

**Postgraduate Certificate in Education**

**Modern Languages Subject Knowledge Audit**

**2024 – 2025**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The University of Nottingham School of Education PGCE**

# Modern Languages Subject Knowledge Self-Assessment Audit

**What is this audit for?**

This audit is applicable to everyone who will be taking up a place to train as a Modern Languages teacher on the University of Nottingham PGCE programme. You should complete this audit as soon as you can - the earlier you do, the more time you will have to develop your subject knowledge for Modern Languages teaching before the start of your programme.

Entrants to the PGCE have varied academic backgrounds and experience. Everyone has met at least minimum subject knowledge requirements - what we generally find is that people have areas of considerable expertise and other areas that will need to be developed further before the end of the year. At your university interview we have begun to explore the extent of your subject knowledge for Modern Languages teaching. This audit is the next stage in the process, which allows you to use the last few weeks before the programme starts to reflect on and develop your subject knowledge through accessible research, target setting and reading tasks. We would be surprised if anyone had completely covered all these areas of subject knowledge at this stage, so please do not worry about any gaps you may have. We would simply like you to enjoy doing what you can in the next few weeks. You will then be able to discuss plans for further development with your tutor and mentor when you start the programme. Native speakers of the target language will have different needs from those who are native speakers of English. A particular focus for native speakers of the target language will be becoming familiar with the school curriculum for modern languages.

The audit covers general areas of the school Modern Languages curriculum that are practical for you to develop, if necessary, before joining the PGCE, and also in the early part of the programme. You might describe this as an audit of your knowledge about what to teach in Modern Languages - or at least some of it. This will then form a good starting point for considering the next level, which concerns developing your understanding of how to apply your subject knowledge in teaching Modern Languages. Once on the PGCE you will have opportunities to discuss these audits with your fellow trainees, your tutor and mentor, and to review them throughout the year, as part of your ongoing professional development.

We would like you to read the audit before completing any of it, in order to get a sense of what is covered here.

**Key Stage 2 and Key Stage 3 Modern Languages Programmes of Study**

Please have a look at the National Curriculum for Modern Languages which is now in place for key stage 2 and key stage 3 and has been taught in maintained schools since September 2014.Take a look at the languages programmes of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study>

The previous version of the Key Stage 3 National Curriculum for Modern Languages (2007) which outlines level descriptors for languages is also still used in some of our partnership schools as the basis for planning and assessment in a period of transition.

<http://webarchive.nationalarchives.gov.uk/20110223175304/http:/curriculum.qcda.gov.uk/uploads/QCA-07-3340-p_MFL_KS3_tcm8-405.pdf>

**Key Stage 4: GCSE**

Three Awarding Organisations (AQA, Edexcel/Pearsons and Eduqas) offer Modern Language GCSE specifications. You will find it helpful to refer to theGCSE specifications for your language(s) as schools will be basing their teaching on these specifications. These specifications are based on the Modern Foreign Languages GCSE Subject Content (DfE,2015)

<https://www.gov.uk/government/publications/gcse-modern-foreign-languages>

For the purposes of this audit, you should focus on the AQA specification in more depth:

**AQA**

<https://www.aqa.org.uk/subjects/languages/gcse-languages-specification-changes/gcse-french-support-and-resources>

<https://www.aqa.org.uk/subjects/languages/gcse-languages-specification-changes/gcse-german-support-and-resources>

<https://www.aqa.org.uk/subjects/languages/gcse-languages-specification-changes/gcse-spanish-support-and-resources>

**Edexcel/Pearsons**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

**Eduqas**

<https://www.eduqas.co.uk/qualifications/french-gcse/#tab_keydocuments>

<https://www.eduqas.co.uk/qualifications/german-gcse/#tab_keydocuments>

<https://www.eduqas.co.uk/qualifications/spanish-gcse/#tab_keydocuments>

**Modern Foreign Languages: Grade Descriptors for GCSE**

<https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1/grade-descriptors-for-gcses-graded-9-to-1-modern-foreign-languages>

* Against each 'area of subject knowledge' we would like you to make some brief notes in the 'current expertise' column, indicating the extent of your knowledge about the particular topics covered and where you think you may have areas to develop.
* For any areas to develop, read the 'suggestions for further development' and decide what you are going to do. You might like to highlight suggestions you want to follow up and even write in further suggestions of your own.
* Set yourself a plan for following up these suggestions between now and the start of the PGCE. You may need to set priorities and regular targets.
* Enjoy finding out more about Modern Languages!
* A few days before the start of the PGCE, fill in the final 'evidence' column showing how you have started to develop your subject knowledge.
* You will be able to discuss this audit as part of the Subject Knowledge Enhancement (SKE) programme in the university during the autumn term and with your tutor in Professional Development (PD) tutorials. Please bring this document with you to the first session of the course in September.
* You will have access to further resources at the university including classroom language lists. You can then use these to add to your audit. The ‘familiarity with classroom language’ section on page 7 can be completed once you have started the course.

# The University of Nottingham School of Education PGCE ML Subject Knowledge Self-Assessment Audit

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Subject Knowledge** | Current expertise | **Suggestions for further development** | **Evidence of further development** |
| **Grammar of the target language and how to apply it**  Principles and interrelationship of sounds and writing in the target language (e.g. common letter strings, gender signifiers etc.)  **Familiarity with grammatical terminology**  **Expressing oneself using a range of vocabulary and structures**  Varying the TL to suit context, audience and purpose  Adapting language for different contexts/purposes  **Pronunciation and intonation**  **Familiarity with classroom language**  (to be completed once you have started the course)  **Cultural awareness**  This will involve intercultural understanding; being able to compare and contrast with pupils’ own cultures; and issues of global citizenship  Consider aspects such as:  Cultural diversity  Identity  Geography  History  Literature  Religious beliefs  Music  Media  Cuisine  Everyday and School life  Sport  Customs and traditions  Festivals and events of national importance  Famous people  Politics |  | * Read and revise the **list of grammar and linguistic structures in the GCSE specification** * Make a list of any areas you are unsure of and look them up in a grammar book (if aimed at English speaking learners of your language this will help your explanations for pupils in school). NB Do not forget basics - accurate word order, sentence structure, agreements etc. * Use a grammar website/app * Check links with English (grammar and syntax, original of words etc.)   Investigate **communication strategies** for your language. Download the AQA specification for your language at:  <http://www.aqa.org.uk/subjects/languages/gcse>   * Refer to the following website: [**English Glossary**](•%09https:/www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=2ahUKEwixl-rD-pnoAhUKAcAKHatCBMcQFjADegQIAxAB&url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F244216%2FEnglish_Glossary.pdf&usg=AOvVaw0RvlF-4ldXrvfSBB6EnDEI) * Listen to radio/watch films/TV in the target language – for gist and detail * Audit your active vocabulary against the topic lists in the GCSE specification – be clear about gender * Read newspapers and magazines * Read texts often studied at A Level [GCE].Check with the specification for your language e.g.   <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/modern-languages-2016.html>   * Make use of resources aimed at young native speakers of the target language, in particular those supporting phonics * Listen to radio/watch films/TV in the target language * Speak the language as much as possible (and gain feedback on accent and pronunciation if possible) * Use classroom language lists (e.g. giving instructions, setting up tasks) issued on the PGCE * Annotate classroom language lists during observations in school * Activate this language in your teaching to encourage spontaneity * Broaden/deepen awareness of countries where the language is spoken and cultural differences and similarities * Use websites aimed at learners of the target language and at young people in the target language community * Explore the Cultural Institutes of the TL countries and communities, examples below:   <http://www.goethe.de/ins/gb/lon/enindex.htm>  <https://www.institut-francais.org.uk/>  <https://londres.cervantes.es/en/default.shtm>     * Keep up to date by using TV/radio, reading magazines and newspapers, download useful TL apps * Watch films in the target language * Read literature in the target language.      * Collect some stories, poems and songs in the target language – create a multilingual Spotify playlist. * Collect authentic materials for use with pupils |  |