



## Key Skills – GCE AS/A Level Modern Foreign Languages

---

This Appendix offers detailed guidance on the Key Skills evidence that a candidate might produce during their programme. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;
- identify accurately, and compare, the lines of reasoning and main points from text and images;
- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from Part B of the QCA Key Skills specifications and, as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skills.

Although the Key Skill of Communication is central to the study of Modern Foreign Languages, the Communication specification requires the evidence to be produced in English, Welsh or Irish as the mother tongue. MFL, therefore, offers opportunities for developing, rather than producing evidence for assessing, this Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications (2000 version).

For further information about the assessment and certification of Key Skills, teachers should contact OCR. See also the OCR publication "Key Skills with AS/A Level Modern Foreign Languages", available from OCR Publications.

---

## **C3 Communication Level 3**

---

### **C3.1a *Contribute to a group discussion about a complex subject.***

#### **Evidence requirements**

- i. Make clear and relevant contributions in a way that suits your purpose and situation.
- ii. Listen and respond sensitively to others, and develop points and ideas.
- iii. Create opportunities for others to contribute when appropriate.

#### **Possible opportunities**

Foreign language activities based on group work, discussions and question-and-answer sessions offer opportunities to meet the performance criteria.

***Units 2651/2661/2671, 2654/2664/2674, 2656/2666/2676 and 2657/2667/2677***

Preparation for the Speaking tests forms part of normal class interaction in the foreign language, i.e. group work in conversation, supporting a point of view in debate, conversation in pairs and groups, response to discussion in the foreign language. Preparation for one of the Culture and Society Units requires similar activities with particular reference to complex subjects.

### **C3.1b *Make a presentation about a complex subject, using at least one image to illustrate complex points.***

#### **Evidence requirements**

- i. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.
- ii. Structure what you say so that the sequence of information and ideas may be easily followed.
- iii. Use a range of techniques to engage the audience, including effective use of images.

#### **Possible opportunities**

Preparation, organisation and delivery of individual presentations on topics studied relating to aspects of the foreign language culture.

***Units 2651/2661/2671 Section 2 and 2656/2666/2676***

Preparation for the topic presentation in the Speaking test is best achieved by practice at individual class presentation. The same approach can be used to develop oral skills in association with the preparation of texts or topics for the written test of Unit 2656/2666/2676.

**C3.2 *Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.***

**Evidence requirements**

- i. Select and read material that contains the information you need.
- ii. Identify accurately, and compare, the lines of reasoning and main points from texts and images.
- iii. Synthesise the key information in a form that is relevant to your purpose.

**Possible opportunities**

Reading and research activities in the foreign language necessarily require these skills. Scanning of written texts, summary of opinions presented, comparison of points of view are all inseparable from the study of authentic text materials used in teaching foreign languages at this level.

***Units 2652/2662/2672, 2655/2665/2675 and 2657/2667/2677***

Preparation for the mixed skills units requires candidates to identify lines of reasoning and draw conclusions which allow them to synthesise the information gained in order to formulate answers to questions, make summaries or write responses to a variety of foreign language stimuli. Coursework preparation, in particular, develops research skills and use of a variety of source material in order to arrive at a satisfactory personal synthesis of key information.

**C3.3 *Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.***

**Evidence requirements**

- i. Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- ii. Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- iii. Ensure your text is legible and your spelling, grammar and punctuation are accurate so your meaning is clear.

**Possible opportunities**

Various forms of writing in the foreign language lend themselves to developing these skills: summary, free composition, presentation of information drawn from visual and statistical sources, literary and topic essays and written coursework.

***Units 2652/2662/2672, 2653/2663/2673, 2655/2665/2675, 2656/2666/2676 and 2657/2667/2677***

Translation into English is required in Unit 2652/2662/2672 Section 2B. Unit 2653/2663/2673 Section B requires free composition in response to a foreign language text. In Unit 2655/2665/2675 Section C candidates are required to transfer the meaning of an English language text into the foreign language. The writing of extended documents on complex subjects is required by the Culture and Society Unit 2656/2666/2676. Unit 2657/2667/2677, in particular, offers the possibility for preparing an extended document (1200-1400 words) or two shorter documents (each of 600-700 words) including images.

---

## IT2 IT Level 2

---

### IT2.1 *Search for and select information for two different purposes.*

#### **Evidence requirements**

- i. Identify the information you need and suitable sources.
- ii. Carry out effective searches.
- iii. Select information that is relevant to your purpose.

#### **Possible opportunities**

Research and report findings from a search of foreign language media websites for both oral and written purposes.

***Units 2651/2661/2671 Section 2, 2654/2664/2674 Section 2, 2656/2666/2676 and Unit 2657/2667/2677***

The requirements for both oral and written performance in the various Units make it clear that two different purposes are served by the research. The Internet provides a particularly powerful resource for foreign language research into topics for either form of presentation.

### IT2.2 *Explore and develop information, and derive new information, for two different purposes.*

#### **Evidence requirements**

- i. Enter and bring together information using formats that help development.
- ii. Explore information as needed for your purpose.
- iii. Develop information and derive new information as appropriate.

#### **Possible opportunities**

Research for both oral or written presentation of topics studied.

***Unit 2651/2661/2671 Section 2 and 2657/2667/2677***

Research for the oral topic requires development of the skills listed. The Coursework option, in particular, requires the student to import text using a variety of formats; to show print-outs with notes to indicate how information was explored and developed; to organise information, using tables and charts; to compare information from different sources to reach a conclusion.

**IT2.3 *Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.***

**Evidence requirements**

- i. Select and use appropriate layouts for presenting combined information in a consistent way.
- ii. Develop the presentation to suit your purpose and the types of information.
- iii. Ensure your work is accurate, clear and saved appropriately.

**Possible opportunities**

Bringing together information for a project or task; organising the text and images for display, for oral or for written presentation.

***Units 2651/2661/2671 Section 2, 2654/2664/2674 Section 2 and 2657/2667/2677***

The presentation of topic information in the Speaking tests requires oral explanation but this may be backed up by documentation, including images and numbers, prepared by the candidate during research. Coursework may require word-processed presentation of a range of materials appropriate to the topic.

---

## **WO3 Working with Others Level 3**

---

### **You must:**

Provide at least one substantial example of meeting the standard for WO3.1, WO3.2 and WO3.3. You must show you can work in both one-to-one and group situations:

In foreign languages appropriate activities might include joint planning of a project e.g. concerned with a school exchange visit or the reception and programme for a party of visitors from the foreign language country; or involvement in planning of a group or class visit to a country where the foreign language is spoken.

### **WO3.1 *Plan complex work with others, agreeing objectives, responsibilities and working arrangements.***

#### **Evidence requirements**

- i. Agree realistic objectives for working together and what needs to be done to achieve them.
- ii. Exchange information, based on appropriate evidence, to help agree responsibilities.
- iii. Agree suitable working arrangements with those involved.

#### **Possible opportunities**

Joint planning of a project as described above. Also group work throughout the teaching of the course.

#### **Units**

All units provide opportunities for developing WO3.1. Foreign language activities and skills necessary for the examination units also lend themselves to the team and social skills involved in the full range of contacts with individuals and groups visiting from abroad.

### **WO3.2 *Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.***

#### **Evidence requirements**

- i. Organise and carry out tasks so you can be effective and efficient in meeting your responsibilities and produce the quality of work required.
- ii. Seek to establish and maintain co-operative working relationships, agreeing ways to overcome any difficulties.
- iii. Exchange accurate information on progress of work, agreeing changes where necessary to achieve objectives.

**Possible opportunities**

See WO3 and WO3.1

**WO3.3 *Review work with others and agree ways of improving collaborative work in the future.***

**Evidence requirements**

- i. Agree the extent to which work with others has been successful and the objectives have been met.
- ii. Identify factors that have influenced the outcome.
- iii. Agree ways of improving work with others in the future.

**Possible opportunities**

See WO3 and WO3.1



---

## LP3 Improving own Learning and Performance Level 3

---

### You must:

Provide at least **one** substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

In foreign language courses the requirements for study-based learning can be fulfilled in the personal research required for preparation of topics for presentation in the Speaking tests (Unit 2651/2661/2671 and Unit 2654/2664/2674). Activity-based learning is an integral part of all foreign language courses where candidates are required to become involved in oral interaction with foreign nationals and are encouraged to participate in real-life learning situations when visiting a country where the foreign language is spoken. The demands of a new situation are, for the same reason, a necessary part of foreign language learning, where the candidate must always be prepared to deal with the unexpected in a variety of contexts, whether in terms of language, situation or culture.

### **LP3.1 *Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.***

#### **Evidence requirements**

- i. Seek information on ways to achieve what you want to do, and identify factors that might affect your plans.
- ii. Use this information to agree realistic targets with appropriate people.
- iii. Plan how you will effectively manage your time and use of support to meet targets, including alternative action for overcoming possible difficulties.

#### **Possible opportunities**

See introductory LP3 paragraph above. Foreign language learning requires setting of clear and realistic targets for mastery of the language to the level necessary for social interaction as well as the full range of receptive and productive skills.

#### **Units**

All foreign language units encourage target-setting and effective planning.

**LP3.2 *Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets.***

Improve your performance by:

- studying a complex subject;
- learning through a complex practical activity;
- further study or practical activity that involves independent learning.

**Evidence requirements**

- i. Manage your time effectively to complete tasks, revising your plan as necessary.
- ii. Seek and actively use feedback and support from relevant sources to help you meet your targets.
- iii. Select and use different ways of learning to improve your performance, adapting approaches to meet new demands.

**Possible opportunities**

See introductory LP3 and LP3.1 paragraphs.

**LP3.3 *Review progress on two occasions, and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.***

**Evidence requirements**

- i. Provide information on the quality of your learning and performance, including factors that have affected the outcome.
- ii. Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.
- iii. Exchange views with appropriate people to agree ways to further improve your performance.

**Possible opportunities**

See introductory LP3 and LP3.1 paragraphs.