

GCSE ML SPECIFICATIONS 2016 ONWARDS

**An overview for teachers  
Helen Myers  
Example: French GCSE**

**As at 26/05/2016 18:35**

**WORK IN PROGRESS!  
I WILL EDIT THIS GOOGLE DOCUMENT AND LEAVE IT AS VIEWABLE FOR  
ALL.**

Thanks to people who have taken the trouble to correct errors in this document.

I have highlighted errors in GREEN in the text and copied and pasted their comments at the end.

I am removing any of my own personal comments which had been left in the document! Apologies!

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## Introduction

### Status of this document

This provides a personal, impartial overview, based on my interpretation of the documents available to me at the time of writing from the 3 different GCSE exam boards and with reference to the wonderful work of Rachel Hawkes and Steve Smith. I am sure that there are many gaps, and I welcome any corrections. I hope that it will at least be a starting point for a skim-read overview!

NB!!!! It is 'work in progress' and will be available on the ALL London website [www.all-london.org.uk](http://www.all-london.org.uk) along with a Powerpoint presentation and checklist. I could also do a webinar. Please do contact me with any information / edits / deletions.

### Key contact information - to be updated

AQA	<a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a> <a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance">http://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance</a>	Judith Rowland-Jones and Gill Tayles
Edexcel	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html</a>	Alistair Drewery (AD)
Eduqas	<a href="http://www.eduqas.co.uk/qualifications/french/gcse/">http://www.eduqas.co.uk/qualifications/french/gcse/</a>	xxx
ALL	<a href="mailto:helenmyers007@gmail.com">helenmyers007@gmail.com</a>	Helen Myers
	<a href="http://groups.yahoo.com/group/mflresources/">http: ://groups.yahoo.com/group/mflresources/</a> Discussion group moderated by Helen et al!	Helen Myers

## TALK GIVEN BY HELEN MYERS TO ISMLA 2016 CONFERENCE - adapted FROM CILT CONFERENCE 2008! to suit 2018

(Reference: Powerpoint presentation available)

### Varied agendas

- Which spec is going to get my pupils the best grade?
- Which spec will allow for better T&L over 2 years?

- Which spec gives the best assessment experience?
- Which spec is the most easily managed?
- Which spec allows for the most choice for my dept?
- Which spec ensures the most collaboration for my dept?
- Which spec is the least likely to mean I get flak from pupils / colleagues / parents / managers?!!!!
- ... NB .. no outright recommendations here ... more of a process with hopefully a useful summary / indicators
- SHOULD be .. What's best for OUR PUPILS ....

### **Recommended process for selecting Specification**

It is important and easier if you know where your 'stakeholders' / audience are starting from :

- staff in your dept
- your managers
- pupils
- parents
- governors

Throughout the process, think about how you would explain the situation / decisions to others ... e.g. forthcoming Into the Upper School Handbook / evening

### **Context**

- Outcome from review ...
  - 25% for 4 skills
  - Tiering: either foundation for all or higher for all skills
  - Instructions to candidates in English or TL
  - No CA
  - Relevant contexts and purposes
  - Short course ?????
  - Published Dec 2014?? - Submissions by March 2015?? - accredited Sep 15?? - first teaching Sep16
- Parents of pupils already been through KS4 / colleagues will have an idea of what to expect.
- DfE produce the GCSE criteria to which the boards must write the specifications then Ofqual has to approve specifications
- these are NON-NEGOTIABLE
  1. **GCSE qualification criteria**(for all subjects)
  2. **GCSE subject criteria for modern foreign languages** **CHECK**
    - Aims & learning outcomes
    - Subject content
    - Assessment objectives (incl weighting 25% per skill)

- Scheme of assessment (required to be ??? % in TL; all terminal exam
- NB no longer any Grade descriptions
- Appendix: grammar requirements

## **Key areas which are common to all boards**

### **DfE subject content**

**Subject aims** (the usual!)

#### **Subject content:**

Contexts and purposes- as before BUT SPECIFICALLY:

formal and informal,

3 broad themes: identity and culture; local, national, international and global areas of interest (!!!); current and future study and employment

literary texts defined 'adapted and abridged as appropriate' (!)

**Scope of study:** definitions of separate skills (all as before) except:

**reading:** 'including some extracts of adapted or abridged literary texts'

translate a short passage into English

**Writing:** translate sentences and short texts from English into assessed language

#### **Use of the assessed language in rubrics:**

overall rubrics in English

should be set in the language in which the candidate expected to respond

L: 20-30% of marks awarded for response to qs in TL

R: 30-40% of marks awarded for response to qs in TL

**Grammar:** Same list for all - divided into Foundation and Higher

## **Ofqual subject level conditions and requirements Feb 2015**

### ● **Assessment Objectives**

→ Listening, speaking, reading & writing.

→ 25% per skill,

→ In each of S and W, at least 10% allocated to knowledge of and accurate application of grammar and structures

- **Tiering** : F: 1-5; H: 4-9 However, if mark is a 'small number of marks below 4/3 boundary, award 3. [number of marks defined as half the total number between 5/4 and 4/3 boundary]. May include crossover questions to demonstrate comparability between tiers (check to see if all have done this).

### **CHECK**

- **Assessment requirements**

- **Vocabulary lists.** IF issued....

- assessment must not be restricted to words on the list
- F must require understanding of common or familiar words not on the list
- H must require understanding of common or familiar words not on the list AND less common / familiar
- If vocab list given, must be on the specification

- **Speaking**

- Formal prep time must be 10-12 minutes for all
- Test taking: F: 7-9 mins; H: 10-12 mins
- Include conversation on more than 1 topic (one may be chosen by candidate in advance)
- Include 2 further tasks which must be 1 of: role, play, response to picture stimulus; response to text stimulus; response to picture and text

- **Listening**

- F: 35 mins (incl 5 mins reading); H: 45 mins (incl 5 mins reading)

### **Ofqual Guidance**

- Length of translation exercise 'we expect' .. F: 35 words minimum; H: 50 words minimum
- Length of 'extended written text in reading' 'we expect' F: 90 words minimum, H: 150 words minimum
- Vocab lists: To act as a guide. No requirement to publish lists.
- Assessment period for speaking : within 5 weeks April
- / May
- Assessment objectives:
  - LISTENING: responses in TL or English; responses to TL questions can be letters / numbers / single words; responses must not be assessed on quality of language; reading requirements must not be beyond level of language in L
  - SPEAKING: Definitions of communication and interaction; emphasis must be on FLUENCY .. not ACCURACY
  - READING As for listening; translation exercise 10-15% of total
  - WRITING translation exercise 10-15% of total

## Elements to consider when selecting the board:

Which boards available to me for my subject?

- All: French German & Spanish - see grid below for extras.

What examination periods are available?

- AQA
- Edexcel -
- Eduqas (WJEC)

When are awards available?

- Sep 2018
- What do the networks advise?

[Comment: Awareness that certain 'groups' of schools traditionally may follow certain boards ... Is there an advantage in taking the same board as other schools in your 'Family of schools'? Are there any 'traditional expectations' of taking a particular board?]

- What support is available from the board?

Availability of people to help you

Qualifications of the staff (do teachers work for the board?)

Dialogue with teachers

Publication of results

Teacher notes

On-line help for preparation and planning

Dedicated / bespoke resources

Sample assessment papers

Training and workshops

[Comment: does size / proximity matter?]

- What are the resource implications of this board?

Will you need new text books to cover the topics required?

What is your experiences of the authors / publishers of the endorsed text books ? (AQA: OUP; Edexcel: Heinemann)

- What is the 'prescribed' content - does it allow for progression and continuity in my school?

NB Context:

- Common grammar lists
- Common themes (but grouped differently)
- Do any of the boards 'stand out;' as having a more suitable topics for your school

Different lay-out and quantity of vocab

Topic headings / organisation may be more appealing to you

Fundamentally, all very similar

- How would my pupils perform with the assessment stimuli / response of the sample papers?

**External assessments** – sample papers

- commentary on nature of stimulus / response type expected - are these well thought out and appropriate for the full range? (esp thought about possibility for differentiation)
- Commentary on validity & reliability - are they fair and well thought out -designed to help candidates show what they know, understand and can do?
- options for administering- are these attractive for the school? (e.g. optional / compulsory on-line activities etc)
- time allocation + marks – how do they compare with each other? (e.g. shorter tests may not give as much opportunity to show what you know understand and can do ..)
- marks (as above)

### **ASSESSMENT FEATURES:**

**Criteria** – do these reflect the descriptors of the subject criteria? Are they clearly expressed and understandable such that your dept could easily moderate using the criteria? (and could you easily explain them to the pupils?)

In the analysis below, I have summarised the 'top' level of each element to indicate the type of language used to describe performance.

### **SPECIFICATION HEADLINES**

Themes: Edexcel stresses International Dimension

Vocabulary lists: Tiered in AQA and Edexcel, not tiered in Eduqas



## SKILLS HEADINES

### LISTENING

#### Language of rubric

Exam boards forced to use French in a percentage of the paper as a rubric. (Not ideal for a valid and reliable assessment]. Different approaches taken e.g. Eduqas uses French questions in association with multi choice picture questions to give support.

#### Total marks

All about the same (40-50)

#### Listening question types

Eduqas favours open ended qs in English and multichoice at both levels

AQA and Edexcel favour Matching and multichoice

**Compulsory French rubric questions** - check to see which is the least distracting [Eduqas uses m/c with picture stimulus for qs in French]

Comment: Opportunity to show as much as they can?

Best length of time for your pupils to concentrate?

Balance straightforward questions with no need for distractors WITH more complex but chance of guessing!

### READING

Headlines:

Eduqas slightly longer than others.

Eduqas favours open ended qs in English and multichoice at both levels

AQA and Edexcel favour Matching and multichoice

Translation:

Comment: Opportunity to show as much as they can?

Best length of time for your pupils to concentrate?

Balance straightforward questions with no need for distractors WITH more complex but chance of guessing!

### SPEAKING

Headlines:

**Nature of tasks very similar.**

DfE subject specs REQUIRE use of **French in rubric** (not popular with examiners keen to ensure valid and reliable test). Differences in presentation, but all follow a 'pattern' which teachers can use to 'train'. Choose the one you can understand the best.

Edexcel includes more and fuller questions for picture card allowing for 'adaptation' of language given. (Hence this element in the criteria)

AQA requires a **question in the conversation**.

Edexcel requires notes to be handed in before the conversation.

All allow pupil to select one of the themes for conversation.

Edexcel allows examiner to repeat but not deviate from Picture Card questions. Eduqas allows rephrasing.

**Criteria** vary considerably. Find the descriptions which you understand the best in order to prepare your students. e.g. AQA favours 'global' assessment of quality of language in R/P and Picture task. The others award points per utterance.

**Comment:** How do your pupils respond to presentation preparation?

## WRITING

Headlines:

Criteria vary considerably - choose one you understand the best. HEM: check on bands in Eduqas task 2. Is it a limitation?

Edexcel requires informal 'tu' in overlap question. Others are more formal.

- How clearly do I understand the assessment criteria - especially of the WRITING AND SPEAKING

## END OF TALK ANALYSIS OF SPECIFICATIONS

AQA	Edexcel	WJEC
Availability of languages, dates for examination & awards		
Bengali	Arabic, Chinese*	French,
Chinese (Mandarin)	(accommodates Mandarin	German, (awaiting
French	or Cantonese), French,	accreditation 23/5/16)
German	German, Italian,	Spanish
Italian	Japanese, Greek, Russian,	Welsh
Modern Hebrew	Spanish,	
Punjabi	Urdu	
Polish		
Spanish		
Urdu		

AQA Contexts and purposes	Edexcel S&W: Themes L&R: Common topic areas	Eduqas (WJEC) Contexts
<p>What are the topics/themes studied?(ref: <b>DfE</b> identity and culture; local, national, international and global areas of interest; current and future study and employment</p> <p>Theme 1: Identity and culture Theme 2: local, national, international and global areas of interest Theme 3: current and future study and employment</p> <p>1. DfE: Identity and culture Theme 1: Identity and culture</p> <ul style="list-style-type: none"> <li>• Me, my family and friends (Relationships with family and friends, Marriage/partnership)</li> <li>• Technology in everyday life (Social media, Mobile technology)</li> <li>• Free-time activities (Music, Cinema and TV, Food and eating out, Sport)</li> <li>• Customs and festivals in the target language – speaking countries/communities</li> </ul> <p>DfE Local, national, international and global areas of interest Theme 2: local, national, international and global areas of interest</p> <ul style="list-style-type: none"> <li>• Home, town, neighbourhood and region</li> <li>• Social issues (Charity/voluntary work, Healthy/unhealthy living)</li> <li>• Global issues (The environment, Poverty/homelessness)</li> <li>• Travel and tourism</li> </ul>	<p>Identity and culture Local area, holiday, travel School Future aspirations, study and work International and global dimension</p> <ul style="list-style-type: none"> <li>• Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models</li> <li>• Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)</li> <li>• Cultural life: celebrations and festivals; reading; music; sport; film and television</li> </ul> <ul style="list-style-type: none"> <li>• Holidays: preferences, experiences and destinations</li> <li>• Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping</li> <li>• Town, region and country: weather; places to see; things to do</li> </ul>	<p>Theme 1: Identity and culture Theme 2: local, national, international and global areas of interest Theme 3: current and future study and employment</p> <p>Youth Culture</p> <ul style="list-style-type: none"> <li>- Self and relationships</li> <li>- Technology and social media</li> </ul> <p>Lifestyle Health and lifestyle <del>Sport and fitness</del> Entertainment and leisure</p> <p>Customs and Traditions</p> <ul style="list-style-type: none"> <li>- Food and drink</li> <li>- Festivals and celebrations</li> </ul> <p>Home and Locality Local areas of interest Transport</p> <p>France and French-speaking countries Holidays and Tourism Local and regional features and characteristics Global sustainability Environment Social issues</p>

<p><b>DfE current and future study and employment</b></p> <ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school/college</li> <li>• Education post-16</li> <li>• Jobs Career choices and ambitions</li> </ul>	<ul style="list-style-type: none"> <li>• Bringing the world together: sports events; music events; campaigns and good causes</li> <li>• Environmental issues: being ‘green’; access to natural resources</li> <li>• What school is like: school types; school day; subjects; rules and pressures; celebrating success</li> <li>• School activities: school trips, events and exchanges</li> <li>• Using languages beyond the classroom: forming relationships; travel; employment</li> <li>• Ambitions: further study; volunteering; training</li> <li>• Work: jobs, careers and professions</li> </ul>	<p>Current study School / College Life School/college studies <del>subjects</del></p> <p>World of Work Work Experience and Part-time Jobs Skills and Personal qualities</p> <p>Jobs and Future Plans Applying for workstudy <del>CVs</del> Career plans</p>
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AQA Vocabulary	Edexcel	WJEC
Usefully categorised lists General Theme-based F/H English translated	Usefully categorised lists General Theme-based F/H	Categorised list, not divided F/H  Many more words added in final version
Extra information There is a very useful section in specification on Communication Strategies		

AQA LISTENING	Edexcel	Eduqas
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<p>Paper 1  F: 35 mins (incl. 5 mins reading time)  H: 45 mins (incl 5 mins reading time)  F: 40 marks  H: 50 marks  How are the questions organised across F &amp; H?  More complex language later in the test which will not place undue burden on memory at any time</p> <p>Number of questions?  Not prescribed - this will vary according to the series-</p> <p>Overlap F/H  Not specified  Rubrics language</p>	<p>Paper 1  F: 35 mins (incl. 5 mins reading time)  H: 45 mins (incl 5 mins reading time)  50</p> <p>F: 14 questions  H: 10 questions</p> <p>4 questions common to F and H</p>	<p>Component 2: Listening <del>and reading</del>. Section A  F: 35 mins (incl. 5 mins reading time)  H: 45 mins (incl 5 mins reading time)  45</p> <p>Increasingly harder</p>
<p>F: Section A: English  Section B: French  'choisissez deux phrases qui sont vraies'  What is the stimulus and response in general?</p>	<p>English  Rubrics in French for questions to which they respond in French</p>	<p>Rubrics in French for questions to which they respond in French</p>
<p>STIMULUS:</p> <p>QUESTIONS:  Section A: English  Section B: French</p> <p>RESPONSE: non verbal responses or responses in En / Fr</p> <p>Range of test types used across the papers</p> <p>Use of TL?</p>	<p>STIMULUS  Male &amp; female</p> <p>QUESTIONS:  Section A: English  Section B: French</p> <p>2 in French</p> <p>Multi choice (mixture of visual and written) / short answer</p>	<p>STIMULUS  RESPONSE:</p> <ul style="list-style-type: none"> <li>• multiple choice with Non-verbal</li> <li>• match-up responses</li> <li>• Written responses</li> <li>• Gap-fill one word answers</li> <li>• select-correct/false statements</li> <li>• short answer responses</li> </ul>
<p>Section A: English  Section B: French</p>	<p>Section A: English  Section B: French</p>	<p>Most in English  Picture multi choice in French</p>

Commentary on specimen Listening assessments		
<p>F: En: 3 M/C (out of 3) 17 match 12 questions open-ended Fr: 8 match</p> <p>H: En: 17 M/C 6 match 16 questions open-ended Fr: 6 match 4 open</p> <p>M/C always out of 3 Matching 3/8, 2/8, 4/6, 1/6, 2/5 - straightforward</p> <p>Always overlap questions</p>	<p>F: En: 7 M/C (out of 4) 18 match (incl complicated grid) (12 from 3/7, 6 from 3/21)</p> <p>15 questions open-ended En Fr: 5 M/C; 5 open-ended</p> <p>H: Fr: (crossover) Fr: 5 M/C; 5 open-ended En: 13 M/C 7 match (no complicated grid) 3/7 2/5 2/5 20 questions open-ended</p> <p>M/C always out of 4 Matching -</p>	<p>F: En: 14 M/C (1/3) 6 match (3/6) 25 questions open-ended</p> <p>M/C in French English response prompt in English H: 36 questions open-ended English 9 questions open-ended French</p>
<b>SPEAKING</b>		
Paper 2 <b>Teacher preparation</b>	Paper 2	Component 1
Detailed instructions Online training Open 3 days in advance of the first test date	HEM: I'm sure it is somewhere ...	Open 3 days in advance of the first test date
<b>Rubric language</b> English <b>Question language</b> French <b>Preparation notes?</b>	English  French	English  French

<p>During supervised prep time</p> <p>No restriction on number of words / conjugated verbs</p> <p>HEM note: no restriction - hand in notes before conversation</p> <p><b>Conversation: Time</b></p> <p>F: 3-5 mins</p> <p>H: 5-7 mins</p> <p><b>Conversation: Marks</b></p> <p>F + H: 30 marks</p> <p><b>Conversation: Theme</b></p> <p>2 themes not covered by photo card</p> <p>Student chooses first theme in advance</p> <p><b>Other (1) ROLE PLAY</b></p> <p>Role Play (15 marks) 2 minutes. Includes unexpected questions, asking a question</p> <p>Answer question</p> <p>convey info</p> <p>use and adapt language for new purposes</p>	<p>Yes - can take in and refer to them for R/P and picture-based. But not for conversation. Hand in notes after r/p and picture task</p> <p>or reference .. must not read out whole, prepared answers to questions</p> <p>F: 3.5 - 4.5 mins</p> <p>H: 5-6 mins</p> <p>F: 36 marks</p> <p>H: 36</p> <p>2 themes</p> <p>Student chooses one topic from one theme no later than 2 weeks in advance. Can speak up to 1 minute on chosen topic before teacher joins in with other topics on same theme.</p> <p>Second theme allocated by Pearson - teacher chooses between the 2 offered Must be different from the one chosen by the pupil and cover range of topics</p> <p>Role Play some are transactional - any topic except International and global dimension</p> <p>F: 1- 1.5 mins (10 marks)</p> <p><b>H: 2 - 2.5 mins</b></p>	<p>Yes - no restriction on notes, 'but candidate should not write out complete and continuous sentences</p> <p>HEM note: no restriction - could make notes on conversation?</p> <p>F: 5mins</p> <p>H: 5-7 mins</p> <p>F + H 30 marks</p> <p>Two of the three broad themes - one will have been used in RP / Photo card, the other will be the remaining theme</p> <p>Part one: Candidate selects which theme to start not later than 2 weeks before assessment takes place (then teacher must continue to other sub themes)</p> <p>Part 2: Third broad theme not covered elsewhere</p> <p>Suggested questions only in the teacher's booklet</p> <p>Advice to teachers about coverage to match ability - less able, broader coverage, more able, deeper coverage.</p> <p>Role play 15 marks to include communicate, interact, ask and answer questions and unexpected element</p> <p>5 interactions</p> <p>2 mins</p>
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Unexpected questions - use repair strategies	<p>F: 5 bullet points provided in French; answer one unpredictable question + ask one question Only the present tense or can include conditional e.g. je voudrais</p> <p>H: 5 bullet points - provided in French; answer one unpredictable questions + ask one question Students speak in Present and respond to a question set in the past tense <del>either past or future</del></p> <p>Teacher asks first question Context in English, task in French</p>	<p>Each response 0/1/2/3</p> <p>Message conveyed Vocab and grammar mostly correct Pronunciation and intonation mostly correct may have occasional lapses</p>
<p>Role Play marks 15 marks</p> <p><b>Photo card</b> Photo card (15 marks) T asks 5 questions F: 2 mins, H: 3 mins. 3 of the 5 will be printed on the card One question requires opinion and justification</p>	<p>F: 10 marks H: 10 marks</p> <p>Picture Task based on any topic 5 compulsory questions. one on the picture, rest on a topic Higher: final bullet point is unpredictable question Teacher can repeat but not deviate from set questions and prompts past present and future F: 2.5-3 minutes (20 marks) H: 3-3.5 minutes</p> <p>Questions give structure to answer.. I can see why they need the phrasing 'adapt language' in the criteria now!</p>	<p>15 marks</p> <p>Photo card discussion [different theme from the role play]</p> <p>2 seen questions 2 unseen questions- these can be rephrased if not understood</p>
<p>Photo card marks 15</p> <p><b>Criteria: in line with Ofqual re: reasonable expectation?</b></p>	<p>F:-24 H: 24</p>	<p>15 marks</p>



**Criteria: Foundation****Role Play:****Communication and use of language 10**

Communication: 0/1/2 for each of the 5

Knowledge and use of language overall: 5 marks

**Global mark for knowledge and use of language**

**Photo Card:****Communication**

0-15 Global mark.

5 levels - 3 marks per level

- clear response
- development
- gives opinion
- explains opinion

NB Pupils showing repair strategies can gain full marks.

-

**Communication /10**

Communication incl pronunciation: 0/1/2 for each of the 5

**Picture-based discussion**

**Communication and content-/16** (Now includes pronunciation)

- effective adaptation of language used to describe, narrate and inform
- frequent developed responses, occasional hesitation, occasional prompting
- opinions and give justification with some development
- Pronunciation & intonation intelligible, inaccuracies minimal and have no impact on clarity of communication
  - Frequently develops occasional with prompting necessary,
  - Frequently developed responses occasional teacher prompting

**Linguistic knowledge and accuracy /-8**

- Generally accurate grammatical structures

**Role Play:****Communication and interaction -15**

0/1/2/3 per utterance for

Each response 0/1/2/3

Message conveyed

Vocab and grammar mostly correct

Pronunciation and intonation mostly correct may have occasional lapses

**Photo card discussion****Communication and interaction -10**

- Mainly relevant info, occasional extended responses
- Express thoughts points of view and opinions with some justification

Pronunciation and Intonation generally good but with some inconsistency

**Linguistic knowledge and accuracy - 5**

- Simple range of vocab and grammatical structures
- Generally good level of accuracy when using simple structures, errors often present with complex structures. Some success in making reference to present, past and future

**Foundation Conversation: (30 marks)****Communication (10)**

- Length of reply
- Extended responses
- Narrating events
- Clarity
- Opinions
- Justifications

NB If communication = 0 others must be zero, but otherwise it is not a limiting factor

Student penalised by 1 mark if no question asked

**Range and accuracy (10)**

- conversational language
- complexity of structures (mainly simple, some complex)
- variety of vocabulary (mainly simple, some varied)
- some repetitive
- some success at past, present and future
- comprehensible (errors generally do not impede comprehension)

**Pronunciation and intonation (5)**

- generally understandable
- some intonation used

**Spontaneity and fluency (5)**

- some spontaneous (also relies on ~~not~~ pre-learnt)
- sometimes ~~no~~ hesitation and may not be able to reply to some questions

- Generally successful reference to past present and future events
- generally accurate, occasional ambiguity

**Foundation Conversation****Communication and content / 12**

- communicates - with some extended sequences of speech occasionally uses language creatively to express some individual thoughts, opinions and ideas (good replacement for opinions)
- some justified
- variety of vocab and expressions including some examples of more uncommon language
- Pronunciation & intonation intelligible, inaccuracies minimal and have no impact on clarity of communication

**Interaction and spontaneity / 12** some elements in communication

- comm: some extended sequences sometimes able to initiate and develop the conversation naturally for parts of the conversation Sometimes able to sustain; using rephrasing / repair strategies if necessary to continue the flow
- some extended sequences, Responds spontaneously to some questions; interacting naturally for parts of the conversation

**Conversation****Communication and interaction (10)**

- Conveys mainly relevant info with occasional extended responses to questions
- Able to express thoughts, points of view and exchange opinions with some justification
- Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions.

**Linguistic knowledge and accuracy (10)**

- Simple range of vocab and grammatical structures
- Good level of accuracy when using simple structures, attempts made at complex structures. Some success in Reference to present, past and future

**Pronunciation and Intonation (10)**

- Generally good but with some inconsistency

**Criteria: Higher**

**Role Play: (as foundation)**

**Communication**

Communication: 0/1/2 for each of the 5

Knowledge and use of language: 5 marks globally

**Photo Card: (as foundation)**

**Communication** 0-15 Global mark.

5 levels - 3 marks per level

- clear response
- development
- gives opinion
- explains opinion

NB Pupils showing repair strategies can gain full marks.

-

**Linguistic knowledge and accuracy /  
/12**

- Generally successful references to past, present, future events
- Manipulates grammatical structures with occasional variation, complex structures used but repetitive
- generally coherent speech although errors occur that sometimes hinder the clarity of communication

**Role Play:**

**10**

**Communication incl pronunciation:** 0/1/2 for each of the 5

**Picture-based discussion**

**Communication and content /8 /16**

- effective adaptation of language used incl describe, narrate, inform
- expresses opinions with ease and gives fully-developed justification
- 
- Pronunciation & intonation consistently accurate and intelligible against Ofqual guidelines to have to be perfect

**Interaction and spontaneity / 8**

- Responds to set questions with consistently fluent and developed responses

**Role Play:**

**Communication and interaction 10**

0/1/2/3 per utterance for

complete, without ambiguity

Vocabulary and grammatical structures are correct

Consistently accurate pronunciation and intonation

**Photo card discussion**

**Communication and interaction - 10**

- detailed and relevant info, Consistently able to express and justify thoughts points of view and exchange opinions in detail

Pronunciation and Intonation [category not separate]

- Very good
- Consistently accurate with only minor inaccuracies

**Linguistic knowledge and accuracy (5)**

- Wide variety of vocab and grammatical structures incl complex structures
- High level of accuracy Reference to present, past and future correct

**Linguistic knowledge and accuracy /8**

- Successful references to past present and future events in response to set questions
- Responses are coherent, any errors do not hinder clarity of communication

**Conversation: (30 marks)****Communication (10)**

- Consistently develops responses in extended sequences
- Narrating events-when asked to do so
- Clarity
- Opinions
- Justifications

NB If communication = 0 others must be zero, but otherwise it is not a limiting factor

Student penalised by 1 mark if no question asked

**Range and accuracy (10)**

- wide variety of structures
- wide range of vocabulary
- not repetitive
- past, present and future made confidently
- **few minor errors**

**Pronunciation and intonation (5)**

- consistently understandable
- intonation used

**Conversation 36 marks****Communication and content /12**

- detailed information
- consistently extended sequences of speech
- consistently uses language-creatively language to express and justify a wide variety of thoughts, opinions and ideas (good replacement for opinions)
- Pronunciation & intonation consistently accurate and intelligible.

**Interaction and spontaneity / 12**

- Consistently able to initiate and develop the conversation independently
- Able to sustain communication throughout using rephrasing/repair strategies if necessary to continue the flow
- Responds spontaneously and with ease to questions resulting in natural interaction

**Conversation 30 marks****Communication and interaction(10)**

- detailed and relevant info, Consistently able to express and justify thoughts points of view and exchange opinions in detail develops responses to questions in extended sequences of speech
- Excellent interaction with natural reactions to questions. Prompt responses with some fluency.

**Pronunciation and Intonation (10)**

- Very good
- Consistently accurate with only minor inaccuracies

**Linguistic knowledge and accuracy (10)**

- Wide variety of vocab and grammatical structures incl complex structures
- High level of accuracy Reference to present, past and future successful
- justifies ideas, points of view

**Spontaneity and fluency (5)**

- exchange
- natural reaction
- spontaneous ('an air of spontaneity')
- promptness
- some fluency, though not necessarily that of a native speaker

**Commentary on SAMS****Role Play**

Context given in French

**F:** Requirement:

Statement - 2 details

Statement - opinion and reason

Statement - future

Unexpected: present tense (qu'est-ce que)

Question: Quelle est .. Comment

Stimulus: nouns, ? !

**H:** Past / Future tense statement

Statement with 2 details

Statement - opinion and reason

Question - quelle .. il y a beaucoup de..

**Picture card****Linguistic knowledge and accuracy /12**

- Successful references to past present and future events in response to set questions -consistently manipulates a wide variety of structures, frequent use of complex
- consistently accurate grammatical structures
- Fully coherent speech; any errors do not hinder the clarity of communication,

Throughout, appendices which give

'Additional Guidance

definitions ..e.g. creative, complex

**Role Play**

Rubric in English to set the scene

Instructions in French using nouns and the occasional infinitive

3 statements

Unexpected question (e.g. vous êtes de quelle taille)

Question

H:

Prompts in nouns / infinitives / past participles

**Picture card****Role Play**

Rubric in English

Prompts in French

F:

No verbs given - regular format e.g. 'ton opinion / description / weekend dernier / ? /!

H:

Formal OR informal (not always tu)

Always a past, a future , an unexpected, a question

**Picture Card**

<p><b>F:</b> Qu'est-ce qu'il y a sur la photo Past tense Statement and reason 2 further questions (present)</p> <p><b>H:</b> Qu'est-ce qu'il y a sur la photo Opinion and justification Past tense 2 further qs including 2 tenses</p> <p><b>F+H Conversation</b> 2 themes not covered by the picture card Non prescriptive questions - advice to adapt according to the candidate's abilities</p>	<p><b>F:</b> Regarde la photo et prépare des réponses suer les points suivants:</p> <p>5 statements for which there are notes - varies e.g. indirect statements e.g. ton opinion sur la nécessité des portables</p> <p>H: As above but more complex e.g. ce qu'on pourra faire avec l'aide de la technologie dans l'avenir</p> <p><b>F+H Conversation</b> Part 1: theme chosen by candidate in advance Part 2: Theme not covered in other sections</p>	<p>F: Décris cette photo Qu'est-ce que tu préfères? x ou x? Pourquoi?</p> <p>Follow up scripted: (1) Teacher model phrase - pupil respond 'J'adore faire du shopping en ville. Qu'est-ce que tu aimes faire en ville? Pourquoi (2) Past tense question</p> <p>H: Qu'est-ce qui se passe sur cette photo? Quels sont les aspects négatifs d'habiter en ville?</p> <p>Follow up qs: (regular pattern) Statement - ask opinion and justification Question using a different mood / tense e.g quelle serait ta ville idéale? Pourquoi?</p> <p><b>F+H Conversation</b> Part 1: theme chosen by candidate in advance Part 2: Theme not covered in other sections Suggested questions given under themes - not prescriptive</p>
<b>READING</b>		
Paper 3	Paper 3	Component-3:
How long is the assessment?		
F: 45 minutes H: 1 hour	F: 45 mins H: 1 hour	F: 1 hour H: 1 hour 15 minutes
How many questions are there?		
Not specified How many marks are there?	10	Not specified

F: 60 H: 60	50	60
Overlap?Yes	Overlap?Yes - 4 questions	Overlap?Yes
How are the questions organised across F & H?		
More complex language later in the test	Translation: increasing order of difficulty	Not stated
Language of rubric		
Section A: English, Section B - French	Section A: English, Section B - French	Responses in French - Q in French Responses in En - questions in En
What is the stimulus and response in general?		
F & H: Section A: English Section B: French Section C: Translation into English 35 words F 50 words H  H: Longer texts	Multiple-response and short answer open response  F: Section A: 6 questions in English - Multiple-response and short answer open response [Instructions in English] Section B: 3 questions in French [instructions in French] Multiple-response Section C: Translation [Instructions in English] H: Section A: 6 questions in English - Multiple-response and short answer open response [Instructions in English] Section B: 2 questions in French and one short answer open response [instructions in French] Multiple-response Section C: Translation [Instructions in English]	<ul style="list-style-type: none"> <li>• multiple choice with Non-verbal</li> <li>• match-up responses</li> <li>• Written responses</li> <li>• Gap-fill one word answers</li> <li>• select-correct/false statements</li> <li>• short answer responses</li> <li>• completing information in a table</li> <li>• longer responses</li> </ul>
Translation		
F: 35-40 words H: 50-55	F: 35-40 words H: 50-55	F: 35-40 words H: 50-55
Commentary on sample assessment		
<b>F:</b>	<b>F:</b>	<b>F:</b>

<p><b>En:</b> 6 M/C (out of 3) 23 match [1/5 2/5 1/6 1/8 1/6] <b>6 questions open-ended</b></p> <p><b>Fr:</b> 1 M/C (out of 3) 7 match <b>6 questions open-ended</b></p> <p><b>H:</b> <b>En:</b> 8 M/C (/3) 11 match [1/6, 2/4, 1/3] <b>14 questions open-ended</b></p> <p><b>Fr:</b> 3 M/C (/3) 6 match 9 open</p> <p>M/C always out of 3 Matching 3/8, 2/8, 4/6, 1/6, 2/5 - straightforward How many questions are there? – is not prescribed (rather than ‘specified’) because this will vary series on series (p 21) Range of task types used across the papers (p 21)</p>	<p><b>En:</b> 5 M/C (out of 4) 6match [1/4] <b>17 questions open-ended</b></p> <p><b>Fr:</b> 5 M/C (out of 4) 5 match (Out of 11 .. gapfill) <b>5 questions open-ended</b></p> <p><b>H:</b> <b>En:</b> 5 M/C (out of 4) 7 match [1/4, 3/7] <b>16 questions open-ended</b></p> <p><b>Fr:</b> 5 M/C (out of 4) <b>10 questions open-ended</b></p>	<p><b>En:</b> 3 M/C 33 questions open-ended 6 Translation</p> <p><b>Fr:</b> 12 Match (1/6, 1 /4) 6 open ended</p> <p><b>H:</b> 36 questions open-ended English</p> <p><b>Fr:</b> 4 M/C (1/3) 6 Match (1/6) 8 questions open-ended French</p> <p>Translation : 6</p>
<b>WRITING</b>		
Paper 4	Paper 4	Component 3-4
FOUNDATION		
Length of task		
F: 1 hour	F: 1 hour 10 minutes	F: 1 hour
Number of tasks		



4	3 open ended questions and one translation Written texts of various lengths to express facts, ideas and opinions. 1 Translation.	4 tasks,
Task 1	Task 1	Task 1
Message - 4 sentences in response to a photo 8 marks <b>Communication of each point 0/1/2</b>	Write to describe and express opinion Describe and express opinions <b>Communication and content /6</b> <ul style="list-style-type: none"> <li>• Relevant information with occasional extra detail</li> <li>• Uses language to give short descriptions, simple info and opinions with some success</li> <li>• Uses small selection of common familiar vocab and expressions with little repetition</li> </ul> <b>Linguistic knowledge and accuracy / 6</b> <ul style="list-style-type: none"> <li>- refers successfully to present tense events, as appropriate to the task, Simple sentences, some linking</li> <li>- Accurate application of small selection of straightforward grammatical structures; occasional errors do not disturb the flow occur that hinder clarity of communication</li> </ul>	6 responses - 2 marks for each  <b>Conveying meaning</b> Meaning fully / partially conveyed
Task 2	Task 2	Task 2
Short passage in response to 4 compulsory bullet points approx. 40 words (number of words not important, as long as conveyed) 16 marks  <b>Content (10 marks)</b>	Note down key points and convey information - formal register  Open response (SAM: 4 bullet points incl tenses)	A short text with specified language (60 words)  <b>Communication and content (10)</b>

<ul style="list-style-type: none"> <li>- Coverage (all)</li> <li>- Clarity</li> </ul> <p><b>Quality (6 marks)</b></p> <ul style="list-style-type: none"> <li>- Variety of vocabulary</li> <li>- Variety of structures</li> <li>- Generally accurate</li> </ul> <p>NB If communication = 0 others must be zero, but otherwise it is not a limiting factor</p>	<p><b>Communication and content 8</b></p> <ul style="list-style-type: none"> <li>- Relevant - basic points</li> <li>- Some development</li> <li>- Uses language mostly with success to present simple facts, info, key points,</li> <li>- Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</li> <li>- Appropriate use of register and style sustained</li> </ul> <p><b>Linguistic knowledge and accuracy (8)</b></p> <ul style="list-style-type: none"> <li>- Mostly successful references to present and future events to meet requirements of task</li> <li>- Predominantly simple sentences, occasionally linked</li> <li>- Mostly Accurate use of straightforward grammatical structures, some repetition; occasionally errors hinder clarity of communication</li> </ul>	<p>Mainly clear and coherent, occasionally ambiguous. Some detailed, but occasionally irrelevant</p> <p><b>Linguistic knowledge and accuracy (6)</b></p> <p>Simple range errors when more complex</p> <p>an extended piece of writing such as an email, letter or promotional material with some specified content (Approx 90- 120 words)</p>
Translation	Translation (final question on Edexcel paper)	Translation
Translation  10 marks	Translation - 5 sentences  Meaning Accuracy	Translation 35-40 words 5 sections.

<p><b>Conveying key messages /5</b> All conveyed</p> <p><b>Application of grammatical knowledge of language and structures /5</b> Very good knowledge of vocabulary and structures Highly accurate</p> <p>NB If communication = 0 others must be zero, but otherwise it is not a limiting factor</p> <p>Task 4</p>	<p>3 sentences with 0/1/2 2 sentences with 0/1/2/3 meaning partially communicated - errors hinder clarity meaning fully communicated - occasional errors do not hinder clarity</p> <p>Task 3</p>	<p>Conveying meaning-and grammatical structures For first three 0/1/2 Meaning conveyed - grammatical structures correct with minor errors Partially conveyed but grammar correct OR Fully conveyed / grammar incorrect</p> <p>For last 2 0/1/2/3 1 = Little meaning - isolated words</p> <p>Task 3 (overlap Q1 H)</p>
<p>Structured writing task - - 4 compulsory detailed bullet points approx. 90 words (provided message conveyed, number of words not important). Choice of 2</p> <p><b>Content (10 marks)</b></p> <ul style="list-style-type: none"> <li>- Completion (all)</li> <li>- Clarity</li> <li>- 'a lot of information conveyed' Opinions</li> </ul> <p>May be some imbalance in coverage - provided at least some coverage of all points, access to full marks</p> <p><b>Quality (6 marks)</b></p> <ul style="list-style-type: none"> <li>- Variety of vocabulary</li> <li>- Complexity of structures attempted</li> <li>- Three time frames largely successful</li> <li>- Errors mainly minor - some more serious in complex structures, but intended meaning nearly always clear</li> <li>- Style and register appropriate</li> </ul>	<p>Open response - choice of 2 questions [common to F and H ] convey info, narrate, express opinions, interest and convince the reader about a certain point Students must use the informal register</p> <p><b>Communication and content - 12</b></p> <ul style="list-style-type: none"> <li>- Communicates info relevant to the task with expansion of key points and ideas</li> <li>- Effective adaptation of language to narrate, inform and interest and</li> <li>- give convincing personal opinions</li> <li>- Frequent examples of creative language to express individual thoughts and ideas and justification</li> <li>- Variety of vocabulary and expression with some example of uncommon language</li> <li>- Appropriate register and style, occasional inconsistency</li> </ul> <p><b>Linguistic knowledge and accuracy ( 8)</b></p>	<p>An extended piece of writing such as an email, letter or promotional material with some specified content (approx. 90-120 words) BANDED?</p> <p><b>Communication and content (10)</b></p> <p>Relevant info Clarity</p> <p><b>Linguistic knowledge and accuracy (10)</b> Good variety of vocab and grammatical structures, including attempts at complex structures A very good level of accuracy. with mainly minor errors. References to past present and futures evens are mainly successful.</p>

<p>NB If communication = 0 others must be zero, but otherwise it is not a limiting factor</p> <p>Definition of major error = one which seriously affects communication</p> <p>HIGHER</p>	<ul style="list-style-type: none"> <li>- Successful references to Past present and future, events Some variation of grammatical structures, occasional complex</li> <li>- Produces frequently extended sentences, well linked together</li> <li>- Generally accurate language and structures Occasionally errors that hinder clarity of the communication</li> </ul>	
Length of task		
1 hour 15 MINUTES	1 hour 20 minutes	1 hour 15 MINUTES
Number of tasks		
3	3 (2 open response, 1 translation)	3
Task 1 [Overlap task]	Task 1 [Overlap task]	Question 1 [Overlap task]
<p>Structured writing task - 4 compulsory detailed bullet points approx. 90 words (provided message conveyed, number of words not important).</p> <p>Choice of 2</p> <p><b>Content (10 marks)</b></p> <ul style="list-style-type: none"> <li>- Completion (all)</li> <li>- Clarity</li> <li>- 'a lot of information conveyed' Opinions</li> </ul> <p>May be some imbalance in coverage - provided at least some coverage of all points, access to full marks</p> <p><b>Quality (6 marks)</b></p> <ul style="list-style-type: none"> <li>- Variety of vocabulary</li> <li>- Complexity of structures attempted</li> <li>- Three time frames largely successful</li> </ul>	<p>Open response - choice of 2 questions [common to F and H ] convey info, narrate, express opinions, interest and convince the reader about a certain point Students must use the informal register</p> <p><b>Communication and content - 12</b></p> <ul style="list-style-type: none"> <li>- Communicates info relevant to the task with expansion of key points and ideas</li> <li>- Effective adaptation of language to narrate, inform and interest and</li> <li>- give convincing personal opinions</li> <li>- Frequent examples of creative language to express individual thoughts and ideas and justification</li> <li>- Variety of vocabulary and expression with some example of uncommon language</li> </ul>	<p>An extended piece of writing such as an email, letter or promotional material with some specified content (approx. 90-120 words)</p> <p>BANDED?</p> <p><b>Communication and content (10)</b></p> <p>Relevant info Clarity</p> <p><b>Linguistic knowledge and accuracy (10)</b></p> <p>Good variety of vocab and grammatical structures, including attempts at complex structures A very good level of accuracy with mainly minor errors. References to past present and futures evens are mainly successful.</p>

<ul style="list-style-type: none"> <li>- Errors mainly minor - some more serious in complex structures, but intended meaning nearly always clear</li> <li>- Style and register appropriate</li> </ul> <p>NB If communication = 0 others must be zero, but otherwise it is not a limiting factor</p> <p>Definition of major error = one which seriously affects communication</p> <p>Task 2</p>	<ul style="list-style-type: none"> <li>- Appropriate register and style, occasional inconsistency</li> </ul> <p><b>Linguistic knowledge and accuracy ( 8)</b></p> <ul style="list-style-type: none"> <li>- Successful references to Past present and future, events Some variation of grammatical structures, occasional complex</li> <li>- Produces frequently extended sentences, well linked together</li> <li>- Generally accurate language and structures Occasionally errors that hinder clarity of the communication</li> </ul> <p>Task 2</p>	
<p>Open-ended writing task approx. 150 words. (provided message conveyed, number of words not important) (all work marked)</p> <p>Student responds to 2 compulsory detailed bullet points</p> <p>Choose 1 of 2 questions</p> <p>32 marks</p> <p><b>Content (/15: 5 levels, 3 marks per level)</b></p> <ul style="list-style-type: none"> <li>- Quality of response (Excellent) which is fully relevant and detailed conveying a lot of information</li> <li>- Clarity with no ambiguity</li> <li>- Opinions</li> <li>- Justification</li> </ul> <p>May be some imbalance in coverage - provided at least some coverage of all points, access to full marks</p> <p><b>Range of language (12: 4 levels, 3 marks per level)</b></p>	<p>Open response</p> <p>Choose 1 of 2 questions</p> <p>Must use the formal register</p> <p>convey info, narrate, express opinions, interest and convince the reader about a certain point</p> <p><b>Communication and content /16</b></p> <ul style="list-style-type: none"> <li>- Communicates detailed info relevant to task with consistently effective development of key points and ideas</li> <li>- Creative use of language to express and full justify thoughts, a wide range of Ideas and points of view</li> <li>- Consistently effective adaptation of language to to narrate, inform, interest / convince</li> <li>- wide variety of vocabulary and expression, many examples of uncommon language</li> </ul>	<p>Question 2</p> <p>An extended more complex piece of writing such as a letter, email, web page, article or report with some specified content (Approx 150-180 words)</p> <p><b>Communication and content /18</b></p> <p>Relevant detailed info to meet requirements of all tasks</p> <p>Clarity</p> <p>Facts ideas opinions expressed clearly with and justification</p> <p><b>Linguistic knowledge and accuracy /10</b></p> <p>Very good variety of vocab and grammatical structures, including complex structures</p> <p>A very good level of accuracy. with only few minor errors</p> <p>References to past present and futures evens are successful</p>

<ul style="list-style-type: none"> <li>- Appropriate Variety of vocab and structures (style and register MUST be appropriate for top 2 levels)</li> <li>- Complex sentences regularly attempted</li> <li>- Fluent and coherent</li> </ul> <p><b>Accuracy /5</b></p> <ul style="list-style-type: none"> <li>- Accurate tho may be- a few errors on complex structure</li> <li>- Verb formation and tenses secure</li> </ul> <p>NB If communication = 0 others must be zero, but otherwise it is not a limiting factor</p> <p>Definition of major error = one which seriously affects communication</p> <p>Translation</p>	<ul style="list-style-type: none"> <li>- Consistent use of appropriate register and style throughout</li> </ul> <p><b>Linguistic knowledge and accuracy / 12</b></p> <ul style="list-style-type: none"> <li>- Vocabulary and grammatical structures incl complex items</li> <li>- Consistently successful references to past present and future events</li> <li>- wide variety of grammatical structures, incl complex</li> <li>- fluent response throughout with extended well-linked sentences</li> <li>- Consistently accurate language and structures; any errors do not hinder clarity of the communication</li> </ul> <p>Translation</p>	
<p>12 marks Minimum 50 words</p> <p><b>Conveying key messages /6</b></p> <p>All conveyed</p> <p><b>Application of grammatical knowledge of language and structures /6</b></p> <p>Excellent good knowledge of vocabulary and structures</p> <p>- virtually faultless</p> <p>NB If communication = 0 others must be zero, but otherwise it is not a limiting factor</p>	<p>Increasing order of difficulty</p> <p><b>12 marks</b></p> <p><b>Global:</b></p> <ul style="list-style-type: none"> <li>• Full Communication</li> <li>• Consistently accurate linguistic structures; any errors do not hinder clarity</li> </ul>	<p>Translation of a short passage H 50-55 words</p> <p><b>5 sections. /16</b></p> <p>Conveying meaning-and grammatical structures</p> <p>For first three 0/1/2</p> <ul style="list-style-type: none"> <li>• Meaning conveyed - grammatical structures correct with minor errors</li> <li>• Partially conveyed but grammar correct OR Fully conveyed / grammar incorrect</li> </ul> <p>For last 2 0/1/2/3</p> <ul style="list-style-type: none"> <li>• 1 = Little meaning - isolated words</li> </ul>

What are the sample writing assessments like?		
<b>FOUNDATION</b> Message - 4 sentences in response to a photo (8) Q in French gives basic structure you can use 'il y a ...' NB, it does not require a different verb for each sentence - does not say 'what is happening' .. clever  Short passage in response to 4 bullet points approx. 40 words (16) Mentionnez + Simple words in bullet points (doable!)	Ecris une description de la photo et exprime ton opinion. 'dans la photo ..' No verb given which will help in the photo  Note down key points and convey information - formal register  4 bullet points - verb given in 'vous' form	A short text in the assessed language  Complete form using sentences. A natural task - clear what they need to do. But need to understand or ignore 'ce que' tu aimes manger [no big deal] A short text with specified language (60 words)  Clearly worded - donne des informations et des opinions au sujet de + words
Structured writing task 4 compulsory detailed bullet points approx. 90 words Choice of 2  Décrivez + bullet points 3 present, 1 future	Open response - choice of 2 questions  'Tu' used. Past, present and future  Language given which can be manipulated	An extended piece of writing such as an email, letter or promotional material with some specified content (Approx 90- 120 words)  formal register present past and future simply put (vous devez inclure ...) to avoid too many relative pronouns
Translation 4 sentences present 1 sentence past	Translation - 5 sentences 4 present 1 past contrasting with present	Translation 35-40 words 4 present 1 past 1 question
<b>HIGHER</b> CROSSOVER TASK:  Structured writing task 4 compulsory detailed bullet points approx. 90 words Choice of 2  Décrivez + bullet points	CROSSOVER TASK Open response - choice of 2 questions  'Tu' used. Past, present and future  Language given which can be manipulated	CROSSOVER TASK An extended piece of writing such as an email, letter or promotional material with some specified content (Approx 90- 120 words)  formal register present past and future

3 present, 1 future		simply put (vous devez inclure ...) to avoid too many relative pronouns
Open-ended writing task approx. 150 words. (provided message conveyed, number of words not important) -Student responds to 2 compulsory detailed bullet points  Choose 1 of 2 questions Includes need for past tense 'mémorables' will be the trigger! Translation Includes all tenses.	Open response Choose 1 of 2 questions Must use the formal register  All tenses.. no special pattern .. words and complex 'ce que vous pensez de..' (cf AQA where it is clear) Translation Comparatively more demanding than	An extended more complex piece of writing such as a letter, email, web page, article or report with some specified content (Approx 150-180 words)  Clear instructions Choice of 2 topics  Translation of a short passage H 50-55 words  advise change in SAM re: translation - vous ne devriez pas...
NB - Excellent to have exemplar answers provided by the board		
<b>Associated Resources</b>		
OUP	PEARSON (Heinemann)	??

Thanks to people who have taken the trouble to correct errors in this document. I have highlighted errors in the text and copied and pasted their comments below:

### 1. AQA: (26.5.16)

Contacts for GCSE at AQA are Judith Rowland-Jones and Gill Tayles (p 3)

AQA approved publisher for new GCSE is OUP (p 6)

AQA Photo card task assesses Communication only (p 7)

GCSE Panjabi missing from the list of AQA provision (p 9)

Vocab lists have English translations (p 11)

Heading for Theme 3 is missing (p11)

There is a very useful section in specification on Communication Strategies (p 11)

There is no unit number for papers as this is a linear qualification. The title of the question paper is Paper 1: Listening (p 12)

How many questions are there? – is not prescribed (rather than ‘specified’) because this will vary series on series (p 12)

Range of task types used across the papers (p 12)



The comment about Listening multi choice – the use of distractors is appropriate assessment practice to differentiate between the grades (p 13)

There are always overlap questions between the tiers in Listening (p 13)

There is no unit title for Speaking. There is no unit number for papers as this is a linear qualification. The title of the question paper is Paper 2: Speaking (p 13)

The notes can be used for the r-p and photocard only as the notes are handed in to teacher before start of Conversation (p 14)

No unit number as this is a linear qualification. The title of the question paper is Paper3: Reading (p 21)

There are always overlap questions between the tiers in Reading (p 21)

How many questions are there? – is not prescribed (rather than ‘specified’) because this will vary series on series (p 21)

Range of task types used across the papers (p 21)

No unit number as this is a linear qualification. The title of the question paper is Paper 4: Writing. (p 23)

Question 2 - Short passage in response to four compulsory bullet points (p 24)

Quality marks are out of 6, not 3 for FQ2 (p24)

‘It does not require a **different** (typo) verb’ .... (p 29)

AQA approved publisher is OUP (p 30)

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