

GCSE 9-1 languages specifications

Bengali, Chinese (Spoken Mandarin), French, German, Modern Hebrew, Italian, Panjabi, Polish, Spanish, Urdu

Getting started – your questions answered



v0.17 May 2017

Vertical black lines indicate a significant change or addition to the previous version of *Your questions answered v0.16 March 2017*.

GENERAL

When will the last exams for the current GCSEs be?

Exam boards will not be offering a resit opportunity for the current GCSE specifications and the last sitting of the current exams for French, German and Spanish will therefore be in summer 2017. From summer 2018 all students will take the new specification exams.

For Bengali, Panjabi, Modern Hebrew, Polish, Italian, Urdu and Mandarin Chinese the last sitting of the current exams will be in summer 2018. From summer 2019 all students will therefore take the new specification exams in these languages.

Will AQA be offering a GCSE Short Course for the new specifications?

There can be no overlap of assessment between a Full Course and a Short Course, so a Short Course would have to be a separate qualification. As the numbers for Short Courses are currently very small, we will not be offering a Short Course in the new specifications.

We find the grade descriptions in the current specifications really useful for teaching and learning. Will there be grade descriptions in the new GCSE specifications?

Grade descriptors are produced and owned by The Office of Qualifications and Examinations Regulation (Ofqual). They have now published grade descriptors for the new French, German and Spanish specifications. They can be accessed here: <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>

Ofqual have explained that the descriptors will be different from 'grade descriptions', which apply to GCSEs graded A* to G. The descriptors aim to help teachers understand the likely level of performance expected at a selection of grades in the new GCSEs. They give an indication of the expected mid-point performance at grades 2, 5 and 8. International performance descriptors have been used to inform the development of these descriptors. However, the content of the descriptors is based on the relevant subject content published by the Department for Education. This can be accessed here: <https://www.gov.uk/government/collections/gcse-subject-content>

The descriptors are not designed to be used for awarding purposes. Statistical predictions will be used to set grade outcomes at whole subject level. This is a development of the awarding process used at present for GCSEs graded A* to G.

For more information on how grade standards will be set for the new GCSEs, please see <https://www.gov.uk/government/news/setting-standards-for-new-gcses-in-2017>

You are raising the bar and appear to be requiring the content and skills previously delivered at A-level to be taught at GCSE.

When the Secretary of State for Education announced in 2013 a comprehensive reform of GCSEs in general, the DfE stated that 'We are reforming the content of GCSEs to make them more challenging so pupils are better prepared for further academic or vocational study, or for work'.

The revised Subject Content for Modern Languages which has been published by DfE reflects that intention. We hope that the specifications and specimen assessment materials that we have published reassure you that that whilst the demands may have increased, the reformed GCSE will be accessible to the full range of students.

The DfE Subject Content is a detailed briefing document which exam boards use to develop a specification. It also includes the prescribed grammar lists for each language and these are the same across all exam boards. To have a look at what is in the DfE Subject Content please see gov.uk/government/uploads/system/uploads/attachment_data/file/400854/GCSE_modern_foreign_languages_January_2015.pdf.

Prior learning expected (see requirements in the Subject Content) – what happens if students do a language which they haven't studied at KS2 or KS3 and haven't therefore acquired all of that prior learning? Is the expectation that any language they study at KS4 will have been studied by them at KS2 and KS3 too? Will they be disadvantaged if not? Senior schools have no control over what was done at KS2.

The learning of a language is cumulative and progressive in content and language. The prior learning requirement, set out in the Subject Content, is meant to indicate that a KS4 qualification will demonstrate progression from KS2/3 in these particular elements. Students may indeed not have studied a particular language at KS2/3 and it is not a requirement of study at KS4 that they must have done so. The content and language that are required at KS4 are set out in the specification. It includes the grammar requirements and the core vocabulary to be studied.

What are the guided learning hours for the new GCSE specifications?

The guided learning hours for the new GCSEs are 120-140 hours.

Will students with special educational needs be eligible for extra time in the exams?

Schools and colleges should continue to apply for access arrangements, in the same way as they do for the current qualifications.

Will there be an appeals process if AQA are marking the Speaking and Writing papers?

Yes, remarks will be available via the normal post results services in every exam series.

What is the position regarding dictionary use?

Students are not allowed to have access to a dictionary when taking any assessment or during any period of formal preparation time prior to such an assessment. This is stipulated in Ofqual's Subject Level Conditions and Requirements and applies to all exam boards.

Will it be possible for students to achieve Grade 5 if they can use only one tense?

In both Listening and Reading papers, students will be expected to deal with questions which require understanding of more than one time frame. Access to the upper mark bands in both Writing and Speaking will require students to demonstrate an ability to refer to more than one time frame.

How important will translation skills be for the new GCSE? How will the translations be marked?

Translation is a requirement of the new Subject Content and will be assessed in the Reading and Writing tests.

In the Reading test, there will be a translation from the target language into English (a minimum of 35 words at Foundation and 50 words at Higher) and this will account for 15% of the overall marks awarded for Reading. For GCSE Mandarin Chinese, section B will contain a translation from Chinese (Mandarin) into English (a minimum of 35 characters for Foundation Tier and 50 characters for Higher Tier) and this will account for 15% of the overall marks awarded for Reading.

In the Writing test, there will be a translation from English into the target language (a minimum of 35 words at Foundation and 50 words at Higher) and this will account for 20% of the overall marks awarded for Writing. For GCSE Mandarin Chinese there will be translation from English into Chinese (Mandarin), requiring a minimum of 25 words at Foundation and 40 words at Higher) and this will account for 20% of the overall marks awarded for Writing.

The mark schemes published with the specimen assessment materials demonstrate how the translations will be marked.

Are students able to resit exams in any of the four skills?

We have now had confirmation that students can carry forward their Speaking marks (just as they can at AS and A-level) since the Speaking tests are classified as non-examination assessment (NEA) and all NEA results can be carried forward. Any students wishing to resit other units will need to resit all three of the others (Listening, Reading and Writing) in the next (or later) exam series. Only the NEA Speaking test marks can be carried forward.

TIMETABLE

Will the Listening, Reading and Writing papers be conducted in one sitting in the summer exam timetable?

The co-ordination of timetables is carried out by JCQ (Joint Council for Qualifications) in conjunction with the exam boards. We would not envisage more than two papers being taken in any one session. Teachers are able to comment on draft timetables in the spring term annually via AQA's website: aqa.org.uk/exams-administration/dates-and-timetables

Will the Listening and Reading exams be on the same day as currently?

This is yet to be decided (see above).

When will the exact period for conducting the Speaking tests be specified?

The dates will be published for each year's tests on the exam timetable in the 'notes' section for that series and will take place over a five week period. The length of the 'window' of time to carry out the Speaking tests is common to all exam boards and is an Ofqual stipulation for the new MFL GCSEs.

GRADING AND ENTRIES

Will the Uniform Mark Scale (UMS) still be used in the new grading system?

No. In modular specifications students can take the module/ unit exams in different exam series. Papers for a particular unit may vary slightly in levels of difficulty. For example, a mark of 45 in summer 2012 may have represented the same level of achievement as a mark of 48 in summer 2013. Uniform marks are used to put the marks from different series on a common scale so that both 45 (from 2012) and 48 (from 2013) have the same value when contributing to an overall grade. The current specifications have continued to use uniform marks even though students now have to take them in a linear fashion. Before 2011 most modern foreign languages GCSEs, with the exception of AQA's modular specification, were linear. However, these specifications also used uniform marks because students could mix tiers. Uniform marks allowed the marks from Foundation Tier and Higher Tier to be put on a common scale.

Most specifications in other subjects were linear and did not use uniform marks. The same will apply to the new GCSEs. Students' overall subject marks, and the overall subject grade boundaries, will be calculated by adding together the relevant component marks, although in some cases those marks may need to be scaled in order to give the components the correct weightings.

For example, suppose that there are two components each weighted at 50%, and suppose component 1 is marked out of 40 and component 2 is marked out of 50. Then, before the component marks are added together, component 1 needs to be multiplied by $\frac{5}{4}$, or 1.25, in order to give it the correct weighting of 50%.

How is the new grading structure going to work?

A new system for grading all of the new GCSEs is being introduced by the government. The exams regulator

Ofqual has confirmed how grading will work when new GCSEs are awarded for the first time (in English language, English literature and maths in 2017, with GCSE French, German and Spanish and other subjects following in 2018, with the same grading system). Bengali, Panjabi, Modern Hebrew, Polish, Italian, Urdu and Mandarin Chinese will be awarded for the first time with the new 9-1 grading system in 2019.

The new GCSEs will be graded 1 to 9, with 9 being the top grade. Ofqual has consulted on proposals for how standards should be set for them, and how the grading scale should work.

- They have confirmed that broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.
- For each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.
- The bottom of grade 1 will be aligned with the bottom of grade G.
- Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. This will mean it will be of greater demand than the present grade C, and broadly in line with what the best available evidence tells the government is the average PISA performance in countries such as Finland, Canada, the Netherlands and Switzerland.
- For MFL a student who takes Foundation Tier assessments will be awarded a grade from 1 to 5, or be unclassified. A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher Tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

GRADING THE NEW GCSES IN 2017 – A VISUAL EXPLANATION

gov.uk/government/uploads/system/uploads/attachment_data/file/377768/2014-09-12-grading-the-new-gcses-in.pdf

For more information about the grading of the new GCSEs, please see the earlier response about the new grading system.

GRADING THE NEW GCSES IN 2017 – KEY POINTS LEAFLET

gov.uk/government/uploads/system/uploads/attachment_data/file/377769/2014-09-12-grading-the-new-gcses-in-2017-leaflet.pdf

NEW GRADING STRUCTURE

gov.uk/government/uploads/system/uploads/attachment_data/file/460142/new_gcse_grading_structure.pdf

9 TO 1: THE NEW GRADES FOR GCSES IN ENGLAND

<https://www.gov.uk/government/news/new-gcse-9-to-1-grades-coming-soon>

Do you know the grade boundaries for the specimen assessment materials yet?

Grade boundaries are only available once students have taken a live examination. Grade boundaries are never available for untrials specimen papers as these papers have not actually been taken by students and have not been through the necessary marking and awarding process to decide where the grade boundaries lie. This applies to all subjects and all levels.

We will publish exemplar marked work, with senior examiner commentaries, across the ability range to help

teachers understand the requirements of the new exams. Ofqual have confirmed how grading will work when the new GCSEs are awarded for the first time. The approach in that first year will draw heavily on statistical evidence to make sure that there are clear 'anchor points' from the old system to the new. This will ensure students are not disadvantaged, or advantaged, because of the introduction of the new qualifications, and will provide some certainty about what to expect at this time of significant change.

How are grade boundaries set?

As in the outgoing specifications, all awarding bodies set grade boundaries at the end of the exam process, after the papers have been marked by examiners. This is due to the variation in student ability, and in the level of difficulty between each exam paper and series.

It is only at this end stage of assessment that results become comparable across exam series and different groups of students, and grade boundaries are set to reflect this picture. The result is that students who perform at the same level are awarded the same level of achievement, no matter when they did the exam, or at which school.

What matters is that your students perform to the best of their ability in the exam; the grade boundaries will then ensure that they get the right grade. You can find out more about how we award grades by [watching this short video](#)

(<http://www.aqa.org.uk/about-us/what-we-do/getting-the-right-result/how-exams-work/making-the-grades-a-guide-to-awarding>)

or reading [A basic guide to standard setting](#)

(<http://store.aqa.org.uk/over/pdf/GUIDETOSTANDARDSETTING.PDF>).

Where can we see the grade boundaries from previous exam series?

You will find these [on our website](#), for exams that have already been sat and awarded.

Are we no longer allowed to mix tiers? Is that the same now for all exam boards?

Students must enter for all four skills at the same tier. When Ofqual consulted on the exact assessment arrangements for languages, whilst they accepted that there are arguments in favour of mixed tiers, its proposal in the consultation was that mixed tiers should be prohibited. This is the same for all exam boards. Because the new GCSEs will be linear, uniform marks will no longer be used in the new specifications. If students were allowed to mix tiers in GCSE MFLs, these subjects would be the only ones still to need to use uniform marks. This anomaly could be confusing for schools and colleges, students and users. Taking all of this into account and the fact that only small numbers of students have mixed tiers in the current and previous specifications (about 10% of the entry) the exam boards agreed with Ofqual's proposal.

Can we decide on the day of the exams which tier a student should be entered for?

Remember that students must now enter for all four skills at the same tier, so you would have to make the same tier of entry decision for all four skills. Although AQA does allow late change of tier of entry, there is a charge for this and we would recommend that it is in the interests of students for them to know well in advance of the date of the assessments which tier they have been entered for.

Considering that students have to do either Foundation or Higher for all papers, what happens if students don't get the 4 grade at Higher in one skill? Do they get 0 for that paper?

Grades will not be reported at individual component level; students will be awarded an overall grade based on their performance across all four papers. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

How much overlap is there between the Foundation and the Higher Tiers?

Ofqual requirements state that there must be overlap between the two tiers, in all of the assessments. In the Listening papers, 13 marks are common to both tiers (out of 40 for Foundation and 50 for Higher) and in Reading it is 15 marks (out of 60 for each tier). In Speaking it is 30 marks (out of 60 for each tier) and in Writing it is 16 marks (out of 50 for Foundation and 60 for Higher).

I've heard that the current languages GCSEs won't count towards the Ebacc from 2018. Is that true?

The following is a link to the Department for Education's (DfE) guide to Progress 8 measures; on page 9 of this document you can find a link to the list of qualifications that count towards the Ebacc.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/493332/Progress-8-school-performance-measure-January-2016.pdf

As soon as a reformed GCSE is introduced in the performance tables, then an **early entry** to the unreformed GCSE in the same subject will not count in the performance tables. This means that the current (ie unreformed) GCSE French, German and Spanish qualifications will continue to count in the performance tables until the new, reformed GCSEs for these languages are introduced into the performance tables; this will be in 2018. This means that if a student enters in 2017 for one of these current GCSEs and 2017 is the year in which they are in year 11, then this GCSE **will** count towards the performance tables. However, if they are entered in 2017 for these current GCSEs and are only in year 10, then this GCSE **will not** count towards the performance tables because in 2018, when they reach year 11, the reformed GCSEs in these languages will have been introduced in the performance tables and these will be the only GCSE qualifications in these languages which can count in 2018.

For GCSE Bengali, Panjabi, Modern Hebrew, Polish, Italian, Urdu and Mandarin Chinese if a student enters in 2018 for one of these current GCSEs and 2018 is the year in which they are in year 11, then this GCSE **will** count towards the performance tables. However, if they are entered in 2018 for these current GCSEs and are only in year 10, then this GCSE **will not** count towards the performance tables because in 2019, when they reach year 11, the reformed GCSEs in these languages will have been introduced in the performance tables and these will be the only GCSE qualifications in these languages which can count in 2019.

What is the situation for small entry languages GCSEs?

AQA currently offers GCSEs in Bengali, Panjabi, Modern Hebrew, Polish, Italian, Urdu and Mandarin Chinese. We have developed new GCSE qualifications in these languages for first teaching in September 2017, first exam in June 2019. These languages have been developed in line with the French, German and Spanish GCSEs. The Ofqual-accredited specifications and specimen materials are now replacing the draft versions on the [language specific pages on our website](#).

THEMES

How did you design the content for the new Themes?

We worked with a wide range of practising teachers to pick out the most popular aspects of the current specification if they fitted under these new Themes and at the same time, we brought in some new and more engaging content.

Are the three Themes the only Themes?

The three overarching Themes are prescribed in the new Subject Content. Within each Theme, exam boards decide what topics need to be taught and AQA's content can be found in our specifications.

Which customs and festivals will be tested?

The vocabulary lists provide you with guidance on the main festivals but there is plenty of scope for teachers to explore any cultural aspects you choose with students.

A lot of the content seems similar to the current AS topics – will the depth of knowledge be different?

We have tried to ensure that we have a balance of topics which are of personal interest to students but at the same time we have included some more challenging topics such as social issues and global issues to broaden the scope of the content. The depth of knowledge required will be appropriate for students studying at this level.

Are there any topics from the current specification that will no longer feature on the new specification?

We have retained some of the content from the current specification because it is popular with students and teachers. For the full breakdown of the three Themes, please refer to the specification document.

How do teachers know the scope of the sub-topics?

Teachers are advised to look at the vocabulary lists in the specification which provide guidance.

Are all three Themes covered in each component/exam?

Yes, each exam will cover all three Themes.

VOCABULARY

Will you provide a list of vocabulary that students need to know for Foundation Tier and Higher Tier assessments and will these apply to all four skills?

Vocabulary lists with English translations are available in the specifications and will apply to all four skills.

What sort of words will you be testing which aren't in the vocabulary lists in the specifications?

At Foundation Tier, we will be testing words which are common or familiar. These could be words which students know from their prior study or words which are cognates, near cognates or which can be accessed through the communication strategies in the specifications. At Higher Tier, we will be testing words which are less common or familiar than those tested at Foundation Tier. Again, students will be expected to use the knowledge from their prior study and communication strategies in the specification to access these words.

Will vocabulary lists be available in Excel, making their input into vocabulary builders easier?

Our new specifications are available in digital form. Vocabulary lists are provided as part of the digital specifications meaning that teachers can copy and paste the content into other systems.

How can we prepare students to be able to access unfamiliar vocabulary?

There is a whole section in the specification (3.4) which covers communication strategies which will help students cope successfully with unknown words. These strategies should be incorporated into teaching and learning for the new GCSE.

Do you use traditional or simplified Chinese in the new GCSE Mandarin Chinese exams?

Simplified characters are the official written form of Mandarin and we produce our papers in the language used in mainland China.

LISTENING

Is it correct that unlike the other GCSE languages, GCSE Chinese has no questions and answers in the target language?

Yes. This is prescribed in the Department for Education subject content.

Will the target language questions in the Listening exams also be applicable for Foundation students?

Yes, there will be questions in the target language at both tiers as required by the Subject Content prescribed by the Department for Education.

Will questions and answers in the target language be multiple choice or will they require full sentence answers?

Questions in the target language may require a range of responses including selecting letters and numbers, and writing words, phrases and short sentences.

Will the rubrics for questions and answers in the target language be in English or in the target language?

The requirement of the Subject Content is that the rubrics for questions in the target language must be written in the target language.

Will spelling mistakes be penalised in Listening?

Responses in the Listening exams will be assessed only for their understanding of the spoken language. They will not be assessed for quality of language, but purely for comprehension. This applies to answers both in English and in the target language.

If we are testing Listening, why are some of the answers in the target language? Isn't that testing Writing at the same time?

It is a requirement of the Subject Content that there are questions and answers in the target language in the Listening and Reading exams. As mentioned previously, in the Listening test, responses will be assessed only for their understanding of the spoken language.

When responding in the target language, can students write what they have heard on the transcript or do they need to paraphrase?

Students will not be required to paraphrase text they have heard, although they may sometimes need to manipulate text (for example, change a verb from an active form to the infinitive). As long as their answer communicates the information required by the question, credit will be given.

Will students still be able to write notes during the 5 minutes' reading time before the Listening test starts?

Yes. Students will find it particularly useful for the questions in the target language (Section B) where they may need to use the communication strategies to help them understand any unfamiliar language.

Are there sound files to accompany the GCSE specimen listening tests?

Yes, these can be found at aqa.org.uk/subjects/languages/gcse/language-XXXX [specification code]/Assessment resources for our first set of specimen papers; the additional set of specimen papers, including the sound files for the listening tests, can be found on Secure Key Materials area of e-AQA/GCSE/Languages/Language/Additional Specimen Assessment materials.

Will there be video recordings in the Listening tests?

No, the recording for the Listening test will be in audio format, as it is currently.

Why is the total number of marks different at Foundation and Higher? And why are they different from those for Reading?

The weighting for both papers is the same. Any difference in the total marks will be scaled up to maintain the equal weighting for each paper. In Listening, there is a specified time limit for the length of the recording from Ofqual which means that we have to consider very carefully the requirements of the tasks and also how many marks are targeted in the time allowed. For example, if we had set the Foundation Listening out of 60 marks to match the Reading paper, this could impact on our ability to set an appropriate number of questions within the time available and could lead to poor assessment design by trying to get too many marks out of particular listening items. This is something we considered very carefully during the development of the specification and our decision was to have mark totals of 40 and 50 for Listening to reflect the time allowed for these tests and also to ensure that the tasks were manageable for the students.

In Listening, will the most demanding questions be at the end of the paper?

AQA's approach to structuring assessments is peaks and troughs within a steady incline of difficulty within a section to encourage students to continue answering questions up to the end of the test. This is the same approach as in the legacy question papers.

SPEAKING

GENERAL

What do you mean by non-exam assessment?

Ofqual refers to any assessment which is not an examination taken on the same day, at the same time, by all students as 'non-exam assessment' (NEA). Therefore the GCSE Speaking tests are classed as NEA as there is a prescribed window of up to five weeks in which to conduct the tests.

What training will be available to teachers to conduct the Speaking tests?

We are providing lots of support and guidance on the conduct of the Speaking test. A summary of how to conduct the Speaking tests was available at the free Preparing to Teach meetings for French, German and Spanish and this is available on eAQA (Secure Key Materials). Detailed training on how to conduct the Speaking tests is also available online on the AQA website; this training is also free of charge. New exemplar marked work with commentaries is also available for the French, German and Spanish Speaking tests.

New exemplar marked work with commentaries will also be available for Bengali, Panjabi, Modern Hebrew, Polish, Italian, Urdu and Mandarin Chinese via eAQA (Secure Key Materials) during the summer term 2017 – see the [Professional development section](#) of our website for dates and further information about the online Preparing to teach training for these languages.

How can there be a Speaking 'paper'?

For Speaking, the term 'question paper' refers to the confidential assessment materials provided by AQA to schools and colleges in advance of the testing period.

For Speaking are we having Foundation and Higher papers?

Yes. Question papers will be available for both Foundation and Higher tiers.

Who chooses the types of stimulus used in the GCSE Speaking test?

Each exam board will specify the exact format of its Speaking tests. This is illustrated in the specifications and specimen materials.

Will there be just one Speaking test for each student?

Yes, students will take one Speaking test.

Are the Speaking tests to be conducted by teachers or external examiners? Can we request a visiting speaking examiner?

The Speaking test is conducted and recorded by the teacher. It is marked by AQA. It is not possible to request a visiting examiner for GCSE Speaking tests.

Are all Speaking recordings sent off to AQA – not just a sample?

Recordings of Speaking tests for all students are submitted to AQA for marking as the new specification is 100% external assessment.

What are the supervision arrangements for the Speaking tests?

Students preparing for their Speaking test must be supervised by an invigilator in a specified area to avoid any contact with unauthorised material or contact with other students. They must also not be in a position to hear the student being tested. There is no restriction on contact between students who have already taken their test within the test period and those students yet to complete it.

Does being able to open the confidential materials ‘three working days prior to the Speaking exam’ mean three working days before the start of the five week test period or three working days before teachers are actually conducting the tests in their school/college?

Teachers can open the confidential materials up to three working days before the start of the five week test period if they so wish.

Do teachers choose the length of preparation time?

No, this must be the same for all students, ie 12 minutes. Ofqual’s Subject Level Conditions and Requirements state that the preparation time must be between 10 and 12 minutes; so, in order to ensure a level playing field for all students and to help you with the logistics of administering Higher tests which may last for 12 minutes, we have stated that the length of the preparation period for all students must be 12 minutes.

What do you mean by ‘candidate order’ on the sequence chart for the Speaking test?

Because there are two sequence charts, one for Foundation and one for Higher Tier, we would suggest testing Foundation students separately from Higher tier students to avoid any potential confusion with materials and requirements. However, this is ultimately a decision for an individual teacher conducting the tests. The actual order in which you test your students is entirely up to you. There is no requirement to test in alphabetical or candidate number order, for example. The first Foundation student tested by each teacher is number 1 in the Candidate Order column on the Foundation Tier sequence chart, the second is number 2, etc. The first Higher tier candidate tested is number 1 on the Higher Tier sequence chart and so on.

Will students be allowed to use a sheet with prompts as they currently can with controlled assessment?

Students can use the preparation time to write notes for both the role-play and the photo card and these notes can then be used by the student during these tasks. These notes must be made on the MF L Additional Answer Sheets which can be photocopied from the *Instructions for the Conduct of the Speaking Examinations* document, to be published on the AQA website. Teachers will then collect the notes from the student before starting the General Conversation. Notes should be retained by schools/colleges until results day, after which they should be disposed of.

What range of time frames do students have to refer to during the Speaking test?

In the Foundation test, the role-plays are designed so that students only have to refer to the present (though if they respond to a task referring to another time frame, and that response is appropriate, then that is fine); in

the photo card, one of the five questions will require the student to refer to a time frame other than the present and in the General Conversation, students aiming for the highest marks should make reference to past, present and future events.

In the Higher test, there will be at least one task in the role-play which gives the student an opportunity to refer to an event which is either in the past or the future; in the photo card, two of the five questions will require the student to refer to a time frame other than the present and in the General Conversation, students aiming for the highest marks should make reference to past, present and future events.

Why are students required to ask a question in the role-play and then another one in the General Conversation?

It is a requirement of the Subject Content that students ask more than one question during the Speaking test. We know that formulating questions is a challenging task for students, so we did not want to make it a requirement for them to ask two questions in the role-play. We have, therefore, introduced a requirement for students to ask a question at some point during the General Conversation. This requirement is brought to the attention of students in the instructions on their stimulus cards and we also remind teachers in the Teacher's Booklet to prompt a question if one has not been asked.

Are retakes of GCSE Speaking tests permitted?

Students may attempt the Speaking test only once in each series. Students who wish to resit the Speaking test must resit all four units in the following series.

What if recordings fail due to technical issues?

In the event of a technical malfunction, the student concerned should be re-tested within the allocated period, using a different set of materials. Full Instructions for the Conduct of the Tests will be published and online training will be made available on our website to help teachers to conduct the tests.

In the mark scheme for Speaking, do the levels equate to the new GCSE grades 1-9?

No, the levels in the mark scheme do not equate to the GCSE numerical grades. This level of response mark scheme uses numbers to differentiate between levels of performance and to demonstrate progression.

How can we make accurate grade predictions if we are not marking the Speaking test?

Schools/colleges will no longer be required to submit estimated grades for each student (see: [aqa.org.uk/exams-administration/exams-guidance/estimated-grades](https://www.aqa.org.uk/exams-administration/exams-guidance/estimated-grades).)

In the current specifications in French and Spanish the near future is credited as a present tense, rather than as an 'other' or future tense. Will this be the case in the new specifications too?

In the current specification, both the immediate future and future are classed as two different tenses. However, in the new specification we are dealing in time frames, so the present tense can be used to make a reference to the future eg in Spanish *este viernes voy al cine* would be a correct reference to a future event and in French, a sentence such as *le week-end prochain, je vais au cinéma avec mes amis* totally satisfies the criteria for a future time frame/reference.

In the current specification, the use of the future tense and the conditional tense counts as two tenses; what is the ruling for the new specification?

In the new specification, the requirement is for the student to refer to several time frames, rather than tenses, so in this example such usage would be a reference to one time frame only – ie the future. The use of different tenses does, however, contribute towards the Range and accuracy of language marks.

My students speak with an accent which is not Castilian and use some words which are not Castilian, because I have taught them and I am from South America. Will they be penalised for this?

No, there is no change from our current Spanish specifications where both are accepted.

My students speak Sylheti. Will this be OK for the new GCSE Bengali exams?

All the GCSE Bengali exams are for standard Bengali, not Sylheti, and students should be made aware of this. As long as students communicate the required information in an understandable way for a speaker of standard Bengali, particularly in speaking and writing, they will be credited.

We're not clear what you mean when you refer to 'repair strategies' in the assessment criteria Notes for marking the Speaking tests.

'Repair strategies' are mentioned in the DfE's Modern Languages Subject Content ('Students are expected to speak ... sustaining communication by using ... repair strategies') and they refer to the ways in which students resolve communication breakdowns in speaking. Types of repair strategies include asking questions for clarification, repeating, requests for repetition, requests for definition or explanation, self-correction, etc.

What can we do if we have no teacher at our school/college to conduct MFL Speaking tests?

Please note that the following guidance does NOT apply to GCSE specifications with controlled assessment (outgoing GCSE French, German and Spanish specifications with final examinations in summer 2017 and outgoing GCSE Chinese, Urdu and Italian specifications with final examinations in summer 2018).

Where a school/college has no teacher to conduct tests in a particular language and wants someone other than a teacher to come in to their school/college to conduct the Speaking test, the school/college must contact AQA Irregularities and Malpractice: irregularities-n@qa.org.uk, tel. 0161 958 3736.

Where a school/college has no teacher to conduct a test in a particular language, wants the student(s) to go to another school/college to take the speaking test and has the agreement from the other school/college for the student(s) to go there to be tested, then there is no need to inform AQA. The two schools/colleges should liaise to ensure that the assessment materials are kept confidential and that the recording is kept separate and secure and sent to the appropriate examiner (ie the one for the school/college making the entry for the student concerned).

What do we need to do after the Speaking tests are completed?

Please refer to the detailed instructions in the *Instructions for the Conduct of the Speaking Examinations* which will be made available on the AQA website and as part of the online training for conducting the Speaking exams. Some key points to remember for after the tests are completed follow here, for quick reference:

- Each student's recording must be saved as an mp3 file.
- All recordings must be transferred either to a memory stick or to a CD.
- The filename must contain the component code, centre number and candidate number, eg. 8698SF_55217_0041.mp3.
- In addition, the centre number and component code should be written on a CD with an indelible pen. Do not use a sticky label. Similarly a memory stick must have a tag attached.
- As soon as all the tests are completed for the centre, the memory sticks/CDs must be sent to the AQA examiner together with the Attendance List. This must be done within one working day of the last date of the five-week period at the latest.
- You are advised to keep a copy of the recording in case of loss in the post or damage to memory stick/CD in transit. Ensure the memory stick/CD is packaged carefully, using bubble wrap or padding.

Will teachers get feedback forms after results day for Speaking?

No. Feedback forms are only provided for internally assessed components. There will be lots of helpful advice for teachers in the *Report on the Examination* which is available after each exam series in e-AQA. Online training for teachers on the conduct of the speaking test is available via the AQA website.

ROLE-PLAY and PHOTO CARD

Is the teacher allowed to rephrase the questions or adapt the script in the role-play and photo card?

In the role-play, teachers may change the target language phrases **only if** the student's previous response makes them inappropriate. However, if key vocabulary is supplied, students cannot be rewarded for it.

In the photo card task, teachers can paraphrase the questions provided the same meaning is maintained. It is also acceptable to repeat or paraphrase a question that the student does not understand and has not already attempted.

During the teacher preparation time before conducting the tests, you should look at the questions carefully in advance to see if you might want to change the wording of some. For instance, in Spanish *Internet* instead of *la Red*; in German *Stadtmitte* instead of *Stadtzentrum*; in French *ami(e)* for *copain/copine*. In practice, this is likely to relate only to the unprepared questions not on the student card, as the student will have prepared answers to the first three questions in the preparation time. Paraphrasing one of the prepared questions may prove off-putting to the student.

How many role-play and photo cards will each student discuss?

Each student will complete one role-play and one photo card. There is no choice of card for students.

Do students have a choice of role-play and photo card?

No, AQA specifies the sequence of role-plays and photo cards and each student will be offered one card only for the role-play and for the photo card. The sequencing table can be found in the Teacher's Booklet (which is part of the Speaking specimen materials).

From the sequencing table it looks as though first we do the role-play, then the student's chosen Theme for the General Conversation, then the photo card and then the second Conversation Theme. Is that correct?

No. The order of the test is: role-play, photo card and finally General Conversation. The purpose of the sequencing table is to illustrate which stimulus cards you give to each student. You do not have to test students in candidate order number and the table refers to the sequence in which students are tested by each teacher, not for the school/college as a whole. If you have a break in testing, eg lunch or overnight, the sequence should be restarted at the next number in column 1, so if you stopped after candidate 2 for a break, you would start again at candidate 3. If there are more candidates than the table allows for, you should start again at number 1.

What happens to the sequence of candidates if Foundation and Higher candidates are examined on the same day?

There is one sequence chart for Foundation tier students and another for Higher tier students. If for example, you have seven students taking GCSE Spanish in your school/college, four of whom are Foundation tier students and three Higher tier students, you must follow the first four rows in the Foundation sequencing table for the Foundation students and then the first three rows in the Higher sequencing table for the Higher tier students.

Are the questions on the role-play and photo card in the target language?

Apart from Chinese, for the role-play, the instructions to the student are in English; the tasks are in the target language. The three questions on the student's copy of the photo card are in the target language. For Chinese, all instructions and tasks are in English.

Will certain Themes/topics be specified for the role-plays and photo cards?

The three Themes in the specification will be covered across the speaking test as a whole.

I am worried about my students discussing the content of the role-play and photo cards with their friends. What are the rules about this?

As the speaking tests take place over a period of five weeks, students must not divulge the content of their speaking test to anyone until the end of the speaking test period when the materials cease to be confidential. The JCQ regulations and Candidate Warning Notice cautions students against exchanging, obtaining, receiving or passing on information by any means of communication or passing on rumours of exam content from another candidate. This would constitute malpractice and penalties would apply. It is the responsibility of teachers preparing students for the speaking test to make sure students are aware of this warning notice and the implications of breaching it. A copy of the notice is provided in the Instructions for the Conduct of the Examinations in Appendix A and a copy will also be included as part of the confidential materials in each series. Teachers are advised to display the notice prominently in the preparation area and conduct room.

ROLE-PLAY

In the role-play, if the task given to the student specifies, for example, ‘two details’, but the student only gives one detail, can the teacher ask for another detail?

In such role-plays, the teacher’s script states ‘Elicit **two** details.’ So, if the student only gives one detail, the teacher is permitted to elicit the second detail by asking, for example, ‘And ...?’ or ‘Anything else?’, etc – in the target language.

In the role-plays, where the question from the teacher consists of two parts, should I ask these separately or at the same time?

Good practice would be to ask them separately so as not to overburden the students’ memory. In the final specimen materials we have put three dots in between the individual questions to make it clear that teachers should ask the questions one at a time. Information on this, alongside more detailed guidance on conducting the Speaking tests, is available in the Preparing to Teach meeting materials, available on eAQA (Secure Key Materials) and in the free online Speaking training.

Why is there a mix of formal and informal role-plays?

It is a requirement of the Subject Content that students be exposed to appropriate social conventions, including informal and formal address and register.

What will the penalty be if a student uses the wrong form of address?

Role-plays are marked for Communication and for Knowledge and use of language. A wrong form of address would be highly unlikely to affect the mark for Communication and would not necessarily incur a penalty for Knowledge and use of language; it will depend on the quality of the rest of the language used by the student in the role-play overall.

With the student’s question task in the role-play, how much leeway is there? Are you expecting that just one particular question will be asked, or can it be any question that is relevant?

Any question which is appropriate will score the mark. Some role-plays are designed so that a particular question is expected, but the student has individual choice over the language he/she uses to ask that question. In other role-plays the student has more choice over the question he/she asks.

Do the positions of the unpredictable task and the question task vary from role-play to role-play?

Yes, this will vary depending on the individual role-play and where they fall naturally. The unpredictable task will never be the first task because we feel this would be too challenging; the question task however could be the first task if that fits with the scenario of the role-play.

I know that the role-play is supposed to take about two minutes, at both Foundation and Higher, but what happens if it takes longer (or is shorter)?

Two minutes should be long enough for most students, but, because of the nature of the task, this is a suggestion only and the role-play does not have to be timed - it takes as long (or as little) as each student needs and there is no cut-off point as far as marking is concerned. The photo card task and the General Conversation are timed (maximum 2 minutes at Foundation and 3 minutes at Higher for the photo card and 3-5 minutes at Foundation and 5-7 minutes at Higher for the General Conversation), so we would recommend most strongly that you have a stopwatch in the exam to time the photo card and to start it again for the General Conversation.

I am really worried my students may not understand the role play prompts – any advice?

Following the Ofqual decision that all tasks in Speaking and Writing had to be in the target language, we worked very hard to ensure that the student tasks in the role-plays were as accessible as possible, building on prior study and including cognates/near cognates where possible, particularly at Foundation Tier. If you look at the specimen papers on our website, we are sure you will be reassured by our approach.

For GCSE Chinese, all instructions and tasks are in English.

What happens if my student goes on to develop the answer in the role-play?

Students should be advised to complete only the task required by the prompt. There is no extra credit for developing answers in this part of the test. A teacher should be ready to interrupt in the test if a student does go on to provide more information than is required by the task.

What is meant by ‘partially conveyed’ in the assessment criteria? Can you give an example?

A task which requires two details would be awarded one mark if one of the details was omitted. Teachers can however prompt a student to give another detail. For example, if the task was ‘Give two details about school uniform’ and only one detail was given by the student, then the teacher could ask in the target language ‘And’, ‘Is there anything else?’ and the student can then give the second detail. There is no impact on the marks if the teacher has to prompt the second detail in this way – full marks can be awarded for the task.

Is there any dependency between the mark for Communication and the mark for Knowledge and use of Language?

There is no mechanical dependency but there will inevitably be some correlation between the two marks. Please see the exemplar marked role plays and commentaries in the published mark scheme for your language(s).

How many elements will the teacher ask for in the unpredictable task?

At Foundation the teacher will only ask for one reason, detail, opinion, etc. At Higher this will vary, depending on the task. Please see the specimen materials for more details.

PHOTO CARD

In the photo card part of the test, if the teacher realises that the student has not developed enough answers to gain access to the higher mark bands in the assessment criteria, can he/she ask supplementary questions to those in the Teacher’s Notes?

No. Whilst the teacher can repeat a ‘Why’ question which is already on the Teacher’s Notes, if the student does not answer it, it is not permissible for the teacher to ask supplementary questions which are not printed in the Teacher’s Notes. Good practice when preparing students for this task is to encourage them to write notes in their preparation time which allow them to develop as much as possible the three questions which are printed on their card, whilst ensuring that they don’t run out of time when they need to answer the remaining two (unseen) questions.

Can students use their imagination in answering the first question on the photo card, or must everything said be verifiable from looking at the photo?

Responses must be rooted in the content of the photo. However, for this task, for marks in the highest bands, examiners are looking for development and for the giving and explaining of opinions. For this reason, more able students should be encouraged to complement factual description with opinions about the people and activity depicted in the photo; this could also encompass conjecture, eg 'I think the weather is hot because the people are wearing t-shirts'

In the Photo card criteria, what do you mean by 'nearly all' in terms of how many questions have been answered?

'All' is all five questions, 'nearly all' is 4, 'most' is 3 or more, 'some' is 2.

If a student completes the photo card in less than the maximum time, can they still get a mark in the top band?

Yes as long as all aspects of the assessment criteria in this band are met.

If the photo card takes less than the maximum time (2 minutes at Foundation tier and 3 minutes at Higher tier), should the General Conversation be extended?

No. The General Conversation section is timed separately and should not exceed 5 minutes at Foundation tier and 7 minutes at Higher tier.

What is a development in the photo card task?

Any development of an answer has to be in the form of a clause, ie it must include a verb. The maximum time for the photo card task is two minutes at Foundation and three minutes at Higher. Although it is not envisaged that students will have to fill that time in order to score full marks, it is expected that, for the top band, most answers will be developed by using several clauses.

- To score in the 13-15 band, a student must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10-12 band, a student must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7-9 band, a student must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

GENERAL CONVERSATION

Is the nominated conversation Theme chosen by us or AQA? The Speaking test as a whole covers aspects of all three Themes listed in the specification. One of the Themes for the conversation is chosen by the student in advance (though the student must not know what questions will be asked on that Theme). This can be anytime but we would recommend at least a couple of weeks before the tests to enable teachers to prepare. Many may have decided this for their mock examination. There is no need to inform AQA. The sequence table in the Teacher's booklet ensures that the remaining two Themes are covered.

Can students change their mind on the day of the test about which Theme they want to discuss first?

Yes, students can change their nominated Theme on the day of the exam if they wish but this will impact on the photo card they will be given.

Do students nominate their chosen conversation Theme before the exam starts? If so, when and how does that affect the choice of photo card?

Students will be required to notify their teacher of their nominated Theme in advance of the test. This will then allow the teacher to use a pre-determined sequence provided by AQA to allocate the photo card which will be from a different Theme. Students can nominate their chosen Theme any time in advance of the test. We would not suggest doing it on the day of the exam, because the teacher-examiner will want to prepare beforehand.

Can every student in the class choose the same Theme as his/her nominated Theme?

This is permissible and is an individual decision, but each student must be tested according to his/her ability, so we would not expect that each student would be asked the same questions (see also response below).

Can teachers look at the students' preparation for their nominated conversation Theme and devise questions on that Theme in advance?

As part of whole class teaching, students will be able to practise a range of questions for each of the Themes. However, a student must not know which questions will be asked during the test itself.

Can teachers choose which sub-topics to ask questions on in each of the two Themes?

Yes. However, a student must not know which questions will be asked during the test itself, although, clearly, a range of questions will have been covered as part of teaching and learning time. Teachers should also facilitate a genuine conversation by following up on a student's answers.

Will AQA prescribe questions for the General Conversation or will there be scope for flexibility?

Suggested questions covering the full ability range are provided for each Theme in the Teacher's Booklet as a guideline but these questions are not compulsory and teachers are free to use their own questions if they wish.

In the AQA suggested list of questions in the Teacher's booklet for the Speaking test, there are two questions per specification topic under each of the three Themes. Approximately how many conversation questions should I be preparing my GCSE candidates for per topic? For example, does 10 seem a reasonable number for Topic 1 (Me, my family and friends) in Theme 1?

The key issue is that this part of the speaking test is a conversation, not a list of questions and answers. This cannot be achieved by use of a prescriptive list of questions. The suggested questions in the Teacher's notes are just **examples** of the type of questions which could be used. We would advise teachers to follow up on students' replies to initiate a genuine conversation which provides the student with the opportunity to think on their feet and demonstrate their linguistic skills which will provide the necessary evidence to the examiner. There is more information on this in the online training on the conduct of speaking on the AQA website.

Will the example questions be changed in the Teacher's booklet for the Speaking test each year?

No, the example questions will not be changed and will remain the same for the lifetime of the specification.

With regard to the requirement for students to ask a question during the General Conversation, does this need to contain a verb, or would 'And you?' count as a question?

The purpose of the question that the student asks in the General Conversation is to elicit information; it is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the student asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher- examiner or student.

With regard to the requirement for students to ask a question during the General Conversation, could the student ask, at the start of the General Conversation ‘How are you?’

Timing (and therefore assessment) begins at the point the teacher asks the first question on the nominated theme, so if the question was asked before this point, it would not form part of the assessment. *Ça va ? / Wie geht's? / ¿Cómo estás?* etc are all questions, but as it is the teacher who starts the conversation by asking the first question on the nominated topic, it is hard to see how this would fit naturally into the conversation. We would therefore recommend that students find another appropriate question to ask the examiner at a suitable point during the general conversation, given the difficulty of integrating ‘How are you’ in a natural way into the main body of the conversation once it has already begun.

With regard to the requirement for students to ask a question during the General Conversation, would asking ‘Could you repeat that?’ in the target language meet that requirement?

No. The Speaking test mark scheme refers to the fact that students ‘may show repair strategies in seeking clarification’ and asking the teacher to repeat something, or asking them if they would slow down, etc is a repair strategy so that the student can understand what the teacher is saying. A question must elicit information, rather than repetition/clarification of something the teacher has said.

With regard to the requirement for students to ask a question during the General Conversation, does the teacher have to answer it?

The teacher should answer the question, but as briefly as possible.

For the General Conversation section of the speaking exam, if a student goes under or over the allocated time, are they penalised?

The General Conversation should last for 3-5 minutes at Foundation and 5-7 minutes at Higher. We recommend that teachers conducting the tests use a stopwatch at the start of this section of the test to ensure that you adhere to these timings. If you are still asking a question, or if the candidate is still answering a question, when the maximum time allowed has been reached, the candidate is allowed to give his/her full response even if this takes him/her beyond the maximum time and all of the work produced up to that point will be marked. No additional questions can be asked after that, and if they are, the candidate’s output from that point on will not be assessed. If a student is slightly under the allocated time, there is no automatic penalty; however, if they are considerably under the recommended timings they are unlikely to have access to the higher mark bands in the assessment criteria because they will not have produced enough language to demonstrate the evidence needed to meet the requirements of these mark bands.

The same principles will be applied to the Photo card section of the test (maximum 2 minutes at Foundation and 3 at Higher).

If a student forgets to ask the teacher a question, can this be prompted?

Yes, the teacher can say in the target language ‘Is there anything you want to ask me?’. There are reminders about this in the Teacher’s Booklet which forms part of the confidential materials.

Is there a penalty if a student doesn’t ask a question?

Yes, one mark is deducted for Communication out of 10.

In the general conversation does a student have to refer to all three time frames?

Marks are awarded on a ‘best fit’ basis and no one missing element will usually prevent a student scoring in a particular band. However, in order to score in the 9-10 band for Range and accuracy of language at Foundation (3-4 band at Higher), a student must have had a recognisable attempt at all three time frames. For the 7-8 band (1-2 band at Higher), there need only be one time frame successfully attempted.

If a student uses the perfect and imperfect tense, does this only count as one time frame?

Yes. Similarly, the use of Immediate future, future and conditional tenses all count as the same time frame. (See also questions under Writing on time frames).

What strategies can a teacher conducting the test use to ensure the student demonstrates spontaneity?

It is important to follow up on students' replies to develop a natural conversation. This will demonstrate a student's ability to use language spontaneously.

READING

Will the target language questions in the Reading exams also be applicable for Foundation students?

Yes, there will be questions in the target language at both tiers as required by the Subject Content prescribed by the Department for Education.

Will the rubrics for questions and answers in the target language be in English or in the target language?

The requirement of the Subject Content is that the rubrics for questions in the target language must be written in the target language.

When answering questions in the target language, are students required to manipulate the language into their own words?

The marks for the target language answers are for communication only and not for the quality of the student's language. Where it is appropriate to do so, students will be able to lift their answer from the stimulus text. NB GCSE Chinese has no questions and answers in the target language.

If we are testing Reading, why are some of the answers in the target language? Isn't that testing Writing at the same time?

With the exception of Chinese, it is a requirement of the Subject Content that there are questions and answers in the target language in the Listening and Reading exams. As mentioned previously, in the Reading test, responses will be assessed only for their understanding of the written language. GCSE Chinese has no questions and answers in the target language.

What type of literary texts will be set? Will they be in the English or target language sections?

The Subject Content states that literary texts can include 'extracts and excerpts, adapted and abridged as appropriate, from poems, letters, short stories, essays, novels or plays from contemporary and historical sources, subject to copyright'. They will appear in either the English or target language sections or both.

Will there be a list of the featured literary texts available?

The literary text should be treated in the same way as any other stimulus for a reading comprehension. There is no requirement for students to study specific literary texts, nor will there be a list of suggested literary texts or authors. There is no requirement to study any specific tenses for the literary texts; only those tenses listed in the specification will be tested.

In the specimen papers, all the literary texts are taken from historical sources. Will this always be the case?

No, the Subject Content states that literary texts must be taken from contemporary and historical sources, so you will see both over the lifetime of the specification. The reason why the specimen paper

literary texts are entirely historical is due to the difficulties of getting copyright permission for authors who have not been dead for 70 years. It is crucial to us to obtain copyright permissions from foreign publishers for electronic publication, so that we are able to publish full question papers on our website.

Surely translation is a Writing skill? Why is it being tested in the Reading paper?

In the Reading paper, students will be translating from the target language into English, therefore it is comprehension that is being assessed.

Is it true the translations are from Molière, for example?

No. Literary texts (adapted and abridged as appropriate) are included as part of the range of stimulus materials in the Reading test, but the translations will not be based on any of the literary materials.

Why is the translation in the Reading paper a passage at Foundation Tier? In Writing, it is sentences at Foundation Tier.

The Subject Content requires the translations in the Reading paper to be short passages. Sentences are permitted by the Subject Content in Writing.

How will the translation in Reading be marked?

The sentences will be split into sections of text and 1 mark is awarded separately for each part (no half marks are awarded). We decided not to go for an impression type mark scheme for this task because of concerns about issues of consistency and interpretation which could lead to quality of marking issues. The mark scheme gives examples of alternative answers and of text which is not essential.

In the translation into English, will the quality of the student's written English be taken into account?

There is no assessment of students' written English. As long as the meaning is clear, credit will be given.

Will students still get the marks in the translation even if they make slight spelling mistakes?

A slight spelling mistake is unlikely to prevent the mark being scored unless a word in the target language is created, eg marriage / *mariage* in French.

Do the three sections in the paper all cover different topic areas?

Each section will cover a range of topic areas and the paper as a whole will cover all three Themes.

Will stimulus texts be typed or handwritten like they were some years ago?

All stimulus texts will be typed.

Will the literary texts contain unfamiliar grammatical structures, for example the past historic in French?

No, the literary texts will be abridged and adapted to ensure they are appropriate for students at this level.

Will you 'gloss' words in the Reading texts?

If a word is fundamental to the understanding of the stimulus passage, cannot be easily expressed in another way and is unlikely to be understood by students, then we will gloss it.

WRITING

GENERAL

Who marks the Writing paper?

All four papers are externally assessed so this means that AQA examiners will set and mark all of the

assessments including Writing.

For Writing are we having Foundation and Higher papers?

Yes. Question papers will be available for both Foundation and Higher tiers.

Will the Writing task be an exam or controlled assessment?

There is no controlled assessment in the new GCSE specification. The Writing task will be an AQA set exam which accounts for 25% of the total GCSE marks.

Will the questions be set in the target language or English?

Apart from Chinese, all tasks, except for the translations, are set in the target language. This is a requirement of the Subject Content and applies to all exam boards.

Will students be able to take in some words to help with them in the Writing exam, for example transferrable vocabulary?

No, students cannot have any access to any resources during the exam itself. They are required to respond in the examination to the unseen questions on the question paper.

Why is there a difference in the total number of marks at Foundation tier and Higher tier?

This is because the tasks are different. In terms of the overall weighting, the papers at both tiers are worth 25% of the overall GCSE, so the number of raw marks doesn't affect this weighting. At Higher tier, the grade range to be covered is from 4-9, so there are 6 grades spanning this paper. The greater number of marks at Higher tier facilitates discrimination between the grades.

In the mark scheme for Writing, do the levels equate to the new GCSE grades 1-9?

No, the levels in the mark scheme do not equate to the GCSE numerical grades. This level of response mark scheme uses numbers to differentiate between levels of performance and to demonstrate progression.

What happens if students write fewer than the recommended number of words for a question?

To access the highest marks, students need to accomplish all the tasks and develop them as well as show a variety of vocabulary and structures. If they write considerably fewer than the recommended number of words, they are unlikely to meet these requirements. They will still gain credit for what they produce.

What happens if students write more than the recommended number of words for a question?

Everything a student writes will be marked and credited. We do not want students to be wasting time counting words. It is the quality of the work which is important. Examples of indicative content are available in the published specimen mark schemes.

Do there need to be clear paragraphs between answers to the bullet points or should the response be written as a piece of continuous text?

Students can produce their piece as they wish. There is no requirement for a particular layout.

In the current specifications in French and Spanish the near future is credited as a present tense, rather than as an 'other' or future tense. Will this be the case in the new specifications too?

In the current specification, both the immediate future and future are classed as two different tenses. However, in the new specification we are dealing in time frames, so the present tense can be used to make a reference to the future eg in Spanish *este viernes voy al cine* would be a correct reference to a future event and in French, a sentence such as *le week-end prochain, je vais au cinéma avec mes amis* totally satisfies the criteria for a future time frame/reference.

In the current specification, the use of the future tense and the conditional tense counts as two tenses; what is the ruling for the new specification?

In the new specification the requirement is for the student to refer to several time frames, rather than tenses, so in this example such usage would be a reference to one time frame only – ie the future. The use of different tenses does, however, contribute towards the Quality of language and Range of language marks. Similarly in French, for example, the use of the perfect and imperfect tenses counts as just one time frame.

My students write non-Castilian Spanish because I have taught them and I am from South America. Will they be penalised for this?

No, there is no change from our current Spanish specifications where both are accepted.

In your German exemplar materials some students have used the imperfect rather than the perfect tense to convey past events. Is this acceptable?

Yes, the imperfect tense can be used in Writing instead of the perfect to convey past events and meets the requirement for reference to a past time frame. Both are acceptable.

I am really worried my students may not understand the Writing tasks – any advice?

Following the Ofqual decision that (apart from for GCSE Chinese) all tasks in Speaking and Writing had to be in the target language, we worked very hard to ensure that the student tasks were as accessible as possible, building on prior study and including cognates/near cognates where possible, particularly at Foundation Tier. If you look at the specimen papers on our website, we are sure you will be reassured by our approach. For GCSE Chinese all tasks are in English.

Are the bullet points in Writing compulsory? Do students have to write the same amount on each bullet point?

The bullet points are compulsory for Foundation Question 2, Foundation Question 4/Higher Question 1 and Higher Question 2. Students do not have to write the same amount on each bullet point but there must be something on each of them. There are examples in the published specimen mark scheme of 'balanced' and 'unbalanced' coverage of the bullet points to illustrate this point.

TRANSLATIONS

Will the translation exercise just be in the present tense at Foundation Tier?

It will be mainly in the present tense at Foundation Tier.

Will the Writing translations be marked in the same way as the Reading translations?

No, in Writing the translations are marked against two sets of criteria: conveying key messages and application of grammatical knowledge of language and structures. Please see the full mark scheme.

How accurate do the translations have to be in order to achieve full marks?

The criteria for assessment for the top band at Foundation tier and the top band at Higher tier do not require perfection in terms of application of grammatical knowledge of language and structures. Therefore, occasional missing accents and the occasional minor spelling error are unlikely to preclude a top band mark. However, if, over the piece as a whole, there are numerous minor errors/missing accents, then this is likely to impact on the mark awarded.

If a student translates some of the sentences/passage into the target language and there are virtually no errors in it, but misses out altogether some of the sentences/passage, can they have access to the highest marks for Application of grammatical knowledge and structures?

No. The assessment criteria refer to 'knowledge of vocabulary and structures'. Omissions from the students in their translations indicate a lack of such knowledge and would preclude access to the higher

bands. The more that has been omitted then the lower the maximum mark will be; this principle is exemplified in the marked exemplar work available in the published mark scheme for each language on AQA's website.

Does a mark of zero for Conveying key messages mean a mark of zero for Application of grammatical knowledge of language and structures?

Yes.

Are there some examples of marked translations for Writing?

Yes. These can be found in the published mark scheme for each language on the AQA website.

There are also examples of marked translations and commentaries in the Preparing to Teach materials available for French, German and Spanish in e-AQA in Secure Key Materials. Teachers are strongly advised to review these materials to gain an insight into the application of the assessment criteria. We also plan to publish further marked examples of the exemplar translations, as well marked examples of the other questions on the Writing papers in the coming months. New exemplar marked work with commentaries will also be available via eAQA (Secure Key Materials) for Bengali, Panjabi, Modern Hebrew, Polish, Italian, Urdu and Mandarin Chinese during the summer term 2017 – see the [Professional development section](#) of our website for dates and further information about the online Preparing to teach training for these languages.

At Foundation tier, the descriptor for 5 marks says 'highly accurate'? Does this mean there cannot be any errors?

No. Please see marked exemplars mentioned above.

Does the mark for Conveying key messages limit the mark which can be awarded for Application of grammatical knowledge of language and structures?

No.

What is a major error in Writing?

A major error is defined as one which seriously affects communication.

What is a minor error in Writing?

Minor errors are those which don't interfere with communication, for example wrong gender, missing article, wrong agreement.

If a student gets a mark of zero for Content, can they score marks for Quality of Language?

No. A mark of zero for Content automatically results in a mark of zero for Quality of Language.

Does the Content mark limit the mark which can be awarded for Quality of Language?

No. There are no dependencies between the marking criteria.

Can you give some examples of complex structures?

Examples of these are use of different tenses, intensifiers, time markers, connectives, subordinate clauses, infinitive constructions.

FOUNDATION QUESTION 1

If a student wrote 'Il y a ma copine' and then also 'Il y a mon prof', repeating the same structure, would both sentences receive credit?

Yes, each sentence is judged on its merits. For the award of two marks, the relevant message must be clearly communicated. The two examples quoted do communicate information clearly and would therefore be awarded two marks each. The same principle applies for all languages.

What constitutes a ‘sentence’ for this question? It seems much harder than the previous vocabulary listing question that was in the first specimen question paper at Foundation Tier.

The question in the first set of specimen papers was a task where students had to write a list of single vocabulary items for 6 marks. One of the areas of feedback from Ofqual on the first submission was around not testing single lexical items as it was felt that this did not demonstrate sufficient progression from Key Stage 3. The Subject Content document also refers as a minimum to the requirement for students to ‘write short texts, using simple sentences’, so a list-type question was not appropriate. This question is aimed at the lowest grades and as long as the sentence communicates a message clearly, it will receive credit. Normally it will include a verb (as the omission of a verb will usually delay communication) but a construction such as ‘Voici ma copine’ does communicate the message clearly and would therefore get 2 marks. There are examples of other possible answers in the published mark scheme for each language.

Will the pictures be in colour on the actual live exam?

No, the pictures will be in black and white in the question papers.

What do you mean by ‘delay in communication’ in the assessment criteria?

The criteria for one mark refer to ‘the message is relevant but has some ambiguity and causes a delay in communication’. There are some examples of answers which meet these criteria in the mark scheme. A delay in communication is where some information is communicated but it is not immediately clear, for example a verb may be missing.

Should students use their imagination when responding to this question and include their opinions about what might be happening on the photo?

No, this question (aimed at the lowest grades) is marked only for clear, relevant communication – examiners are not looking for opinions or developments. Students should be encouraged, therefore, to write four simple (so that lack of clarity is not an issue) sentences about **what is on the photo** (so that lack of relevance is not an issue).

Can a student give a first person statement or opinion in Foundation tier Question 1 when describing the photo?

Yes, as long as the sentence relates to the content of the photo, eg if the photo is a beach scene and the student wrote a statement such as ‘I am eating an ice cream’/ ‘I am sunbathing with my friends’/ ‘I am wearing a swimming costume’ or an opinion such as ‘I like the beach’ then this is acceptable. However, the student cannot write an opinion such as ‘I like the photo’ or ‘It is a nice photo’ because this does not relate to the content of the specific photo.

FOUNDATION QUESTION 2

In the assessment criteria for Content in Foundation Question 2, what do you mean by ‘lapses’?

This means something which causes a delay in communication.

What do you mean by ‘variety of language’ – can you give some examples?

Use of different adjectives, different persons of verb, different ways of expressing, for example, opinions, likes/dislikes.

Does a student have to attempt all bullet points to get into the top band for Content in Foundation Question 2?

Yes, all bullet points must be attempted and communication must be clear.

How many bullet points have to be attempted in Foundation Question 2 for a mark in Level 4 and Level 3?

For both of these bands (7-8 and 5-6), at least 3 bullet points must be attempted. It is then the amount

of clarity which determines whether the mark is in Level 4 or Level 3.

If a student attempts all bullet points, does that automatically mean a mark in the top band?

No, completion of the bullet points gives access to the band, but it is the degree of clarity of communication and the amount that is conveyed which will determine the final mark.

FOUNDATION QUESTION 4/ HIGHER QUESTION 1

Will the optional questions in Question 4 Foundation Tier/Question 1 Higher Tier cover different topics?

Yes, each option will cover a different topic area to allow the student to choose the topic they feel most confident with. This will also be the case in Higher Question 2.

Do students need to cover all of the bullet points for the writing questions?

Yes, the bullet points are compulsory, but students can write more on some than others. See the indicative content in the mark scheme for further guidance. If a bullet point is not covered at all, this will have an impact on the Content mark (see additional notes on the application of the assessment criteria for further guidance).

Does a student have to attempt all bullet points to get into the top band for Content in Foundation Question 4/Higher Question 1?

Yes, all bullet points must be attempted and communication must be clear

If a student attempts all bullet points, does that automatically mean a mark in the top band?

No, completion of the bullet points gives access to the band, but it is the degree of clarity of communication and the amount that is conveyed which will determine the final mark.

For Foundation Question 4/Higher Question 1, will the bullet points target different time frames?

Yes, The criteria in this specification refer to time frames and not tenses, so reference to the future time frame using a present tense and time marker is acceptable, eg *le week-end prochain, je vais au cinéma avec mes amis* meets the requirement for a future time frame.

What is meant by ‘a lot of information’ in the Content criteria for Foundation Question 4/Higher Question 1?

This will be interpreted as students covering all aspects of the tasks and developing some of the responses, bearing in mind that the recommended number of words is ‘approximately 90’ It doesn’t matter if some tasks are developed more than others.

In Foundation Question 4/Higher Question 1, can students access marks in Level 2 if they have not expressed an opinion?

No. The criteria for a mark of 3 and above require at least one opinion to be expressed.

HIGHER QUESTION 2

In the criteria for Higher Writing Question 2, no reference is made to a requirement for different tenses for Range of Language. Why not?

The overlap question (ie Question 4 at Foundation/Question 1 at Higher) is aimed at grades 4 and 5; this is the question where we ensure that students are given every opportunity to demonstrate references to three time frames, by embedding them in the bullet point tasks which are set for each of the questions and by making specific reference to them in the Quality of language assessment criteria. This ensures that students at the top of Foundation/bottom of Higher are given opportunities to meet the requirements

of the Department for Education *Modern foreign languages Subject Content* to refer to past, present and future events. Higher Question 2 is a more open-ended question, with only two bullet points set, which really allows the higher ability students to make more independent, creative and complex use of the language and demonstrate the performance required for the higher grades. They may well refer to several time frames in such responses (and the two bullet points will ensure that at least two are elicited), which will add to their range of language, but the specific requirement to refer to three time frames is addressed by the overlap question.

Is it the case that the two alternative options for Higher Tier Writing (2.1 and 2.2) will always use the same tenses (e.g. present/past or present/future) for both options?

Not necessarily. It might be the case that one option uses present/past and the other option uses present/future, for example.

Do opinions have to be justified?

For a mark of 10 and above for Content, at least two opinions are required and both must be justified. For a mark of 7 and above for Content, more than one opinion must be expressed.

If a student has written very little on one of the two bullet points, can they still have access to full marks?

There must be at least some coverage of both bullet points but where the other criteria are met for Content in Level 5, students will have access to full marks. A top band mark for Content in this question will require an extended response with many ideas developed.

Why is Accuracy assessed separately in this question?

This is to reflect the focus on grammatical accuracy at this level.

Does the Content mark limit the mark which can be awarded for Range of Language and for Accuracy in this question?

No. There are no dependencies between the marking criteria.

SUPPORT AND RESOURCES

Will you send printed copies of the specifications and specimen assessment materials (SAMs) to schools and colleges?

Most schools and colleges have told us that you don't want to be overwhelmed by hard copies of specifications and specimen materials from all of the exam boards, particularly for languages that you don't teach. Our new accredited specifications are digital, so they will be most useful to you as electronic versions. You can access these now on our website. You can of course download and print them out too.

We have looked on your website at the SAMs that you sent to Ofqual. Will there be an additional set available?

An additional complete set of SAMs for each of GCSE French, German and Spanish only are available to schools and colleges on Secure Key Materials area of [e-AQA/GCSE/Languages/Language/Additional Specimen Assessment materials](#).

Please note that the **second** set of specimen assessment materials for French, German and Spanish are intended for use for final school/college mock exams before the first exams in summer 2018. The second set of materials for each language are only available on eAQA, so that students do not have access to them before the mock exams without the teacher's intervention.

Will there be resources for Bengali, Panjabi, Modern Hebrew, Polish, Italian, Urdu and Mandarin Chinese?

In addition to the full set of specimen assessment materials for each of these languages, we will be producing some resources, including a two-year example scheme of work, to support these subjects. There will be AQA-approved student texts book only for Chinese (Mandarin). Further details on the Chinese textbooks are available from the publisher, Dragons in Europe: www.dragonsineurope.com

For three-year KS4, will there be mock papers and mark schemes available from September 2015?

One complete set of SAMs for each language is available now on our website and these can be used as mock papers. An additional complete set of SAMs for French, German and Spanish is now available on the Secure Key Materials area of e-AQA, so only teachers will have access to them.

When and where will schemes of work be available?

On our website you will find schemes of work for French, German and Spanish with suggested approaches for teaching the new specifications. In response to your feedback, we have produced schemes of work for 2-year and 3-year courses. These are available now on the 'Teach' page for each language. The schemes of work are in Word format so you can tailor these according to the needs of your students. There are also links within these schemes of work to free-of-charge resources based on topics and key linguistic points. More resources will continue to be available over the coming months.

For the other languages we will be providing a two year sample scheme of work and we plan to make this available via the AQA website during the Summer term 2017.

We teach the GCSE over three years – can we still do this?

Yes, the overlap in topics and grammar requirements between the current and new specifications means that this will not be an issue for teaching over three years. The accredited specifications and sample assessment materials are on our website now to help teachers understand the requirements of the new specifications. We have also produced 3-year schemes of work for French, German and Spanish which you will find on the 'Teach' page for each language.

Our students do their KS4 in Year 9. We need resources in place to support the new specifications early enough so that we can continue to teach GCSE languages in this way.

Resources already available for French, German and Spanish on our website include two sets of specimen papers for each language, 2-year and 3-year schemes of work, and free- of-charge grammar resources linked to topics and key linguistic points. More resources will continue to be made available over the coming months.

My school is going to be doing the new specification over 1 year. What are your thoughts on this and will there be a scheme of work provided (as I've heard there is for 2-year and 3-year courses)?

This is a decision for individual schools and colleges. We have no plans to produce a 1-year scheme of work but teachers can adapt the schemes of work that we have produced to deliver the course over a shorter period of time, if they so wish.

We currently do our GCSE in one year in Year 9 and we are trying to persuade our SLT (Senior Leadership Team) to give us more time; is there anything you can recommend we do/say?

The new GCSEs, whilst accessible to students of all abilities, are designed to be more challenging in line with the new Subject Content from the Department for Education. How best to deliver the new specifications is of course a decision for individual schools and colleges, but the move to linear examinations in all four skills requires a different approach to teaching, including more opportunities for revisiting key linguistic points throughout the course.

Will you provide some marked student work so that we can see how the senior examiners will assess the new assessments?

The mark schemes for Listening and Reading are straightforward and objective – if you look at the mark schemes for the accredited SAMs you will see how marks will be awarded for the questions in English and in the target language. The mark schemes for the translations and for Writing and Speaking are more complex. Please see the published mark schemes for exemplification, along with the Preparing to Teach meeting materials which are available on eAQA (Secure Key Materials) for French German and Spanish and will be available during the summer term 2017 for the other languages. We will also be making additional marked student work available on our website for French, German and Spanish..

Is there a need to buy new resources for the GCSE?

The new specifications contain elements that were not previously assessed, such as translation, some questions and answers in the target language and literary texts as stimulus material in the Reading tests. There are also some new topics. We will be providing a range of resources, many of which will be free-of-charge, to give teachers the tools that they need to teach our new specifications successfully. It is not necessary to buy any approved resources to be able to teach our specifications.

Will the online resources include e-books? Will the online resources take on the same format as the ones on Kerboodle at the moment?

The new OUP text books for French German and Spanish are available in digital form, via Kerboodle, as well as hard copy. There are new Kerboodle courses for the new French German and Spanish specifications and teachers will also still have access to the Kerboodle courses for the legacy specifications until 2018.

When will the new AQA-approved text books be available? Will they be aimed at just Key Stage 4, or Key Stage 3 as well?

Oxford University Press (OUP) are the only publishers which entered the AQA approval process for GCSE French, German and Spanish. They have published Foundation Tier and Higher Tier Student Books, Teacher books and an updated version of their digital platform, Kerboodle. We have only approved the print and digital versions of the student books though. Information on these resources is available now on the 'Teach' page for each language on our website and finalised resources are now available from OUP.

The text books contain some Key Stage 3 revision material and OUP also has a wide range of new Key Stage 3 resources for the 2014 Curriculum which will help to prepare students for the new GCSE specifications.

Apart from the OUP textbooks for French, German and Spanish, there will be AQA-approved student text books only for Chinese (Mandarin). Further details on the Chinese textbooks are available from the publisher, Dragons in Europe: www.dragonsineurope.com

Will the text books produced by publishers reflect the format, level and variety of the new exams?

We have approved the student textbooks published by Oxford University Press for our new GCSE French, German and Spanish specifications. The first of two planned student textbooks for GCSE Mandarin Chinese has also been approved (see above). Other publishers will make courses available to accompany the new specifications, though these will not be approved by AQA. The AQA-approved resources provide students with the skills and knowledge they need to develop fluency and independence in the language and approach the new assessments.

Will the text books produced by publishers for the current GCSEs no longer be of use?

Whenever the content and demands of a specification change, inevitably text books produced for a previous

specification will no longer be a perfect match for the new specification. There will, however, be many elements of the existing text books which will support the new specification.

Will there be free online progress tests and other resources or will they require a subscription? Will these be available through AQA?

Online chargeable progress tests for French, German and Spanish were planned to be made available through [Exampro](#). Because of some unforeseen issues with the current platform, this is not currently available. The online progress tests will be relaunched in the future, however, and we will provide updates on this. Other resources, such as additional SAMs, marked exemplar student work and schemes of work, are free-of-charge. We have also developed a Teacher Assessment Tracker for French, German and Spanish, which is free-of-charge to schools and colleges who sign up to teach our new specifications.

Will Exampro be updated to reflect the content of the new exams and when will this be available?

Exampro has been updated to meet the requirements of the new specifications – please see <http://www.exampro.co.uk/sec/languages.asp> for more information.

What is Teachit Languages?

Teachit Languages is part of the AQA family and is an educational publisher specialising in resources for Languages at KS3, KS4 and KS5. All of the resources used are written and edited by teachers. A free membership gives access to pdf versions of resources but a subscribed membership provides editable versions of the resources. The 2017 individual subscription is £30 per individual login which covers all levels and all languages. More information can be found at www.teachitlanguages.co.uk.

I'd love to write resources for the new specifications and share them with other teachers; how do I go about doing this?

Our colleagues at Teachit would be really pleased to hear from you. Please visit the [Teachit website](#) and complete the online form to register your interest in writing resources.

In the old specifications the exam papers contained some questions and answers in the target language. It would be very helpful to have access to the Listening and Reading papers for additional practice.

For French, German and Spanish there are past papers with questions in the target language on e-AQA, our secure extranet (GCSE > Languages > *Language* (new specification) > Teacher Support Materials > Examples). Teachers are reminded that these papers are from legacy specifications, so they won't be an exact match with the structure and content of the new GCSE specifications.

Are there any support materials for the Speaking photo card task in addition to the specimen assessment papers?

For French, German and Spanish there are exemplar tasks and guidance on the 'Teaching and learning resources' pages for our IGCSE qualifications as the photo card task is also a feature of the IGCSE Speaking test. Teachers are reminded that the IGCSE tasks and materials are **not** the same as those in the new GCSE specifications, but they will offer some support. More exemplar marked work for the photo card tasks from the new specifications will be added to the website.

Are there any more role-plays for the Speaking tests?

For French, German and Spanish there are past papers with role-plays on e-AQA, our secure extranet (GCSE > Languages > *Language* (new specification) > Teacher Support Materials > Examples). Teachers are reminded that these papers are from legacy specifications, so they won't be an exact match with the structure and content of the new GCSE specifications.

Are the materials from the Preparing to teach meetings available online?

For French, German and Spanish these materials are available on e-AQA/SKM/GCSE/Languages, then either French (new specification) or German (new specification) or Spanish (new specification), then Teacher Support Materials, then PTT Spring 2016. Materials from the PTT meetings for the other languages will be made available on eAQA after the meetings take place, during the summer term 2017.

OTHER QUALIFICATIONS

Will FCSE be updated to reflect the new changes for GCSE? If so, when will this happen?

FCSE will remain unchanged until summer 2017. We are in the process of redeveloping FCSE Chinese, French, German and Spanish for first teaching in September 2017. The new FCSE specification will no longer include Italian. There will only be minimal changes to the specification but we will be assessing elementary translation and role-plays in addition to current skills, to reflect the requirements of the new GCSE. The current FCSE topics already broadly map to the new GCSE.

More information on the new FCSE specifications is now available on our website:

<http://www.aqa.org.uk/subjects/languages/fcse/New-FCSE-Chinese-Mandarin,French,German-and-Spanish>

Our accredited specifications and specimen assessment materials are available to download on our website: [aqa.org.uk/ subjects/languages/gcse](http://www.aqa.org.uk/subjects/languages/gcse)

Contact us

We're here to support you throughout the exam changes and beyond.

- Visit [aqa.org.uk/subjects/languages/gcse](http://www.aqa.org.uk/subjects/languages/gcse)
- Email mfl@aca.org.uk
- Call 01423 534381