</i> en revanche- <i>on the other hand</i> néanmoins/ toutefois- <i>nevertheless</i> par contre</p> <p>quoi qu'il en soit- <i>regardless of that</i> toujours est-il que - <i>the fact remains that....</i></p> <p>bien que (+ SUBJ) / quoique- <i>although</i></p>
<p>Conclusion</p> <p>d'où- <i>as a consequence of which</i> par conséquent- <i>consequently</i> de fil en aiguille- <i>one thing leading to another</i> compte tenu du fait que- <i>taking into account of the fact that..</i> en somme/ pour résumer- <i>to sum up</i> tout compte fait- tout bien réfléchi-</p>	<p>Other little words</p> <p>en effet- <i>indeed</i> quant à- <i>as for</i> sans aucun doute- <i>without a doubt</i> au point que- <i>to the extent</i> en particulier- <i>in particular</i> à maintes reprises- <i>on several occasions</i> y compris- <i>including</i></p>	<p>L'oeuvre.....</p> <p>aborde traite soulève dénonce expose.....les thèmes / problèmes de nous fait voir montre</p> <p>dans l'oeuvre il s'agit de.....</p> <p>ISSUES</p>

Technical terms
at the back

Impact on planning?



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(Assessment Objectives on Culture)
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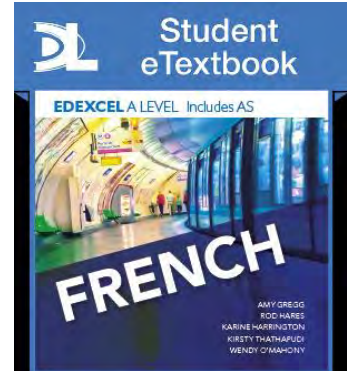


Planning considerations

- ✓ Time to revisit and manipulate grammar at the start (from CA)
- ✓ Translation skills – to / from TL *little and often approach*
- ✓ Other skills- summary / research skills
- ✓ What book / film to study? *When to start in first year? Introduction after Oct half-term?*
- ✓ Literary Essay writing techniques- *little and often approach/ look at essay questions...-*
- ✓ Up-to-date with topics- *Press review? On-going bigger picture?*
- ✓ Build up bank of revision notes on themes (discussion)
- ✓ Co-teaching- *Summer term of the first year?*
- ✓ Alevel – *revision of AS topics + ‘top up’ for first work*

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If you are teaching the Edexcel Specification you might be interested in the Hodder textbook that I have co-written.



Do you need support with the new Alevel? Do get in touch if you need support to teach Literature, Films or any other aspects of the new specification.