



Reflecting on the AQA Summer 26 Language Exams

24th September 2026



Trent & Tame
Language Network

[Trent and Tame Language Network](#)



Grand Union
Language Network

[Grand Union Language Network](#)



National Consortium
for Languages Education

Swanswell
Language Network

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Funded by:



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% of each cohort achieving a Grade 4+

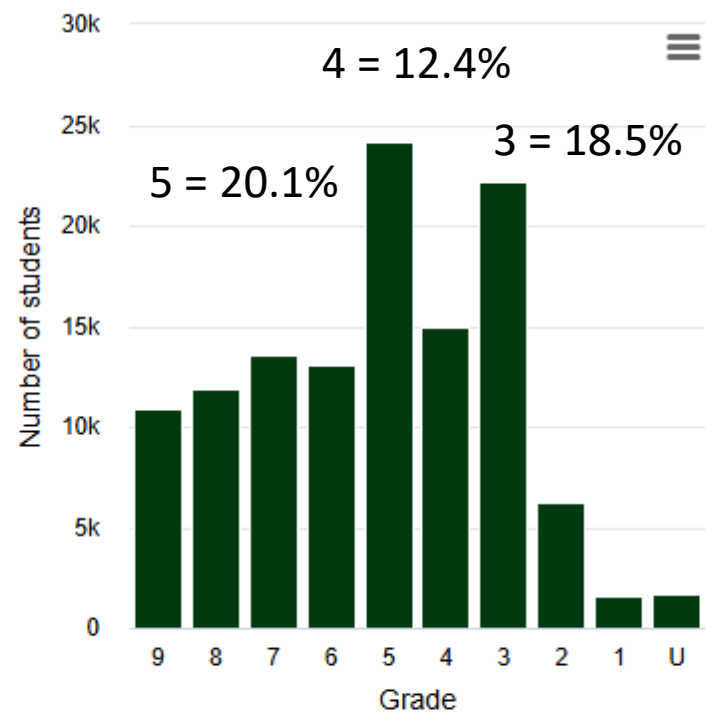
	2026	2025	2024	2023
French	73.6%	72.9%	71.2%	70.5%
German	80.2%	79.6%	77.4%	76.9%
Spanish	71.9%	70.6%	69.7%	69.2%

% of each cohort achieving a Grade 7+

	2026	2025	2024	2023
French	30.2%	29.7%	28%	26%
German	34.8%	34%	32%	27.6%
Spanish	28.9%	27.1%	26.7%	26.1%

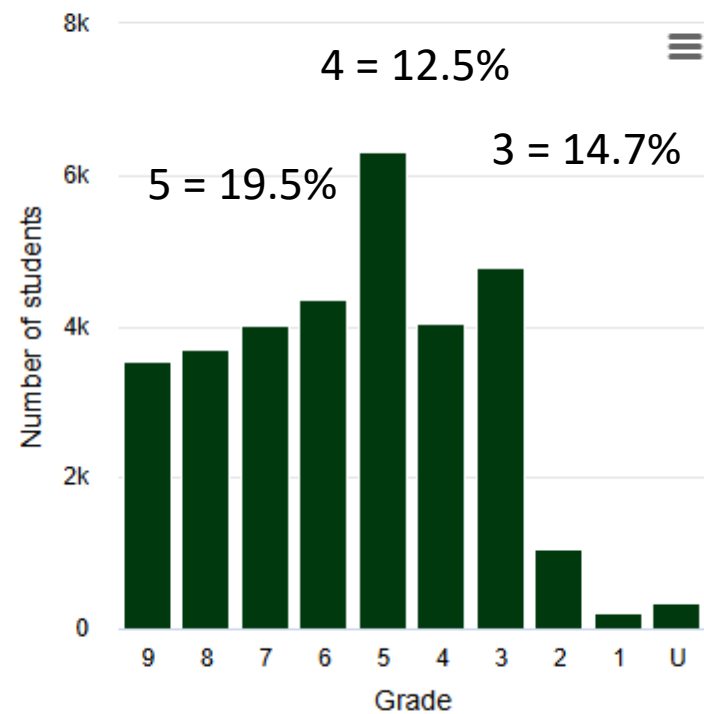


120,025 students received results in French



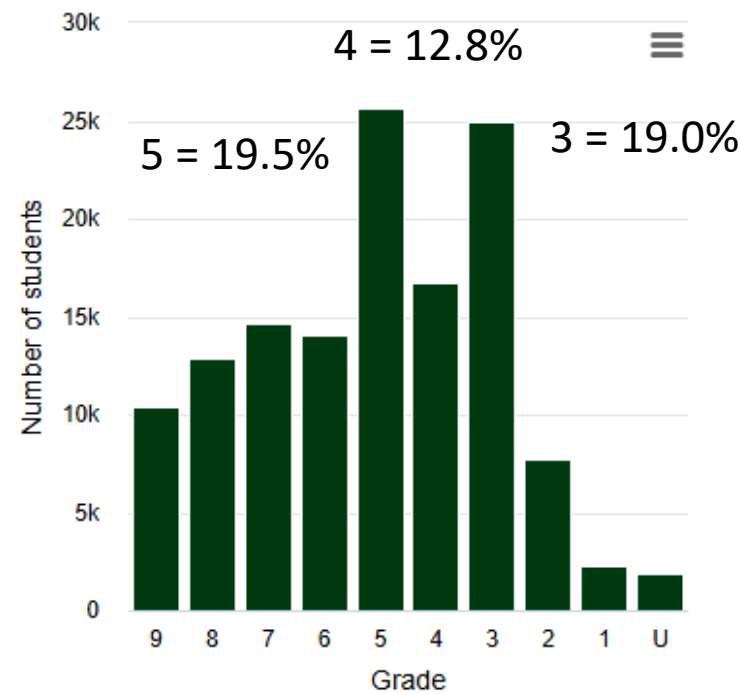
Grade distribution for French in summer 2026.

32,350 students received results in German



Grade distribution for German in summer 2026.

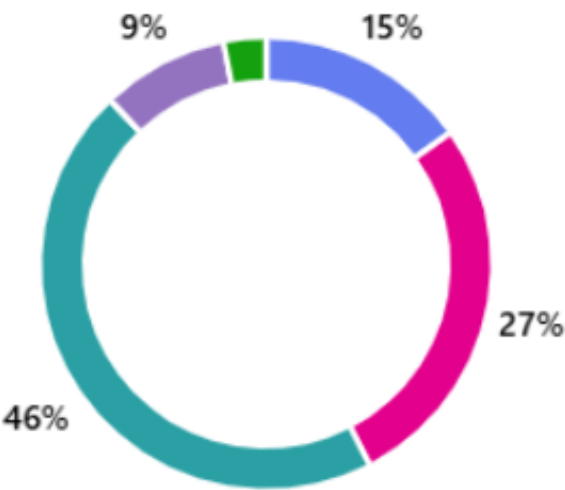
131,310 students received results in Spanish



3. How closely did the final GCSE results align with your expectations? You may want to consider your teacher predictions, mock examination data and/or working-at grades at the end of the year.

[More details](#)

 Much lower than expected	5
 Somewhat lower than expected	9
 Broadly in line with expectations	15
 Somewhat higher than expected	3
 Much higher than expected	1



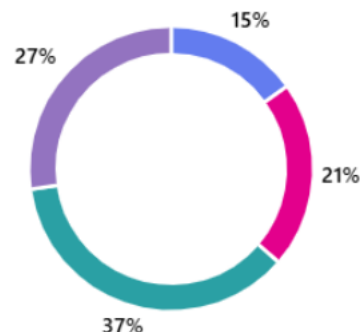


4. In which of the four papers did your foundation students perform best?

[More details](#)

Listening	5
Speaking	7
Reading	12
Writing	9

Foundation = Reading

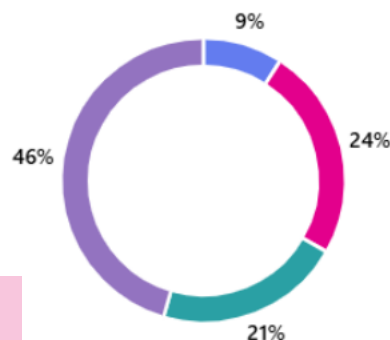


5. In which of the four papers did your higher students perform best?

[More details](#)

Listening	3
Speaking	8
Reading	7
Writing	15

Higher = Writing



Comments specific to AQA:

Our French Higher Speaking students performed particularly well with one achieving full marks and several shy by one or two points. This was due to consistent debating and impromptu talk time in lessons.

Our Spanish higher speaking marks were good but our French higher speaking marks were not!

We were surprised by our scores on the read aloud for many candidates, and the extent to which pronunciation appeared to impact on marks in the conversation.



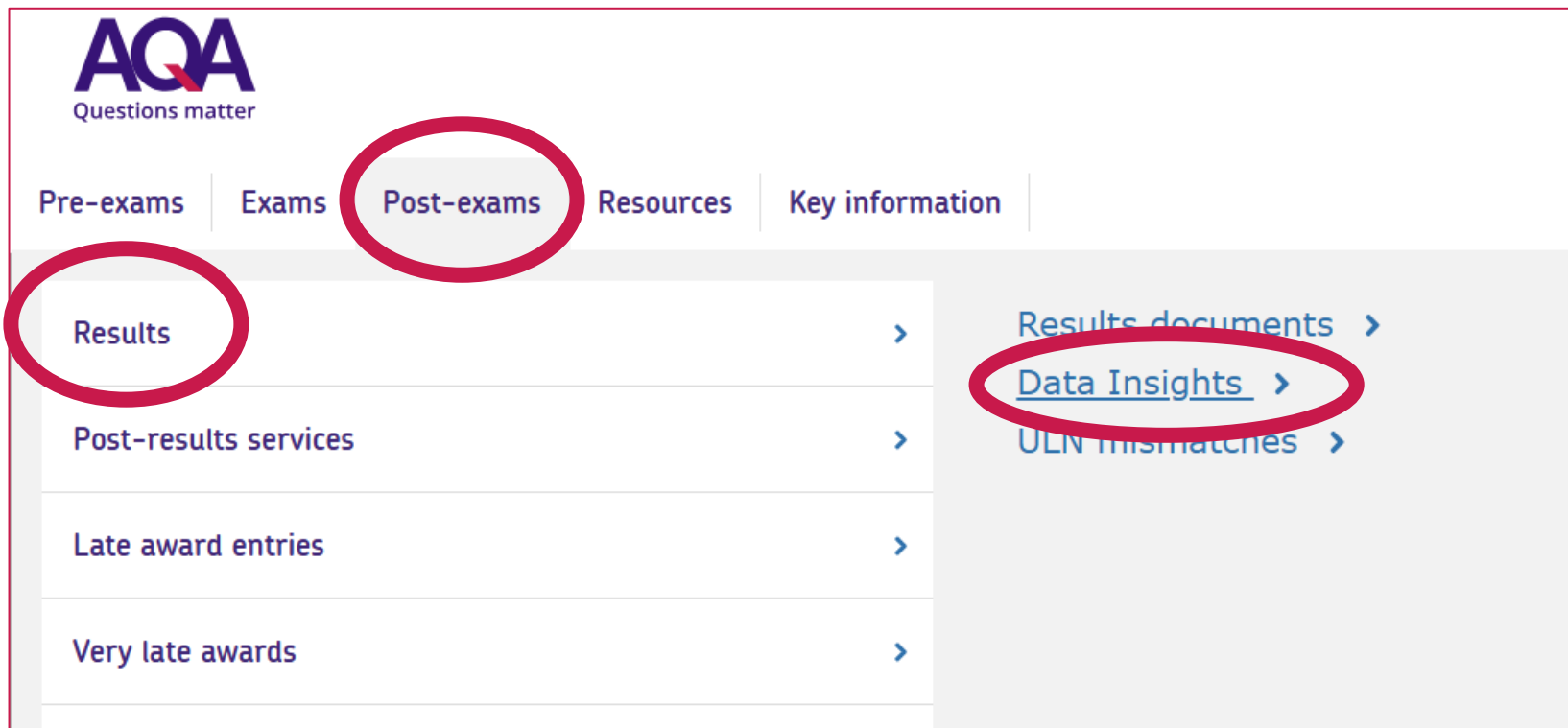
You've got your results? Now what?

1. QLA – how? Georgina Jackson. Grand Union

Similar Centres?
What does this mean?

How to access question level analysis on AQA centre services

Step 1: Log into AQA centre services and navigate to the data insights section.
(Post exams tab → results → data insights)



Step 2: Check you have the correct academic year selected. Choose your qualification (GCSE) then Languages and then scroll down to select details view for the language you want to analyse.

The screenshot shows the 'National results statistics' website. At the top, there is a 'Show Academic year' dropdown menu with '2025-2026' selected. Below this, there are three tabs: 'GCSE', 'AS and A-level', and 'Other'. The 'GCSE' tab is selected. Under the 'GCSE' tab, the heading is 'GCSE grade distribution - by entries' with a subtext '1811 entries'. Below this, there is a row of subject cards: 'English' (536 entries), 'Science' (527 entries), 'Languages' (236 entries), 'Geography' (167 entries), 'Business' (121 entries), and 'Psychology' (96 entries). The 'Languages' card is selected. At the bottom, there are two language-specific sections: 'GCSE FRENCH 8652' (June 2026 | 94 entries) and 'GCSE GERMAN 8662' (June 2026 | 70 entries). Each section has a 'Download' icon and a 'Detailed View' button.

Show Academic year
2025-2026

National results statistics

GCSE AS and A-level Other

GCSE grade distribution - by entries
1811 entries

English 536 entries Science 527 entries Languages 236 entries Geography 167 entries Business 121 entries Psychology 96 entries

GCSE FRENCH 8652
June 2026 | 94 entries



Detailed View

GCSE GERMAN 8662
June 2026 | 70 entries



Detailed View

Step 3: Click on the drop-down menu “Go to component” and select the paper you want to analyse. There is a separate option for each of the four papers at higher and foundation. For example, clicking on the option circled would lead you to German foundation listening data.

The screenshot shows a web interface for GCSE German exam results. At the top left, it says "June 2026 | 70 entries" and "Filter by tier / pathway". Below this is a dropdown menu currently set to "All". To the right, there is a button labeled "Go to component" which is circled in red. Below this button is a dropdown menu that is open, showing a list of exam components. The first option, "GERMAN LISTENING TEST TIER F: GERMAN LISTENING TEST TIER F 8662/LF", is circled in red. Other options in the list include "GERMAN READING TEST TIER F: GERMAN READING TEST TIER F 8662/RF", "GERMAN SPEAKING TEST TIER F: GERMAN SPEAKING TEST TIER F 8662/SF", and "GERMAN WRITING TEST TIER F: GERMAN WRITING". At the bottom left, there is a section titled "Grade distribution" with an information icon, and below it, "June 2026 | GCSE GERMAN 8662".

June 2026 | 70 entries

Filter by tier / pathway

All

Go to component

Select

GERMAN LISTENING TEST TIER F: GERMAN LISTENING TEST TIER F 8662/LF

GERMAN READING TEST TIER F: GERMAN READING TEST TIER F 8662/RF

GERMAN SPEAKING TEST TIER F: GERMAN SPEAKING TEST TIER F 8662/SF

GERMAN WRITING TEST TIER F: GERMAN WRITING

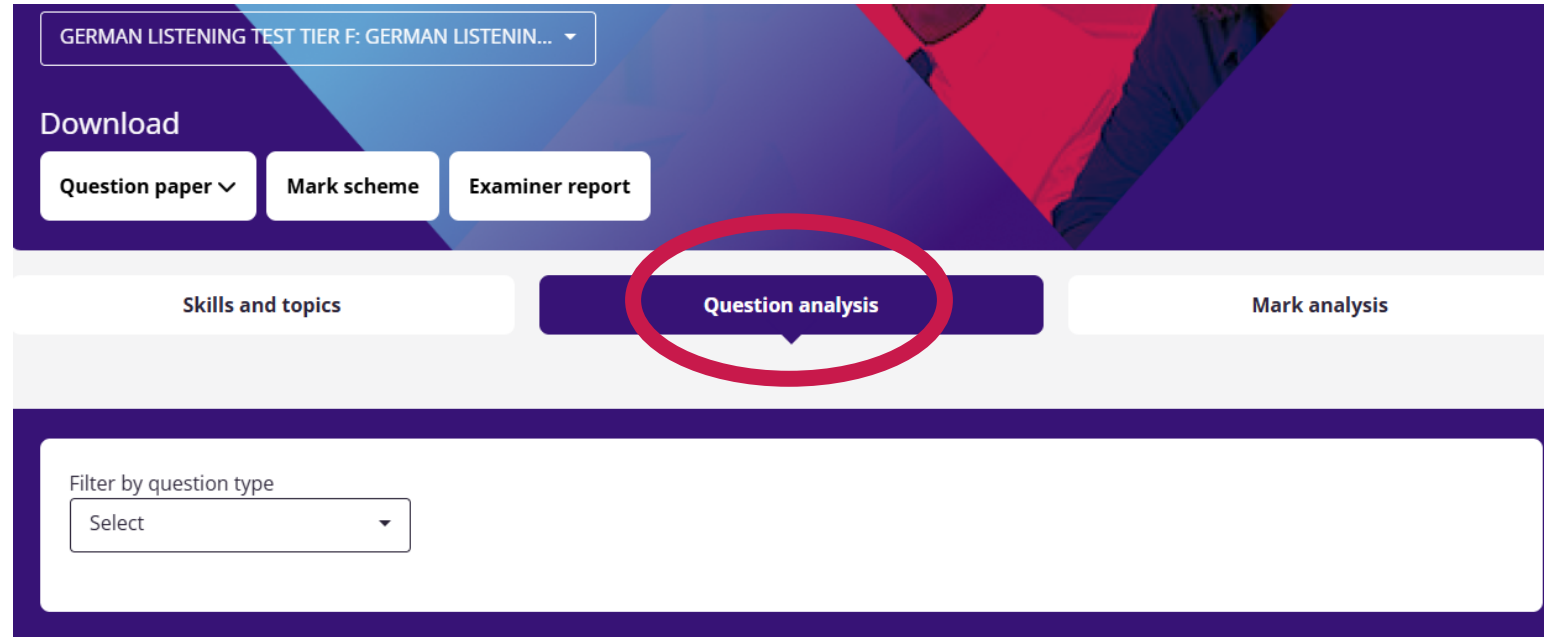
Overview

Grade distribution

June 2026 | GCSE GERMAN 8662

Step 4: Once you have selected a paper, click on “Question analysis”. This will bring up a large colour-coded table with a question by question break down for each of your students.

Scroll to the bottom of this table and click “see all” if you have more than 25 students entered. Then scroll back up and click the download button (circled) to export this table as an excel spreadsheet.



Question results overview

June 2026 | GCSE GERMAN 8662

GERMAN LISTENING TEST TIER F: GERMAN LISTENING TEST TIER F 8662/LF | 39 entries

Sort by

A to Z v

**Click here to
download**





You've got your results? Now what?

1. QLA – how? Georgina Jackson. Grand Union
2. What went well in your setting? Libby Garner. Sutton Girls

Reflections from SCGSG

WWW:

- Writing Paper
- Unprepared Conversation
- Follow up questions for RP

EBI:

- Read Aloud

Shifting goalposts: the new aqa gcse

As this conversation is unprepared, candidates must not know in advance of the Speaking test which questions, theme or topic areas will be covered in their own test. It is also not permissible for teacher-examiners to narrow the scope of questions by discussing in advance with candidates their preferred areas for inclusion during the test. **(ICE – p.17)**

Shifting goalposts: the new aqa gcse

All candidates are different and teacher-examiners should adopt the practice of proceeding through the Unprepared conversation based on what the candidate says, rather than using a pre-set list of questions.

Teacher-examiners should decide which questions to ask next and how to develop the conversation further by listening carefully to the responses the candidate has given and by asking appropriate follow-up questions. The candidate should be given the chance to sustain the conversation as much as possible.

The Unprepared conversation should be conducted in a way which is individual to each student, taking into account their interests and level of ability and should include follow-up questions as appropriate. Teacher-examiners are not permitted to exclusively use the same questions with every student and any instances of this will be followed up.

(ICE - p.21)

[Instructions for the conduct of exams](#)



Écoutez et traduisez la question en anglais avec ta partenaire.

1. **Quel** est ton sport préféré?
2. **Que** penses-tu du tennis?
3. **Quel** sport as-tu fait récemment?
4. **Quel** sport vas-tu faire à l'avenir?
5. **Pourquoi** est-ce que tu fais du sport?
6. **Où** est-ce que tu fais du sport?
7. **Avec qui** est-ce que tu fais du sport?
8. **Quand** est-ce que tu fais du sport?
9. **Quel** est ton genre de musique préféré?
10. **Que** penses-tu du rap?
11. **Quel** artiste as-tu écouté récemment?
12. **Quel** artiste vas-tu voir en concert à l'avenir?
13. **Pourquoi** est-ce que tu écoutes de la musique?
14. **Où** est-ce que tu écoutes de la musique?
15. **Avec qui** est-ce que tu écoutes de la musique?
16. **Quand** est-ce que tu écoutes de la musique?



What does a good 'general conversation' include?

- Varied vocabulary (avoid repetition)
- Well developed ideas: three clauses (BORD)
- Range of language: tenses, pronouns, structures
- A bit of complexity!



Make me BORD! (I do/we do/you do)

Est-ce que tu fais du sport?

Basic Answer: Je fais/je joue...

Opinion: J'aime....

Reason: parce que c'est...

**Development: Mais je n'aime pas...
Mais mon amie préfère...**



Make me BORD! (I do/we do/you do)

Est-ce que tu regardes la télé?

Basic Answer: Je regarde...

Opinion: J'aime....

Reason: parce que c'est...

**Development: Mais je n'aime pas...
Mais mon amie préfère...**



Make me BORD! (I do/we do/you do)

Est-ce que tu vas au cinéma souvent?

Basic Answer: Je vais...

Opinion: J'aime....

Reason: parce que c'est...

**Development: Mais je n'aime pas...
Mais mon amie préfère...**



GCSE Chatty Mat

Within the preparation period of the speaking exam, students can make notes to use during the unprepared conversation.

Past	Present	Future
I went It was There was	I go It is There is You can	I am going to go It will be There will be I would like

Complex structures
What I like the most is What I can't stand is I find it More...than I can't wait If I were rich

Intensifiers
Quite A bit Very Really Too

Pos adjectives	Neg adjectives
Interesting Useful Rewarding Fun Fascinating Entertaining pretty practical	Boring Rubbish Useless A waste of time Expensive Ugly

Fillers
That's a difficult question Let's see Well...



You've got your results? Now what?

1. QLA – how? Georgina Jackson. Grand Union
2. What went well in your setting? Libby Garner. Sutton Girls
3. What do the examiners reports say? What could we take from them?

<https://padlet.com/tracywilliams6/reflecting-on-the-aqa-summer-26-gcse-mfl-exams-s023utgktwimo8zzr816>

Reflecting on the Edexcel Summer 26 GCSE MFL Exams

Listening Speaking Reading Writing Other reflections Add section

Takeaways from the Examiners Report

- Students often understood the general gist of a passage but didn't give enough detail to communicate the entire message.
 - Get students to ask themselves "what exactly is this question asking me? Train them to include the whole idea in their answers, rather than just a word they recognise.
- Are higher numbers secure? Build this into regular retrieval practice. Easy marks if students know them!

Intentional teacher – student interaction

A great strategy to make sure all of your students get regular 1:1 time with you and feedback on their speaking.

DUAL

A strategy to support annotation

What are the most important words for Year 10 / 11 to focus on learning?

Which are the most important words from the vocab lists. In my opinion - the star words! Make sure your students know these words well and draw attention to them wherever you see them!

What are the most important verbs for Year 11 to focus on learning now?

Past	Present	Future
allait	allaite	allaiterai
allais	allez	irez
allait	allez	irez
allait	allez	irez
allait	allez	irez
allait	allez	irez
allait	allez	irez
allait	allez	irez
allait	allez	irez
allait	allez	irez

Being able to use the high frequency verbs accurately is key at all grades. Build a verb fluency routine into your regular retrieval practice. You could also modify it so you identify the 5 most important verbs for each topic area and practise conjugating those verbs regularly. 1st person for a grade 4. 1st and 3rd person for a grade 5. Multiple persons for a grade 7 +

- Take a snip / screenshot of a resource you want to save
- Click on the + button in the top right corner of the section your idea is in
- Upload the screenshot
- Then add some details about your idea
- Before you click post think about what you want it to go into! Is it relevant to this at the very beginning or end of the post.

1. Take a snip / screen shot of the resource you want to share. Save it to your computer.
2. Click on the + button in the section your idea relates to.
3. Upload the screen shot.
4. Then add some detail.
5. Before you click publish, check it's going into the section you want it to go into! You can see this at the very bottom of the post.



You've got your results? Now what?

1. QLA – how? Georgina Jackson. Grand Union
2. What went well? Libby Garner. Sutton Girls
3. What do the examiners report say? What could we take from them?
4. Where do we need to focus? And what can we do?



Breakout rooms:

1. Choose a breakout room which matches the main area you want to work on.
2. Ideally, there will be 3-4 people in each room.
3. What are the specific challenges in this area? What are the potential solutions?
4. Explore any ideas on the padlet that would also support you in this area.
5. Please upload a summary of your conversation onto the padlet at the end of the time available.
6. Try to stay focused on the task in hand!



Breakout rooms:

1. Accurate verbs
2. Read aloud and tricky phonemes
3. Describing a photo
4. Responding to unseen questions
5. Aiming for Grade 7 – 9 Developing variety and complexity



You've got your results? Now what?

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GCSE Languages: 2026 Specification

Writing Paper



- Useful Information:
 - On the grammar gap-fill task, circling words instead of writing words results in 0 marks.
 - On the same task, misspelling of words results in 0 marks (including missing accents).
 - On the photo question, single word answers are worth 0 marks.
 - On the same task, in order to access the full 2 marks, a conjugated verb must be present in the sentence.
 - Any mistakes with gender on any specific person in the photo will not affect the awarded mark – the exam board cannot presume to know the specific gender identity of anybody in the photograph.
 - The people in the photographs cannot be referred to by the names of famous people. E.g. *Es una foto de Taylor Swift*. In the photo of the couple surrounded by paparazzi this would not be acceptable, but they could say something along the lines of, *Es una foto de una amiga de Taylor Swift*.



You've got your results? Now what?

1. QLA – how? Georgina Jackson. Grand Union
2. What went well? Libby Garner. Sutton Girls
3. What do the examiners report say? What could we take from them?
4. Where do we need to focus? And what can we do?
5. Map out intended actions and timescales. What realistic? What's going to have the biggest impact.
6. Plot in regular writing and speaking practice with feedback and upgrade.
7. Think about which assessment papers to use and when? Grade boundaries?
8. Use the data from assessment to identify intervention groups. Modify the plan if needed!



NCLE Webinar. Wednesday 14th October 4.00pm – 5.00pm

Join colleagues from across the country and representatives from both exam boards for an evidence-based discussion on the potential for the new GCSE to reverse declining participation and inspire more young people to opt for languages.

[Webinar Registration - Zoom](#)





NPP's on Language Educators Online

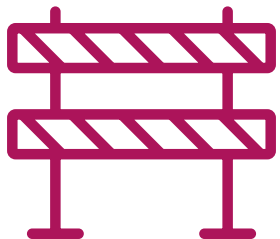


Using AI

Beeleigh: Enhancing self-efficacy through formative assessment and feedback in MFL

Etherow: Innovating the language curriculum to increase student motivation and engagement

Kinder: Sing to Speak: Using Music to Empower Vulnerable Learners for the GCSE Speaking Exam



Reducing Barriers to Learning

Derwent: Combining careers, culture, authentic resources and a real-world focus to continue learning German beyond GCSE.

Kinder: Sing to Speak: Using Music to Empower Vulnerable Learners for the GCSE Speaking Exam

Wells: Every Learner a Language Learner



NPP's on Language Educators Online



Celebrating Multilingualism

Adur: Home, heritage and community languages, and intercultural cohesion across schools

Solent: Connecting, collaborating and celebrating – civic engagement and employability across the Solent Language Network

Swanswell: Celebrating multilingualism in Coventry



Transition across all key stages

Brayford: Languages and your future: making explicit links between language learning and careers

Isbourne: Harnessing Parent Power

Lakes: Talking Classrooms: Stepping Away from the Textbook

Thames West: Building Strong Foundations at KS2 MFL

Trent and Tame: Transition: Developing a Compelling Narrative About the Value of Language Learning in KS2 and KS3



Free@3?

The AQA Languages Subject Support team will be running 1-1 Teams calls throughout the autumn term to support you with all things AQA Languages. If you've questions about our exams, specifications and resources, or just want to know more about our excellent CPD opportunities, use our [booking link](#) to secure your Free@3 slot.



Support from AQA

What's on Centre Services?

- **2026 Examiner's reports** are available in Centre Services for most MFL specifications
- **Published mark schemes for all languages** available in Centre Services
- **Materials for past Curriculum Connect events**, including *Languages for Life and Creativity* and *Authenticity in the Languages Classroom*.



Summer 2026 exam series

Assessment material	Qualification type	Available on Centre Services	Available on AQA website
Question papers	AS and A-level, AQA Certificate Level 3 Applied General, EPQ, GCSE, ELC, FCSE, Level 1 and 2 Certificate	10 days after exam	09 July 2027
Mark schemes	AS and A-level, AQA Certificate Level 3 Applied General, EPQ, GCSE, ELC, FCSE, Level 1 and 2 Certificate	Results day (August)	09 July 2027
Reports on the exam	AS and A-level, AQA Certificate Level 3 Applied General, EPQ, GCSE, ELC, FCSE, Level 1 and 2 Certificate	Day before results day (August)	09 July 2027

AQA | Exams admin | Exams | Assessment materials: what's available when?

We're unable to provide reports on the exam for a small handful of subject components with very low entries.

Most past papers and mark schemes will be available on our website for a period of three years. This is due to copyright restrictions.

Support from AQA

What's on the AQA website?

- **2027 Instructions for the Conduct of the exams** available on AQA website on subject pages in Assess tab.
- **Free online training courses** via our [Professional Development page](#).

Highlights include:

- **GCSE French/German/Spanish *Exploring Sound-Symbol Correspondences*** – live online training reflecting on this year's exam series with a focus on tasks involving Sound-Symbol Correspondences.
- **GCSE MFL *Getting Started eLearning modules*** – designed to help teachers familiarise themselves with delivering the AQA GCSE French/German/Spanish specification and its assessment requirements.
- **Curriculum Connect: Support and Resources update** - a walk through the latest support, resources and training from AQA to help you hit the ground running this academic year.

Bridging the gap

The jump from GCSE to A level can feel like a big leap, but with the right support, Learners can thrive from day one. Our free ‘Bridging the Gap’ resources for French, German & Spanish are carefully designed to support real progression:

- ✓ A-level cultural & societal topics
- ✓ Structured tasks to retrieve and extend knowledge
- ✓ Vocabulary and grammar in context
- ✓ Full answers for independent study

GCSE GERMAN – 8662 – STUDENT WORKSHEET: BRIDGING THE GAP – UNIT 4

2. Short reading text: Lenas Feste



Ich heie Lena, und ich liebe Feste und Traditionen in Deutschland. Jedes Jahr feiere ich Weihnachten mit meiner Familie. Wir essen zusammen, hren Weihnachtslieder und besuchen manchmal einen Weihnachtsmarkt. An meinem Geburtstag bekomme ich viele Geschenke und Sigkeiten. Im Frhling feiern wir Ostern, und wir dekorieren die Eier, um den Garten zu schmcken. Wir essen natrlich auch viel Schokolade! Meine Freund*innen und ich gehen jedes Jahr zum Karneval. Wir tragen bunte Trachten, und es gibt Umzge, die

GCSE FRENCH – 8652 – STUDENT WORKSHEET: BRIDGING THE GAP – UNIT 3

3. Three opinions about music



J'coute de la musique tout le temps. C'est vraiment important dans ma vie. J'aime la musique qui parle des sujets qui sont proches de mon exprience de la vie comme l'amiti et les rseaux sociaux. J'adore la musique d'Angle. C'est une musique qui me rassure. Quand j'entends ses chansons, je me sens comprise et moins seule. a me donne aussi envie de danser.

Agns, 17 ans



Je compte sur la musique pour me donner de l'nergie, quand je fais du sport ou quand je sors avec mes amis. J'admire beaucoup la musique de David Guetta. C'est quelqu'un qui

2. Comprehension task based on text

Read the text and answer the questions in Spanish.



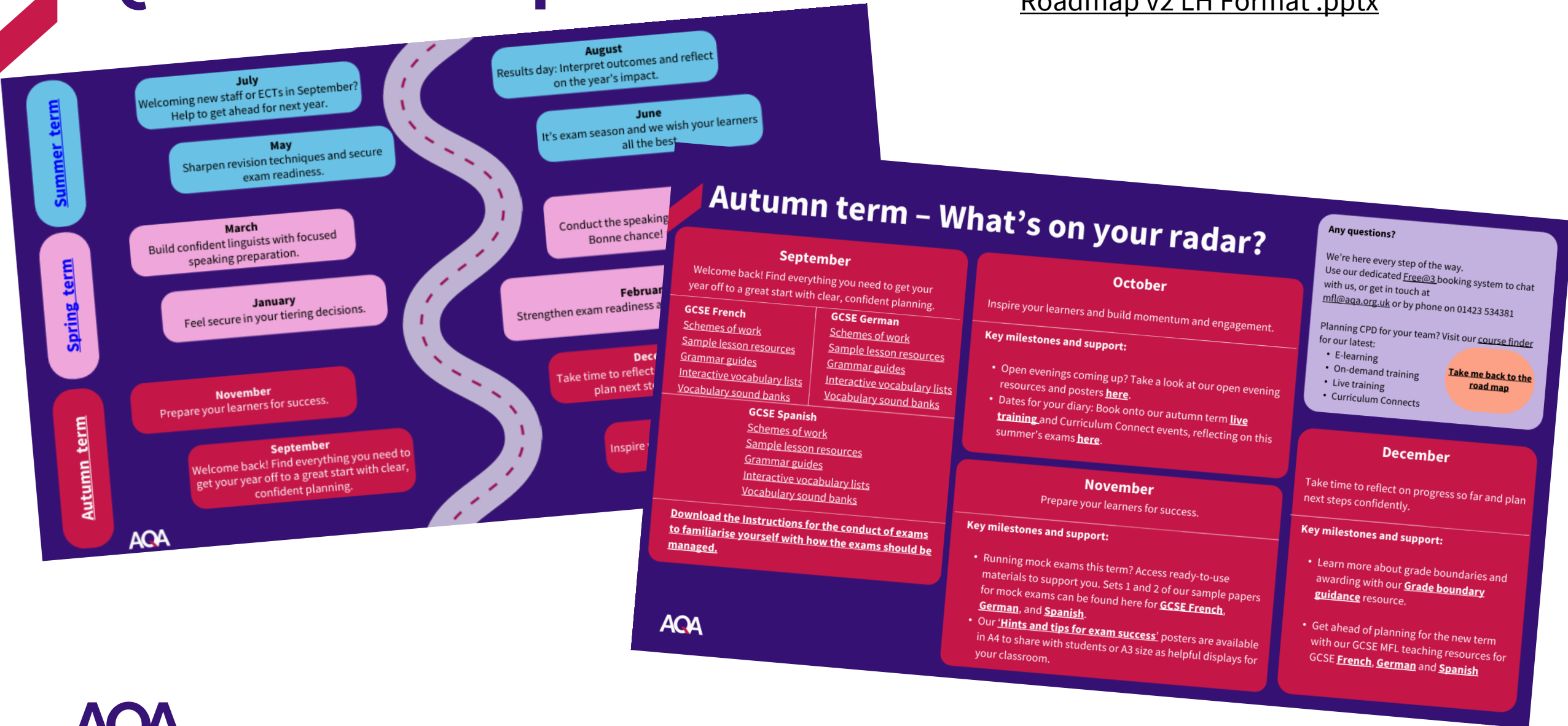
Guillermo del Toro es uno de los directores ms reconocidos del cine contemporneo, famoso por su estilo visual oscuro, fantstico y profundamente emocional. Naci el 9 de octubre de 1964 en la ciudad de Guadalajara, en el oeste de Mxico. Del Toro se especializa en combinar fantasa oscura, horror gtico, elementos histricos y polticos y criaturas monstruosas con gran humanidad. Suele explorar temas como la inocencia, la guerra, la muerte y la belleza de lo etrao.

Read the sentences below and decide, based on the text, whether they are true or false (verdad or falso).

	Verdad	Falso
1. Guillermo del Toro es un cineasta poco conocido.		
2. Del Toro naci en la Ciudad de Mxico.		
3. Del Toro se especializa en pelculas de amor.		

AQA MFL Roadmap and Calendar

Roadmap v2 LH Format .pptx





Contact us

We're here to support you throughout the year, answer your questions and always provide up-to-date, expert advice.

8am–5pm Monday to Friday

Tel: 01423 534 381

Email: mfl@aqa.org.uk



Session Evaluation:

West Midlands Regional Language
Network CPD Reflecting on the
summer 2026 language exams.



[West Midlands Regional Language Network CPD Reflecting on the summer 2026 language exams. – Fill out form](#)