



In summer 2020, we announced several amendments to the current French, German and Spanish GCSE examinations, based on teachers' feedback and extensive research, with the aim of creating assessments that are more accessible to students and relate more closely to their experience.

What are teachers saying about our 2022 GCSE MFL assessments?

Listening



Much more accessible especially with the longer pauses to allow for thinking time. Still some tricky vocab however for those that had worked hard, they came out feeling confident.

Arthur Terry School
(French, Spanish)

Students at both foundation and higher tier were much happier with the exam this year. They definitely found that the removal of examples and shorter listening passages were a lot better.

Huntcliff School
(Spanish)

The paper was clearly presented, an improvement on previous papers.

Graveney School
(French, German, Spanish)

We found that the students came out of the exams with more confidence than in previous years.

Witton Park Academy
(French)

Students very happy. Reported that the exam was much more accessible. Appreciated slower speed of delivery and more time to process between questions.

Moat Community College
(French, Spanish)

Much more positive experience for candidates.

Charters School
(French, Spanish)





Reading



Students were delighted to receive a fair paper that wasn't trying to trick them.

The Deanery

(French, German)

Better than 2019 as they knew the content and weren't faced with unfamiliar never seen vocabulary.

Nottingham Free School

(Spanish)

Much more accessible to students. They like the multiple-choice questions and find it better to have less inference questions. Reading comprehension should be just that. Checking for their understanding of what they have read.

Huntcliff School

(Spanish)

Our students seemed pleased with their performance; the papers presented a suitable level of challenge overall (it seems!).

Graveney School

(French, German, Spanish)

Some pupils said that they had enjoyed the paper, others found it more accessible than the previous years that we had used in their mocks.

Witton Park Academy

(French)

Both the French and Spanish pupils were equally happy with the fairness of the Reading exam.

Droylsden Academy

(French, Spanish)

Overall, students found the Reading paper more approachable.

Children's International School Lagos

(Spanish)



Listening and reading: cultural content



“ *Seemed much more equitable.*

The Deanery
(French, German)

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“ *Cultural content was fair, not expecting prior knowledge in order to be able to answer questions.*

Moat Community College
(French, Spanish)

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“ *I think that there was a more realistic amount of cultural content than in previous years, and the level was more appropriate.*

Droylsden Academy
(French, Spanish)

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“ *More care had been taken to make it relatable to their experiences.*

Charters School
(French, Spanish)

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Writing



“ *Rubrics and bullet points were much more accessible. No unusual vocab in the bullet points meant students were able to understand and access the whole question. Translation tasks seemed much fairer as they used common vocabulary, no trick words.*

Moat Community College
(French, Spanish)

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“ *Students were able to show what they had learnt.*

Southport Learning Trust
(French, Spanish)

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“ *Great choices and tasks were very accessible.*

Towers School
(French)

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