

GCSE 9-1 FRENCH Edexcel 2024

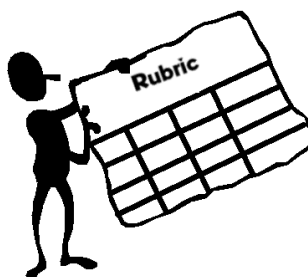
Criteria for Speaking and Writing adapted for formative purposes

Higher Tier

Helen Myers

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Disclaimer: Descriptors drawn largely from official criteria. Please check the source before using!
[Edexcel specification \(Issue 2 July 25\)](#)



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Purpose:

- To help teachers and pupils to familiarise themselves with criteria used in national examinations
- To provide a framework for giving feedback to learners in an efficient and effective way (reducing the need for teachers to write long sentences about 'how to improve'). Teachers tick/code. Pupils can see what they have to do to improve by reading the grid
- It is **not** the purpose of these criteria to give any 'level' or 'grade', although if individual columns are awarded points which can be weighted / added up, this could help to rank a class or year group.

The specification containing precise criteria is here: [Edexcel specification \(Issue 2 July 25\)](#)

Listening: Dictation - Higher

[SCC]: Sound Symbol Correspondence [10]

Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs). The number of rewardable words will then be given a mark on a sliding scale of 1 to 10 as shown in the grid below.

Transcription [SSC]

AO3	No. of rewardable words / 30	%
10	28-30	93
9	25-27	83
8	11-14	73
7	19-21	63
6	16-18	53
5	13-15	43
4	10-12	33
3	7-9	23
2	4-6	13
1	1-3	3
0	0	0

- 3 categories of rewardable words.
- 2 Categories of non-rewardable words.

REWARDABLE

1. Words spelled exactly as in the transcript score a point each.

2. In acknowledgement that many grammatical/morphological differences cannot be heard when spoken, spellings with **grammatical/morphological inaccuracies**, that

do not change the pronunciation of the words, are rewarded. Examples of **grammatically based spelling inaccuracies** that will be rewarded:

- deux maison instead of deux maisons
- je veut instead of je veux

3. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:

1. double consonants: addore instead of adore, fammille instead of famille, nourriture instead of nourriture
2. extra letter: soeure instead of soeur
3. accents: peches instead of pêche

Non-rewardable words encompass the following categories:

4. Mis-spellings due to incorrect application of Sound symbol correspondences, even if the word looks recognisable, eg *violin* instead of *violon*. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.

5. Mis-spellings which are written phonetically, and which may contain appropriate Sound symbol correspondences, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, eg, *seur* (**soeur**) outside the sentence *Ma seur chante bien*; *gatto* in the sentence, *Le gatto (gâteau) au chocolat est bon*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation

Reading – Higher

AO2	Meaning transferred	Errors
9–10	The meaning of the original language is fully and appropriately transferred;	Any errors do not detract from the overall clarity of the message
6–8	The meaning of the original language is mostly transferred appropriately	 Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3-5	The meaning of parts of the original language is appropriately transferred	 Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1-2	Intermittent parts of the original language are appropriately transferred.;.....	 Frequent errors prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.	

Speaking: Read aloud: Higher

(12 marks)

Task: Read aloud a minimum of 35 words

1. Read aloud text - Higher

(8 marks)

Linguistic knowledge and accuracy

AO3	Clarity of pronunciation.	Impact on message
7-8	Pronunciation is consistently clear and comprehensible -	-any lapses in SSCs have no impact on the message.
5-6	Pronunciation is clear and comprehensible, -	-lapses in SSCs have minimal impact on the message.
3-4	Pronunciation is generally clear and comprehensible -	-lapses in SSCs have little or no impact on the message.
1-2	Pronunciation is sometimes clear and comprehensible -	-lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.	

Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their French accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible and SSCs are accurate.

When assessing the read aloud, examiners should initially not look at the text when they are listening, but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainty.

2. Read aloud questions- Higher

(4 marks)

Task: Answer 2 questions -

[R]: Response to spoken language

Use the grid below to tally response, then use this to inform the response mark below.

AO1		Q1	Q2
2	Response fully communicated.		
1	Response partially communicated, some ambiguity.		
0	No rewardable communication.		

TOTAL/4:



Speaking: Role Play - Higher

(10 marks)

Task: Pupil conveys 5 messages. 3 statements, 2 questions

[R]: Response to spoken language

5 messages - 2 marks for each message

AO1					?	?
		Statement	Statement	Statement	Question	Question
2	Response fully communicated.					
1	Response partially communicated, some ambiguity.					
0	No rewardable communication.					

There is one mark grid to be applied to this task. The mark grid is applied once to each individual response to the prompts.

There is a maximum of 2 marks for each of the five prompts on the role-play cards. Students are awarded for an appropriate and clearly communicated response to the teacher's question.

Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.

Examiners must use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Speaking: Picture task - Higher

(28 Marks in total)

1. Picture Task: picture description

(8 marks)

Task: Response to the stimulus people – location - activity

(1) [R] Response to stimulus

(4 marks)

AO2	[A]: Addressed	[D]: Development	[Co]: Comprehensibility
4	All three bullet points addressed	Consistent , detailed development of ideas to describe different, relevant aspects of the picture....	Response is easily comprehensible; it is rare that the message is not immediately clear.
3	All three bullet points addressed	Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture...	Response is comprehensible ; the occasional message may be unclear/difficult to understand immediately.
2	Two or more bullet points addressed..	Ideas are generally developed, to describe different, relevant aspects of the picture...	Response is generally comprehensible; some messages may be unclear.
1	Two or more bullet points addressed	Some development of ideas to describe different, relevant aspects of the picture....	Response is comprehensible in some parts; the message may occasionally break down.
0	No rewardable material.		

2. [L]Linguistic knowledge and accuracy

(4 marks)

AO3	[V+S]: Variety of Vocabulary + Structures	[A]: Accuracy
4	Wide range of relevant vocabulary and grammatical structures.	Consistently accurate use of language, any errors are minor.
3	A variety of relevant vocabulary and grammatical structures.	Mostly accurate use of language; some minor errors.
2	Some variety of vocabulary and grammatical structures.	Generally accurate use of language; some minor errors, there may be an occasional major error.
1	Occasional variety of vocabulary and grammatical structures	Some accurate language; errors occur, some of them major
0	No rewardable material.	

2 Picture task compulsory questions- Higher

(4 marks)

Task: answer 2 questions -

[R] Response to spoken language

Use the grid below to tally response, then use this to inform the response mark below.

AO1		Q1	Q2
2	Response fully communicated.		
1	Response partially communicated, some ambiguity.		
0	No rewardable communication.		
TOTAL/4:			

Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.

3 Picture task Unprepared Conversation – Higher

(16 marks)

Task: Answer questions on themed context.

[R]: Response to spoken language

(12 marks)

AO1	[R] Relevant response	[D]: Development	[C]: Comprehensible
10-12	Gives consistently relevant responses to questions.	Develops ideas throughout with consistently extended sequences of speech.	Gives consistently relevant responses to questions
7-9	Gives frequently relevant responses to questions.	Develops ideas with frequently extended sequences of speech.	Gives frequently relevant responses to questions.
4-6	Gives some relevant responses to questions.	Develops ideas with some extended sequences of speech.	Response is generally comprehensible; some messages may be unclear.
1-3	Gives occasional relevant responses to questions.	Develops ideas with occasionally extended sequences of speech.	Response is comprehensible in some parts ; the message may occasionally break down..
0	No rewardable material.		

[L]: Linguistic knowledge and accuracy

(4 marks)

AO3	[V+S]: Variety of Vocabulary + structures / Complexity	Timeframes	[A]: Accuracy , minor/major errors
4	Wide range of vocabulary and grammatical structures, frequent use of complex language.	Consistently successful use of three timeframes.	Consistently accurate use of language, any errors are minor.
3	A variety of vocabulary and grammatical structures, some use of complex language.	Frequently successful use of at least two timeframes.	Accurate use of language; some minor errors.
2	Some variety of vocabulary and grammatical structures occasional use of complex language.	Generally successful use of at least two timeframes	Generally accurate use of language; some minor errors, there may be an occasional major error.
1	Occasional variety of vocabulary and straightforward grammatical structures..	Some successful use of timeframes, occasional slip in more complex constructions.	Some clear and accurate use of language; some major and minor errors.
	No rewardable material		

Writing: Response to 4 bullet points – Higher Overlap Question 1

(Total: 18 marks)

Task: 80-90 words. 4 bullet points.

[R]: Response to stimulus
(13 marks)

	Addressed	[D]: Development	[C]: Comprehensible
11-13	All four bullet points addressed	Frequent development of ideas	Response is comprehensible; an occasional message may be unclear.
8-10	Three or more bullet points addressed	Some development of ideas	Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.
5-7	Two or more bullet points addressed.	Occasional , brief development of ideas	Some parts of response are comprehensible; the message sometimes breaks down.
1-4	One or more bullet point addressed	Little or no extra detail added to ideas	Limited parts of response are comprehensible; the message often breaks down.
0	No rewardable material.		

[L]: Linguistic knowledge and accuracy
(5 marks)

AO3	[V]: Vocabulary + Structures – Extension + complexity	[T]: Timeframes	[A]: Accuracy
5	Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language	Generally successful use of three timeframes	Any errors are mainly minor] but some major errors may occur, particularly in complex structures and sentences.
3-4	Occasional variety of vocabulary and grammatical structures; occasionally extended sentences.	Some successful use of at least two timeframes	Errors are mainly minor but some major errors may occur.
1-2	Limited variety of vocabulary and grammatical structures; short, simple sentences	Limited success with timeframes.	Limited accuracy in the language; frequent errors both major and minor.
0	No rewardable material.		

Writing: Response to 4 bullet points – Higher Question 2

(22 marks) 130-150 words; 4 bullet points - open-ended

[R]: Response to stimulus (17 marks)

AO2	[A]: Addressed	[D]: Development	[CI]: Comprehensible
14-17	All four bullet points addressed	Consistent development of ideas	Response is easily comprehensible; it is rare that the message is not immediately clear
11-13	All four bullet points addressed	Frequent development of ideas	Response is comprehensible ; an occasional message may be unclear.
8-10	Three or more bullet points addressed	Some development of ideas	Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.
5-7	Two or more bullet points addressed.	Occasional, brief development of ideas	Some parts of response are comprehensible; the message sometimes breaks down.
1-4	One or more bullet point addressed	Limited development of ideas, any extra detail is likely to be very brief	Limited parts of response are comprehensible; the message often breaks down.
0	No rewardable material.		

[L]: Linguistic knowledge and accuracy (5 marks)

AO3	[V]: Vocabulary + Structures _ Extension + complexity	[T]: Timeframes	[A]: Accuracy
4-5	A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language	Consistently successful use of three timeframes	Consistently accurate language; any errors are minor.
2-3	Some variety of vocabulary and grammatical structures, some extended sentences; some complex language	Some successful use of at least two timeframes	Generally accurate language; mostly minor errors, occasional major errors.
1	Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language	Occasional success with timeframes	Some accurate language; frequent errors, some of them major.
0	No rewardable material.		

Writing: Translation – Higher Question 3

(Total: 10 marks)

Task: Translate minimum 50 words

[R]: Response to stimulus

(6 marks)

A02	Transfer of Meaning	Clarity/completion
5-6	The meaning of the original language is consistently and appropriately transferred; --	---- any lack of clarity is rare.
3-4	The meaning of most of the original language is appropriately transferred;---	---- the occasional message may be unclear or incomplete.
1-2	The meaning of some parts of the original language is appropriately transferred; ---	---- the message sometimes breaks down or is incomplete.
0	No rewardable material.	

[L]: Linguistic Knowledge and accuracy

(4 marks)

A03	Vocabulary and grammatical accuracy	Type of error (minor/major)
4	Vocabulary and grammatical structures are consistently accurate; ...	...any errors are minor
3	Vocabulary and grammatical structures are generally accurate;	...minor errors occur, major errors are rare .
2	Vocabulary and grammatical structures are sometimes accurate;	...errors include some major errors.
1	Vocabulary and grammatical structures are limited in accuracy; ...	 frequent errors occur, both major and minor.
0	No rewardable material	

Speaking Additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO1)/(AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: Picture task with conversation only)

A *minor error* - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

A *major error* - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning

Adjective agreement	La mer est vert. Mon frère est intelligente.
Gender	Dans le ville il y a un piscine.
Contractions	Ma maison est près de le parc.
Word order (incorrect)	Je n'ai mangé pas à midi.
Mother-tongue interference	Mon père est un professeur. C'est mon anniversaire, je suis 16 ans.
Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Vocabulary	Mon équipe a joué très mauvais. Mon ami est dans France.
Constructions	En France il y a chaud en été.

Major errors – inaccurate and prevent meaning

Incorrect verb formation	Est-ce que nous allez au cinéma ce soir? J'alle au marché. Je recève des cadeaux.
Tenses (incorrect)	Demain il est allé au collège en bus.
Vocabulary	Ma mère est courante.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and reflexive pronoun	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office.

NB: these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms

AO2 grid (Picture description task only)

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that must be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all three task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids (Picture task and conversation)

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

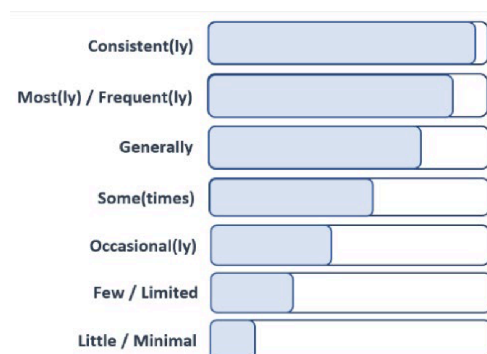
Variety refers to the range of vocabulary and grammatical structures listed in the specification for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Differentiation terms within the mark scheme (AO1, AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids. Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although "frequent development..." equates to higher marks "frequent errors..." would conversely equate to lower marks.



Microsoft Copilot's interpretation!

- Consistently - 100%
- Frequently - 85%
- Generally – 70%
- Sometimes 55%
- Occasionally - 40%
- Few/limited – 25%
- Little/minimal - 10%

Writing Additional guidance

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

A major error - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning

Adjective agreement	La mer est vert. Mon frère est intelligente.
Spelling (slight)	J'aime le frommage.
Gender	Dans le ville il y a un piscine.
Accents	Mon anniversaire est le deux fevrier.
Contractions	Ma maison est près de le parc.
Word order (incorrect)	Je n'ai mangé pas à midi.
Mother-tongue interference	Mon père est un professeur. C'est mon anniversaire, je suis 16 ans.
Relative pronouns	Mon frère, que aime le foot, joue tous les samedis.
Vocabulary	Mon équipe a joué très mauvais . Mon ami est dans France.
Constructions	En France il y a chaud en été.
Missing/incorrect accents	Mon anniversaire est le deux fevrier/fèvrier

Major errors – inaccurate and prevent meaning

Incorrect verb formation	Est-ce que nous allez au cinéma ce soir? J' alle au marché. Je recève des cadeaux
Spelling (misleading)	J'aime la nation et le tennis.
Tenses (incorrect)	Demain il est allé au collège en bus.
Vocabulary	Ma mère est courante .
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and reflexive pronoun	Je veux s' amuser.
Mother-tongue interference	Mon père travaille dans un office .

NB: These are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms (questions 2 and 3) ^[OBJ]

AO2 grids

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in Question 1 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See *Example response 2* in *Exemplification of mark schemes* for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence that elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures listed in the specification for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

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Differentiation terms within the mark scheme

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.

Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although "**frequent development...**" equates to higher marks "**frequent errors...**" would conversely equate to lower marks.