



GCSE FRENCH AND SPANISH

Why study a language?

Speaking another language can help you to stand out from the crowd in a multitude of career paths

Studying a language fits nicely with the majority of subject choices for current and future study.

Employers believe knowledge of a second language boosts your employability - demand for languages skills is booming in the global job market.

Scientists believe knowledge of a second language can boost your brain power alongside enhancing your analytical and creative skills and improving your cognitive development.

Language influences culture and being able to speak another language can help you better understand the world.

Speaking another language helps break down cultural barriers and encourages better understanding of different people's perspectives.

Why study a language?

Speaking another language helps you to be more confident when travelling and exploring the world, allowing you to be fully immersed in local life.

A recent study shows that nearly one in two adults who cannot have a conversation in a modern language regret not engaging more with languages at school.

Learning another language improves our aptitude for study itself, especially our listening and communication abilities.

Learning another language helps you to develop really useful transferable skills, like being a good communicator, having an ability to listen and also confidence in delivering presentations in the workplace. These are the things that give your overall confidence levels a boost and add value to your CV.

Speaking another language shows you're not afraid of making mistakes - you are constantly learning to improve and enhance your skills and knowledge.

EBacc

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The Ebacc is:

- English language and literature
- Maths
- The sciences
- Geography or history
- A language

EBacc impact: The EBacc is made up of the subjects which are considered essential to certain degrees and open up lots of doors. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.



Subject aims

- Studying a GCSE in French or Spanish should encourage students to develop confidence in, and a positive attitude towards different countries and cultures and to recognise the importance of languages. They should also provide a strong linguistic and cultural foundation for students who go on to study languages at a higher-level post-16.
- Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. The study of a modern foreign language at GCSE should also build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.

"Our new specification offers your students the opportunity to develop their language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom."

Judith Rowland-Jones | Head of Curriculum for Languages at AQA

What's New?

The new MFL specification is designed to make language learning more accessible and enjoyable!

Here's a snapshot of the key changes and upgrades:

- All questions and answers in the reading and listening papers are now in English
- All exam rubrics are now in English
- The assessment objectives are more balanced to give students the best chances of scoring points for communication as well as accuracy.
- The themes are all accessible and follow on from KS3 topics

What is involved in GCSE Spanish?

The content of Spanish GCSE for the new specification beginning in 2024 is split across 3 key themes:

Theme 1 - People and Lifestyle.

Theme 2 - Popular culture.

Theme 3 - Communication and the world around us.

All three of these themes directly build and relate to what you have been studying so far over the last 3 years in KS3 (Free time activities, Travel and Tourism, Media and Technology, Identity and Relationships...)

Theme 1: People and lifestyle

Theme 1 covers the following three topics:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

Theme 2 covers the following three topics:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

Theme 3 covers the following three topics:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

What is involved in GCSE Spanish?



Writing
25%



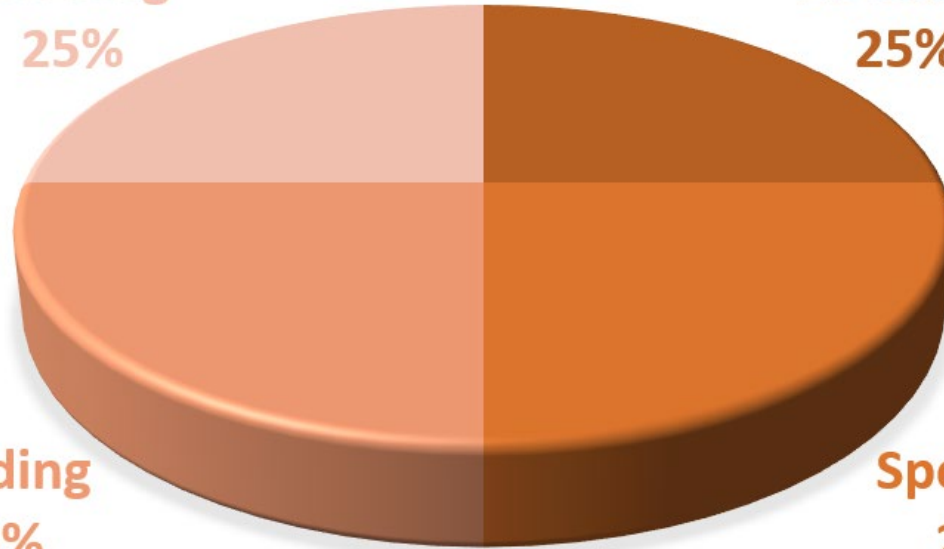
Listening
25%



Reading
25%



Speaking
25%



Where will languages take you?



DETECTIVE



TOUR MANAGER



JOURNALIST



TEACHER



SALES EXECUTIVE



MARKETING
EXECUTIVE



PUBLIC RELATIONS
OFFICER



SOLICITOR



DIPLOMATIC
SERVICE OFFICER



LOGISTICS
MANAGER



CHARITIES
ADMINISTRATOR



COMMISSIONING
EDITOR



PATENT EXAMINER



INTERPRETER



IT



TRANSLATOR

Why study languages:

- Knowledge of another language can help **unlock a different culture** and society
- Speaking another language can help you to **stand out from the crowd** in a multitude of career paths
- Studying a language **fits** nicely with the **majority of subject choices for current and future study**
- Employers believe knowledge of a second language **boosts your employability** – demand for languages skills is booming in the global job market
- Scientists believe knowledge of a second language can **boost your brain power** alongside enhancing your **analytical and creative skills** and improving your **cognitive development**
- Employers often rank language skills as a **high priority when recruiting**
- Language **influences culture** and being able to speak another language can help you **better understand the world**
- Speaking another language uncovers new ways of seeing the world and **seeing the world through someone else's eyes**
- Speaking another language helps **break down cultural barriers** and encourages better understanding of different people's perspectives
- Speaking another language helps you to **be more confident when travelling and exploring the world**, allowing you to be fully immersed in local life

- A recent study shows that nearly one in two adults who cannot have a conversation in a modern language regret not engaging more with languages at school
- Learning another **language improves our aptitude for study itself**, especially our listening and communication abilities
- It's very easy to take notice of excuses like "English is the world language" to stop us seeing the value of learning a second language. In an increasingly globalised world, **languages are seen as currency or stock in the workplace** – the more you speak, the higher your value rises
- Learning another language helps you to **develop really useful transferable skills**, like being a good communicator, having an ability to listen and also confidence in delivering presentations in the workplace. These are the things that **give your overall confidence levels a boost and add value to your CV**
- Learning a new language means overcoming your shyness, **developing confidence and improving your communication skills**
- Knowing the language means you can **travel beyond the tourist trails** and have an authentic experience of another culture
- Speaking another language shows you're not afraid of making mistakes – **you are constantly learning to improve and enhance your skills and knowledge**

What is involved in GCSE Spanish?

Paper 1: Listening

What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

Questions

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

Paper 2: Speaking

What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
 - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
 - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
 - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
 - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)

Paper 3: Reading

What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from the target language into English

How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

- Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)
- Section B – translation of sentences from the target language into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

Paper 4: Writing

What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into the target language

How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

Questions

Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into the target language, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

Higher tier

- Question 1 – translation of sentences from English into the target language, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two compulsory bullet points, producing approximately 150 words in total). There is a choice from two questions (25 marks)