

## Advanced Information Guidance GCSE French, German and Spanish - AQA

### Key points to remember:

The advanced information is for the WRITING. Paper 4 only. The advance information **does not** cover translation questions.

**All topics still need to be covered so students can answer questions about these topics in the translation and the listening, speaking and reading elements of the GCSE exam.**

If you have focused on writing, with topics that have been removed, this has not been a waste of time because:

- students will be credited for using any relevant knowledge from any other non-listed topic areas when answering questions.
- non-listed parts of the specification, may be tested in the Writing translation questions and/or other components of listening, speaking, reading.
- writing helps support other skills.

### Leadership considerations and questions

Have you have read through the advance information for **all of** the languages you teach? There are differences in content for each language.

Consider going through the advanced information with your team (not alone) to ensure you don't miss anything or misinterpret the information. Then discuss the implications of the advanced information. How does this affect planning, length of time on a topic where the writing won't be tested, intervention, homework etc?

How will you communicate the advanced information to your team? (e.g. memo, planning meeting etc.)

How will you communicate the advanced information to all students? Don't forget students who are taught off site or students who are absent. (e.g. email, letter, face to face in lessons etc.)

How will you communicate the advanced information to parents? (e.g. parent information evening, letter, email, texts etc.)

How will you keep students focussed and calm?

### Actions to consider

Share the exam board list of the **writing** topics that **will be examined** with teachers, students and parents. Make sure they are aware of **the key points stated above. Students will still need to revise all topics so they can answer questions in listening, speaking, reading and the translation.**

You may wish to alter **writing** elements of PLCs so they contain only the topics that will be examined. Make a week-by-week plan for the remaining weeks – You may wish to teach topics that will be assessed in writing first, as they may take more time.

Do not abandon writing altogether as it supports learning and memorisation of language.

If you teach more than one language, what will the differences in the written content being examined for each language mean? Will you prioritise intervention sessions for the languages with the most topics remaining (that will be tested in the written exam)?

### Links

AQA French GCSE [Advanced information June 2022 - GCSE French \(8658\) \(aqa.org.uk\)](https://www.aqa.org.uk/qualifications/gcse/french/advanced-information)

AQA German GCSE [Advanced information June 2022 - GCSE German \(8668\) \(aqa.org.uk\)](#)

AQA Spanish GCSE [Advanced information June 2022 - GCSE Spanish \(8698\) \(aqa.org.uk\)](#)

## PiXL Resources

PiXL Independence Booklets [PiXL Members Area](#)

PiXL Knowledge Mats [PiXL Members Area](#)

PiXL Feed Forward [PiXL Members Area](#)

## Advanced Information Guidance, A Level French, German and Spanish - AQA

### Key points to remember:

The advanced information is for Paper 1: Listening, Reading and Writing and Paper 3: Speaking ONLY

You should still aim to cover all specification content.

You should still cover the grammar listed in Section 3.3 of the specification.

If you have taught areas of the specification which will not be examined, **this has not been a waste of time because:**

- These areas of the specification may provide underpinning knowledge to support understanding of the material provided in the exam.
- You will have covered key grammar in teaching these areas of the specification.

### Leadership considerations and questions

Have you have read through the advanced information for **all of** the languages you teach? There are differences in content for each language.

Consider going through the advanced information with your team (not alone) to ensure you don't miss anything or misinterpret the information. Then discuss the implications of the advanced information. (How does this affect planning for the remaining teaching weeks? Do you need to adjust the length of time on areas of the specification that you know will be tested?)

How will you communicate the advanced information to your team? (e.g. memo, planning meeting etc.)

How will you communicate the advanced information to all students? Don't forget students who are taught off site or students who are absent. (e.g. email, letter, face to face in lessons etc.)

How will you communicate the advanced information to parents? (e.g. parent information evening, letter, email, texts etc.)

How will you keep students focussed and calm?

### Actions to consider

Share the list of the **areas of the specification that will be examined** with teachers, students and parents. Make sure they are aware of **the key points stated above**.

You may wish to alter elements of PLCS so they have greater emphasis on the areas of the specification that will be examined.

Make a week-by-week plan for the remaining weeks.

If you teach more than one language, what will the differences in the content being examined for each language mean? Will you prioritise intervention sessions for the languages with the most topics remaining?

## Links

AQA French A Level [Advanced information June 2022 - A-level French \(7652\) \(aqa.org.uk\)](https://www.aqa.org.uk/qualifications/french/advanced-information-june-2022)

AQA Spanish A Level [Advanced information June 2022 - A-level Spanish \(7692\) \(aqa.org.uk\)](https://www.aqa.org.uk/qualifications/spanish/advanced-information-june-2022)

AQA German A Level [Advanced information June 2022 - A-level German \(7662\) \(aqa.org.uk\)](https://www.aqa.org.uk/qualifications/german/advanced-information-june-2022)

## PiXL Resources

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## Advanced Information Guidance GCSE French, German and Spanish - EDEXCEL

### Key points to remember:

The advanced information covers paper 4 (Writing). It covers questions 1, 2 and 3 on paper 4F and questions 1 and 2 on paper 4H (the writing questions). There is no advance information for question 4 on paper 4F and question 3 on paper 4H (the translation questions).

If you have taught elements of the specification which will not be examined in the Writing paper, **this has not been a waste of time because:**

- these parts of the specification may come up in in the Writing translation questions and/or other components of listening, speaking, reading.
- writing helps support other skills.

### Leadership considerations and questions

Have you have read through the advance information for **all of** the languages you teach? There are differences in content for each language.

Consider going through the advanced information with your team (not alone) to ensure you don't miss anything or misinterpret the information. Then discuss the implications of the advanced information. (How does this affect planning, length of time on a topic where the writing won't be tested, intervention, homework etc?)

How will you communicate the advanced information to your team? (e.g. memo, planning meeting etc.)

How will you communicate the advanced information to all students? Don't forget students who are taught off site or students who are absent. (e.g. email, letter, face to face in lessons etc.)

How will you communicate the advanced information to parents? (e.g. parent information evening, letter, email, texts etc.)

How will you keep students focussed and calm?

### Actions to consider

Share the exam board list of the **writing** topics that **will be examined** with teachers, students and parents. Make sure they are aware of **the key points stated above. Students will still need to revise all topics so they can answer questions in listening, speaking, reading and the translation.**

You may wish to alter **writing** elements of PLCs so they contain only the topics that will be examined. Make a week-by-week plan for the remaining weeks – You may wish to teach topics that will be assessed in writing first, as they may take more time.

Do not abandon writing altogether as it supports learning and memorisation of language.

If you teach more than one language, what will the differences in the written content being examined for each language mean? Will you prioritise intervention sessions for the languages with the most topics remaining (that will be tested in the written exam)?

## Links

Edexcel French GCSE [Summer 2022 support | Pearson qualifications](#)

Edexcel German GCSE [Summer 2022 support | Pearson qualifications](#)

Edexcel Spanish GCSE [Summer 2022 support | Pearson qualifications](#)

## PiXL Resources

PiXL Independence Booklets [PiXL Members Area](#)

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## Advanced Information Guidance , A Level French, German and Spanish - Edexcel

Key points to remember:

The advanced information covers Papers 1, 2 and 3. It covers all sections of Paper 1, Section A of Paper 2 and Task 1 for Paper 3. There is no advance information for Sections B and C of Paper 2.

If you have taught areas of the specification which will not be examined, **this has not been a waste of time because:**

- these parts of the specification may provide knowledge which helps with understanding of the areas being tested.

### Leadership considerations and questions

Have you have read through the advanced information for **all of** the languages you teach? There are differences in content for each language.

Consider going through the advanced information with your team (not alone) to ensure you don't miss anything or misinterpret the information. Then discuss the implications of the advanced information. How does this affect planning for the remaining teaching weeks? Do you need to adjust the length of time on areas of the specification that you know will be tested?

How will you communicate the advanced information to your team? (e.g. memo, planning meeting etc.)

How will you communicate the advanced information to all students? Don't forget students who are taught off site or students who are absent. (e.g. email, letter, face to face in lessons etc.)

How will you communicate the advanced information to parents? (e.g. parent information evening, letter, email, texts etc.)

How will you keep students focussed and calm?

### Actions to consider

Share the exam board list of the **areas of the specification that will be examined**, with teachers, students and parents. Make sure they are aware of **the key points stated above**.

You may wish to alter elements of PLCs so they have greater emphasis on the areas of the specification that will be examined.

Make a week-by-week plan for the remaining weeks.

If you teach more than one language, what will the differences in the content being examined for each language mean? Will you prioritise intervention sessions for the languages with the most topics remaining?

## Links

Edexcel A Level French Advanced Information [GCE A \(9FR0\) French Advance Information \(pearson.com\)](#)

Edexcel A Level German Advanced Information [GCE A \(9GN0\) German Advance Information \(pearson.com\)](#)

Edexcel A Level Spanish Advanced Information [GCE A \(9SP0\) Spanish Advance Information \(pearson.com\)](#)

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## Advanced Information Guidance GCSE French, German and Spanish - eduqas

### Key points to remember:

**This advance information covers Component 4 only which is Writing.** It does not provide information about the translation question. There is no advance information for any of the other components in this qualification.

**All specification content still needs to be covered, so students can answer questions on all themes and sub-themes in the translation and the listening, speaking and reading elements of the GCSE exam.**

If you have focused on writing, with sub-themes that have been removed, this has not been a waste of time because:

- non-listed parts of the specification, may be tested in the Writing translation questions and/or other components of listening, speaking, reading.
- writing helps support other skills.

### Leadership considerations and questions

Have you have read through the advance information for **all of** the languages you teach? There are differences in content for each language.

Consider going through the advanced information with your team (not alone) to ensure you don't miss anything or misinterpret the information. Then discuss the implications of the advanced information. How does this affect planning, length of time on a topic where the writing won't be tested, intervention, homework etc?

How will you communicate the advanced information to your team? (e.g. memo, planning meeting etc.)

How will you communicate the advanced information to all students? Don't forget students who are taught off site or students who are absent. (e.g. email, letter, face to face in lessons etc.)

How will you communicate the advanced information to parents? (e.g. parent information evening, letter, email, texts etc.)

How will you keep students focussed and calm?

## Actions to consider

Share the exam board list of the **writing** sub-themes that **will be examined** with teachers, students and parents. Make sure they are aware of **the key points stated above**. **Students will still need to revise** all themes and sub-themes **so they can answer questions in listening, speaking, reading and the translation**.

You may wish to alter **writing** elements of PLCs so they contain only the topics that will be examined. Make a week-by-week plan for the remaining weeks – You may wish to teach sub-themes that will be assessed in writing first, as they may take more time.

Do not abandon writing altogether as it supports learning and memorisation of language.

If you teach more than one language, what will the differences in the written content being examined for each language mean? Will you prioritise intervention sessions for the languages with the most sub-themes remaining (that will be tested in the written exam)?

## Links

eduqas [Advance Information \(eduqas.co.uk\)](https://www.eduqas.co.uk)

### PiXL Resources

PiXL Independence Booklets [PiXL Members Area](#)

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## Advanced Information Guidance A Level French, German and Spanish - eduqas

### Key points to remember:

**French** - The advanced information covers Components 1 and 2 only. It applies to Task 2 only in Component 1, the theme-based discussion, based on a stimulus card. There is no advance information for Component 3.

**German** - This advance information covers Components 1 and 2 only. It applies to Task 2 only in Component 1, the theme-based discussion, based on a stimulus card. There is no advance information for Component 3.

**Spanish** - The advance information covers Components 1 and 2 only. It applies to Task 2 only in Component 1, the theme-based discussion, based on a stimulus card. There is no advance information for Component 3.

### You should aim to cover all of the specification content.

If you have taught areas of the specification which will not be examined, **this has not been a waste of time because:**

- these parts of the specification may provide knowledge which helps with understanding of the areas being tested.

## Leadership considerations and questions

Have you have read through the advanced information for **all of** the languages you teach? There are differences in content for each language.

Consider going through the advanced information with your team (not alone) to ensure you don't miss anything or misinterpret the information. Then discuss the implications of the advanced information. How does this affect planning for the remaining teaching weeks? Do you need to adjust the length of time on areas of the specification that you know will be tested?

How will you communicate the advanced information to your team? (e.g. memo, planning meeting etc.)

How will you communicate the advanced information to all students? Don't forget students who are taught off site or students who are absent. (e.g. email, letter, face to face in lessons etc.)

How will you communicate the advanced information to parents? (e.g. parent information evening, letter, email, texts etc.)

How will you keep students focussed and calm?

### **Actions to consider**

Share the exam board list of the **areas of the specification** that **will be examined** with teachers, students and parents. Make sure they are aware of **the key points stated above**.

You may wish to alter elements of PLCs so they have greater emphasis on the areas of the specification that will be examined.

Make a week-by-week plan for the remaining weeks.

If you teach more than one language, what will the differences in the content being examined for each language mean? Will you prioritise intervention sessions for the languages with the most topics remaining?

### **Links**

eduqas A Level French Advanced Information

<https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeid=39590>

eduqas A Level German Advanced Information

<https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeid=39596>

eduqas A Level Spanish Advanced Information

<https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeid=39575>

### **PiXL Resources**

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We know that you will be finding the time to read through all the advanced information for the specifications you deliver at both Key Stage 4 and Key Stage 5. We appreciate that there will be much to consider about where you are best to focus some of your exam preparation before the Summer exam series. We also recognise that many of your previous resources and plans will need adaptations overall and at question level.

We have put together some possible questions and considerations for you in these subjects. We've included links to the exam board websites along with some leadership questions and some PiXL resources that may be of use to you and your students. We will continue to update your school leaders via our conferences. Do reach out via [admin@pixl.org.uk](mailto:admin@pixl.org.uk) if you have any particular queries and we can collate an FAQ document.

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