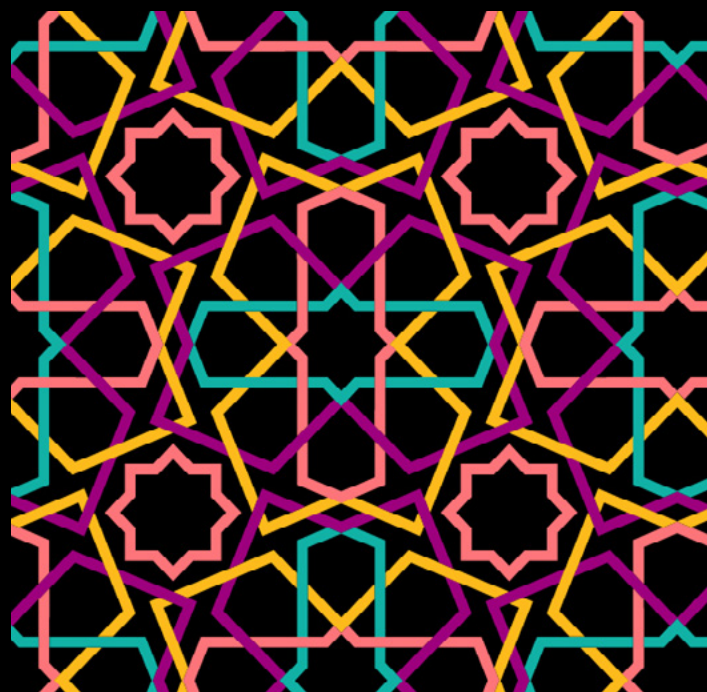


GCSE (9-1) French, German and Spanish 2024

Your guide to our
new qualifications

First teaching: 2024

First assessment: 2026





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Our vision for the new GCSEs

Language is more than words.

Language is communication.

Language is culture.

Language is connection.

Built on a foundation of **inclusivity, accessibility and transparency**, the Pearson Edexcel qualifications take a **compassionate, student-centred approach** and cater to the needs of all learners, regardless of their background, ability or reason for studying a language.

Combining **clear, concise and straightforward assessments** with **engaging, meaningful and relatable content**, our new Pearson Edexcel GCSE Modern Languages qualifications are fit for the future, equipping students for life and careers in a global setting.

[Register your interest](https://go.pearson.com/MFLGCSE24) or find out more information at
go.pearson.com/MFLGCSE24

Key features

We have listened to feedback from all parts of the language community, including hundreds of teachers and students. We know that when you are teaching a language, you want your students' eyes to be opened to other cultures and for them to learn how to communicate about subjects that interest them. Like you, we are passionate about growing a love of languages.

Our GCSE qualifications are focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.

Language learning for today's world – we have carefully selected our vocabulary and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.

Compassionate assessments in a clear and familiar structure – our assessments are accessible and transparent, rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. We are committed to maintaining a sense of continuity with the separate assessment of the four skills, and a consistent assessment structure.



Preparing for the future – we know how much you value additional assessment material, and we are committed to providing additional content, including secure mock material. We will provide digital solutions to ease the administrative burden, and opportunities to be involved in innovative pilots for onscreen assessment pathways.

Reliable and extensive support from switch to delivery – our Switch Consultants will provide one-to-one support to make switching to our new qualification pain free. Once you are with us, our dedicated Subject Advisor is here to help with any of your queries and we will provide regular training opportunities for all our teachers.

Consistent Assessment Design – our assessments are designed to minimise surprises. Each year there will be the same question types, in the same place, for the same number of marks so your students will know what to expect.



Assessment at a glance

Paper 1: Speaking (Non-examined assessment)		50 marks
● Prep time: 15 mins		25%
Foundation: 7-9 mins	Higher: 10-12 mins	
<ul style="list-style-type: none">● Task 1: Read aloud and 2 short unprepared questions● Task 2: Role play in a transactional setting● Task 3: Picture description, 2 short unprepared questions and follow-on conversation ●		<ul style="list-style-type: none">• Describe only one colour picture from a choice of two• Student selects the thematic context in advance
1 minute in private assessment space for reading aloud preparation		

Paper 2: Listening and Understanding		50 marks
Foundation: 45 mins	Higher: 60 mins	25%
<ul style="list-style-type: none">● 5 mins reading time included● Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.● Section B: Dictation		
Extracts played THREE times		

Paper 3: Reading and Understanding		50 marks
Foundation: 45 mins	Higher: 60 mins	25%
<ul style="list-style-type: none">● Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.● Section B: Translation into English		

Paper 4: Writing		50 marks
Foundation: 1 hour 15 mins	Higher: 1 hour 20 mins	25%
<ul style="list-style-type: none">● Picture task (Foundation tier only)● Two writing responses (both tiers, with a choice of two options for each question)● Translation into French (both tiers)		

Thematic contexts

Following research with teachers and students, we have selected a range of engaging and relatable thematic contexts, which are relevant to students' current and future needs.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Students can use the specified vocabulary and grammar (Appendices 1 and 2 in Specification) to listen to, read, speak and write about the following subjects:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

Paper 1, Speaking: key features

Read Aloud

1 minute preparation time in private assessment space to allow appropriate practice of the read aloud.

Candidate card HRA1 **Thematic context: My personal world**

Read aloud

Clara has contributed to a blog about family relationships.
Read out the text below to your teacher.

Dans ma famille, nous sommes sept.

J'ai des frères jumeaux qui ont huit ans et deux demi-sœurs.

On aime bien passer du temps ensemble et on fait souvent la fête à la maison.

Pour les anniversaires, je pense qu'organiser un grand repas chez nous est plus agréable que d'aller au restaurant.

Students may make notes on the Read Aloud stimulus to assist their pronunciation.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Clear reminder to students about the expectations for the task.

Two simple questions following the read aloud which elicit brief responses related to the content of the passage.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.
You should then ask the following questions.

Q1. Qu'est-ce que tu aimes faire pour ton anniversaire ?

Q2. Qu'est-ce que tu penses de la télévision ?

Roleplay

Clear setting from a list which is predefined in the specification.

Candidate card STIMULUS FRP3
Setting: At the shop

Scenario:

- You are in a clothes shop in France.
- Your teacher will play the part of the shop assistant and will speak first.
- Your teacher will ask questions in French and you must answer in French.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Reminder of the expectations of the task so candidates can be confident in what is needed.

Task:

- Say what item of clothing you want.
- Say what occasion you are buying the item for.
- Say what date the occasion is.
- Give your opinion of the item you have been shown.
- Ask about the price.

Types of interaction are defined in the specification – giving and receiving information, answering and asking questions.

Candidates can use words they know rather than being forced to translate specific words in the prompts.

Teacher card STIMULUS FRP4
Setting: Train Station

Instructions to the teacher:

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a train station in France. I will play the part of an employee at the train station and will speak first.

Clear introduction to the task in English.

Teacher question clearly prompts students to ask their question.

1	Bonjour. Je peux vous aider ? Allow the candidate to say what ticket they want. Pas de problème.
2	Quel âge avez-vous ? Allow the candidate to say how old they are. Très bien.
3	Avec qui est-ce que vous voyagez ? Allow the candidate to say with whom they are travelling. Parfait.

Picture task

Students select this thematic context in advance so they can feel comfortable and prepared.

Candidate STIMULUS

Picture task HPT11

Thematic context: Media and technology

Picture 1



Source: Edwin Tan / gettyimages

Picture 2



Source: Image no AL1529173 / Pearson Asset Library

Two pictures to choose from, students only need to describe one. Allows for greater levels of detail and no confusion of switching between pictures.

Pictures are in colour, allowing for more details to describe.

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- (Et) les personnes ?
- (Et) c'est où ?
- (Et) que font-ils ?
- Autre chose ?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Supportive teacher prompts provided to encourage candidates to develop their answer.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **GAMING**, for example: *Tu aimes jouer aux jeux vidéo ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

Compulsory starter topic for follow on conversation with the freedom to widen the discussion to cover the student's own interests.

Paper 2, Listening: key features

Section A: Listening comprehension

- You will hear each extract three times. Each extract will end with one, two or three beeps. There will be a pause between each question.
- You may write at any time during the test.

Hearing each extract 3 times allows students to listen, respond and check their answers.

SECTION B: DICTATION

12 You are going to hear someone talking about music.

Sentences 1-3: write down the missing words in the gaps provided. In each gap, you will write one word in French.

Example:

Le groupe est excellent.

1. Ma aime la

2. Je du

3. Mon adore le

Sentences 4-6: write down the full sentences that you hear in the spaces provided, in French.

Example:

La chanson est excellente.

4.

5.

6.

(Total for Question 12 = 10 marks)

A mixture of initial gap fill followed by sentences to ease the students into the task.

Paper 3, Reading: key features

Longer texts are split into smaller chunks followed by the questions which are relevant to that section.

Louis' text continues.

Richard a décidé de s'inscrire* dans un club. Avec sa petite taille, il était différent des autres joueurs. Au début, sur le terrain, ils ne lui faisaient pas confiance mais Richard a montré qu'il était rapide et efficace.

Il a travaillé dur pour trouver sa place. Après des années passées dans l'équipe nationale, la Fédération de rugby l'a choisi comme président pour le remercier de son travail. Nous sommes fiers de l'avoir dans notre famille !

*s'inscrire = to enrol

Images that provide context on unfamiliar people or places, to ensure all students have a shared understanding.

French festival in Brighton*

5 Read the article from a French newspaper.

Venez à la fête française de Brighton* !

Voici le programme :

Vendredi soir, 6 juillet
Fête de la musique : le chanteur français, Luca, va donner un concert au stade.

Samedi, 7 juillet
Marché français : vous allez pouvoir acheter des fromages traditionnels et des pâtisseries.

Dimanche, 8 juillet
Sport : nous allons organiser des matchs de volleyball sur la plage entre des équipes internationales.



*Brighton: seaside town in the south of England.

Potentially unfamiliar place names are glossed so that no students are disadvantaged through not knowing a particular town, city or geographical feature.

Paper 4, Writing: key features

The photo on the Foundation tier is in colour, giving students more things they can describe if they wish.



(Source: Pearson Asset Library AL1517457)

1 Describe the photo. Write four short sentences in French.

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a) put a cross in the box ☐.

2 (a) Write a review of a café for a website.

You **must** include the following points:

- where the café is
- your opinion of the food
- when you will next visit the café.

Write your answer in French. You should aim to write between 40 and 50 words.

Number of supporting bullet points increases with the question demand.

Options for every longer open response question on both tiers.

Choose either Question 1(a) or Question 1(b)

If you answer Question 1(a) put a cross in the box ☐.

1 (a) 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.

If you answer Question 1(b) put a cross in the box ☐.

(b) Write to your friend about transport.

You **must** include the following points:

- public transport where you live
- your opinion of public transport with reasons
- how you went to school last week
- where you will go this summer.

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

Bullet points clearly indicate tenses required.

How we're supporting you

We're committed to giving you the support and materials you need to plan and implement the 2024 Pearson Edexcel GCSE (9-1) French, German and Spanish qualifications successfully.

We'll be providing:

Help with preparing for the exams

- Additional Sample Assessment Materials, secure mock papers and banks of read alouds and dictations.
- Regular, live network sessions, both online and in-person.

Support for understanding the new GCSE

- Guides for each paper, Getting Ready to Teach events, FAQs, mapping documents from other awarding bodies, and schemes of work.

Support for tracking learner progress

- **ExamWizard:** create your own mock exams, topic tests, homework or revision activities in minutes.

Personal support

- Languages Subject Advisor: Rebecca Waker and her team are on hand to answer your questions about the content or teaching of the specifications, whenever you need. **Get in touch with her.**
- Subject specialists provide you with 1:1 training and guidance to support you with the new qualification.

To explore our full range of support, **explore this infographic.**

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