Modern Foreign Languages

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Edexcel GCSEs in French, German, Mandarin and Spanish MFL
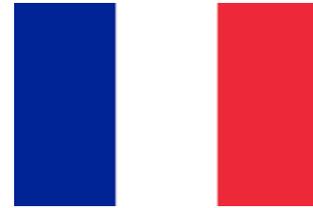
French, German, Spanish

• The four papers at a glance

Paper 1: Listening and understanding.

Foundation tier: 35 minutes including 5 minutes reading time; 50 marks.

Higher tier: 45 minutes including 5 minutes reading time; 50 marks.

25% of the total qualification.

Paper 2: Speaking. Internally conducted and externally assessed.

Foundation tier: 7–9 minutes plus 12 minutes preparation time; 70 marks.

Higher tier: 10–12 minutes plus 12 minutes preparation time; 70 marks.

25% of the total qualification.

Paper 3: Reading and understanding.

Foundation tier: 45 minutes; 50 marks.

Higher tier: 1 hour; 50 marks.

Including translation from the target language into English.

25% of the total qualification.

Paper 4: Writing

Foundation tier: 1 hour 10 minutes; 60 marks.

Higher tier: 1 hour 20 minutes; 60 marks.

Including translation from English into the target language.

25% of the total qualification.

Make sure that you are revising all 5 themes. Not just the ones that you are confident with! For themes that are still being taught, look ahead using your revision guide and workbook. The key is vocabulary and applying grammar you already know to new contexts.

Theme 1: _**Identity and culture**_
• Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models • Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
• Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: _**Local area, holiday and travel**_
• Holidays: preferences; experiences; and destinations
• Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
• Town, region and country: weather; places to see; things to do

Theme 4: _**Future aspirations, study and work**_
• Using languages beyond the classroom: forming relationships; travel; employment
• Ambitions: further study; volunteering; training
• Work: jobs; careers; professions

Theme 3: _**School**_
• What school is like: school types; school day; subjects; rules and pressures; celebrating success
• School activities: school trips; events; exchanges

Theme 5: _**International and global dimension**_
• Bringing the world together: sports events; music events; campaigns and good causes
• Environmental issues: being 'green'; access to natural resources

Tiers of entry

- Either foundation in all 4 skills or higher in all 4 skills (it is not possible to mix and match).

- If you are unsure, please discuss with your teacher as soon as possible.

- The highest possible grade on the foundation paper is a grade 5.

Paper 1: Listening & understanding in TL

This paper draws on vocabulary and structures across all the themes

Students are presented with recorded scenarios involving one or more speakers in public and social settings.

Recordings for individual questions within the assessment vary in length

- The assessment is out of 50 marks
- Students allocated five minutes to read through the paper
- Each passage is played twice

Foundation tier

The assessment is 35 minutes, including 5 minutes' reading.

Section A is set in English. The instructions to students are in English. Section B is set in the Target Language. The instructions to students are in the Target Language.

Question types are both multiple-response and short-answer open response questions.

Higher tier

The assessment is 45 minutes, including 5 minutes' reading.

Section A is set in the Target Language. The instructions to students are in the Target Language. Section B is set in English. The instructions to students are in English.

Question types are both multiple-response and short-answer open response questions.
Four of the questions will be common to both tiers.

Paper2: Speaking in TL

Task 1 - Role play

Interaction requiring student to ask and answer questions, exchange information and to use different registers.
The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal register relevant to the scenario. # The task is set in the register that the student is required to use, so students should use that register in their responses.
#Students are required to refer to past, present and future events.

- The scenarios are based on any of the themes 1 to 4 (not theme 5).

- Some scenarios are transactional in nature (e.g. booking a train ticket or asking for directions).

Task 2 - Picture-based task

- Describe and narrate events.
- Give information.
- Express, justify and exchange opinions.
- Students are required to refer to past, present and future events.

- Based on any of the five themes.

- The topic is allocated at the time of assessment.

Task 3 – Conversation
The conversation is based on any **two** themes.
For the first part the student selects one topic
from one theme in advance of the qssessment.
The second part of the conversation must be on a different theme
(allocated from a grid).
Students are required to refer to past, present and future events in this
assessment, using a range of tenses and time frames.

- Assessments will be conducted in April.

- The entire assessment must be conducted in TL.

- Students must be permitted 12 mins prep time
to consider the questions and stimulus
for tasks 1 and 2.

- Students are assessed on the quality of
responses rather than length of assessment.

Foundation 7 to 9 minutes plus 12 minutes' preparation time. ● The assessment TOTAL = 70 marks.
- ➢ Role play to last between 1-1 ½ mins = 10 marks
- ➢ Picture-based to last 2 ½ - 3 mins = 24 marks
- ➢ Conversation to last 3 ½ - 4 ½ mins = 36 marks.

Higher 10-12 mins plus 12 minutes' preparation time. ● The assessment TOTAL = 70 marks.
- ➢ Role play to last between 2-2 ½ mins = 10 marks
- ➢ Picture-based to last 3-3 ½ mins = 24 marks
- ➢ Conversation to last 5 - 6 mins = 36 marks.

Recap

Task 1 – Role play based on one topic allocated by Pearson

Task 2 – A task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.

Task 3 – conversation based on two themes. The first based on the topic chosen by the student and the second selected by the teacher from a choice of two themes allocated by Pearson.

Paper 3: Reading and understanding in TL

- The assessment time is:

  Foundation tier - 45 minutes in length

  Higher tier - 1 hour in length.

- The assessment is out of 50 marks.

- The assessment consists of 10 questions.

- Students must answer all questions from each of the three sections.

- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from one of the five themes.

- **Section A** = 6 questions in English. (Both multiple-response and short-answer open response questions.)

- **Section B** = 3 questions

For the Foundation tier there are three multiple-response questions.

For the Higher tier, there are two multiple-response questions and one short-answer open response question.

- **Section C** = translation passage from TL into English.

    Four of the questions are common to both tiers.

Paper 4: Writing in the target language

- The assessment is out of 60 marks.

- Each question is set in a context drawn from one of the five themes.

- The length of each response required and complexity of language increases across the paper.

- One question is a translation of a short passage from English into TL.

- Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.

Paper 4.

Foundation tier

Time is 1 hour and 10 minutes
3 open response questions and 1 translation from English to TL.
Students must answer all questions.
Q 1 assesses ability to write to describe and to express opinions.
Q 2 assesses ability to note key points and convey information. Students must use the formal register.
Q 3 = 2 options from which students have to select one and assesses ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register. (Common to the Higher tier)
Q 4 = translation. Translate 5 sentences from English to TL. The sentences are ordered by increasing level of difficulty

Higher tier

Time is 1 hour and 20 mins
2 open response qs and 1 translation from English to TL.
Students must answer all questions.
**Q 1** 2 options from which students must choose 1. This question is common to the Foundation tier.
Q 2 Question 2 has two options from which students have to select one.
Q 3 = Translation. Students are required to translate a short paragraph from English into TL.

Revision resources

For French, German and Spanish, pupils should all have a revision guide and a revision workbook. These are the most useful revision resources as they contain reading and listening questions on all topics that will be tested in the exams as well as worked examples.
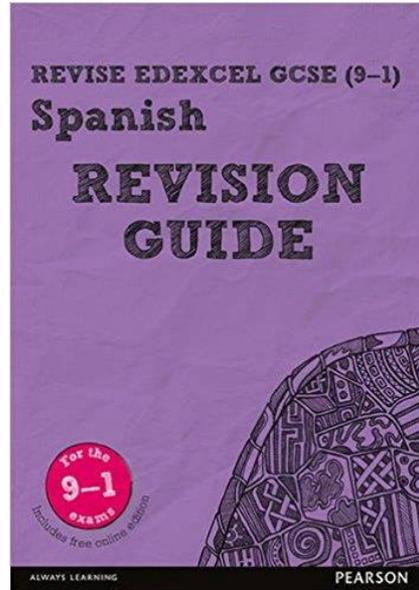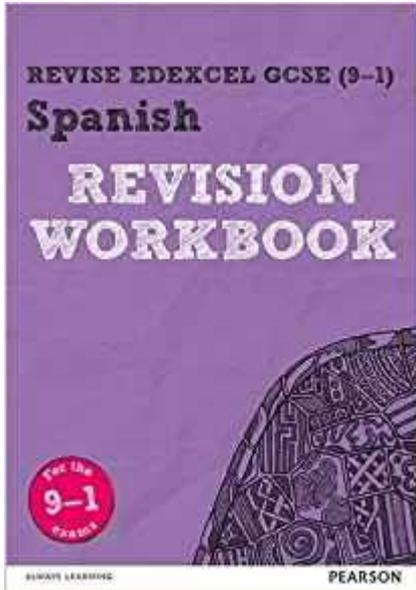
Listening files for Edexcel workbook: www.pearsonschoolsandfecolleges.co.uk/secondary/GlobalPages/mfl-91-revision-audio-samples/GCSE-MFL-91-audio-files.aspx

All students should have these. If not, they can be purchased from student reception at £2.50 each.

thisislanguage.com – French, German, Spanish

This is an excellent website for practising listening skills and learning vocabulary. You should be logging in regularly. You can search the videos by topic.

Revision apps

- Duolingo – 1000s of words to learn and practise in a fun way. Free to download. Can also be accessed as a website.

- Quizlet – Search for Edexcel GCSE sets of flashcards in the language you are studying and learn them using a variety of games and activities. You can also create your own sets of flashcards. Free to download. Can also be accessed as a website.

Online revision resources

- BBC Bitesize languages:

https://www.bbc.co.uk/education/subjects/zhsvr82

- For vocabulary learning:

www.memrise.com - search for the Edexcel GCSE courses.

- For conjugating verbs:

www.verbix.com

- Online practice of vocabulary and audio clips:

www.languagesonline.org.uk

- Interactive activities:

www.zut.org.uk

www.s-cool.co.uk

http://www.goethe-verlag.com/tests/

Next steps

- Prepare well for the speaking PPE. Make sure that you know a range of higher level phrases that you can apply across topics.

- Read the feedback from the speaking PPE carefully.

- Use the Personal Learning Checklists for subject content and grammar. Students can RAG rate their confidence levels against the topics and use the Edexcel revision guides and resources in their books to fill any gaps in knowledge. Work through this systematically and make sure that you are confident with each topic.

- Prepare answers for possible speaking questions.

- Work through the Edexcel revision guide and workbook.

- Create revision flashcards / mindmaps for key vocabulary.

- Use www.thisislanguage.com to practise listening and vocabulary.

- **Check www.showmyhomework.co.uk for specific information from your class teacher.**

Revision and support sessions for MFL

Tips for revising

- **Regular revision** is key; languages will stick in your brain more easily if you do not leave days without seeing or hearing them. Remember: 'little and often'.

- Ensure that you split your revision time between the **four skills**: listening, speaking, reading and writing. Remember that you will also need to complete translation tasks as part of the reading and writing exams.

- Make sure you know **key verbs** and that you are confident in manipulating these into a **range of tenses**. You need to demonstrate that you can use tenses correctly in your speaking and writing exams.

Tips for revising

- **Learn vocabulary** – use vocabulary lists that you have been given, as well as links to Memrise and Quizlet, which you should use to help you learn this vocabulary. Create mindmaps and flashcards.

- Do the **reading, listening and writing exercises** in the **Edexcel GCSE Revision Workbook.** You could also read articles of interest online, listen to online radio or watch videos on Youtube in the language you are learning.

Tips for revising

Listening paper:

- **Read the questions before the recording starts**.

- Don't waste the 5 minutes reading time at the start of the exam. Write down any words you may need to listen out for.

- **Don't panic** if you don't understand the listening when you hear it for the first time; it will be repeated.

- **Answer every question. If you are not sure, make an educated guess.**

Tips for revising

Speaking exam:

- Prepare possible answers to a range of topics. Although you don't know exactly what questions you will be asked, you know what the topic areas are and so should have something prepared that you can say on each one.

- You are strongly advised to have a presentation (of around 30 seconds) prepared for a topic of your choice. This should include description/narration, a range of tenses and interesting vocabulary, opinions and reasons.

- Remember:

- Task 1 – role play

- Task 2 – photo description

- Task 3 – general conversation

Tips for revising

Reading paper:

- **Read the questions carefully**. This will give you a general idea of what the passage is all about.

- **Look out for key words**. Don't worry if you don't understand every word.

- **Don't panic** if you can't find the answer straight away in the reading paper. Re-read the passage and make an educated guess.

- **Answer every question. If you are not sure, make an educated guess.**

- After you have done the translation, proof-read it **and make sure it makes sense in English and is not just a literal translation.**

Tips for revising

Writing paper:

- **Read the question carefully**

- Make sure that you **cover each bullet point**

- Remember that you need to include **consistently accurate references to past, present and future.**

Tips for revising

Watch movies with subtitles in the language you are learning

- Follow what's being said without having to decipher only the spoken language.

- Find a short scene with plenty of dialogue between two characters. Watch it with the subtitles a few times until you can distinguish every word. Then watch it a few more times without the subtitles, listening carefully to the words and how they're spoken. Which parts of the words are stressed? Where are the pauses? Which words or phrases are strung together to sound like a single word?

- Say the lines out loud as the character says them, then switch parts and respond to the words that are spoken. Do this enough times and you'll never forget how those certain words and phrases are pronounced.

Tips for revising

Listen to songs in the language you are learning

- Music is a universal language, and an excellent way to train your ears to listen to a foreign language.

- Starting with just the refrain, sing along with the song until you can do it from memory. Then move on to the rest of the song. The good thing about learning with music is that it has a way of sticking in your brain and helping you to remember the words.

Tips for revising

Watch the news in the language you are learning

- The good thing about the news is that it's always very clearly spoken with minimal accent and slang. It's also good for a beginner because it generally uses easier sentence constructions, simple declarative statements and clear descriptions.

Try searching for 'news in slow Spanish/German/French'.

Read Aloud

- Read text in your target language out loud. Start out by reading a news article, and then add more articles until you're reading for about fifteen minutes a day.

Write More

- Reading and listening are activities in which you *consume* language. Speaking and writing are activities in which you *produce* language. So when it comes to language skills, speaking and writing are like close cousins.

- Something that bridges the gap between writing and speaking? Online chatting/instant messaging. These are more real time, but you can still slow down and get a little help from the dictionary when you get stuck.

Talk about a topic.

- This is a tried and tested exercise that's common in language classrooms. Think of a topic. Then talk about it. Sample topics you might talk about include:

- Your personal history

- Your family

- What you did over the weekend

- A sport you like to watch

- Your favourite animal

This is a good thing to do when you're talking to yourself. With this drill, you can quickly and identify what you're having trouble saying, and then learn the vocab or sentence structures.