

Curriculum Overview

In the Languages faculty at Nishkam High School, we help students to develop their language skills in a variety of contexts. We also aim to increase their wider communication skills as well as enhancing their cultural knowledge. Languages are taught using a variety of teaching and learning methods, using authentic materials and giving pupils the opportunity to use languages in real-life situations.

Autumn Term 1 Assessment: WRITING	Autumn Term 2 Assessment: SPEAKING
Identity and culture <ul style="list-style-type: none"> Relationship with family and friends Future plans regarding marriage/ partnership 	Current and future study and employment <ul style="list-style-type: none"> My studies Life at school/college Jobs, career choices and ambitions
Spring Term 1 Assessment: LISTENING AND READING	Spring Term 2 Assessment: WRITING
Identity and culture Free-time activities: <ul style="list-style-type: none"> music cinema and TV food and eating out sport 	Social issues <ul style="list-style-type: none"> Healthy/unhealthy living Identity and culture <ul style="list-style-type: none"> Customs and festivals in Panjabi-speaking countries/ communities
Summer Term 1 Assessment: SPEAKING	Summer Term 2 Assessment: All 4 Skills (EOY EXAMS)
Local, national, international and global areas of interest <ul style="list-style-type: none"> Home, town, neighbourhood and region 	Travel and tourism <ul style="list-style-type: none"> Types of holidays Holidays preferences Family vs Friends Means of transports

The new GCSE Punjabi specification is a linear two-year course with no controlled assessment, so teaching and learning needs to be organised very differently.

It's important to:

- Plan revision and recaps (thematic and linguistic)
- Make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- A sequence of lessons
- A range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- The appropriate lexical and grammatical content.

Subject Specific Skills

GCSE courses based on this specification encourage candidates to:

- Increase understanding of the target language in a variety of contexts.
- Develop knowledge of language learning skills.
- Develop the ability to communicate effectively in the target language.
- Increase awareness and understanding of countries and communities where the target language is spoken.
- The Modern Languages GCSE syllabus encourages learners to derive enjoyment and benefit from language learning, be inspired and challenged by following a broad, coherent and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the target language. The GCSE specifications in Modern Languages prepare learners to make informed decisions about further learning opportunities and career choices.

Methods of Assessment and Exam Structure

There are two tiers of assessment and they are divided up as follows:

Listening Test 25%	Foundation Tier	35 minutes
	Higher Tier	45 minutes
Reading Test 25%	Foundation Tier	45 minutes
	Higher Tier	45 minutes
Written assessment 25%	Foundation 1 hour Higher Tier 1 hour 15 minutes	
Speaking assessment 25%	Foundation Tier	7-9 mins per test
	Higher Tier	10-12 mins per test
Role play, photocard and general conversation		

The MFL Faculty

Mrs N Deeks Faculty Leader E-mail address: n.deeks@nishkamschools.org

Mrs S Basrai – Subject lead for Punjabi

Ms C Parachini – Subject lead for French

Mrs S Uppal PT Teacher of Punjabi

How parents and carers can help

Students are advised to take up extra study at home to improve their vocabulary and practise their newly acquired language. In addition, students are advised to use authentic materials such as newspapers, magazines, videos.

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Autumn Term 1 Assessment: LISTENING AND WRITING	Autumn Term 2 Assessment: MOCKS (all 4 skills)
Current and future study and employment <ul style="list-style-type: none"> • School/College and Future Jobs • What school/college is like • Pressures and problems • Looking for and getting a job • Advantages and disadvantages of different jobs 	Global issues The environment <ul style="list-style-type: none"> • Current problems facing the planet • Being environmentally friendly within home and local area • Charity/voluntary work
Spring Term 1 Assessments: ALL 4 SKILLS (mini assessments)	Spring Term 2 Assessment: MOCKS (all 4 skills)
Technology in everyday life: <ul style="list-style-type: none"> • social media • mobile technology 	Global issues <ul style="list-style-type: none"> • Poverty/homelessness
Summer Term 1 Assessments: ALL 4 SKILLS (mini assessments)	Summer Term 2
REVISION	END OF COURSE

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