

Eduqas MFL January Newsletter

GCSE

GCSE speaking guidance for teacher examiners

The [guidance document for teacher examiners conducting the GCSE speaking assessments](#) is available on the website:

CPD materials

Our CPD materials are now available on the [secure website](#) under 'Resources' in 'Subject-specific support material including CPD':

MP3 files

Here is a reminder how to access the MP3 files for the Eduqas MFL AS, A level and GCSE on the [secure website](#).

Log on to the WJEC Secure Website. At the top of the screen click on the resources drop-down menu and select 'Subject-Specific Support Materials including CPD'. This will bring up an options box, please choose the following:

- Subject French / German / Spanish
- Level GCSE / GCE
- Type of document All
- Year All
- Language English /

Click on search and the MP3 files are the second box down.

AS/A level

IRP guidance for A level:

In order to further support teachers and their candidates when preparing for the IRP, Eduqas is pleased to provide [teacher guidance with 'Preparing Learners for Component 1 A level'](#). This document is available for download from the WJEC website.

Please note that in accordance with this guidance, the IRP authentication pro forma has also been updated. Teachers should use the updated pro forma for submission to the visiting examiner. The [updated pro forma](#) and the [IRP Teacher Guidance](#) are available for download from the WJEC Eduqas website.

Centres have been asking whether it is possible to conduct a 'mock IRP' to help prepare candidates and provide feedback for this important part of Component 1.

While it is not permitted to provide feedback and support to candidates on the *live* IRP, a mock can be conducted following the attached guidance, without compromising the IRP the candidate is preparing to deliver as Task 1 of Component 1 (i.e. the *live* IRP).

Important Reminder

When planning and preparing the Independent Research Project, candidates must ensure that the subject matter allows them to fully access the Presentation and Discussion mark schemes for Task 1 (the IRP).

AO4 requires candidates to show the following in:

Task 1a - Presentation (5 marks): *to show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken.*

Task 1b - Discussion (10 marks): *to show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken.*

For example, candidates who choose a film or literary work must ensure that the work relates directly to the culture and society of the country/community where the language is spoken and that they choose a topic that they can respond to in a critical and analytical way. Analysis of character(s) within the work, for example, is unlikely to meet the requirements.

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AS level Online Exam Review (OER)

The [OER for AS level](#) can be now found on our website.

Grade boundaries

Please note that neither Eduqas nor any other examining body are able to publish grade boundaries before the first examination has been taken by candidates. This is because the grade boundaries come from the outcome of the examination of the first cohort in conjunction with the consideration of analytical data, the principal examiners' professional judgement and evidence provided by the regulator. Until then there is nothing to set grade boundaries against.

Please see the page on the Eduqas website which provides teachers with guidance and useful information and links to [Ofqual's grade descriptors for GCSE MFL](#).

The following is extracted from the Ofqual 'postcards' on reform and refers specifically to AS and A level grade boundaries:

New AS and A levels will be linear, rather than modular qualifications. This will change the way that some grade boundaries are calculated.

Existing A level grade boundaries are set in different ways. Grades E and A are key grade boundaries. They are set by exam boards based on senior examiner judgement of student work, statistical predictions and other evidence. Grades B, C and D are arithmetic grade boundaries. They are set by dividing the difference in marks between grades A and E equally. Students who currently achieve an A grade overall and 90% of the Uniform Mark Scheme marks on their A2 components receive an A*.

In reformed A levels, grades E and A will

continue to be key grade boundaries. They will be set in a way similar to existing key grade boundaries. Grade A will be set using statistical predictions. Grades B, C and D will continue to be set arithmetically, based on the difference between the marks between grades A and E.*

*In **reformed AS levels**, grades E and A will also be key grade boundaries and B, C and D will be set arithmetically.*

[View the whole document.](#)

Currently there are no grade descriptors available on the Ofqual website relating to AS and A level MFL.

