

Monday 8th December 2025

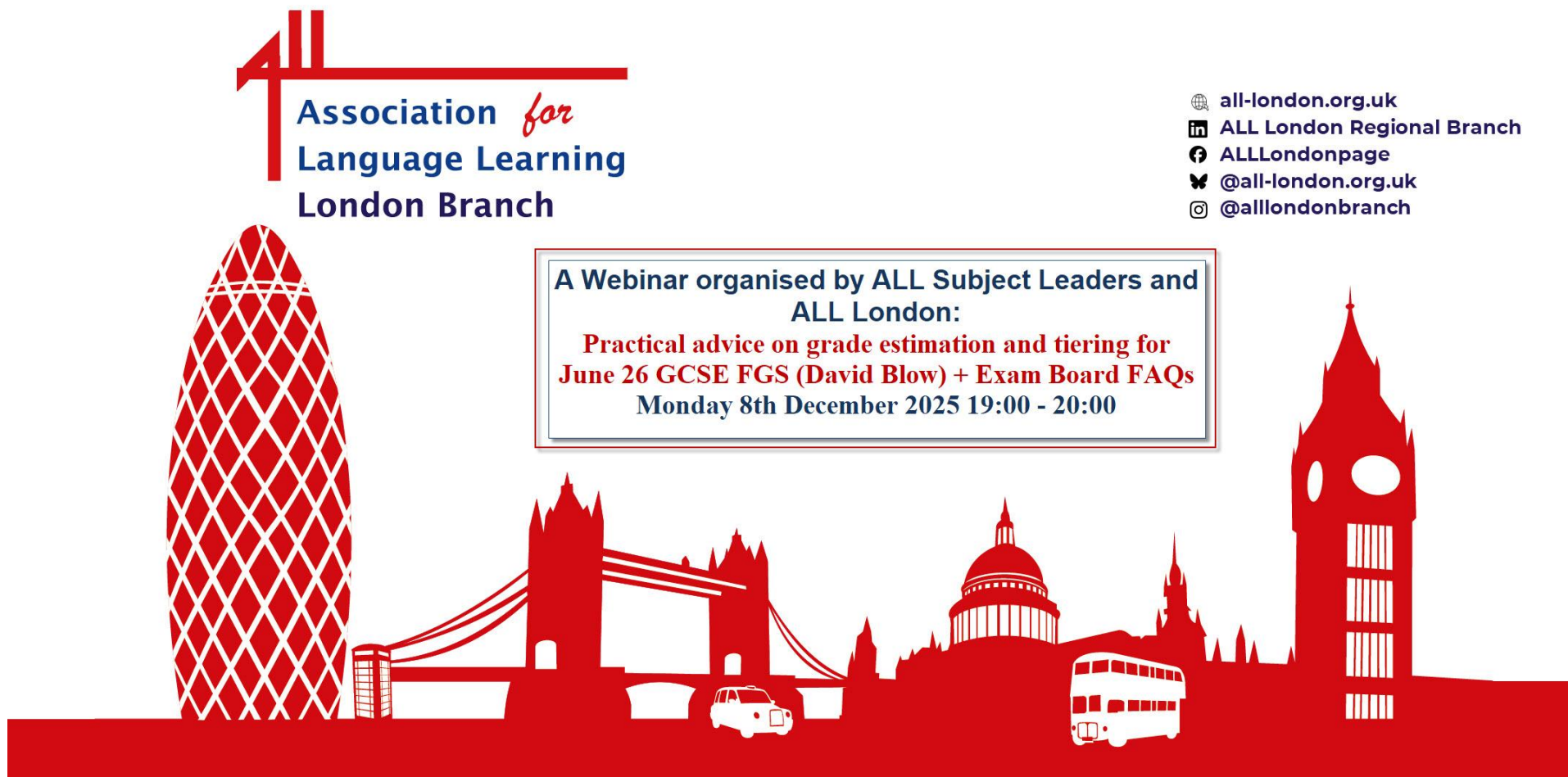
Welcome

Practical advice on grade estimation and tiering for June 26 GCSE FGS
+ Exam Board FAQs

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A Webinar organised by ALL Subject Leaders and
ALL London:
**Practical advice on grade estimation and tiering for
June 26 GCSE FGS (David Blow) + Exam Board FAQs**
Monday 8th December 2025 19:00 - 20:00



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Welcome

Please see the link in the chat window for a link to where this recording will be stored and a list of our future webinars:

<http://www.all-london.org.uk/site/index.php/webinars/>



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Please be aware of our etiquette – read below.

In summary – we aim to be professional and kind!

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- The purpose of this webinar is for language professionals to share ideas and resources relating to teaching languages in a relaxed, friendly and supportive environment.
- This is recorded so if any contributions are not relaxed, friendly and supportive, the host will suspend the contributor immediately.
- Any problems – tell the host in private chat so that we can deal with it e.g. by removing participants and resolving amicably later! (No time to negotiate during webinar!)

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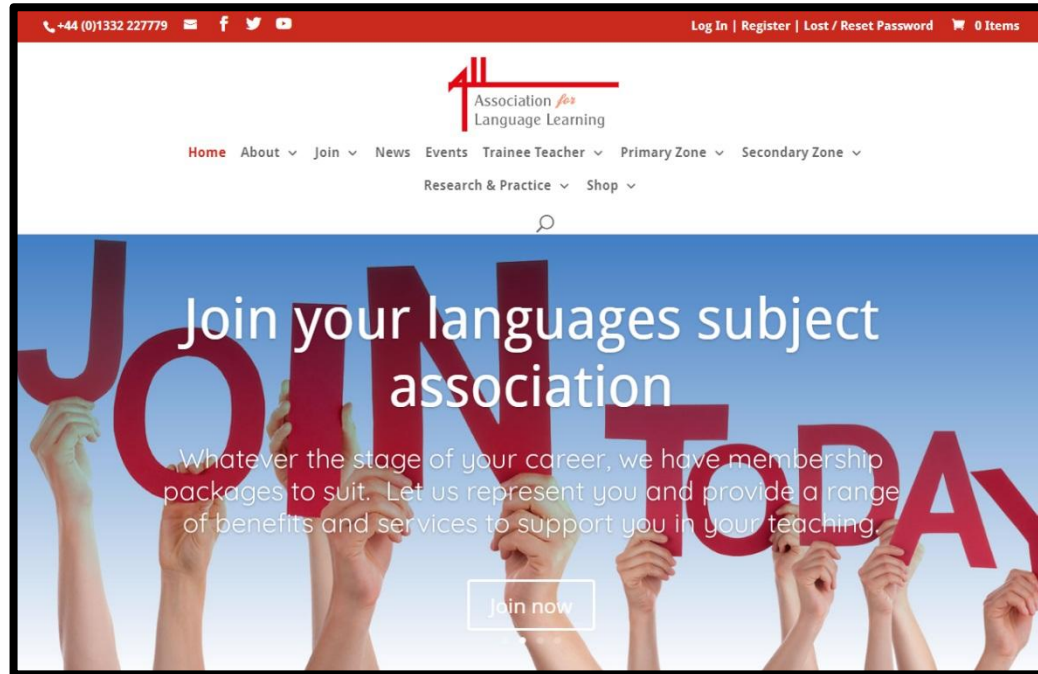
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Welcome



<https://www.all-languages.org.uk/join/>

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13-14 March 2026

<https://www.delegate-reg.co.uk/lw2026>

Language

World

Collaboration at the heart of languages education

Friday 13 – Saturday 14 March 2026

Leonardo Hotel Hinckley Island

Leicestershire

Call for Contributions

Registration

Sponsorship & Exhibitor

Programme / Foreign Venue

The theme of Language World 2026 has been chosen by our Co-Presidents, Anna Lee and Steven. They have been active members of the Association for language learning since its inception and are constantly enthused and inspired by the powerful collaborations that take place between language teachers and others, across the ALI branches, networks and hubs, online meetings and special interest groups, and in so many other ways. It is the joy of collaboration that inspires the theme for Language World 2026 – we'd love to see you there!

Language World – ALI's annual conference – is truly at the heart of our professional association. It is an opportunity to come together, to share, to support, to learn, to network and to collaborate with like-minded language enthusiasts. Teaching is a profession that requires heart ♥ motivation, patience and dedication, and the Language World 2026 theme shines a spotlight on the importance and power of mutual support and collaboration. We are stronger together!

The theme is deliberately broad to encourage all language educators – whatever their language or phase of teaching – to come along and join the action, so that we can grow professionally and over time, inspire future generations to love their languages.

We look forward to welcoming you to Language World 2026!

Anna Lee Dordick

Co-President (Eng), ALI

Steven Forster

Co-President (Wel), ALI

Friday 13 – Saturday 14

March 2026

Leonardo Hotel Hinckley Island, Leicestershire

Registration

Open

Call for Contributions

Now Open

Saturday January 17th 2026



<http://tinyurl.com/alljanevent26>

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🎉 **Celebrate** London's extraordinary language diversity

✨ **Inspire** people of all ages to learn and enjoy languages

😊 **Engage** families, schools, and communities in supporting language education



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Overview

- Welcome – Catherine Ames
- Practical Advice – David Blow
- Exam Board FAQs – Helen Myers

I can't

2 Why?

[1 mark]

hear the thing why does the

guy mumble so
much So2.

17

Section B

Translation into English

3 2

Translate these sentences into English.

J'ai perdu la clé. Je ne peux pas ouvrir la porte.

[2 marks]

I have lost the plot. I can not open the
door

please be harsh marking ^{these} ~~my writing~~ I want
a grade 9 in French thank you.

Grading and tiering in the new GCSEs in French, German and Spanish – June 2026 followed by Questions posed to the exam boards

We will tend to use “ML GCSE” as shorthand for “French, German and Spanish GCSE”, but do note that it is only those languages which have a new specification

Why we can't have grade boundaries determined in advance, both generally and now

**And why it would actually be wrong and unfair
on the pupils to do so**

Even though it sounds reasonable and fair.....

**Sometimes, the truth is elusive and complex, and even approximate,
but that does not mean we should accept the simplistic but false**

Comparing grade boundaries can be misleading

- **Grade boundaries are adjusted each year to keep approx. % same**
- **Don't look at grade boundaries in other subjects**
- **As far as any individual subject is concerned, because the national % getting each grade remains essentially constant, any change in grade boundaries will be a reflection of whether the pupils score more or fewer marks in the papers than in other years.**
- **It is tempting to want to talk about something which seems tangible (figures) but it can be unhelpful when in fact the raw marks and boundaries do not tell you anything about standards from year to year, from subject to subject, or paper to paper.**

And similarly, it is impossible to precisely define in a measurable way a “grade 4 student”, “grade 5 student”, etc

Grade boundaries – Ofqual statements

Grade boundaries change from year to year

- **If an exam is easier than in previous years, the grade boundaries for that paper will be higher. If it is harder, the grade boundaries will be lower.**
- **The difficulty of exam questions varies year to year, even though exam boards try to keep the level of demand consistent. That's because it is impossible to determine how difficult students will find a paper until it is taken.**
- **This is why new grade boundaries are set each year – to reflect the difficulty of that particular paper, and to ensure that it is no easier or harder to get a grade in any given year.**

The standard of work needed to get each grade remains comparable year on year

Grade boundaries are decided after students take exams and when marking is nearly complete

Ofqual on grade boundaries (in 2024) <https://www.gov.uk/government/news/guide-to-as-and-a-level-results-for-england-summer-2024>

Ofqual in 2025 <https://www.gov.uk/government/publications/gcse-and-a-level-grading-what-you-need-to-know/gcse-and-a-level-grading-what-you-need-to-know>



Grade boundaries from Pearson....

Grade Boundaries for the new Pearson Edexcel French, German and Spanish GCSEs

Answering your frequently asked questions

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Modern-Languages/grade-boundaries-faq-2026-pearson-edexcel-gcse-mfl.pdf/>

What will the grade boundaries be for the MFL GCSE specifications in 2026?



Even when a qualification is not new, and has not changed its content or assessment model, grade boundaries are not set until after the assessments have been marked. This is the case for existing qualifications, as well as new ones, because until students have taken the assessments, we can't know how demanding they will find the questions and papers, compared to previous years. This is even more so the case when there is a qualification that is entirely new and the assessment model, content, number of marks, paper weightings, etc. have changed.

AQA have produced guidance on tierign decisions – covered later in examboard section

Recap...

Be very wary of using any of the “grade boundaries” which are being circulated.

- Grade boundaries are determined to fit “comparable outcomes” generally, and especially when change
- Their absolute value does not have intrinsic meaning

~~Grade boundaries~~

So, what can we do.....

Grading and tiering – comparable outcomes

- **Whenever there is a change in qualifications, Ofqual and the exam boards take special steps using statistical methods to ensure that students have the same chance of getting each grade before and after the change, referred to as “comparable outcomes”**
- **This is what happened in 2017 and 2018 with the change to the new GCSEs then in all subjects.**
- **So schools can use a similar approach to both estimate likely grades and to make decisions on tiering**
- **Albeit with the complication that there is no prior attainment information for this cohort and next year’s (as no KS2 in 2020 and 2021)**



French, German, Spanish and Computing

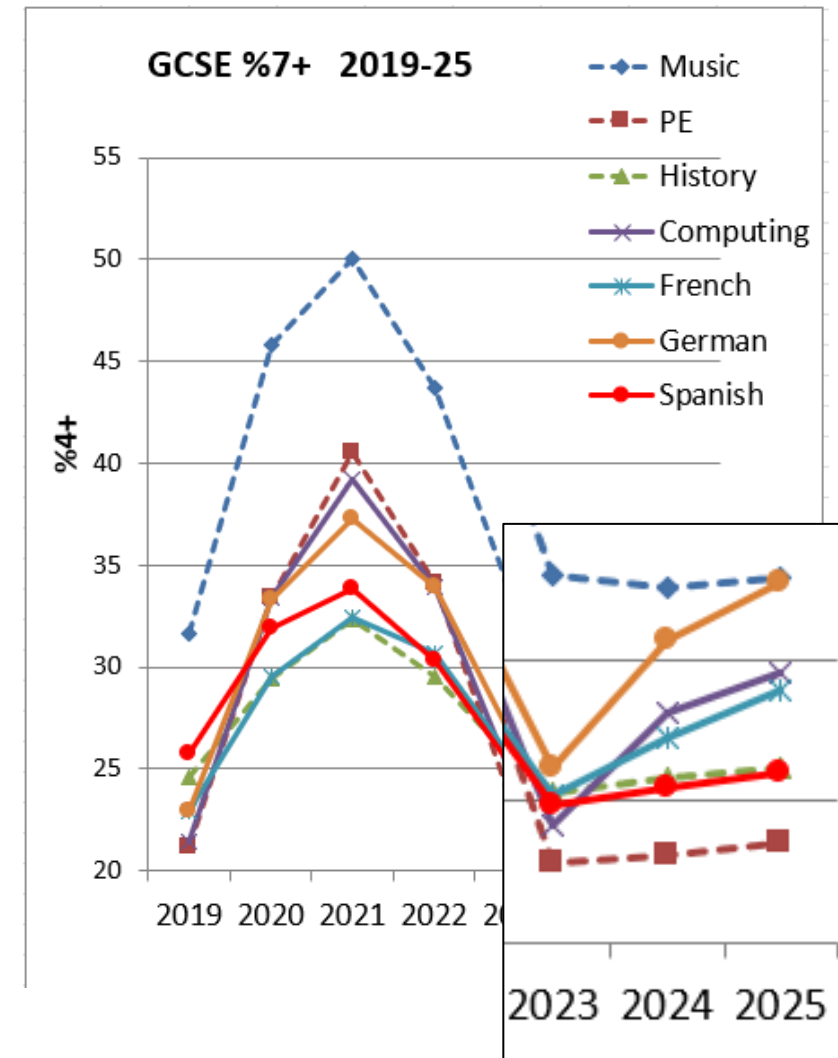
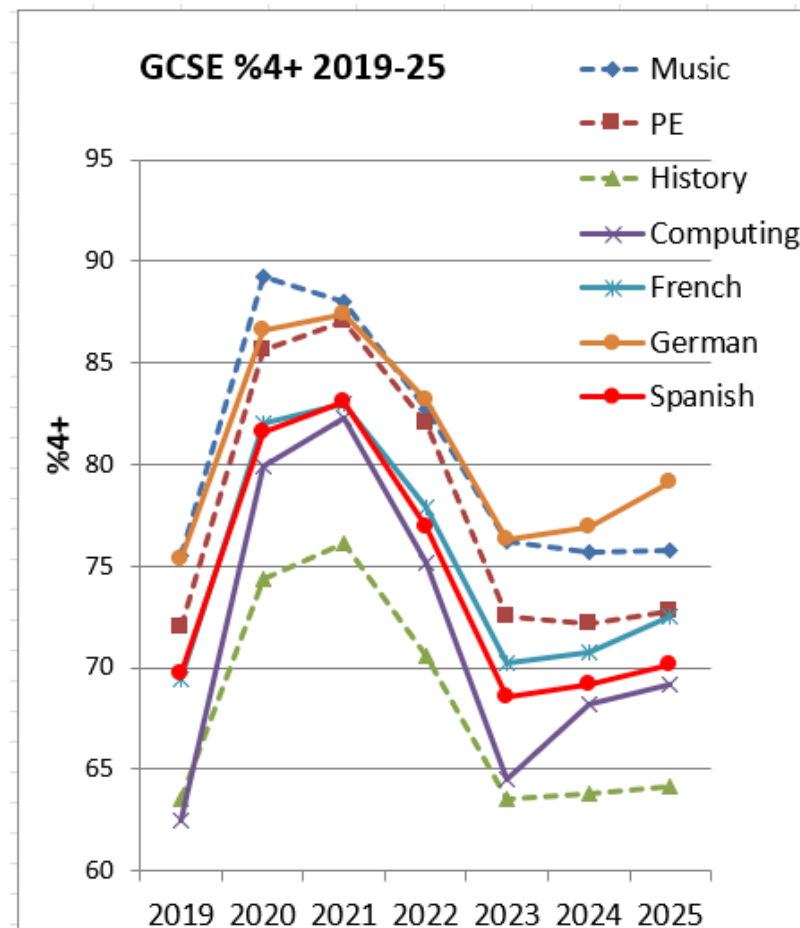
- Important to note the change in entry patterns, because “comparable outcomes” adjusts for this

Relative to Spanish, there has been a skew towards pupils with higher prior attainment taking French and German, and fewer pupils with lower prior attainment.

GCSE French & German were brought into line with Spanish (taking profile into account) for 2020, but effect masked by TAGs and CAGs, so completed 2024 (and maintained into 2025)
Plus change in Computing

Note that French and German is a completion of the 2019 decision

Whereas the comparator subjects (dotted lines) have stayed similar 2023 to 2024 and Spanish in line with rise in History, there has been a clear greater increase in French, German and Computing



National grades in June 2026

- We can therefore be confident that **NATIONALLY**,
% pupils at grade **4+**
in French = 73 - 75%, German 79 – 81%, Spanish 69 – 71%
- % pupils at grade **7+**
in French = 28 - 30%, German 33 – 35%, Spanish 25 – 27%

Differences in profile of those taking
French, German and Spanish

– average Maths grade:

French = 5.7, German = 6.1, Spanish = 5.5

– average English grade:

French = 5.6, German = 6.1, Spanish = 5.4

These incl independent
schools, and are from
Ofqual for England

<https://analytics.ofqual.gov.uk/apps/GCSE/Outcomes/>
- worth downloading all the data and then filtering

Grading using previous years – 2024-25

- **Our advice would be to assume that the ability and likely outcomes of the pupils will be similar to previous years, and to use a similar distribution of grades to that obtained by Year 11 in Jun 2025 and Jun 2024 as the years with the Ofqual changed grading.**
- **Pupils can be ranked on the assessments they have taken, and then allocated a grade using the likely distribution.**
- **It can also be very helpful to look at the distribution English and Maths grades obtained by ML students in the actual exams in 2024 and 2025 and what was “predicted” in Year 10, and cross-reference to the English and Maths grades being given to the current Year 10 ML students.**

Language

- **“Attainment” -**
- **“Progress” – needs point of comparison**
- **“Target”**
- **“Value-added”**
- **“Achievement”**
- **“Expected performance”**
- **“Minimum expected grade”**
- **“Flightpath”**
- **“Standards”**

Different schools use different language.

It's important to be clear about your school's policy and make adjustments if necessary.

The process here will give you realistic expected grades

If your school does more than one of French, German and Spanish GCSE, then this needs to be done separately for each

Worked example

- In this example school, over the two years 2024 and 2025 there were an average of 60 pupils taking say French GCSE.
- On average 6 pupils gained grade 9, 12 gained grade 5 etc
- Dividing by 60, we can convert these to percentages, so 10% gained grade 9, 20% gained grade 5 etc

Do see your data manager or other colleagues if you are not comfortable with doing the calculations

		no in subject
		60
grade	ave '24, '25	no. each grade
9	10%	6
8	10%	6
7	15%	9
6	10%	6
5	20%	12
4	15%	9
3	15%	9
2	5%	3
1	0%	0
		60

Starting point

- Our **starting assumption** to get initial figures is that the cohort ability profile is same as in previous years (we will look later at checking that)
- Use the percentages from 2024 & 2025 to calculate how many of each grade there will be if same distribution
- So if there are 80 in current Y11 doing French GCSE, then $10\% \text{ of } 80 = 8$ who would get a grade 9; etc.

Y11 Jun 26			
		no in subject	no in subject
		60	80
grade	ave '24, 25	no. each grade	no. each grade
9	10%	6	8
8	10%	6	8
7	15%	9	12
6	10%	6	8
5	20%	12	16
4	15%	9	12
3	15%	9	12
2	5%	3	4
1	0%	0	0
		60	80

Rank the pupils

- The next step is to rank the pupils using whatever assessment information you feel is relevant. This may be a recent mock exam, practice speaking test, Y10 exam, etc (or some weighted combination).
- **BEFORE** assigning grades, do feel free to use your professional judgement in terms of comparing adjacent pupils “who is more likely to get a higher grade?” (note that this is overall exam focussed)

Assign estimated grades

- 8 pupils would get a grade 9 in this example, so assign grade 9 to the first 8 pupils.
- Then the next 8 get grade 8 etc
- And continue to the end
- This is your starting set of grades
- But what do you do if you have used a Foundation mock and a Higher mock. You mustn't just use the raw marks, as a student taking both Foundation and Higher would get much higher raw marks on the than the Higher

Y11 Jun 26			
		no in subject	no in subject
		60	80
grade	ave '24, 25	no. each grade	no. each grade
9	10%	6	8
8	10%	6	8
7	15%	9	12
6	10%	6	8
5	20%	12	16
4	15%	9	12
3	15%	9	12
2	5%	3	4
1	0%	0	0
		60	80

Estimating grades using tiered assessment data

- Do the first steps to get the overall distribution for the subject
- Grades 4 and 5 are the overlap grades
- A few from Higher may get grade 3 but ignore for now

Y11 Jun 26

		no in subject	no in subject
		60	80
grade	ave '24, 25	no. each grade	no. each grade
9	10%	6	8
8	10%	6	8
7	15%	9	12
6	10%	6	8
5	20%	12	16
4	15%	9	12
3	15%	9	12
2	5%	3	4
1	0%	0	0
		60	80

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

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.

Now repeat using the tiered outcomes

- There were on average 20 doing Foundation and 40 doing Higher
- Fill in the grades they obtained in Foundation and Higher
- Calculate the percentages of **THOSE DOING TIER**
e.g. 9 getting grade 3 is 45% of 20
- The **totals should match**

Numbers in these columns should match

			Foundation		Higher		TOTAL
			ave '24, 25	no. each grade	ave '24, 25	no. each grade	
9	10%	6			15%	6	6
8	10%	6			15%	6	6
7	15%	9			22.5%	9	9
6	10%	6			15%	6	6
5	20%	12	20%	4	20%	8	12
4	15%	9	20%	4	12.5%	5	9
3	15%	9	45%	9			9
2	5%	3	15%	3			3
1	0%	0	0%	0			0
	100%	60	100%	20	100%	40	60

Apply to current Year 11 – Foundation mocks

- There are 30 in Year 11 who have done Foundation mock assessments (doesn't mean they are going to be entered for Foundation)
- Use the percentages from 2024 & 2025 to calculate how many of each grade there will be if same distribution
- So of the 30 in current Y11, then 20% of 30 = 6 who would get a grade 5 from Foundation tier; etc.
- Round decimal points, but you may need manual adjustment e.g. 14 grade 3 and 4 grade 2 so that total remains same

Y11 Jun 26

		no in Found- ation		no in Found- ation
	Foundation	20		30
grade	ave '24, 25	no. each grade		no. each grade
9				
8				
7				
6				
5	20%	4		6
4	20%	4		6
3	45%	9		13.5
2	15%	3		4.5
1	0%	0		0
	100%	20		30

Repeat for current Y11 Higher mocks

- There are 50 in Year 11 who have done Higher mock assessments (doesn't mean they are going to be entered for Higher)
- Use the percentages from 2024 & 2025 to calculate how many of each grade there will be if same distribution
- So of the 50 in current Y11, then $15\% \text{ of } 50 = 7.5$ (round to 8) who would get a grade 5 from Higher tier; etc.
- Round decimal points, but you may need manual adjustment e.g. 8 grade 9 and 7 grade 8 so that total remains same

		no in Higher		no in Higher
	Higher	40		50
grade	ave '24, 25	no. each grade		no. each grade
9	15%	6		7.5
8	15%	6		7.5
7	22.5%	9		11.25
6	15%	6		7.5
5	20%	8		10
4	12.5%	5		6.25
3				
2				
1				
	100%	40		50

Bring it all together

- Small manual adjustment is fine to be sensible

Numbers in these columns should be similar but may not match exactly if proportion doing Foundation is different, but think “fitness for purpose”

		no in subject	no in subject			no in Found-ation		no in Higher	TOTAL		no in Found-ation	no in Higher	TOTAL
		60	80		Foundation	20	Higher	40	60		30	50	80
grade	ave '24, 25	no. each grade	no. each grade	grade	ave '24, 25	no. each grade	ave '24, 25	no. each grade	no. each grade	no. each grade	no. each grade	no. each grade	no. each grade
9	10%	6	8	9			15%	6	6			7.5	7.5
8	10%	6	8	8			15%	6	6			7.5	7.5
7	15%	9	12	7			22.5%	9	9			11.25	11.25
6	10%	6	8	6			15%	6	6			7.5	7.5
5	20%	12	16	5	20%	4	20%	8	12	6	10	16	
4	15%	9	12	4	20%	4	12.5%	5	9	6	6.25	12.25	
3	15%	9	12	3	45%	9			9	13.5		13.5	
2	5%	3	4	2	15%	3			3	4.5		4.5	
1	0%	0	0	1	0%	0			0	0		0	
	100%	60	80		100%	20	100%	40	60		30	50	80

Rank the pupils


- Now rank the pupils within each tier using whatever assessment information you feel is relevant. This may be a recent mock exam, practice speaking test, Y10 exam, etc (or some weighted combination).
- **BEFORE** assigning grades, do feel free to use your professional judgement in terms of comparing adjacent pupils “who is more likely to get a higher grade?” (note that this is overall exam focussed)

Assign estimated grades within tier

Y11 Jun 26

- 6 pupils in Foundation would get a grade 9 in this example, so assign grade 5 to the first 6 pupils.
- Then the next 6 get grade 4 etc
- And continue to the end
- Then repeat with Higher
- This is your next set of grades, using the tiering info
- Have a particular look at the overlap grade (4,5) and those pupils who have been given those grades
- Does that help with deciding who is going to be entered for which tier?

	no in Found- ation	no in Higher	TOTAL
	30	50	80
grade	no. each grade	no. each grade	no. each grade
9		7.5	7.5
8		7.5	7.5
7		11.25	11.25
6		7.5	7.5
5	6	10	16
4	6	6.25	12.25
3	13.5		13.5
2	4.5		4.5
1	0		0
	30	50	80




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- | | | as percentage of total no. | | | | | | | | | | |
|-------|---|----------------------------|---|---|----|----|----|----|----|---|-----|----|
| | | | | | | | | | | | | % |
| Fr | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 3 | 6 |
| | 8 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 3 | 2 | 9 |
| | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 3 | 1 | 11 |
| | 6 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2 | 2 | 0 | 9 |
| | 5 | 0 | 0 | 0 | 1 | 3 | 7 | 5 | 4 | 2 | 1 | 23 |
| | 4 | 0 | 0 | 0 | 1 | 3 | 3 | 2 | 1 | 1 | 0 | 12 |
| | 3 | 0 | 0 | 1 | 3 | 6 | 5 | 2 | 1 | 1 | 0 | 18 |
| | 2 | 0 | 0 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 7 |
| | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 100 | |
| Tot. | 0 | 1 | 3 | 7 | 17 | 21 | 15 | 13 | 15 | 8 | 100 | |
| Maths | | | | | | | | | | | | |

Using school's grades in Maths and English to “sense-check”

- It's important (refer back to “Language” slide) that like-with-like are being used e.g. how do Maths grades for current Year 11 relate to the actual grades for Y11 in June 2025
- Hence why this is called a “sense-check” rather than the main way of estimating the grades.
- But it may help you to do some double-checking if you feel that the cohort in French this year are different from that last year.
- Because virtually all pupils do Maths and Eng Lang, they do give a useful point of reference.

Using Maths / Eng grades as an estimate of ability

- Recalculate the percentages so that they are not of all (top-right) but for each Maths grade.
- So of all the pupils doing Maths and French who gained a Maths **grade 9**, 38% gained a **9** in French, 30% gained a **8** in French, etc
- So if there are 10 pupils doing French with “predicted” **grade 9** Maths, a reasonable estimate of their French grades would be 4 **grade 9**, 3 **grade 8**, etc

as percentage of total no.													
													%
Fr	9	0	0	0	0	0	0	1	1	2	3	6	
	8	0	0	0	0	0	1	1	2	3	2	9	
	7	0	0	0	0	0	1	2	3	3	1	11	
	6	0	0	0	0	1	1	2	2	2	0	9	
	5	0	0	0	1	3	7	5	4	2	1	23	
	4	0	0	0	1	3	3	2	1	1	0	12	
	3	0	0	1	3	6	5	2	1	1	0	18	
	2	0	0	1	2	2	1	0	0	0	0	7	
	1	0	0	0	1	1	0	0	0	0	0	3	
	0	0	0	0	0	0	0	0	0	0	0	2	
	0	1	2	3	4	5	6	7	8	9	100		

as percentage of each grade											
					%						
	9	0	0	0	1	1	1	3	5	14	38
	8	12	0	2	0	1	3	8	15	22	30
	7	0	3	1	1	2	6	12	19	23	16
	6	0	0	1	1	3	6	15	15	15	6
	5	6	4	5	10	20	34	32	27	16	8
Fr	4	12	1	6	10	17	17	13	10	5	2
	3	12	22	29	37	37	25	12	6	4	0
	2	12	33	33	25	13	7	2	1	0	0
	1	24	27	19	10	4	1	0	0	0	0
	0	24	10	4	4	2	1	2	2	0	0
		0	1	2	3	4	5	6	7	8	9
Tot.		100	100	100	100	100	100	100	100	100	100
Maths											

Adding together

- Say 10 pupils doing French with “predicted” grade 9 Maths, a reasonable estimate of their French grades would be 4 **grade 9**, 3 **grade 8**, etc
- Say 10 pupils doing French with “predicted” grade 8 Maths, a reasonable estimate of their French grades would be 1 **grade 9**, 2 **grade 8**, etc
- Repeat, and then add all the grade 9s together (= 4 + 1 +)
grade 8s together (= 3 + 2 +)
- And see how that compares with the other method

		as percentage of each grade									
		%									
Fr	9	0	0	0	1	1	1	3	5	14	38
	8	12	0	2	0	1	3	8	15	22	30
	7	0	3	1	1	2	6	12	19	23	16
	6	0	0	1	1	3	6	15	15	15	6
	5	6	4	5	10	20	34	32	27	16	8
	4	12	1	6	10	17	17	13	10	5	2
	3	12	22	29	37	37	25	12	6	4	0
	2	12	33	33	25	13	7	2	1	0	0
	1	24	27	19	10	4	1	0	0	0	0
	0	24	10	4	4	2	1	2	2	0	0
		0	1	2	3	4	5	6	7	8	9
Tot		100	100	100	100	100	100	100	100	100	100
		Maths									

Maths Grade 8

The % getting grades in French and numbers of pupils if 10 pupils are:

14% get grade 9 (= 1 pupil)

22% get grade 8 (= 2 pupils)

23% get grade 7 (= 2 pupils), etc

- **Available alongside slides**

08/12/2025

More information online

- Detailed steps on how to do process from last June for Y10 were published in blog <https://helenmyers.blogspot.com/2025/06/practical-suggestions-for-grading-your.html>
- And <https://helenmyers.blogspot.com/2025/08/why-grade-boundaries-can-be-misleading.html>
- A new blog has been started <https://helenmyers.blogspot.com/2025/12/practical-advice-on-grade-estimation.html>
and will be updated to give additional information on how to do the calculations and do additional sense checks. Do share with your data manager or senior colleagues as they will have ready access to the information required and may well offer to do the calculations for you

Severe Grading

- This is a useful opportunity to remind people of the severe grading in GCSE ML which is a historic anomaly going back to O-level and first identified 50 years ago!
- A recent analysis by FFT Datalab is at <https://ffteducationdatalab.org.uk/2025/05/grading-severity-at-key-stage-4-in-2024/>
- Helen Myers maintains a page on the ALL London website full of useful information and links <https://all-london.org.uk/severe-grading/>

% EBacc changes across country

Biggest increase

	A8	EBacc APS	% entered for EBacc	diff '25 v '24	%EBacc '24
Telford and Wrekin	45.2	4.007	45%	9%	37%
Sutton	60.7	5.613	59%	8%	50%
Medway	47.1	4.261	54%	8%	45%
Isles of Scilly	48.4	4.07	14%	8%	6%
Reading	51.0	4.71	54%	6%	49%
Waltham Forest	47.4	4.233	46%	5%	40%
Greenwich	47.4	4.255	49%	5%	43%
Hackney	51.5	4.705	63%	5%	58%
Warwickshire	49.1	4.381	43%	4%	39%
Surrey	52.0	4.664	45%	4%	41%
Croydon	45.5	4.093	53%	4%	50%
Milton Keynes	45.1	4.024	41%	4%	37%
Hillingdon	49.0	4.459	55%	4%	51%
Wiltshire	47.0	4.119	31%	4%	28%
Swindon	45.3	4.02	35%	4%	31%
Northumberland	45.8	3.984	34%	4%	30%
Dudley	43.8	3.765	32%	4%	28%
Camden	47.7	4.35	48%	4%	44%
Somerset	44.1	3.841	32%	4%	28%

Biggest decrease

	A8	EBacc APS	% entered for EBacc	diff '25 v '24	%EBacc '24
North East Lincolnshi	42.8	3.744	33%	-4%	36%
Tower Hamlets	49.5	4.467	57%	-4%	61%
Wakefield	45.7	4.013	33%	-4%	38%
Brent	52.0	4.844	61%	-5%	66%
Barnet	57.3	5.304	60%	-5%	64%
Gateshead	48.5	4.367	51%	-5%	56%
Rotherham	43.4	3.685	30%	-5%	35%
Kingston upon Hull, C	43.3	3.786	40%	-6%	46%
Walsall	44.0	3.871	37%	-6%	43%
Rochdale	41.6	3.564	31%	-7%	38%
Barnsley	45.8	4.073	38%	-7%	45%
Wirral	46.3	4.055	40%	-8%	48%
Blackburn with Darw	46.6	4.095	41%	-10%	51%
	47.32	4.20	41.8%	0%	41.7%

Highest

	A8	EBacc APS	% entered for EBacc	diff '25 v '24	%EBacc '24
Hammersmith a	57.8	5.422	71%	-1%	72%
Westminster	54.1	5.035	70%	1%	68%
Southwark	52.7	4.889	68%	-2%	70%
Kingston upon	60.4	5.63	67%	1%	66%
Harrow	51.4	4.746	67%	2%	65%
Wandsworth	54.0	5.073	65%	-1%	66%
Ealing	52.9	4.927	64%	1%	63%
Hackney	51.5	4.705	63%	5%	58%
Hounslow	52.1	4.824	62%	2%	60%
Brent	52.0	4.844	61%	-5%	66%
Enfield	47.6	4.396	61%	1%	60%
Havering	47.7	4.321	61%	-3%	64%
Merton	53.9	4.986	60%	-2%	61%
Newham	51.4	4.657	60%	-3%	62%
Barnet	57.3	5.304	60%	-5%	64%

Lowest

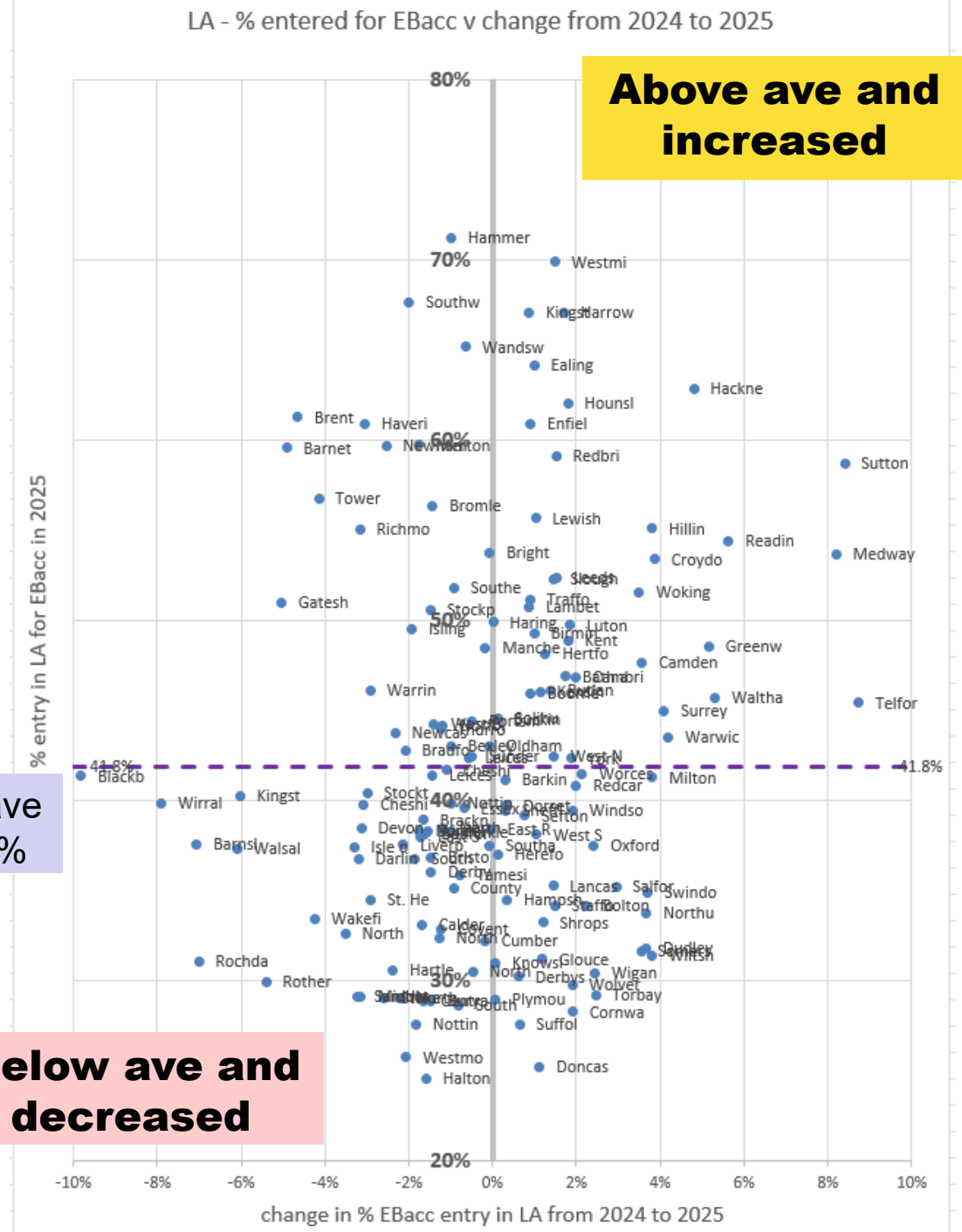
	A8	EBacc APS	% entered for EBacc	diff '25 v '24	%EBacc '24
Torbay	50.5	4.407	29%	2%	27%
Sandwell	42.2	3.637	29%	-3%	32%
Middlesbrough	42.2	3.645	29%	-3%	32%
Stoke-on-Trent	40.8	3.472	29%	-3%	32%
North Somerse	47.5	4.092	29%	-2%	31%
Plymouth	47.0	4.074	29%	0%	29%
Central Bedford	44.7	3.849	29%	-2%	30%
Bury	44.4	3.867	29%	-1%	30%
South Gloucest	47.1	4.092	29%	-1%	29%
Cornwall	45.6	3.918	28%	2%	26%
Suffolk	43.7	3.784	28%	1%	27%
Nottingham	43.9	3.805	28%	-2%	29%
Westmorland a	46.0	3.966	26%	-2%	28%
Doncaster	45.6	3.899	25%	1%	24%
Halton	43.2	3.667	25%	-2%	26%
Blackpool	38.3	3.274	18%	1%	18%
Peterborough	43.9	3.691	18%	1%	17%
Isles of Scilly	48.4	4.07	14%	8%	6%

These changes from 2024 to 2025 are likely to reflect policy changes around 2022-23 potentially arising from Ofsted policy and judgements.

But note variation between change and actual %

LA - % entry for EBacc and change from 2024 to 2025

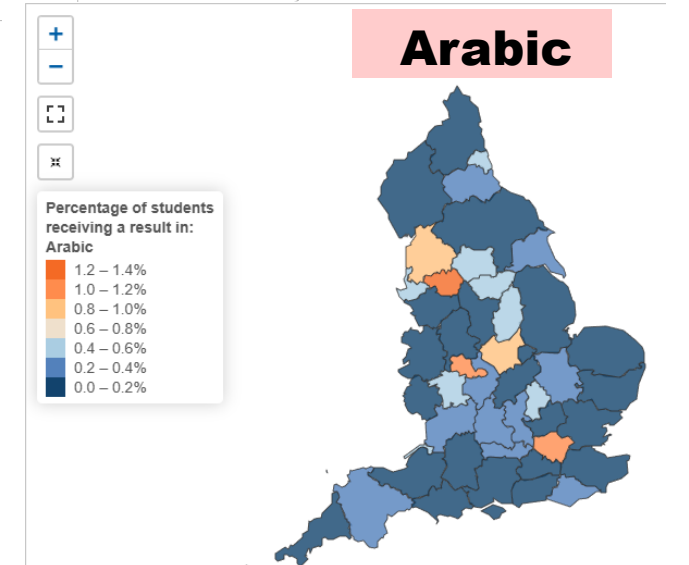
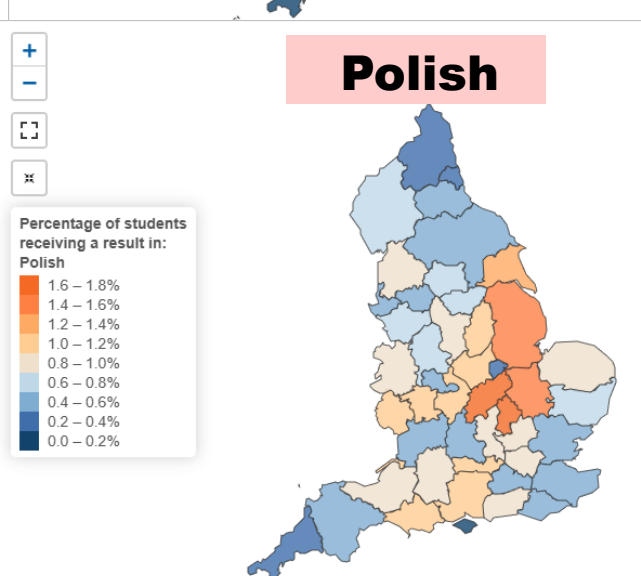
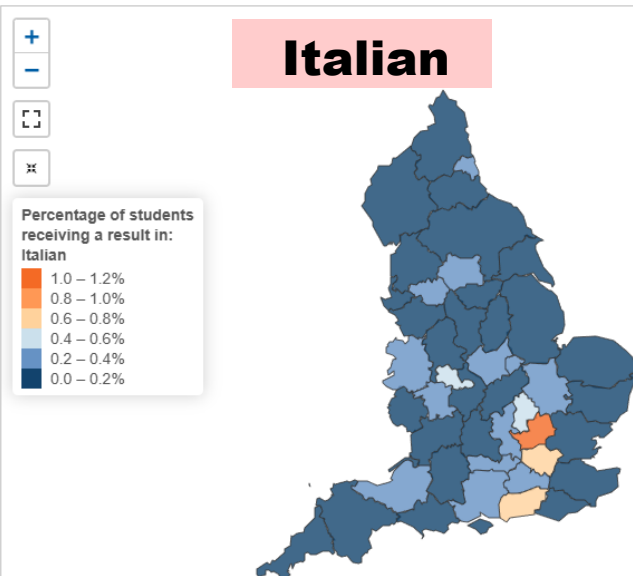
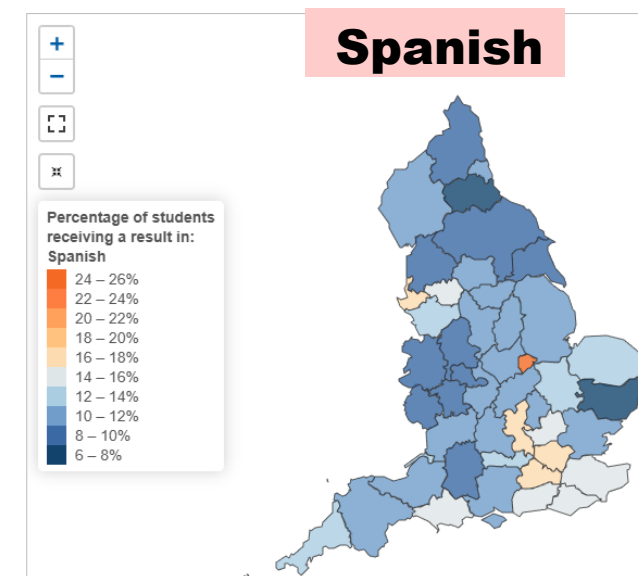
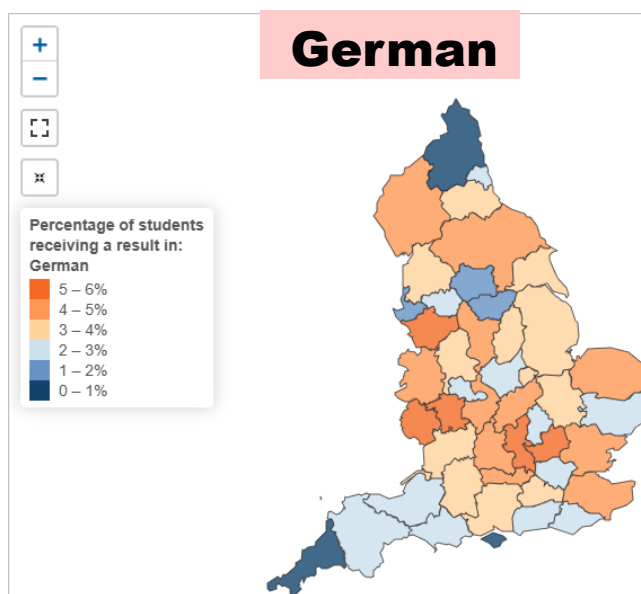
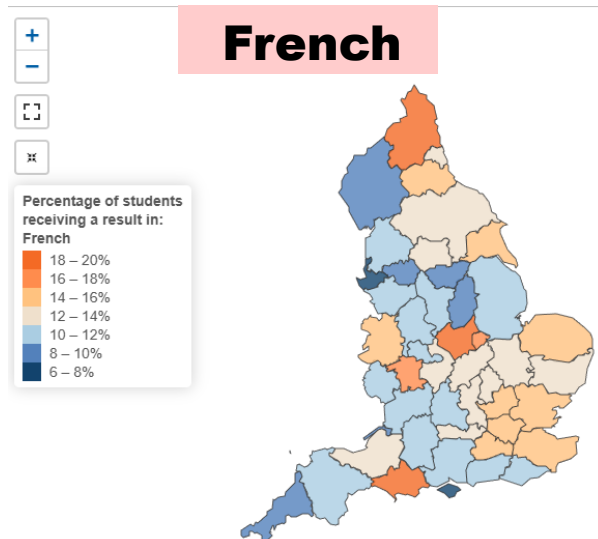
- Note that all 4 quadrants are populated
- As many increased as decreased
- Note regional clustering in different areas on graph



Language entries by county (Ofqual)

Rutland in centre
distorts Spanish,
but London does
not have
particularly high
entries in Fr, Gn,
Sp, or even
individual other
languages such
as Arabic,
Polish, etc

Note different scales
for colouring e.g.
Spanish is 0 – 26%,
German 0 – 6%,
Polish 0 – 1.8%



Questions to the Exam Boards

- **Over to Helen.....**

Edexcel: writing

Writing: Overlap question (80-90 word) and Higher question (130-150 word)

(1) We would like more guidance on using the mark schemes, especially where different elements fall in different bands.

Answer

Key points:

- 1. Note that in response to teacher feedback changes were made through an Ofqual amendment in July to the criteria**
 - (a) Clearer guidance on use of tenses**
 - (b) Clearer illustration of major and minor errors in the glossary of terms. (show here)**

SAMs up-dated accordingly

Answer

Use of tenses ...

(Now aligned with AQA)

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Answer

Glossary ... minor errors / major errors (now aligned with AQA)

Errors (AO3 grids: all questions)

A **minor error** - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

A **major error** - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	La mer est vert. Mon frère est intelligente.
Spelling (slight)	J'aime le frommage.
Gender	Dans le ville il y a un piscine.
Accents	Mon anniversaire est le deux fevrier.
Contractions	Ma maison est près de le parc.
Word order (incorrect)	Je n'ai mangé pas à midi.
Mother-tongue interference	Mon père est un professeur. C'est mon anniversaire, je suis 16 ans.
Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Constructions	En France il y a chaud en été.
Missing/incorrect accents	Mon anniversaire est le deux fevrier/février

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Est-ce que nous allez au cinéma ce soir? J'alle au marché. Je recève des cadeaux.
Spelling (misleading)	J'aime la nation et le tennis.
Tenses (incorrect)	Demain il est allé au collège en bus.
Vocabulary	Ma mère est courante.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and reflexive pronoun	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office.

NB: These are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Edexcel

Writing: Overlap question (80-90 word) and Higher question (130-150 word)

“Are there any Sample Assessment Materials which illustrate full-mark answers? This would help us with our understanding of the mark scheme - especially when the top mark is in a single mark band”

- **Document with link to full or nearly full-mark answers: (full-mark answers for other writing questions, but not for 80/90 or 130-150 or translation)**
- **Rationale:**
 - (a) samples were provided by real students who had not yet completed the full course.’ The examiner commentaries are very detailed and should really help teachers to see what students needed to do to get a higher, or top mark, in each skill area.’**
 - (b) The exemplars are designed to be used alongside our training - both online and recorded - and surrounding support via Rebecca and our other contact points so that we can help with any queries around mark schemes and how to apply the criteria.**

8-page document – see Helen's Blog

Pearson Edexcel Exemplar links – GCSE 2024 MFL

1. French

Writing (FT):

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/teaching-and-learning-materials/french-paper-4-q1f-exemplars.pdf>

Full mark (or close to full mark) examples:

Response A (8/8), Responses B and C (7/8)

Writing (FT / HT):

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/teaching-and-learning-materials/french-writing-exemplars-final-october-2024.pdf>

Full mark (or close to full mark) examples:

FT Q2 Response A (14/14)

FT Q3 / HT Q1 Response C (17/18)

HT Q2 Response F (21/22)

Translation:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/teaching-and-learning-materials/french-paper-4-writing-translation-exemplars.pdf>

FT: Exemplar A (8/10)

HT: Exemplar E (7/10)

Conversation (Speaking):

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/teaching-and-learning-materials/gcse-french-paper-1-conversation-exemplars.zip>

Full mark (or very close to full mark) examples:

FT – Exemplar A 14/16

HT – Exemplar A 16/16

2. German

Writing (FT)

<https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2024/teaching-and-learning-materials/German%20Paper%204%20Q1F%20exemplars.pdf>

Full mark (or close to full mark) examples:

Q1 – Response A (8/8)

Responses B and C (7/8)

Writing (FT/HT)

qualifications.pearson.com/content/dam/pdf/GCSE/German/2024/teaching-and-learning-materials/german-writing-exemplars-final-october-2024.pdf

Full mark (or close to full mark) examples:

FT Q2: Response A (13/14)

FT Q3/HT Q1: Response C (17/18)

HT Q2: Response F (22/22)

Translation:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2024/teaching-and-learning-materials/german-paper-4-writing-translation-exemplars.pdf>

Full mark (or close to full mark) examples:

FT: Exemplar A (10/10); Exemplar B (9/10)

HT: Exemplar E (9/10)

3. Spanish

Writing (FT):

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/teaching-and-learning-materials/spanish-paper-4-q1f-exemplars.pdf>

Full mark (or close to full mark) examples:

Q1: Exemplars A, B and C (7/8)

Writing (FT/HT):

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/teaching-and-learning-materials/spanish-writing-exemplar-final-october-2024.pdf>

Full mark (or close to full mark) examples:

FT Q2: Response A (14/14)

FTQ3/HTQ1: Response C (17/18)

HT Q2: Response F (19/22)

Translation:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/teaching-and-learning-materials/spanish-paper-4-writing-translation-exemplars.pdf>

Full mark (or close to full mark) examples:

FT: Exemplar A (8/10)

HT: Exemplar E (9/10)

e.g. Example of nearly full marks 80-90 - French

Student response C

Write to your friend about shopping.

You must include the following points:

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip.

Write your answer in French. You should aim to write between 80 and 90 words.

Dans ma région, il y a beaucoup des magasins. Il y a les magasins des vêtements, les magasins des nourriture et les magasins des jeux de vidéo.

À mon avis, je préfère les le boulangerie parce que c'est très belle et délicieux. C'est aussi dans le centre ville à Derby, qui est plus génial ~~que~~ parce que je peux faire du vélo ça.

Récemment, ~~il~~ dans ville je suis allé au café et j'ai acheté un tasse de thé avec un croissant pour mon petit déjeuner. J'ai mangé le croissant, c'était délicieux.

La semaine prochaine, je vais aller avec ^{chéri} mes amis au centre ville en voiture à la magasins de vêtements parce que je voudrais acheter des vêtements pour mon ~~petit~~ anniversaire mais Chloé voudrais acheter des chausseuses pour ~~la~~ mon anniversaire.

Examiner commentary C

Total marks: 17 out of 18 marks

Response to stimulus (AO2): 13 out of 13 marks

- The student has **addressed** the four bullet points, albeit the third bullet point being about an item of food, which is maybe not exactly what was intended by the question but is still acceptable. It sits comfortably in the 11-13 mark band.
- Each bullet point is **developed**, the first one by including a range of shops, the second one by giving information about the location of the shop and reason for liking it. The third bullet point gives clear details about what they have bought and a personal opinion 'c'était délicieux'. The last bullet point is fully developed and the inclusion of the third person 'Chloé' offers further development. As frequent development is shown, this piece is placed in the 11-13 mark band for this aspect.
- The response is **comprehensible**, with only slight ambiguity throughout the passage due to the use of 'ça' or other omissions. It remains a good fit for the 11-13 mark band.

The best-fit approach results in this response being placed in the 11-13 mark band for response to stimulus, with a top mark of 13 since the student has met all three assessment criteria well.

Linguistic knowledge and accuracy (AO3): 4 out of 5 marks

- There is occasional **variety** e.g. 'boulangerie', 'vêtements', 'chaussures', 'region' etc., but the range of vocabulary used is generally not very wide. Occasionally, the student has used more complex structures and includes a range of conjunctions e.g. 'plus génial', 'qui', and 'parce que'. This makes it a good fit for the 3-4 mark band in terms of variety.
- The student has a good command of all the verbs and uses all three **timeframes** successfully. There is also fairly good use of time marker linkage such as 'Récemment', and 'La semaine prochaine'. The response fits in mark band 5 for this aspect.
- There is some **accurate** language but this script does not quite fit in the top mark band despite the absence of major errors. This is because of the frequency of minor errors such as incorrect genders, lack of accents and misspellings; e.g. 'horritures', 'beaucoup des', 'c'est très belle', 'dans ville' 'à la magasins', 'voudrais', and 'chausseuses' etc. The best fit for this response is therefore in the 3-4 mark band.

The best-fit approach results in this response being placed in the 3-4 mark band for linguistic knowledge and accuracy. As the few errors do not impair meaning and the verbs and timeframes, in particular, are correct, this piece can be awarded a mark of 4.

My analysis ..

1) Type out and highlight errors – word count

80 – 90 word Edexcel

– an example of a response with nearly full marks (17/18)

Write to your friend about shopping.
You must include the following points:

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip

Write your answer in French. You should aim to write between 80 and 90 words.

Dans ma région il y a beaucoup des magasins. Il y a les magasins des vêtements les magasins des norritures et les magasins des jeux de vidéo.

À mon avis je préfère le boulangerie parce que c'est très belle et délicieux. C'est aussi dans le centre ville à Derby qui est plus génial parce que je peux faire du vélo ça.

Récemment dans ^ ville je suis allé au café et j'ai acheté un tasse de thé avec un croissant pour mon petit déjeuner. J'ai mangé le croissant c'était délicieux.

La semaine prochaine je vais aller avec mon ami Chloé au centre ^ ville en voiture à le magasins de vêtements parce que je voudrais acheter des vêtements pour mon anniversaire, mais Chloé voudrais acheter des chausseures pour mon annivesaire.

[130 words]

My analysis ..

2) Analyse AO2 (response to stimulus) with reference to examiner comments and glossary of terms

AO2 [R]: Response to stimulus (13 marks) 13/13 – full marks

AO2	[A] Addressed	[D]: Development	[C]: Comprehensible
11-13	All four bullet points addressed	Frequent development of ideas	Response is comprehensible; an occasional message may be unclear.
8-10	Three or more bullet points addressed	Some development of ideas	Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.
5-7	Two or more bullet points addressed.	Occasional, brief development of ideas	Some parts of response are comprehensible; the message sometimes breaks down.
1-4	One or more bullet point addressed	Little or no extra detail added to ideas	Limited parts of response are comprehensible; the message often breaks down.
0	No rewardable material.		

ANALYSIS

AO2 – response to stimulus

	Addressed ?	Developed ?	Comprehensible ?
<i>types of shops in your area</i>			
Dans ma région il y a beaucoup des magasins. Il y a les magasins des vêtements les magasins des no ritures et les magasins des jeux de vidéo.	y	Y - including a range of shops (3 examples)	
<i>your opinion of one shop with reasons</i>			
À mon avis je préfère le boulangerie parce que c'est très belle et délicieux. C'est aussi dans le centre ville à Derby qui est plus génial parce que je peux faire du vélo ça.	y	Y giving information about the location, of the shop and reason for liking it (3 details)	slight ambiguity through use of ça
<i>what you have bought recently</i>			
Récemment dans ville je suis allé au café et j'ai acheté un tasse de thé avec un croissant pour mon petit déjeuner. J'ai mangé le croissant c'était délicieux.	y	Y – clear details about what they have bought and a personal opinion 'c'était délicieux' (3 details)	Omission (?)
<i>where you will go for your next shopping trip</i>			
La semaine prochaine je vais aller avec mon ami Chloé au centre ville en voiture à le magasins de vêtements parce que je voudrais acheter des vêtements pour mon anniversaire, mais Chloé voudrais acheter des chausseures pour mon anniversaire.	y	Y - fully developed and the inclusion of the third person 'Chloé' offers further development. (5 details)	
CONCLUSION	11-13	11-13	11-13

Addressed (Bullet points): the mark grids for AO2 indicate the minimum number of bullet points in the task that must be addressed before a student may be placed in any particular band.

The student has addressed the four bullet points, albeit the third bullet point being about an item of food, which is maybe not exactly what was intended by the question but is still acceptable. It sits comfortably in the 11-13 mark band.

Development refers to an additional clause or sentence that elaborates or provides additional detail to the response to task bullet point. There is no requirement for equal development of the task bullet points.

The first bullet point is developed, the first one by including a range of shops, the second one by giving information about the location, of the shop and reason for liking it. The third bullet point gives clear details about what they have bought and a personal opinion 'c'était délicieux'. The last bullet point is fully developed and the inclusion of the third person 'Chloé' offers further development. As frequent development is shown, this piece is placed in the 11-13 mark band for this aspect.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

The response is comprehensible, with only slight ambiguity throughout the passage due to the use of 'ça' or other omissions. It maintains a good fit for the 11-13 mark band.

My analysis ..

3) Analyse AO3 (Linguistic knowledge and accuracy) with reference to examiner comments and glossary of terms

[L]: Linguistic knowledge and accuracy

(5 marks) = 4/5

AO3	[V]: Vocabulary + Structures _ Extension + complexity	[T]: Tenses	[A]: Accuracy
5	Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language	Generally successful use of past, present and future timeframes	Any errors are mainly minor] but some major errors may occur, particularly in complex structures and sentences.
3-4	Occasional variety of vocabulary and grammatical structures; occasionally extended sentences.	Some successful use of past, present and future timeframes	Errors are mainly minor but some major errors may occur.
1-2	Limited variety of vocabulary and grammatical structures; short, simple sentences	Limited success with different timeframes.	Limited accuracy in the language; frequent errors both major and minor.
0	No rewardable material.		

ANALYSIS - AO3 - Linguistic knowledge and accuracy

	Variety of Vocabulary + Structures _ Extension + complexity	Timeframes	Accuracy
<p>Dans ma région il y a beaucoup des magasins. Il y a les magasins des vêtements les magasins des nourriture et les magasins des jeux de vidéo.</p> <p>À mon avis je préfère le boulangerie parce que c'est très belle et délicieux. C'est aussi dans le centre ville à Derby qui est plus génial parce que je peux faire du vélo ça.</p> <p>Récemment dans la ville je suis allé au café et j'ai acheté un tasse de thé avec un croissant pour mon petit déjeuner. J'ai mangé le croissant c'était délicieux.</p> <p>La semaine prochaine je vais aller avec mon ami Chloé au centre la ville en voiture à la magasins de vêtements parce que je voudrais acheter des vêtements pour mon anniversaire, mais Chloé voudrais acheter des chaussures pour mon anniversaire.</p> <p>CONCLUSION :</p>	<p>Occasional variety:</p> <ul style="list-style-type: none"> ✓ Boulangerie ✓ Vêtements ✓ Région ✓ Chaussures <p>Complex structures</p> <ul style="list-style-type: none"> ✓ Plus génial ✓ Qui ✓ Parce que <p>Range of conjunctions</p>	<p>Good command of all verbs + uses all 3 timeframes successfully.</p> <p>Fairly good use of time marker linkage.</p> <ul style="list-style-type: none"> ✓ récemment ✓ la semaine prochaine 	<p>Some accurate language</p> <p>Absence of major errors BUT 'does not quite fit in the top band' because of Frequency of minor errors</p> <ul style="list-style-type: none"> - Incorrect genders - Lack of accents - Misspellings - Nouritures - Beaucoup des - C'est très belle - Dans ville - A la magasins - [Chloe] Voudrais - chaussures
	3-4 band	5 band	3-4 band

Variety refers to the range of vocabulary and grammatical structures listed in the specification for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

There is occasional variety e.g. 'boulangerie', 'vêtements', 'chaussures', 'région' etc., but the range of vocabulary used is generally not very wide.



Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function

Occasionally, the student has used more complex structures and includes a range of conjunctions e.g. 'plus génial', 'qui', and 'parce que'. This makes it a good fit for the 3-4 mark band in terms of variety.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: 'I will go to the cinema.' The student has a good command of all the verbs and uses all three timeframes successfully. There is also fairly good use of time marker linkage such as 'Récemment', and 'La semaine prochaine'. The response fits in mark band 5 for this aspect.

There is some accurate language but this script does not quite fit in the top mark band despite the absence of major errors. This is because of the frequency of minor errors such as incorrect genders, lack of accents and misspellings; e.g. 'nouritures', 'beaucoup des', 'c'est très belle', 'dans ville', 'à la magasins', 'voudrais', and 'chaussures' etc. The best fit for this response is therefore in the 3-4 mark band for linguistic knowledge and accuracy. As the few errors do not impair meaning and the verbs and timeframes, in particular, are correct, this piece can be awarded a mark of 4.

AQA

What is the status of the “Additional marking guidance for the unprepared conversation” published by AQA in Autumn 2025 with its prescription on p9 as to how many answers are expected?

- ***An email was sent to centres to stat that the additional marking guidance for Paper 2 previously shared has been withdrawn.***

Text

- We appreciate that students may demonstrate their abilities in variety of ways as allowed by the mark scheme. While the quantity, level of development and accuracy of the language used are important and reflected in the mark scheme, we do not believe that quantifying this is valid, as it limits the ways in which students can respond.
- Therefore, we will not be applying specific numerical requirements to the following tasks:
 - The specific number of errors made when reading aloud the text
 - The specific number of pieces of information included in the photo card response
 - The specific number of questions asked during the photo card unprepared conversation
- The focus will be on how well students meet the criteria outlined in the accredited mark scheme for each task. In our future courses, we will aim to provide exemplar marked responses to demonstrate a range of different performance levels.

Read aloud

[C]: Communication (10 marks) 5 messages - 2 marks for each message

		Statement	Statement	Statement	Statement	? Question
2FH	The message is conveyed without ambiguity.					
1FH	The message is partially conveyed or conveyed with some ambiguity.					
0	No part of the message is conveyed.					

AO3

Accuracy of pronunciation.

5H	Pronunciation is always or nearly always accurate but there may be an occasional minor error.
4H	There are a few minor errors in pronunciation
3H	There are some minor errors and very occasional major errors in pronunciation.
5F 2H	There may be minor errors and a few major errors in pronunciation
4F 1H	There are regular minor and some major errors in pronunciation.
3F	There are frequent minor and frequent major errors in pronunciation.
2F	Pronunciation is rarely accurate.
1F	Pronunciation is very rarely accurate.
0	Does not meet the standard required for Level 1 at this tier.

Notes

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Photo card response

Speaking: Photo card – Foundation + Higher

(Total 25 marks)

1) Response to the content of the photos on the card

(5 marks)

AO2	[I] Information conveyed	[Cl]: Clarity of messages
5H	A lot of information is conveyed.	Information is always conveyed clearly.
4H	A lot of information is conveyed.	Information is nearly always conveyed clearly.
3H	Quite a lot of information is conveyed.	Information is nearly always conveyed clearly.
5F 2H	Quite a lot of information is conveyed.	Information may lack clarity from time to time.
4F 1H	Some information is conveyed.	Information lacks clarity from time to time.
3F	Some information is conveyed.	Information lacks clarity from time to time and occasionally messages break down .
2F	Little information is conveyed.	Messages regularly break down.
1F	Very little information is conveyed.	Messages regularly break <u>down</u> or the very little language produced is barely understandable.

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

Photo card q/a

2) Unprepared Conversation- Foundation

Task: Answer questions on the theme
(20 marks)



[C]: Communication

AO1	[I]: Information	[D]: Development	[CI]: Clarity / ambiguity
13-15	Quite a lot of information conveyed	Regular good development of responses.	Information may lack clarity from time to time.
10-12	Some information is conveyed.	Some good development and regular minimal development of responses.	Information may lack clarity from time to time.
7-9	Some information is conveyed.	Regular minimal development of responses.	Information lacks clarity from time to time and occasionally messages break down.
4-6	Little information is conveyed.	Limited responses with occasional minimal development	Messages regularly break down.
1-3	Very little information is conveyed.	Limited responses	Messages regularly break down or hardly anything is said.
0	Does not meet the standard required for Level 1 at this tier.		

[No extended responses required]

[L]: Range & Accuracy of Language

AO3	[V+S]: Variety of Vocabulary	[A]: Accuracy in basic structures affecting communication
5	Good variety of vocabulary and structures, but with some repetition.	There may be frequent minor errors. Some major errors which occur even in basic language.
4	Some variety of vocabulary and structures, but with regular repetition.	Frequent minor errors and some major errors in most responses to questions.
3	Limited variety of vocabulary and structures with regular repetition.	Very frequent minor and frequent major errors in most responses to questions.
2	Very limited variety of vocabulary and structures with regular repetition.	Very frequent minor and very frequent major errors in nearly all responses to questions.
1	Hardly any variety of vocabulary and structures.	Minor and major errors in all responses to questions.
0	The language does not meet the standard required for Level 1 at this tier.	

[NB No reference to complex structures]

Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

(2) Unprepared Conversation: Higher

Task: Answer questions on the theme

[C]: Communication
(15 marks)

AO1	[I]: Information	[D]: Development	[E]: Extended	[CI]: Clarity / ambiguity
13-15	a lot of information conveyed	Consistent good development	with regular extended responses.	Information is always or nearly always conveyed clearly.
10-12	a lot of information conveyed	Consistent good development	with some extended responses	Information is conveyed clearly, but with occasional lapses.
3	Quite a lot of information conveyed	Consistent good development with	occasional extended responses.	Information is generally conveyed clearly.
7-9	Quite a lot of information conveyed	Regular good development of responses.	-	Information may lack clarity from time to time.
4-6	Some information	Some good development and regular minimal development of responses.	-	Information lacks clarity from time to time.
1-3	Some information	Some good development and regular minimal development of responses.	-	Information lacks clarity from time to time.
0	Does not meet the standard required for Level 1 at this tier			

[L]: Range & Accuracy of Language (5 marks)

AO3	[V+S]: Variety of Vocabulary	[A]: Accuracy in basic structures affecting communication	[A]: Accuracy in complex structures affecting communication
5	Wide variety of vocabulary and structures.	There may be a few minor errors -	- Few or no major errors when more complex language is attempted.
4	Very good variety of vocabulary and structures.	Some minor errors -	- Some major errors when more complex language is attempted.
3	Good variety of vocabulary and structures, but with occasional repetition.	Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.	
2	Good variety of vocabulary and structures, but with some repetition.	Frequent minor errors. Some major errors which occur even in basic language.	
1	Some variety of vocabulary and structures, but with regular repetition.	Frequent minor errors and some major errors in most responses to questions.	
0	The language does not meet the standard required for Level 1 at this tier.		

Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

- **How do we break down the 12 minutes which is a global time limit? (We worked backwards to ensure a minimum time in the conversation – is this right?)**
- *There are no separate time limits for any of the Speaking test tasks, but we have provided some recommended times for each task – these are not compulsory. The only timing restriction is the overall time of the whole test which is a maximum of 9 minutes at Foundation tier and 12 minutes at Higher tier. Examiners will not mark beyond the overall time limits for the tier. More information on recommended timings for each task can be found on P.14-15 of the Instructions for the Conduct of Exams: [Instructions for the conduct of the exams Summer 2026](#)*

- **Do we include the script in the timings?**
- *Timing of the test will start at the point the teacher-examiner begins the Role-play using the introductory text in the Teacher's Booklet (You are speaking with your French/ German/ Spanish friend).*

Below are the recommended lengths for each part of the speaking test:

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the Unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the Unprepared conversation)
TOTAL	7-9 minutes	10-12 minutes

Timing of the test will start at the point the teacher-examiner begins the Role-play using the introductory text in the Teacher's Booklet (You are speaking with your French/German/Spanish friend). Timing of the test will end at the point the **maximum time allowed** is reached, which is **nine** minutes at Foundation tier for the whole test and **twelve** minutes at Higher tier for the whole test

The mark scheme for *Read Aloud* task *Part 2: Response to compulsory questions* gives no recognition to students that give 3 developed answers (it jumps straight from 1 extended and 1 developed answer to 1 develop and 1 developed minimally answer)

For top marks in this task (at both tiers) the mark scheme states that

- *all four questions should be answered clearly*
- *at least two answers have an extended response (three clear clauses containing a verb and carrying information)*
- *at least one other is developed well (two clear clauses containing a verb and carrying information).*

NB There are no marks awarded in the reading aloud short conversation for complex or varied language. Instead, students are credited for their development of responses, and the clarity of their responses

- 1 clear response
- 1 clear +developed response
- 2 clear + developed + extended responses

[R]: Response to compulsory questions

(10 marks)

AO1	[C] Response to 4 questions	[D]: Development of answers to 4 questions	[E]: Extended answers to 4 questions
9-10	All questions are answered clearly .	at least one answer is developed well AND....	At least two answers have an extended response
7-8	At least three questions are answered clearly .	at least one answer is developed well AND....	One answer has an extended response
5-6	At least two questions are answered clearly .	One answer is developed well at least one other is developed minimally .	
3-4	At least two questions are answered understandably .	One answer is developed minimally .	
1-2	At least one question is answered understandably .	The answer(s) may be a very limited response.	
0	Does not meet the standard required for Level 1 at this tier.		

Developed minimally: extra info e.g. noun / adjective

Developed well: 2 clauses

Extended: 3 clauses

- **I seem to be tallying up how many clauses people are using to determine whether their response is extended or not rather than paying attention to how good their language is. ...’.**
- *There are no marks awarded in the reading aloud short conversation for complex or varied language. Instead, students are credited for their development of responses, and the clarity of their responses*

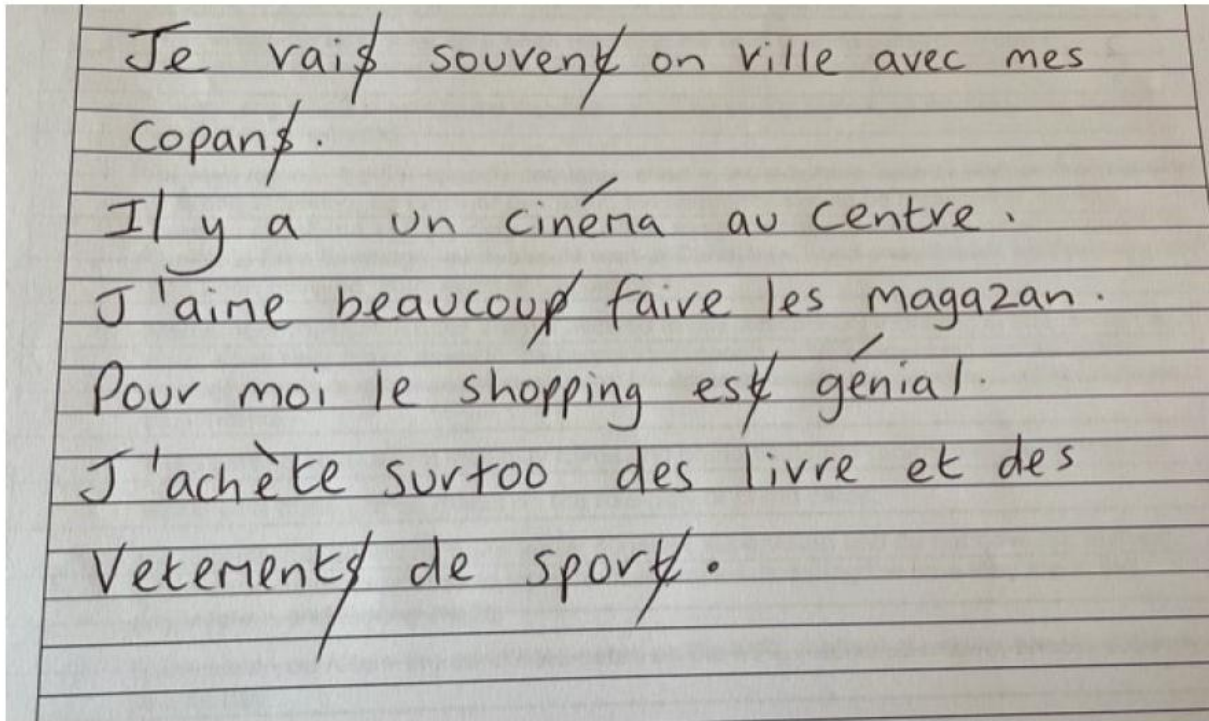
- **This would depend on whether the teacher is referring to the reading aloud short conversation or the unprepared conversation following the photo card. There are no marks awarded in the reading aloud short conversation for complex or varied language. Instead, students are credited for their development of responses, and the clarity of their responses.**
- **An extended response is classed as: ‘a response which contains at least three clauses (a piece of information that includes an appropriate verb)’.**
- **For example, for the question ‘What do you do at the weekend?’, a student might say ‘I go to the cinema with my friends and we watch action films. I love action films.’**
- **These definitions carry across to the photo card unprepared conversation in terms of development (more information can be found in the published mark scheme specific to each tier for this task in terms of development expectations) but in this part of the exam, marks will also be awarded for AO3 and so students will be credited here for their variety of language and structures.**

- **Should students have one section of the speaking exam on each theme?**
- *In terms of theme coverage in this exam, at least two of the themes are covered in the test as a whole - one theme in the Reading aloud task and a second different theme in the Photo card task. The Role-play is not allocated to a particular theme and can cover a range of topics and themes within the bullet point tasks.*

- **Can students be allowed to write on read aloud tasks cards? Otherwise it seems unfair especially to students with dyslexia**
- *For the Reading aloud task, candidates can write out the text as part of their notes and annotate this if they wish to help them deliver this task. They may write the text phonetically or use symbols if they wish. **They must not write on the Reading aloud card itself. (show e.g.)***

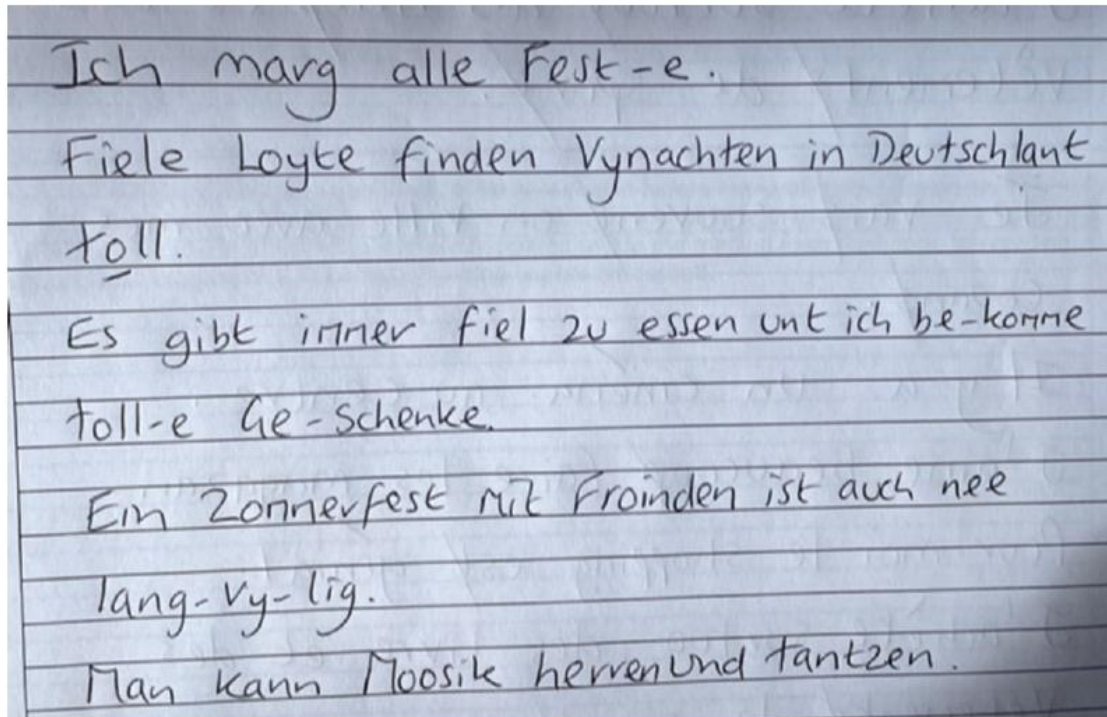
AQA Support: Read aloud

Part 2: Reading aloud text example of annotation (French)



AQA Support: Read aloud

Part 2: Reading aloud text example of annotation (German)



Ich mag alle Fest-e.
Fiele Loyte finden Vynachten in Deutschlant
toll.
Es gibt immer fiel zu essen unt ich be-komme
toll-e Ge-schenke.
Ein Zonnerfest mit Froinden ist auch nee
lang-vy-lig.
Man kann Moosik herren und tantzen.

AQA Support: Read aloud

Part 2: Reading aloud text example of annotation (Spanish)

Para tener una vida sana,
es importante hacer ejercicio
Corro tres veces a la semana.
También juego en un equipo de fútbol
Sin embargo, odio el gimnasio.
Como poco azúcar, aunque
me encantan las hamburguesas.

Writing: Translation – the AQA mark scheme goes from some minor errors to regular major errors – why not “some major errors” as an in between?

See: “Preparing for 2026 courses for Paper 4” which go into the mark scheme criteria in a bit more detail and look at exemplar answers. The crucial point here is that once any major errors appear, students cannot score higher than 3 for Knowledge of vocabulary and grammar.

Writing: Translation – Higher Question 1

(10 marks)

Task: Translate minimum 50 words.

Response to written language

(5 marks)

AO2		15		✓
5	The meanings of all or nearly all elements of the original language are sufficiently rendered.	13/14/15	100%	
4	The meanings of most elements of the original language are sufficiently rendered.	10/11/12	83%	
3	The meanings of some elements of the original language are sufficiently rendered.	7/8/9	58%	
2	The meanings of few elements of the original language are sufficiently rendered.	4/5/6	33%	
1	The meanings of very few elements of the original language are sufficiently rendered.	1/2/3	8%	
0	No elements of the meanings of the original language are conveyed.	0	0	

Knowledge of Grammar and vocabulary

(5 marks)

AO3	[K] Knowledge	[Ap] Appropriate items	[A] Accuracy
5	Very good knowledge of vocabulary and structures	Few if any inappropriate or omitted items.	Grammar is highly accurate and any errors that occur are only minor.
4	Good knowledge of vocabulary.	Some inappropriate or omitted items.	Grammar is generally accurate with regular minor errors.
3	Satisfactory knowledge of vocabulary.	Regular inappropriate or omitted items.	Grammar is more accurate than inaccurate. Regular major and minor errors.
2	Limited knowledge of vocabulary.	Many inappropriate or omitted items.	Grammar is generally inaccurate. Many major and minor errors.
1	Very limited knowledge of vocabulary.	Few appropriate items.	Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
	The language produced does not meet the standard required for Level 1 at this tier.		

Notes

- A mark of zero in Grid one automatically results in a mark of zero in Grid two, but apart from that, the 'Rendering of the original meaning' mark does not limit the mark for 'Knowledge of vocabulary and grammar'.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

AQA support

Resources and Support – AQA Website



The screenshot shows the AQA website's 'GCSE French' page. The AQA logo is at the top left, with the tagline 'Questions matter'. Navigation links include 'Subjects', 'Qualifications', 'Professional Development', 'Exams Admin', and 'Services'. A breadcrumb trail reads 'Home > Subjects > French > GCSE French'. The main heading is 'GCSE French 8652'. Below this is a horizontal menu with five items: 'Specification', 'Planning resources', 'Teaching resources', 'Assessment resources', and 'Key dates'. The 'Planning resources' link is highlighted with a yellow oval, 'Teaching resources' with a pink oval, and 'Assessment resources' with a green oval. On the left side of the page, there is a sidebar with a list of links: '1.0 Introduction', '2.0 Specification at a glance', and '3.0 Subject content' (which has a plus sign next to it). The main content area on the right is titled '1.0 Introduction' and contains sub-sections: '1.1 Why choose AQA for GCSE French' and '1.1.1 A specification designed for you and your students'. The text under 1.1.1 begins with 'We've worked with a wide range of teachers, assessment experts and languages asso'.

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Tel: [01423 534 381](tel:01423534381) 8am–5pm Monday to Friday



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Resources on Centre Services

- **Secure full second set of sample assessment materials (SAMS 2)** available now on [Centre Services](#).
Second full set of assessments intended for use in Year 11 mock exams.
- **Additional practice questions for new assessment tasks** also available now on secure [Centre Services](#)
- includes additional dictation (Paper 1), read aloud (Paper 2), inference task (Paper 3), translation (Paper 3 and 4) and Foundation tier question 3 grammar task (Paper 4).
- **Draft Instructions for the Conduct of Exams and Paper 2 student preparation time booklet** – As part of the ‘Getting to grips with the new speaking exam’ course materials.
- **Answers and commentaries for all four papers** – As part of the ‘Preparing to teach’ materials



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Additional SAMs and Practice question

Secure full second set of sample assessment materials (SAMS 2) available on [Centre Services](#). Second full set of assessments intended for use in Year 11 mock exams.

Further set to be available in Spring Term

Additional practice questions for new assessment tasks also available now on secure [Centre Services](#) - includes additional dictation (Paper 1), read aloud (Paper 2), inference task (Paper 3), translation (Paper 3 and 4) and Foundation tier question 3 grammar task (Paper 4).

Answers and commentaries for all four papers on Centre services

As part of the 'Preparing to teach' materials

- **GCSE French/German/Spanish: Getting Started** – Mark Scheme guidance and application eLearning modules to practise marking for the new specifications, including detailed commentaries from senior examiners.
- One module for each component per language – **Listening, Reading and Writing modules for [all three languages](#) available**
- **Speaking** module (issued Nov 25) alongside a complementary **live Paper 2 training course**.

Instructions for the Conduct of Exams 2026

- **Instructions for the Conduct of Exams 2026** – Essential reading for all staff involved in the delivery of exams for Languages in 2026 containing detailed information on the regulations and guidance for each paper, as well as where to find further support.



Instructions for the conduct of the exams Summer 2026

GCSE Modern Foreign Languages

These instructions apply only to GCSE MFL exams in:

• French	8652
• German	8662
• Spanish	8692

Staff conducting the tests must read and be familiar with both these instructions and the Joint Council for Qualifications (JCQ) [Instructions for Conducting Examinations](#) in advance of the exam.

One copy of these instructions, together with a copy of JCQ's instructions, must be available in each exam room – including, for the speaking tests, the preparation area and the room(s) used for the conduct of the tests.

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Text book + Exam Pro

There is also the OUP approved text book and also the updated Exampro resources for the new GCSE exampro.co.uk/languages



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Tiering guide



Tiering guide: Foundation or Higher tier for GCSE languages

What are the key indicators to support future decisions for the new GCSEs in French, German and Spanish (first exams 2026)?

View our comprehensive guide alongside our quick reference poster in the 'Planning resources' tab for each language

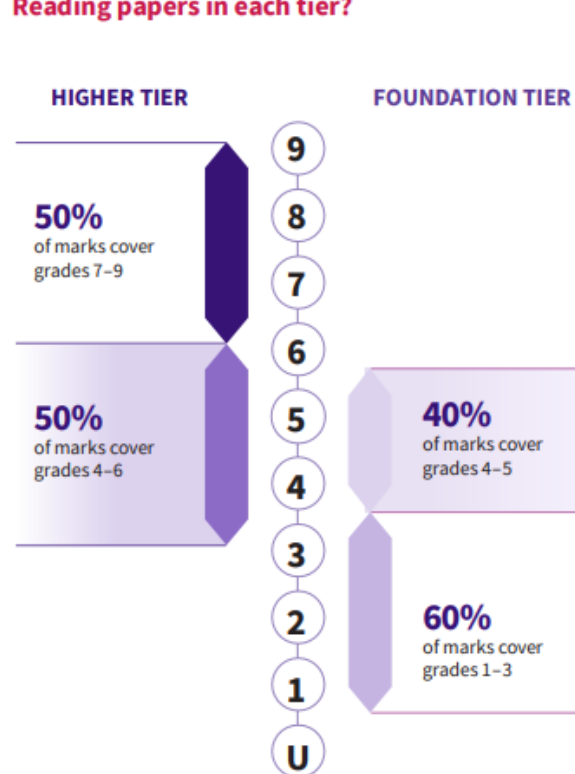
[GCSE MFL Tiering guide](https://cdn.sanity.io/files/p28bar15/green/23314f740ec96f31be20e914ec0b18b7d1936a39.pdf?_gl=1*yd0fu1*_gcl_au*NjgwNTI0MzAuMTc1Nzk0NDQ5Nw..)

https://cdn.sanity.io/files/p28bar15/green/23314f740ec96f31be20e914ec0b18b7d1936a39.pdf?_gl=1*yd0fu1*_gcl_au*NjgwNTI0MzAuMTc1Nzk0NDQ5Nw..

GCSE MFL Grade 4 and 5 students: Foundation or Higher – what’s best?

For most students taking the new GCSEs (first exams Summer 2026) in French, German and Spanish, appropriate tier choices are relatively straightforward. However, for potential grade 4 and 5 students it can be more uncertain. There are a number of factors to consider.

How are the marks targeted in Listening and Reading papers in each tier?



Students aiming to achieve a grade 4 in a language at GCSE will be able to access more marks in the Foundation tier than the Higher tier.

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Key considerations

Did the student perform consistently well on the common questions (questions that feature in both tiers) in Papers 1 and 3 aimed at Grades 4 and 5 in mock exams?

Is the student confident in dealing with the more complex language and grammatical structures which will be used in Higher tier papers?

Does the student consistently meet the requirements of the higher mark bands in speaking and writing?

How does the student deal with Listening and Reading questions identified in the sample paper commentary booklets as medium demand at Higher tier?

Is the student able to comfortably respond to unseen tasks which are more open ended in the Higher tier writing paper? What about the translations (Reading and Writing)?

Taking the answers to the questions above into consideration will help decide the most suitable tier for your student.

Quick reference poster

Pearson Edexcel GCSE French, German and Spanish (2024) Support

Key pages and documents

Languages

October 2025 Languages Update	<h3>GCSE 2024 - Digital Sequencing Tool Demo</h3> <p>To provide teachers and exams officers with an opportunity to practise using the Sequencing Tool before a live series, we have created the Sequencing Tool (demo version). This update provides teachers and exam officers with the information they need on this tool.</p>  Find out more
GCSE 2024 - Digital Sequencing Tool Demo	
Speaking Windows 2026	
Apply to be an examiner for our 2024 GCSEs	






From the [Languages qualifications page](#) you can access the most up-to-date information.

The latest monthly update and the speaking windows are always linked.

Currently there is also the article about our Sequencing Tool (Demo version) with all the support links you need.






Support highlights

Exemplar material

-  **GCSE French Paper 4, Translation exemplars**
This document exemplifies our approach to marking the translation questions in the Foundation and Higher tier GCSE French Writing papers.
| PDF 1.1 MB | 02 May 2025
-  **GCSE French Paper 1, Conversation exemplars**
This pack includes recordings together with marked responses and commentaries for the third component of Paper 1, Speaking: Conversation at Foundation and Higher tiers. These exemplars demonstrate Pearson's approach to marking with additional guidance.
| ZIP 22.3 MB | 28 April 2025
-  **GCSE French Paper 1, Picture description exemplars**
This pack includes recordings together with marked responses and commentaries for the third component of Paper 1, Speaking: Picture description at Foundation and Higher tiers. These exemplars demonstrate Pearson's approach to marking with additional guidance. (Updated 27 May 2025)
| ZIP 12.6 MB | 28 April 2025
-  **GCSE French Paper 1, Read aloud and Role play exemplars**
This pack includes recordings together with marked responses and commentaries for the two first components of Paper 1, Speaking: Read aloud and Role play at Foundation and Higher tiers. These exemplars demonstrate Pearson's approach to marking with additional guidance. (Updated 21 March 2025)
| ZIP 11.3 MB | 28 April 2025
-  **GCSE French Paper 1, Speaking assessment video exemplars**
This pack includes videos of full speaking assessments, together with marked responses and commentaries. These exemplars demonstrate Pearson's approach to marking with additional guidance. (Updated 16 May 2025)
| ZIP 4.6 MB | 28 April 2025

Wide range of exemplar material

[French](#)
[German](#)
[Spanish](#)

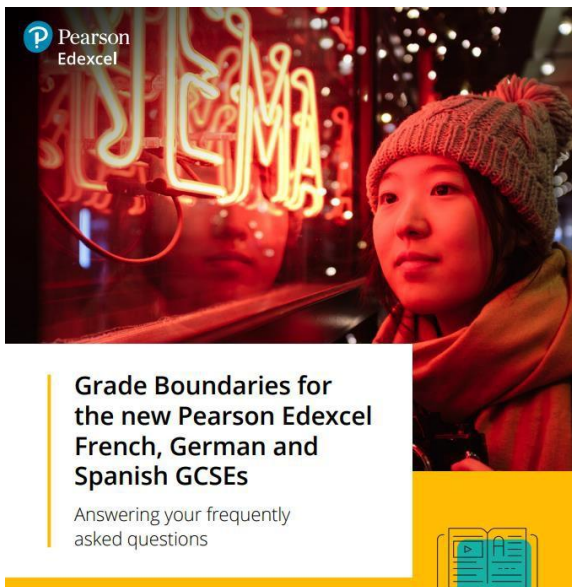
-  **Paper 1, Speaking - Teacher Guide (Issue 1.1)**
(Updated 21 March 2025)
| PDF 3.0 MB | 03 June 2024
-  **GCSE Spanish (2024) Vocabulary and Grammar Guide**
This guide provides teachers with additional insight into the requirements surrounding vocabulary and grammar from the DfE Subject Content for GCSE 2024. This guide is specific to Spanish, as some aspects are different depending on the language. (Updated 24 May 2024)
| PDF 2.0 MB | 15 February 2024
-  **Paper 4, Writing - Teacher Guide (Issue 3.0)**
In this series of paper guides, we provide further detail about the design and structure of our assessments.
| PDF 4.8 MB | 02 November 2023
-  **Paper 2, Listening and Understanding - Teacher Guide (Issue 2.0)**
In this series of paper guides, we provide further detail about the design and structure of our assessments.
| PDF 1.5 MB | 04 October 2023
-  **Paper 3, Reading and Understanding - Teacher Guide (Issue 2.0)**
In this series of paper guides, we provide further detail about the design and structure of our assessments.
| PDF 1.2 MB | 04 October 2023

Teacher guides to each paper, vocabulary and grammar guide.

-  **One-Page Mark Scheme: Foundation Speaking**
| PDF 156.4 KB | 17 February 2025
-  **One-Page Mark scheme: Foundation Writing**
| PDF 146.3 KB | 17 February 2025
-  **One-Page Mark Scheme: Higher Speaking**
| PDF 156.1 KB | 17 February 2025
-  **One-Page Mark scheme: Higher Writing**
| PDF 145.5 KB | 17 February 2025

One page mark sheets

Support highlights



Understanding grade boundaries – Frequently Asked Questions

Classroom tests



GCSE Spanish (2024) Extra Dictation Tasks - Foundation

A Foundation tier dictation task for each of the six thematic contexts.
| PDF 497.7 KB | 22 May 2024



GCSE Spanish (2024) Extra Dictation Tasks - Higher

A Higher tier dictation task for each of the six thematic contexts.
| PDF 510.6 KB | 22 May 2024



GCSE Spanish (2024) Extra Read Aloud Tasks - Foundation

A Foundation tier read aloud task for each of the six thematic contexts.
| PDF 507.7 KB | 22 May 2024



GCSE Spanish (2024) Extra Read Aloud Tasks - Higher

A Higher tier read aloud task for each of the six thematic contexts.
| PDF 515.5 KB | 22 May 2024

Extra tasks for use in class



Listening and Reading Exam Scheduling

| PDF 1.1 MB | 18 April 2024



Language Knowledge in the UK - Survey Results

| PDF 905.6 KB | 12 December 2023



Student/Parent Introduction to GCSE French, German & Spanish (2024)

Slides that can be used to introduce the 2024 GCSEs to students and parents either in class or on options evenings. There is also a recorded version available via YouTube.
| PPTX 8.8 MB | 11 December 2023



Student/Parent Introduction to GCSE French, German & Spanish (2024) (Narrated Version)

A narrated presentation that can be used to introduce the 2024 GCSEs to students and parents either in class or on options evenings. There is also a recorded version available via YouTube.
| PPTX 17.2 MB | 11 December 2023



Preparing for Options Evening

| PDF 515.3 KB | 23 November 2023



Switching to Pearson Edexcel for MFL GCSE

| PDF 1.0 MB | 10 October 2023



2024 MFL GCSEs: Qualification at a glance

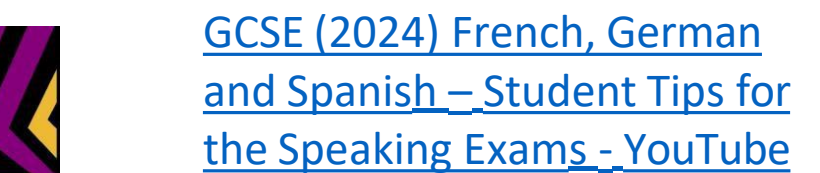
| PDF 2.3 MB | 31 August 2023



Languages GCSEs: What do students want?

| PDF 502.6 KB | 12 July 2023

Additional guides and resources



**GCSE French, German,
and Spanish (2024)
speaking exams**

Speaking support guide for students

Tiering factsheet

[Tiering Decision Factsheet](#)

Pearson Edexcel GCSE French/German/Spanish

Tier Entry – Helping you make the right decision for your students

Not sure how to enter your borderline Foundation/Higher tier students?

We understand that choosing a tier of entry for your students can be challenging, especially after qualification reform.

Summary

- On a Higher Tier paper, a candidate will encounter content targeted at grades 4–9.
- On a Foundation Tier paper, a candidate will encounter content targeted at grades 1–5.
- A candidate predicted to achieve a grade 5 is likely to feel much more at ease with the overall demand of the Foundation Tier papers.
- The same candidate will encounter content targeted well beyond grade 5 in the Higher Tier papers and may well find this challenging and demotivating.
- Performance in mocks, particularly in 'crossover questions', could be used to inform decisions around tier of entry.
- A grade 3 must not be considered as a default grade at Higher tier.




Please do not use this information in isolation and make sure you consider the wider factors that may impact your decision.

You may also wish to consider the following factors in your decision making:

	Yes	No
Does your student regularly gain full marks in the crossover questions (Reading and Listening)?		
Does your student confidently answer the unpredictable questions in the Speaking paper?		
Can your student talk using extended sequences of speech in the conversation?		
Does your student use a wide range of grammar and vocabulary (Speaking and Writing)?		
Are the major and minor mistakes your student makes in Speaking and Writing minimal?		
Is your student consistently successful when producing three timeframes in speaking and writing?		
Can your student confidently write 130–150 words using a wide variety of vocabulary and grammatical structures?		
Are there any other factors you need to consider such as attendance, homework, general motivation in the subject, the student's confidence levels and their resilience and ability to cope under exam pressure?		

Training on offer




Free

GCSE French, German, Spanish (2024): Unpacking the Writing Exam

By Pearson

These online events are designed to support teachers who are delivering the new Pearson Edexcel GCSE French, German or Spanish (2024) at their schools.

- 1.5hrs
- Multiple dates
- Live Online




Free

GCSE French, German, Spanish (2024): Mastering Dictation

By Pearson

These online events are designed to support teachers who are delivering the new Pearson Edexcel GCSE French, German or Spanish (2024) at their schools.




Free

GCSE Modern Languages (2024): Effective Phonics Teaching for the Read Aloud...

By Pearson

These online events are designed to support teachers who are delivering the new Pearson Edexcel GCSE Modern Languages (2024) at their schools.




Free

GCSE Modern Languages (2024): New to Pearson Edexcel September 2025

By Pearson

These online events are designed to support teachers who are delivering the new Pearson Edexcel GCSE Modern Languages (2024) at their schools.




Free

GCSE French, German, Spanish (2024): Unpacking the Speaking Exam

By Pearson

These online events are to support teachers who are delivering the new Pearson Edexcel GCSE (2024) in French, German or Spanish. These events offer...

- 1.5hrs
- Multiple dates
- Live Online




Free

GCSE Modern Languages (2024 Specifications): Drop-in Clinic

By Pearson

Join us for a drop-in clinic where we will answer your questions about the new Pearson Edexcel MFL qualifications. We will have different members from...

- 45mins
- Multiple dates
- Live Online




Free

GCSE French, German, Spanish (2024): Conducting the Speaking Exam

By Pearson

This online event is to support teachers who are delivering the new Pearson Edexcel GCSE French, German or Spanish (2024). Delegates will: • review ...

- 2hrs
- Multiple dates
- Live Online



Free

GCSE Modern Languages (2024 specifications): Getting Ready to Teach pre-rec...

By Pearson

For teachers preparing to deliver the new Pearson Edexcel GCSE (2024) in French, German or Spanish, these pre-recorded training sessions will support ...

- 0-2hrs
- Recorded

Subject Advisor Support

Subject advisor

Rebecca Waker

Languages

Email : teachinglanguages@pearson.com

Phone : +44 (0) 344 463 2535 (Teaching Services team |
Mon - Fri, 8am - 5pm GMT)



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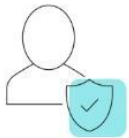
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Help for Teachers and Educators

Information and resources for teachers and educators in the delivery of Pearson qualifications, plus help on our publications and digital subscriptions.



Help for Students, Parents and Carers

Help for students studying, who have previously studied Pearson qualifications, and their parents and carers.



Thank you