

GCSE 9-1 FRENCH AQA

Criteria for Speaking and Writing adapted for formative purposes

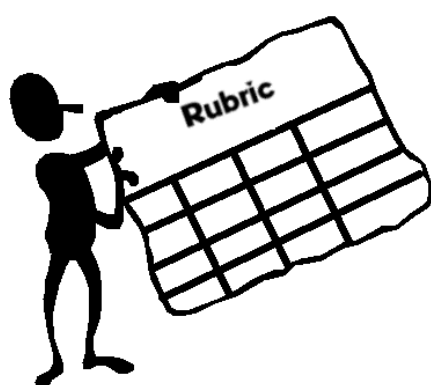
Foundation Level

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Disclaimer: Descriptors drawn largely from official criteria. Please check the source before using!

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>



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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:

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Marking codes when marking (please recommend others!)

- I will indicate which strands are relatively stronger with a plus sign '+' (e.g. '+O&J') [Good opinions and justifications]
- I will indicate which strands are relatively weaker with a minus sign '-' (e.g. '-R') [not always relevant]

✓ Good Content	✓ ✓ Good Range	☑ Good Accuracy
^ Missing content	_ (single underline) Minor error	= (double underline) Major error
[] Irrelevant	~ Squiggle underline - ambiguous	---- Unnecessary repetition (range could be improved/pronouns used etc.)
T	Tense incorrect	

When you review your work, look carefully at the '+' signs and the '-' signs, (you may be asked to discuss this with a partner) and then write out your targets (green pen) using words from the grids below

e.g.: I will continue to 'XXX'. In future I need to 'XXX'

Non-GCSE type tasks

Tests are usually marked out of a raw score. Other work will be acknowledged with a tick, and, when needed, an mark out of 10 and/or effort grade to indicate to what extent I think you have carried out what has been required and how much effort you appear to have put in. (Open to discussion if you think I have got it wrong!)

1 / 2	A little
3 / 4	Some
5 / 6	About half
7/8	Most
9/10	All/ almost all

A	High effort
B	Satisfactory effort
C	Some concern about effort
D	serious concern about effort



Speaking

Role Play

Task:

Pupil conveys 5 messages.

Suggestion: Range of topics and range of expected language level could be defined in advance as a record of where strengths / weaknesses lie. (See below)

[C]: Communication (10 marks) 5 messages - 2 marks for each message

		Statement	Statement	Statement	? Question	! Response to question
2	The message is conveyed without ambiguity.					
1	The message is partially conveyed or conveyed with some ambiguity.					
0	No part of the message is conveyed.					

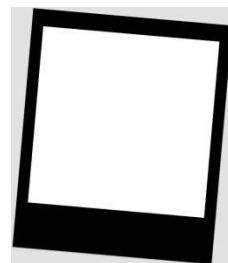
[L]: Knowledge and use of Language - overall, across all 5 messages

		✓
5	Very good knowledge and use of language.	
4	Good knowledge and use of language.	
3	Reasonable knowledge and use of language.	
2	Limited knowledge and use of language.	
1	Poor knowledge and use of language.	
0	No language produced is worthy of credit.	

Photo card

5 questions - 3 known in advance (1-3) , 2 unpredictable (4-5)

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

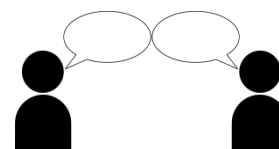


Question	[R]: Response		[D]: Development		[O]: Opinion	
	Understandable?	Clear?	Short/ repetitive	Developed?	Opinion?	Justification?
1						
2						
3						
4						
5						
TOTAL						

[C]: Communication

[Guide: award highest in band if all three satisfied]

	[R] Response to 5 questions	[D]: Development of answers to 5 questions	[O]: Opinions
13-15	replies to all questions clearly (5)	develops most answers. (4/5)	Gives and explains an opinion.
10-12	replies to all or nearly all questions clearly (4-5?)	develops some answers. (2/3)	Gives and explains an opinion.
7-9	gives understandable replies to most questions (3-5?)	develops at least one answer.	Gives an opinion
4-6	gives understandable replies to most questions (3-5?)	short and/or repetitive.	No opinion
1-3	replies to some questions (1/2?)	short and/or repetitive.	No opinion



[C]:Communication

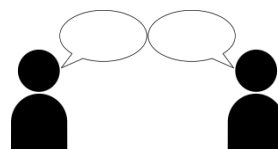
Must ask a question, or one mark deducted.

	[L]: Length of response	[N]: Narration	[Cl]: Clarity / ambiguity	[O&J]: Opinion/ Justification
BAND 5 (9–10)	usually gives quite short responses but occasionally gives extended responses	Occasionally narrates events briefly when asked to do so.	Usually gives clear information but lacks clarity from time to time.	Gives opinions , some of which are explained.
BAND 4 (7–8)	tends to give quite short responses, but with occasional attempts at longer responses.	Has only limited success in narrating events.	A few occasions when unable to answer successfully or where responses are very unclear.	Gives opinions .
BAND 3 (5–6)	gives short responses.	Attempts at longer responses or at narrating events require an effort of concentration to be understood	some responses may be unintelligible.	Gives at least one opinion .
BAND 2 (3–4)	able only to give very short responses.		Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible.	
BAND 1 (1–2)	communicates very little most of the time unable to respond		most of what is said is unintelligible.	

[S&F]: Spontaneity & Fluency

	Quality of exchange	[S]: Spontaneity/pre-learnt	[F] : Fluency: Speed of response / Hesitation
5	Generally good exchange	Some spontaneity , but also relies on pre-learnt responses	Sometimes hesitates and may not be able to respond to some questions.
4	Reasonable exchange	a little spontaneity , but much of what is said involves pre-learnt responses .	The flow is often broken by hesitation and delivery can be quite slow at times
3	Basic exchange	little or no spontaneity and relies heavily on pre-learnt responses .	The flow is broken by hesitations, some of them long, and delivery is quite slow.
2		Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt .	Hesitates frequently , and often at length , before answering questions. Slow delivery means that the conversation lacks any flow.
1	Poor exchange	Often cannot answer questions , while at other times there may be pre-learnt responses.	Hesitates at length before answering most questions

[L]: Range & Accuracy of Language



	Overall quality of language	[V]: Variety of Vocabulary	[S]: Variety and complexity of linguistic structures	[T]: Tenses	[A]: Accuracy; Effect of errors on clarity / ambiguity
BAND 5 9–10	Generally good language	Mainly simple vocabulary <i>with some repetition</i> , attempts to use more varied vocabulary	Mainly simple linguistic structures with some repetition , but with attempts to use more complex linguistic structures and.	There is some success in making reference to past and future, as well as present, events.	Although there may be errors they do not generally impede comprehension.
BAND 4 7–8	Reasonable language	Simple vocabulary and may be repetitive at times .	Simple structures and may be repetitive at times .	Any attempts to make reference to past or future events may have only limited success .	There may be frequent errors, which may occasionally impede communication
BAND 3 5–6	Basic language	Simple vocabulary and may often be repetitive .	Simple structures and vocabulary and may often be repetitive .	There is little or no success in making reference to past or future events.	There are likely to be frequent errors, which sometimes impede communication.
BAND 2 3–4	Limited language	Very simple vocabulary and is likely to be repetitive .	Very simple structures and vocabulary and is likely to be repetitive .	There is little or no success in making reference to past or future events.	There are likely to be frequent errors which regularly impede communication.
BAND 1 1–2	Very poor language		which may show little understanding of how the language works		There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.

[P&I]: Pronunciation & Intonation

	[P]: Pronunciation Understandable?	[I]: Intonation
5	Generally good but some inconsistency at times.	
4	Pronunciation generally understandable	with some intonation.
3	Pronunciation is understandable , but comprehension is sometimes delayed .	with a little intonation
2	Pronunciation very anglicised making comprehension difficult at times .	with almost no intonation,
1	Pronunciation is only just understandable making comprehension difficult.	

Writing



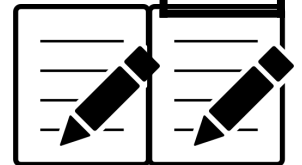
Question 1 (8 marks)

Students are required to write **four sentences**. Each sentence is marked according to the following criteria.

[C] Mark Communication

		SENTENCE 1 ✓	SENTENCE 2 ✓	SENTENCE 3 ✓	SENTENCE 4 ✓
2	The relevant message is clearly communicated.				
1	The message is relevant but has some ambiguity and causes a delay in communication.				
0	The message is irrelevant or cannot be understood.				

Total:



Question 2 (16 marks)

4 items to communicate - approx. 40 words

[C]: Content

	[Cov]: Coverage	[Cl]: Clarity
BAND 5 9–10	A full coverage of the required information. [all 4 points]	Communication is clear .
BAND 4 7–8	A good coverage of the required information. [3 points?]	Communication is mostly clear but perhaps with occasional lapses.
BAND 3 5–6	A reasonable coverage of the required information. [2 points?]	Communication is generally clear but there are likely to be lapses .
BAND 2 3–4	A partial coverage of the required information. [1 point?]	Communication is sometimes clear but there are instances where messages are not conveyed .
BAND 1 1–2	A minimal coverage of the required information. [part of a point?]	Communication is often not clear and there may be frequent instances where messages are not conveyed .

[L]: Quality of Language

	[V]: Vocabulary	[S]: Structures	[A]: Accuracy
BAND 3 5–6	Uses a variety of appropriate vocabulary	Uses a variety of appropriate grammatical structures	Generally accurate.
BAND 2 3–4	Vocabulary generally appropriate to the task, with some attempt at variety .	grammatical structures generally appropriate to the task, with some attempt at variety .	More accurate than inaccurate.
BAND 1 1–2	Vocabulary used may be limited, repetitive or inappropriate .	structures used may be limited, repetitive or inappropriate .	There may be frequent errors .

Question 3: Translation
(12 marks)



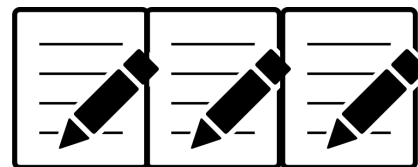
[C]: Conveying key messages

		<i>if out of 12</i>		✓
5	All key messages are conveyed	12	100%	
4	Nearly all key messages are conveyed.	10/11	83%	
3	Most key messages are conveyed.	7/8/9	58%	
2	Some key messages are conveyed.	4/5/6	33%	
1	Few key messages are conveyed.	1/2/3	8%	
0	No key messages are conveyed.			

[G]: Application of Grammatical knowledge of language and structures

	[K] Knowledge	[A] Accuracy
5	Very good knowledge of vocabulary and structures	highly accurate
4	Good knowledge of vocabulary and structures;	generally accurate.
3	Reasonable knowledge of vocabulary and structures	more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures;	generally inaccurate.
1	Very limited knowledge of vocabulary and structures;	highly inaccurate.

Question 4 (Overlap with Higher)
(16 marks) 90 words. 4 bullet points - open ended



[C]: Content

	[Cov]: Coverage	[Cl]: Clarity	[A]: Amount	[O]: Opinions
BAND 5 9–10	A very good response covering all aspects of the task.	Communication is clear	A lot of information is conveyed	Opinions are expressed.
BAND 4 7–8	A good response covering all aspects of the task.	Communication is mostly clear but perhaps with occasional lapses.	Quite a lot of information is conveyed.	Opinions are expressed.
BAND 3 5–6	A reasonable response covering almost all aspects of the task.	Communication is generally clear but there are likely to be lapses.	Some information is conveyed.	An opinion is expressed.
BAND 2 3–4	A basic response covering some aspects of the task	Communication is sometimes clear but there are instances where messages break down.	Little information is conveyed.	An opinion is expressed.
BAND 1 1–2	A limited response covering some aspects of the task.	Communication is often not clear and there may be frequent instances where messages break down.	Very little information is conveyed.	There may be no opinions expressed.

[L]: Quality of Language

	[V]: Vocabulary	[S]: Structures	[T]: Tenses	[A]: Accuracy - Effect of error on comprehension	[R]: Register and Style
BAND 3 5–6	A variety of appropriate vocabulary is used.	Complex structures and sentences are attempted .	There are references to three time frames , which are largely successful .	Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear .	The style and register are appropriate .
BAND 2 3–4	Some variety of appropriate vocabulary is used.	There may be some attempt at complex structures and sentences.	There are references to at least two different time frames , although these may not always be successful.	There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear.	The style and register may not always be appropriate .
BAND 1 1–2	The range of vocabulary may be narrow , repetitive and/or inappropriate to the needs of the task.	Sentences are mainly short and simple or may not be properly constructed.		There may be frequent major and minor errors.	Little or no awareness of style and register.

Grammar

(Higher in bold and red)

Nouns	
gender	
singular and plural forms	
Articles	
definite, indefinite and partitive, including use of <i>de</i> after negatives	
Adjectives	
agreement	
position	
comparative and superlative: regular and <i>meilleur</i>	
demonstrative (<i>ce, cet, cette, ces</i>)	
indefinite (<i>chaque, quelque</i>)	
possessive	
interrogative (<i>quel, quelle</i>)	
comparative and superlative, including <i>meilleur, pire</i>	
Adverbs	
comparative and superlative	
regular	
interrogative (<i>comment, quand</i>)	
adverbs of time and place (<i>aujourd'hui, demain, ici, là-bas</i>)	
common adverbial phrases	
comparative and superlative, including <i>mieux, le mieux</i>	
Quantifiers/intensifiers	
<i>très, assez, beaucoup, peu, trop</i>	
Pronouns	
personal: all subjects, including <i>on</i>	
reflexive	
relative: <i>qui</i>	
relative: <i>que</i> (R)	
object: direct (R) and indirect (R)	
position and order of object pronouns (R)	
disjunctive/emphatic	
demonstrative (<i>ça, cela</i>)	
indefinite (<i>quelqu'un</i>)	
interrogative (<i>qui, que</i>)	
use of <i>y, en</i> (R)	
use of <i>y, en</i>	
relative: <i>que</i>	
object: direct and indirect	
position and order of object pronouns	
demonstrative (<i>celui</i>) (R)	
possessive (<i>le mien</i>) (R)	
relative: <i>dont</i> (R)	

Verbs	
regular and irregular verbs, including reflexive verbs	
all persons of the verb, singular and plural	
negative forms	
interrogative forms	
modes of address: <i>tu, vous</i>	
impersonal verbs (<i>il faut</i>)	
verbs followed by an infinitive, with or without a preposition	
Tenses:	
• present	
• perfect	
• imperfect: <i>avoir, être</i> and <i>faire</i>	
• other common verbs in the imperfect tense (R)	
• immediate future	
• future (R)	
• conditional: <i>vouloir</i> and <i>aimer</i>	
• pluperfect (R)	
• passive voice: present tense (R)	
• imperative	
• present participle.	
• future	
• imperfect	
• conditional	
• pluperfect	
• passive voice: future, imperfect and perfect tenses (R)	
• perfect infinitive	
• present participle, including use after <i>en</i>	
• subjunctive mood: present, in commonly used expressions (R)	
Prepositions	
common prepositions eg <i>à, au, à l', à la, aux; de, du, de l', de la, des; après; avant; avec; chez; contre;</i>	
<i>dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers</i>	
common compound prepositions eg <i>à côté de; près de; en face de; à cause de; au lieu de</i>	
Conjunctions	
common coordinating conjunctions eg <i>car; donc; ensuite; et; mais; ou, ou bien, puis</i>	
common subordinating conjunctions eg <i>comme; lorsque; parce que; puisque; quand; que; si</i>	
Number, quantity, dates and time	
including use of <i>depuis</i> with present tense	
including use of <i>depuis</i> with imperfect tense.	