

# Why our new specifications are right for your learners

## Listening Paper 1

### Section A: Listening comprehension

#### Short utterances:

- AQA papers focus on short chunks of language to avoid placing a burden on learners' memory and this makes the tasks more accessible, particularly at Foundation tier. This helps learners move through the paper confidently, avoid losing their place in the test and it's really clear which questions are answered from each piece of language they hear.

#### Shorter test duration - 35mins at Foundation/45mins at Higher:

- Less student fatigue.
- Based on strong teacher feedback in face to-face and online consultation meetings across the country.
- Especially important considering that the Reading paper is very likely to continue to be in the same exam slot as the Listening paper.

#### Clearly defined list of task types to be used in the listening comprehension tasks:

- Allows you to prepare students confidently, knowing that there will be no unexpected task types in future exams.

### Section B: Dictation

#### Half of the marks are for AO1:

- No ambiguity – allows complete confidence that these marks can be awarded for communication of meaning alone.
- The AO1 marks provide the opportunity for students of all abilities to score marks in this new task.

#### Additional pauses built into the second listening (of three for the dictation task):

- Further reduces the volume of language that students need to process in one go.
- Two minutes' checking time at the end of the paper to encourage students to check the accuracy of their dictation.

# Speaking Paper 2

## Overall

**Students can make unlimited notes of any type in their preparation time:**

- Complete flexibility for students to manage their notes, so that they have as much in-test support as possible.

**Speaking test starts with the Role Play, rather than a performance-based task:**

- Allows for a confident start to the speaking test, as the task can be fully prepared in the preparation time.

## Part 1: Role Play

**All Role-Plays are non-transactional:**

- The Role Play scenario is always an informal social conversation between friends which all students will be able to access, regardless of their own lived experience.
- Role Play practice can be easily integrated into every lesson.

## Part 2: Reading Aloud text

**Students can repeat words, sentences, or the whole text to self-correct as many times as they wish:**

- Removes any sense of performance pressure from the task – students can relax and carry out the task knowing that they can correct themselves at any time.
- Students don't need a rehearsal as they know that their last attempt will be the one which is marked.

**Students can keep the text with them through the whole task, and use vocabulary and structures if they wish to help with their responses to the four questions:**

- Allowing for greater confidence and support in the following short conversation.

## Part 3: Photo card Discussion

**Freedom to choose which questions will bring out the best performance in your students:**

- You can ask questions to suit the interests, experience and ability of your individual students – you know them best!
- Huge scope within each very broad theme for you to select questions that suit your students. This means there is no need for students to choose a theme.
- No compulsory questions in this task.

**Two stimulus photos provide plenty of content for all students to access:**

- Offers a much wider range of aspects to refer to during the description part of the task.
- As long as one of the photos is referenced with at least one sentence, students can still access full marks if they choose to focus more on the other photo.
- Vocabulary can be drawn from any theme when describing the photos.

## Reading Paper 3

### Translations are broken down into sentences for both Foundation and Higher tiers:

Makes these tasks much more accessible and allows students to approach the tasks confidently.

### Clearly defined list of task types to be used in the reading comprehension tasks in Section A:

- Allows you to prepare students confidently knowing that there will be no unexpected task types in future exams.

## Writing Paper 4

- More marks for AO3 in the Writing paper rather than in the Speaking paper because students can reflect more easily on accuracy in writing rather than in speaking.

### Translations at both Foundation and Higher tier are presented as sentences rather than paragraphs:

- Creating an approachable, accessible student experience.

### Foundation tier paper has a multiple-choice grammar task:

- An accessible multiple-choice question style allowing students to demonstrate knowledge of grammar and vocabulary in a supported way.

### Higher tier paper – open ended writing task has two broad bullet points:

- Minimises potential for students to lose marks by omitting a bullet-point.

At this level, the breadth of the two bullet points allows students the scope to extend and develop their writing more creatively and with greater freedom.

No requirement for a balanced coverage of the two bullet points – this is at the student's discretion.

# Resources and Support

- We have a huge range of free resources – discover what is available and when with our [Resource Roadmap](#).
- Explore our wide range of [free events and training](#), including:
  - [Introduction to the new specification](#) (on-demand)
  - [Deep-dive into the new AQA GCSE speaking test](#) (on-demand)
  - [Preparing to Teach courses for the new MFL GCSEs](#)
- Access [Exampro](#), our brilliant Exam question database, which has a full range of resources available.
- Discover a wide selection of expertly designed teaching and learning resources available from [OUP](#) for GCSE [French](#), [German](#), and [Spanish](#).

# Contact us

## Meet the team

Our Curriculum team will help and support you every step of the way during the transition to the new specifications to ensure you feel confident preparing your students for the new exams.



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