

Frequently Asked Questions:

GCSE and A level Modern Foreign Language
advance information for summer 2022
assessments

Contents

General.....	3
What is the purpose of advance information?	3
Why does the MFL advance information look so different to the advance information for other subjects?	3
What does the phrase 'sampled in the following papers' in the advance information mean?	3
Is the grey and white shading used on the advance information significant?	3
GCSE.....	4
What is the GCSE MFL advance information?.....	4
If a topic is not listed in the advance information, does that mean it will not appear in the exam paper?	4
Why does the number of topics listed vary between GCSE languages?.....	4
GCSE French students have advanced information about which topics will be the options for the crossover question. Why is this not the same for GCSE Spanish and GCSE German?.....	5
Is it correct that theme 5 will not appear in the French GCSE writing paper?	5
A level.....	6
What is the A level MFL advance information?.....	6
How can the Paper 2, Section A translation be sampling so many different aspects of the themes?.....	6
If an aspect is not indicated to be in the specified papers, does that mean it will not appear in the exam papers?.....	6
For Paper 3 Task 1 (Discussion on a theme), to which element of the task does the advance information relate?.....	7
Other adaptations for summer 2022	8
What are the other adaptations in place for summer 2022 assessments?	8
GCSE	8
GCE	8
Grading	9
How will grading be adjusted for summer 2022 exams?	9

General

What is the purpose of advance information?

The purpose of advance information is to make the exam period in 2022 less daunting for GCSE, AS and A level students and to focus their revision time for their examinations, across all their chosen subjects. This information was shared on 7th February 2022 and can be accessed for all subjects and qualifications from our [summer 2022 support page](#).

Why does the MFL advance information look so different to the advance information for other subjects?

It is not possible to compare approaches across different subjects as the content and the design of the specification and assessments are different. The awarding organisations were all involved in identifying the aspects of MFL for which we would all be able to provide advance information in a comparable way. For example, it would not have been possible to completely remove a theme/topic from study, as the number of these vary between awarding organisations.

What does the phrase ‘sampled in the following papers’ in the advance information mean?

The phrase ‘sampled in the following papers’ means that those themes/topics (GCSE) or theme/sub-theme/aspects (A level) will appear in the papers listed in the advance information.

Please note that those topics/aspects (GCSE/A level) may still appear in other questions or papers that are not covered by advance information.

It does not refer to example questions in past papers or to sample assessment material. Advance information only relates to the summer 2022 examination series for the papers listed.

Is the grey and white shading used on the advance information significant?

The grey/white shading is irrelevant to the content. It is just a visual way to group the different themes. All the listed topics/sub-themes (GCSE/GCE) included in the advance information are applicable, as indicated.

What is the GCSE MFL advance information?

The GCSE MFL advance information relates to Paper 4, writing only. As such, the expectation is that all themes and topics continue to be taught and revised for the translation questions and the other papers. Information about the advance information for your language can be found on the summer 2022 support tab for your language, for example the GCSE French information can be found on [this web page](#).

Advance information is intended to help students to focus their revision time for Paper 4, writing. Students may focus their revision on these specific topics, but it is still important to understand these in the context of the whole theme to be able to both answer questions in the assessment and support their progression.

If a topic is not listed in the advance information, does that mean it will not appear in the exam paper?

All the topics listed will be sampled in the specific Paper 4 questions that are covered by the advance information. Topics that do not appear in the advance information will not be sampled in those specific questions. However, they may appear in the translation question of Paper 4, and in the examinations for reading, listening and speaking.

Why does the number of topics listed vary between GCSE languages?

The advance information is intended to identify topics on which students should focus their revision. There is not always a clear boundary between each topic, and there can be some relevant and valid crossover.

For example, 'sport' appears under the topic 'cultural life' within the theme 'Identity and culture', but 'sporting events' also appears under the topic 'Bringing the world together' in the theme 'International and Global dimension'.

Therefore, for some languages more topics may have been identified to ensure that learners are not inadvertently disadvantaged. We have been mindful to ensure we have identified all potential topics for revision which will support students in their writing assessment.

No matter the language, there is a significant reduction in the number of topics for focused revision by students, reducing from the 13 potential topics to those listed per language. All themes and topics must still be revised in preparation for the other three examination papers.

GCSE French students have advanced information about which topics will be the options for the crossover question. Why is this not the same for GCSE Spanish and GCSE German?

The 13 topics for GCSE languages are sampled over the lifetime of the qualification, therefore, there is always potential for differences in which and how many topics might be covered by each language or at each tier, series on series. The advance information is being given on the papers that had already been written for the summer 2022 examination series; the examination papers were not written with the advance information in mind. JCQ required that we provide the information at paper level only, not at question level, but in the case of GCSE French (and GCSEs Gujarati, Japanese, Russian, Turkish and Urdu), it is an inadvertent effect of this sampling that it is possible to identify the topics for the crossover questions.

It is standard for specification content to be sampled not only in the writing papers, but also in the other papers which form the full assessment of this qualification and, for which, students will need to continue revising all topics.

Is it correct that theme 5 will not appear in the French GCSE writing paper?

For French GCSE, no topics from the theme 'International and global dimension' are listed for the elements covered by the advance information. In addition, this theme, 'International and global dimension', will not be assessed in Paper 4 Q1 Foundation or in the translations at either tier in Paper 4.

The theme 'International and global dimension' may still be assessed in the listening, reading and speaking exams (but please note that it will not be assessed in the role play task, as outlined in the specification). Vocabulary in the listening and reading papers will be limited to the official vocabulary list provided in the specification or glossed.

A level

What is the A level MFL advance information?

French, German, Spanish, Chinese, Italian, Russian

Guidance on the GCE MFL advance information for our 2016 and 2017 languages can be accessed [here](#). We have provided advance information for:

- Paper 1 (Listening, reading and translation);
- Paper 2 (Translation section only); and
- Paper 3, Task 1 (Speaking, discussion on a theme).

Arabic, Greek, Gujarati, Japanese, Persian, Portuguese, Turkish, Urdu

Guidance on the GCE MFL advance information for our 2018 languages can be accessed [here](#). We have provided advance information for:

- Paper 1, Sections A and B (Translation into English and reading comprehension);
- Paper 2, Section A (Translation into *TL*); and
- Paper 3 (Listening, reading and writing in *TL*).

How can the Paper 2, Section A translation be sampling so many different aspects of the themes?

To guarantee comparability with other awarding organisations, we need to ensure that we provide advance information for all the same components. For other awarding organisations, all the elements appear on one paper (listening, reading, translation into English and translation into the target language), but for us they are split between Paper 1 and Paper 2, Section A. Therefore, when Paper 2 is listed that is not to suggest that all those aspects will be appearing in the translation task, but that any of them might, just as it would have been the case if the translation had been part of Paper 1, as it is for other awarding organisations.

If an aspect is not indicated to be in the specified papers, does that mean it will not appear in the exam papers?

The advance information indicates whether an aspect will be sampled in the specified sections of the papers listed. Aspects that do not appear in the advance information will not be sampled in the specified sections.

For Paper 3 Task 1 (Discussion on a theme), to which element of the task does the advance information relate?

The advance information identifies the aspects of themes that are sampled in the 12 stimulus cards, which will be available for summer 2022's Paper 3 assessment. At the beginning of the preparation time, according to the sequencing grid, students will be given the option of two sub-themes. Once they have selected a sub-theme the invigilator will provide them with the relevant stimulus card and they can begin their preparation time.

The first part of Task 1 requires the student to answer questions about the sub-theme they selected, but they will need to be prepared to then move onto a discussion of at least one other sub-theme within that theme. There is a wide range of sub-themes/aspects identified for Paper 3, Task 1 for each theme to allow students to respond to the broadening of the discussion. Teacher-examiners should be mindful of the aspects that have been identified in the advance information, as students may have only revised these for the purpose of the Task 1 discussion. However, if you are aware that your student is capable of responding to an aspect that has not been identified, that will be an entirely acceptable development of the discussion.

Other adaptations for summer 2022

What are the other adaptations in place for summer 2022 assessments?

GCSE

As well as the advance information, the following adaptations are in place for GCSE MFL assessments in summer 2022:

- Vocabulary:
 - The NEA consultation also confirmed that we will not be required to use words outside of the vocabulary lists in our assessments in 2022. Where a word from outside the vocabulary list cannot be avoided, it will be glossed. This will apply to our listening and reading assessments.
- Optionality:
 - We will include an additional optional question (question 2) in the Foundation writing assessment to provide students with a choice of themes for this question.
 - We will add 5 minutes to the Foundation writing assessment to account for this extra optionality.
 - The questions with no optionality in the writing papers (question 1 and question 4 in the Foundation paper; question 3 in the Higher paper) will not cover theme 5 – International and global dimension.
- NEA - Speaking endorsement contingency:
 - As detailed in the NEA and fieldwork consultation, formal speaking tests are expected to resume in 2022 and teachers should prepare to assess speaking in the normal way. If public health restrictions prevent this from happening, the speaking endorsement approach adopted in 2021 will be implemented again in 2022. Teachers are therefore asked to have regard to the speaking endorsement assessment criteria throughout the year.

GCE

Advance information is the only adaptation in place for GCE MFL assessments in summer 2022.

Grading

How will grading be adjusted for summer 2022 exams?

The grading for summer 2022 exams will be an additional safety net for students. Exam boards will set the grade boundaries for this series based on a profile that reflects a midpoint between 2021 and pre-pandemic (2019) grading in line with [Ofqual requirements](#). Results overall will be higher than before the pandemic but not as high as 2020. The exact position may vary by subject and by grade.

Furthermore, for GCSE French and German grading will also be the adjustment in line with Ofqual's decisions announced in November 2019. Full details can be found in this [Grading standards in GCSE French, German and Spanish](#) document.