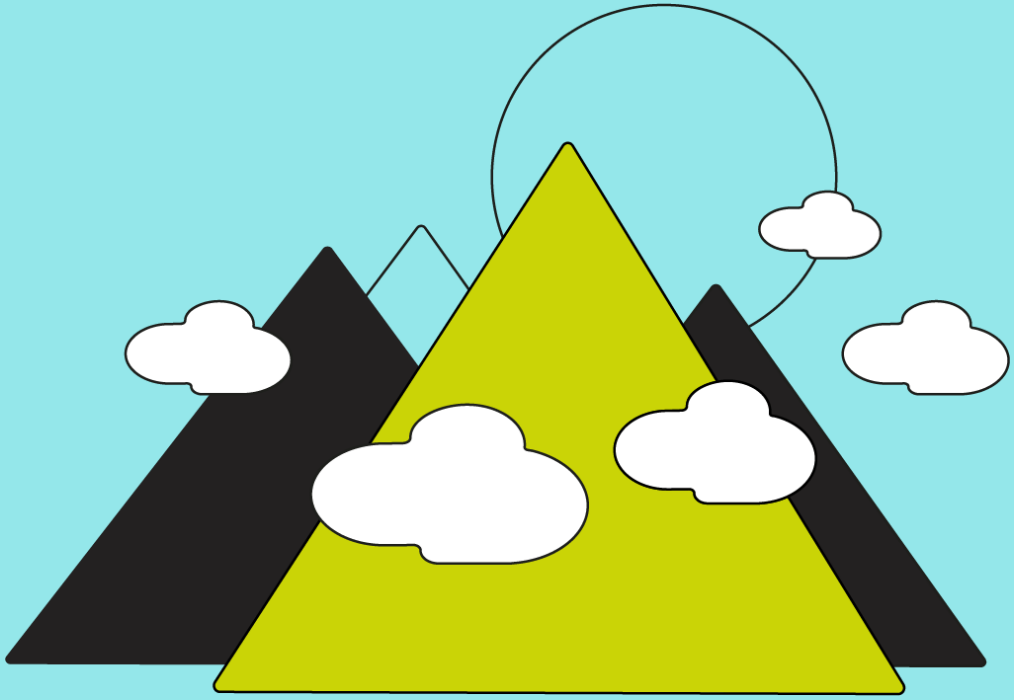
GCSE (9-1) Modern Foreign Languages

Getting your Years 10 and 11 ready for current GCSE:
An Update for Teachers'/Examiner report feedback

13th January 2024



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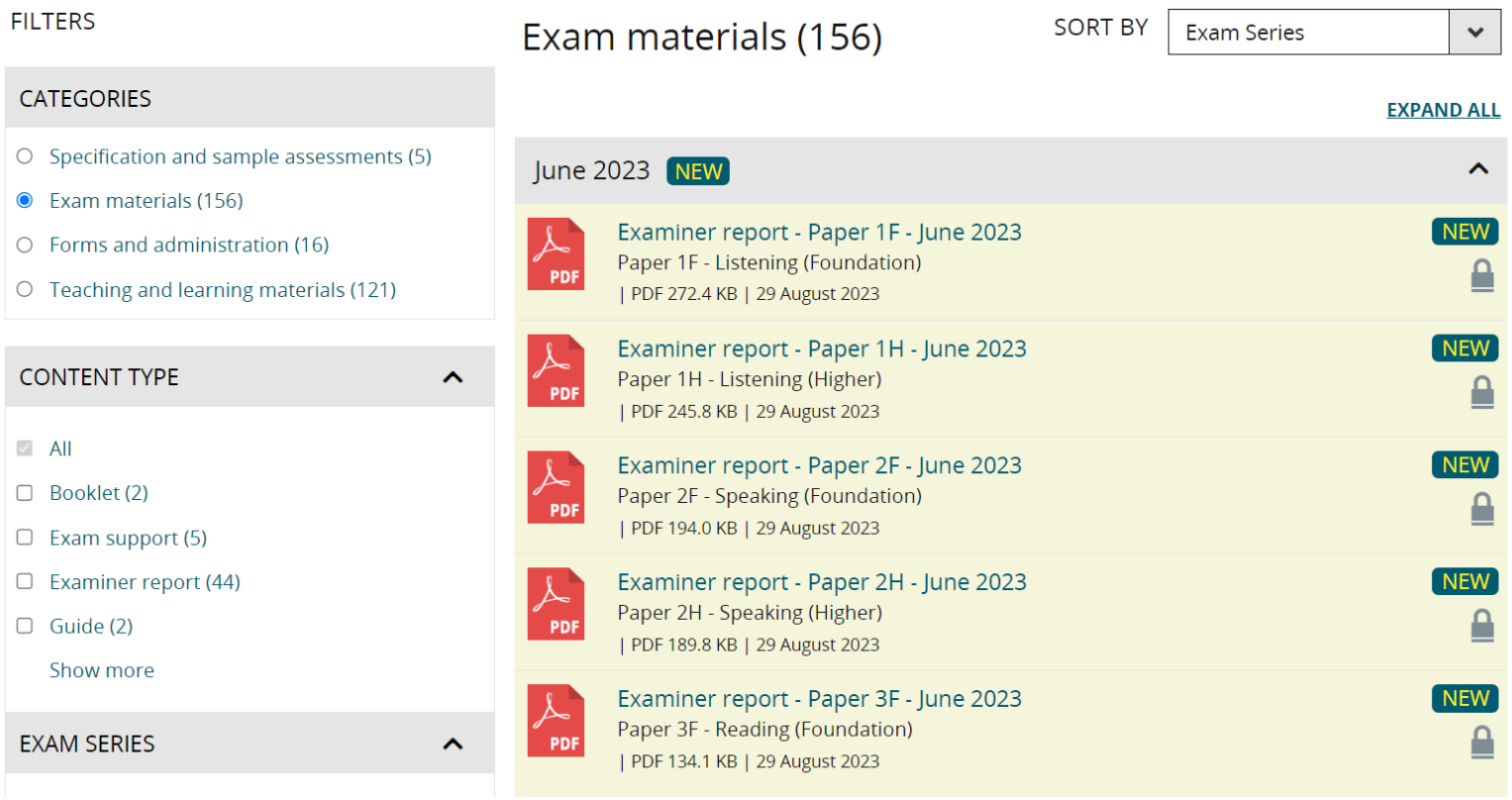
Examiner reports

Available on course materials section of our website for your language, under ‘exam materials’.



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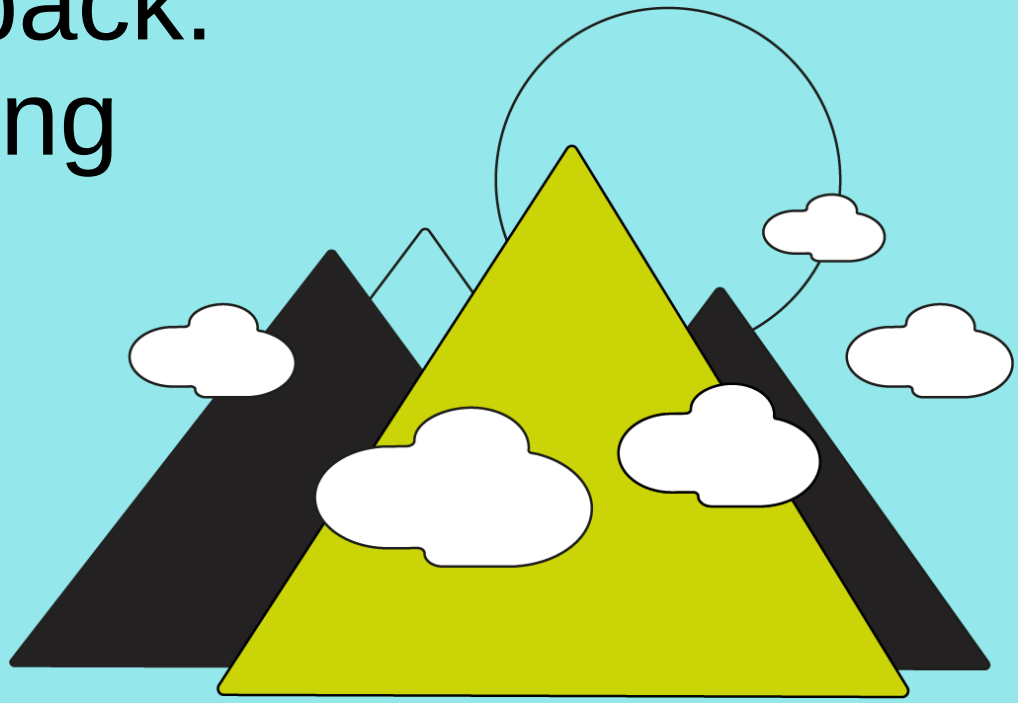
Examiner feedback:
Paper 2 Speaking



Examiner Feedback – What went well?

- ✓ “Well done to all who took part, prepared well and approached the examination with a clear understanding of what was expected. For the most part, Teacher Examiners introduced the centre and candidate details, used the sequencing grid to assign role plays and cards and introduced the themes during the general conversation”
- ✓ “On the whole, candidates attempted the role play and picture-based tasks well and managed the length of the general conversation”
- ✓ “Teacher examiners are to be congratulated in the way that they challenged students with sufficiently complex questioning…”
- ✓ “Teachers generally conducted the examinations professionally"

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How did you find the role play?

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Role play

- The timings for the role-play task and picture-based discussions are guidelines and many candidates were able to complete these tasks in a much shorter time than indicated in the specification. There is no need to extend these tasks to reach the maximum time suggested.

- The role-play tasks do not need to have overly extended responses, and best practice is to keep to what is required in the bullet points

- Teachers should keep to the register that is within the scenario

- Revision of question words is highly recommended as students often find the formation of questions difficult and, for example, some candidates confused these and described ‘what’ rather than ‘how’ they study

- Teachers should not paraphrase

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How did you find the picture based task?

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Examiner feedback: Picture based task

- Students who learn phrases such as, “In the photo I can see…” “There are/is…” “in the background…” performed better.
- Teachers must keep to the script without changing or paraphrasing any of the questions and without adding any supplementary, unscripted questions
- Unlike the Role Play, higher marks were awarded to extended answers. As such it’s important to choose when to use prompts such as “anything else?”
- Ensure candidates stick to describing the picture only and not start moving into personal opinions about school etc which do not gain extra marks

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Examiner feedback: picture-based task

- Accurate **pronunciation** is a challenge for some candidates. Ahead of next exam series, make use of our range of pronunciation/phonics resources:
  - Our updated SOWs: French, German and Spanish
  - Recorded Introduction to Phonics
  - Key sounds videos and posters (*under Teaching and Learning materials*)
  - New Front-of-Class Phonics and Vocab Building packs

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Examiner feedback: Conversation

- Ensure parity between the two parts of the conversation. At times, part one including the presentation overran, restricting time for part two
- Ensure candidates keep to the one minute for the presentation and don't go over
- Preparing and using questions is advisable but do not rely solely on these as marks for spontaneity will be lost
- Do ensure you don't go beyond the prescribed time for the conversation-max of 4.5 minutes for FT and 6 minutes for HT. There is no need to make up time if the role play and picture based task took less time than suggested
- As such, ask questions to gain highest marks in time (eliciting opinions/time frames)
- Tailor questions appropriate to the candidate level
- Tailor questions to responses of candidates to promote spontaneous conversation

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Examiner feedback: Administration

- Try to ensure a quiet location for the assessment in aid quality of recording
- Test the quality of recording prior to the assessment particularly with quieter candidates
- Please upload the CS2 form using the **editable word** document rather than a pdf

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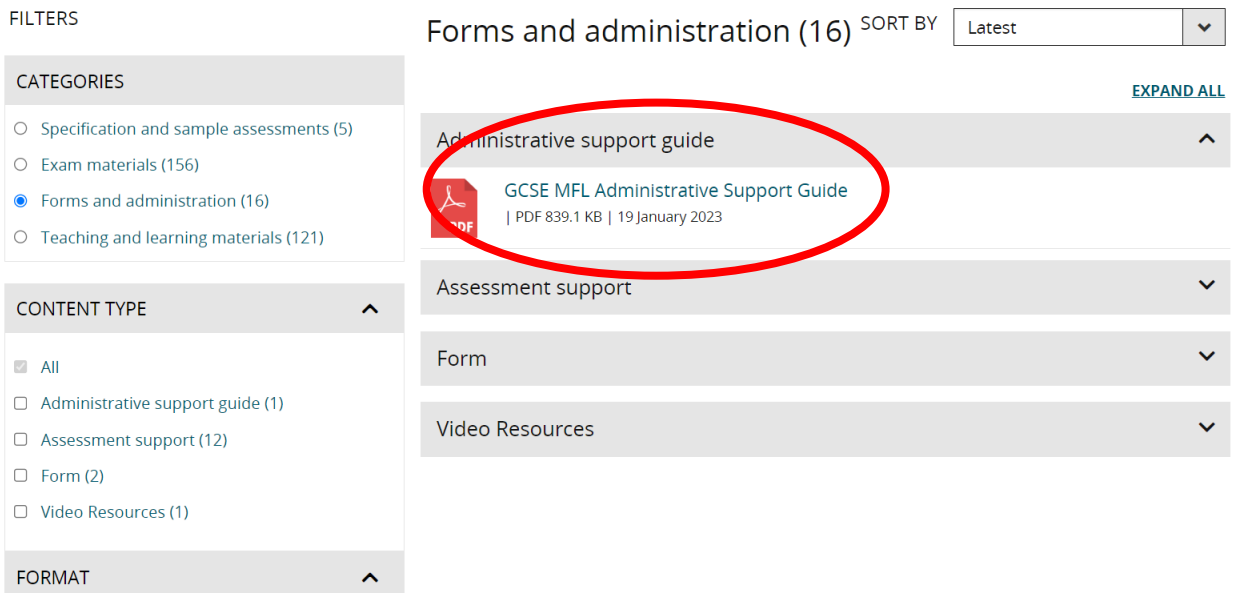
Examiner feedback: Administration

- Please follow the sequencing grid properly to avoid repetition of themes
- Have the Administration Support Guide (ASG) at hand which will explain all areas you need to consider



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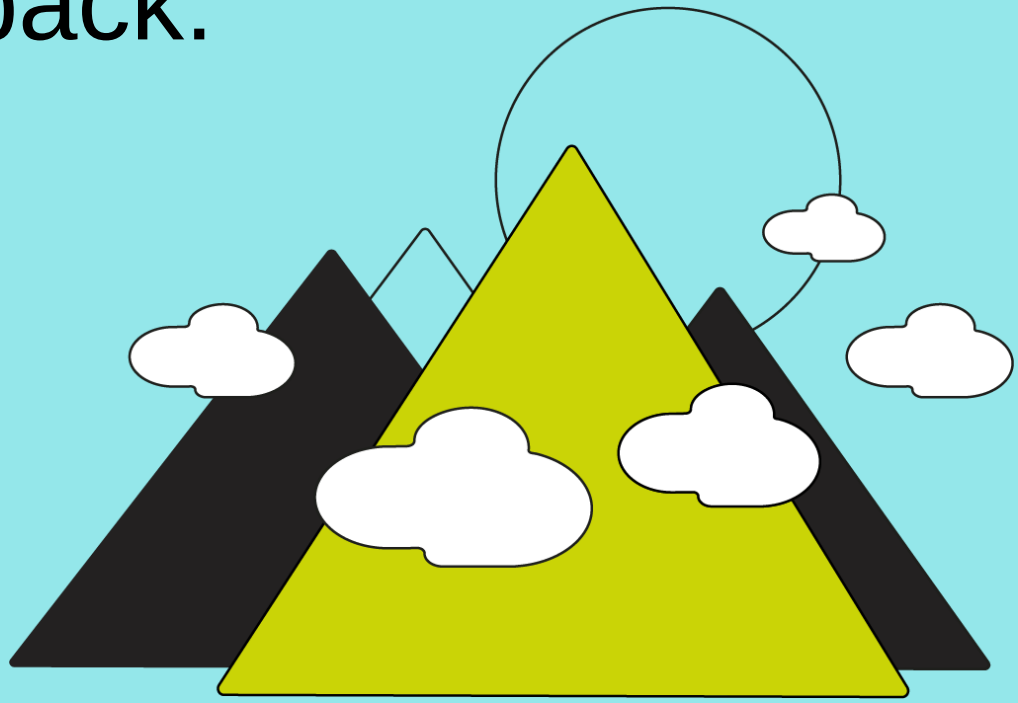
Examiner feedback:
Paper 4 Writing



Examiner feedback - What went well?

- Candidates seemed to be very well prepared this year (with examiners experiencing fewer blank scripts) and generally, questions were well understood.
- It was clear that most candidates found the topics approachable since many were able to write extended coherent accounts

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Examiner feedback: All questions

- Adhere to the word count: avoid unnecessary errors
- For bullet point questions, Try to separate your answer into a paragraph per bullet point with a line in between, and answer them in order
- Answer only what is required from the bullet point
- Use the same time frame (tense) throughout the answer to a bullet point
- Learn subordinating conjunctions to develop answers
- Ensure candidates know what tenses will be required for each question beforehand
- Read all questions carefully before writing
- Ensure you leave time to check work especially verb agreements and tenses at the end

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Examiner feedback: per question

Q1 FT:

- Try thinking of different ways to express yourself if you can't recall a specific word or phrase
- Giving an opinion is essential to gain top marks.
- Encourage candidates to describe actions as well as describing people, places etc.

FT Q2/Q3, HT Q1/Q2:

- Refer to the bullet point to make sure it is clear you are answering them
- Write only what is relevant to bullet points, so as to spend time fulfilling the requirements of the task
- Answer the bullet points in order

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Examiner feedback: translation

- Break down the sentences/paragraph into manageable chunks
- Keep an eye out for the ‘small words’ such as ‘very’, ‘but’
- Ensure the tenses are adhered to. All require present tense except (e) which requires the past tense
- Translating all known words, even if complete message is not known, can gain credit. In other words, have a go at what you can!

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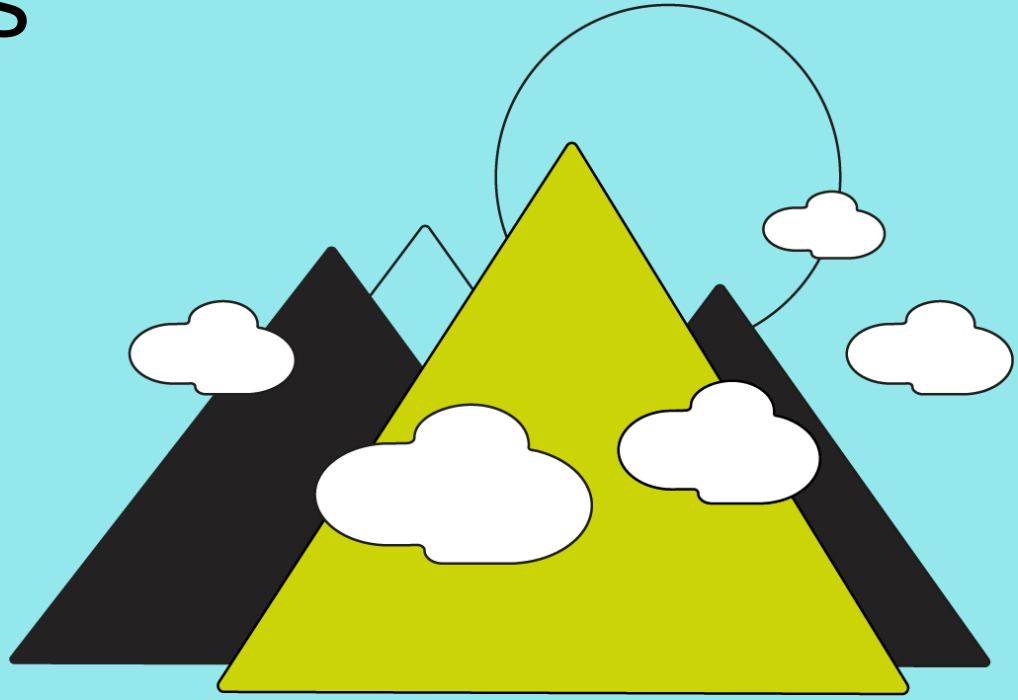
Frequent issues



Top tips based on common issues

- Make sure to use the sequencing grid correctly
- Stick to timings that are set out – use the crib sheet we provide as a prompt
- Each exam should be submitted in just one recording
- The final tasks should be conversations not monologues
- The final conversations should be of equal length
- Ensure the cards are from the correct tier
- Don’t rephrase the printed questions from the cards
- Don’t add supplementary questions to the roleplay or photo task
- Make sure you follow the whole process through on LWT and click to submit the work

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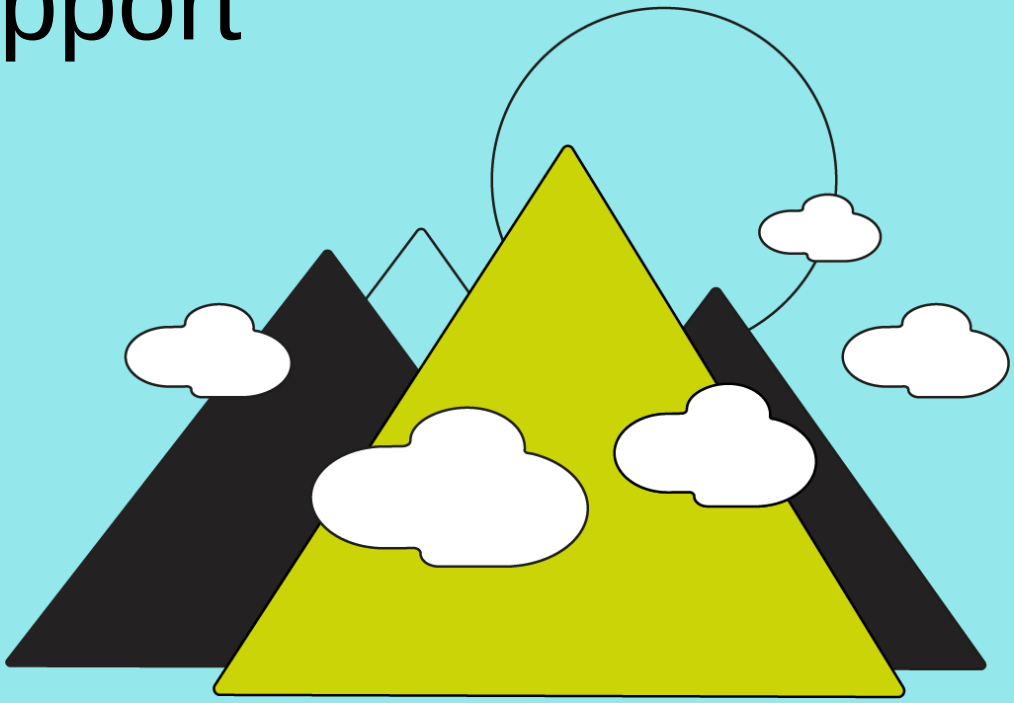
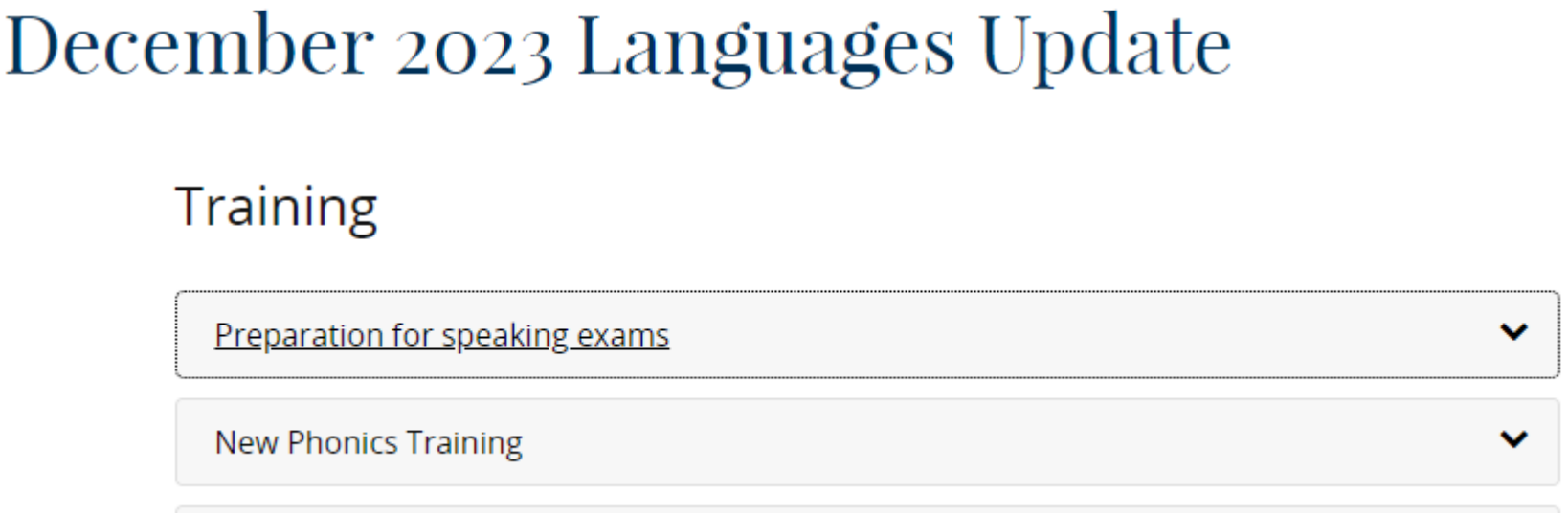
Training and support



Speaking exam training and drop in sessions



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Speaking exam training and drop in sessions

Preparation for speaking exams

We have arranged a range of training for the speaking exams. You can attend our regular speaking exam conduct training or one of my drop in sessions. My sessions will be short, 30 minute sessions with some top tips followed by time for your questions.

We'll also be sharing the updated versions of our Administrative Support Guide and London Centre Orals documents shortly.

GCSE Drop in sessions

- 14th March
- 18th March
- 27th March

GCSE exam conduct training

- All languages 7th December
- All languages 14th December
- German 28th February
- Spanish 5th March
- French 6th March

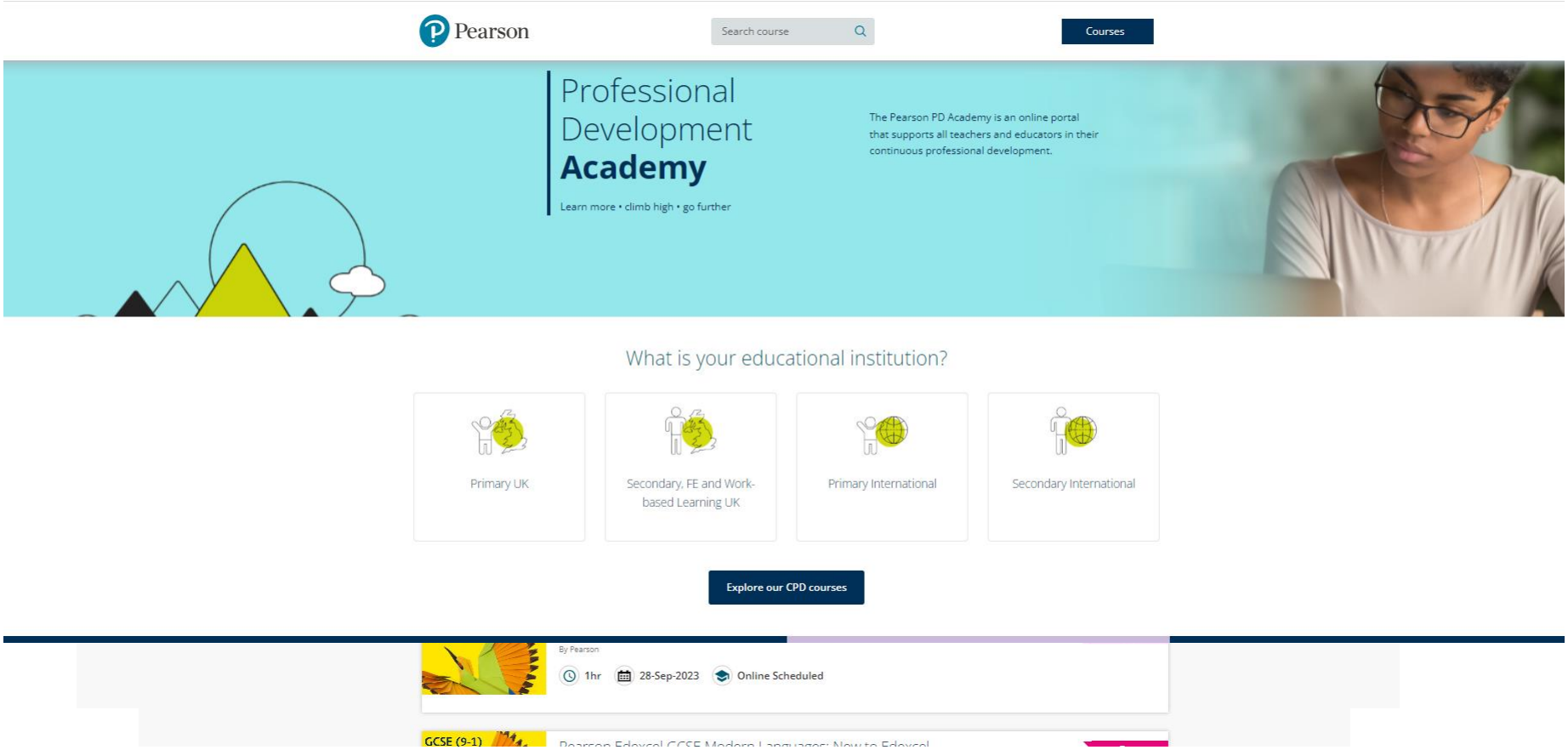
A Level Drop in sessions

- 22nd January
- 19th March

A level exam conduct training

- 28th February

Pearson Professional Development Academy



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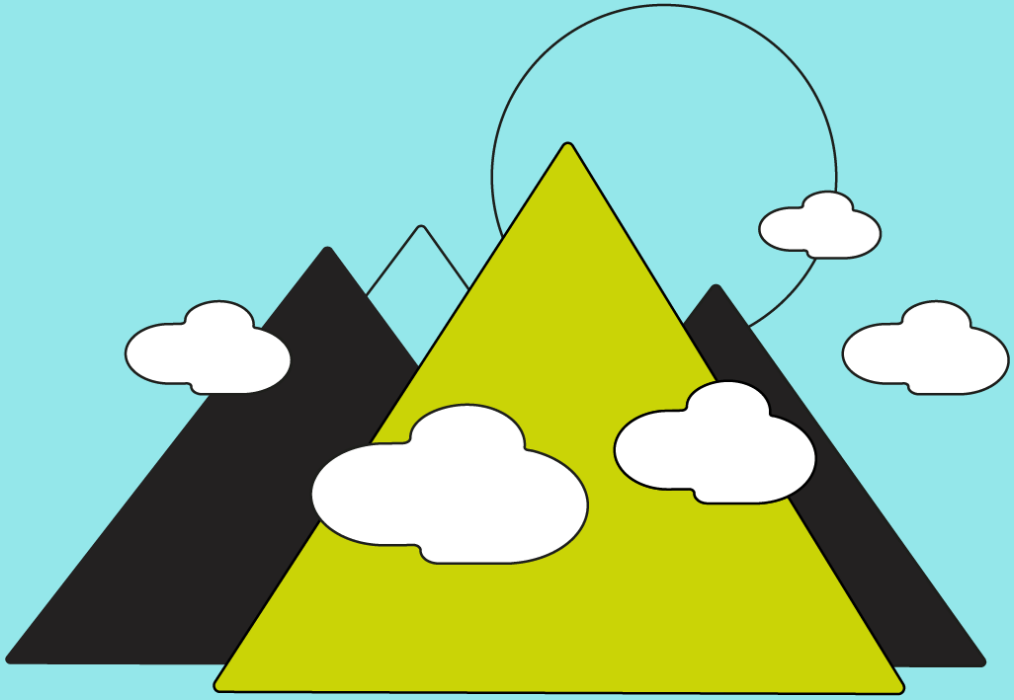
Keep in touch



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Get in touch with me

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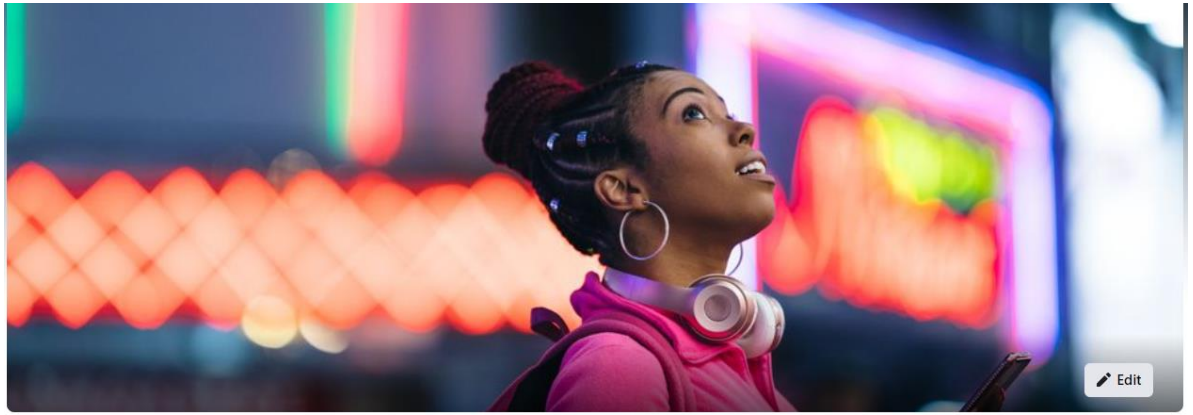
And join our support group:



Pearson Edexcel Languages Qualifications Support

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Your Questions

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