

# **GCSE 9-1 FRENCH AQA 2024**

## **Criteria for Speaking and Writing adapted for formative purposes**

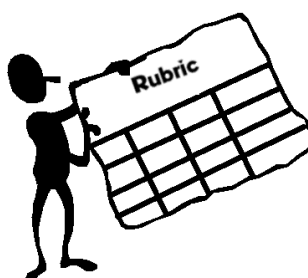
### **Higher Tier**

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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>

## Reading Translation into English - Higher

10 chunks of meaning, each awarded 1 mark.

Each chunk approximately 5/6 words. (Maximum in sample, 7 words ).

Sample paper includes 3 present tense, one past tense, one immediate future tense and two simple future tense.

[illegible]

## Listening Dictation - Higher

(10 marks)

Task: Transcribe sentences (max 30 words)

### [C]:Communication [5]

AO1	<b>Communication</b>
5	The meaning of the spoken extracts is communicated very clearly <b>throughout</b>
4	The meaning of the spoken extracts is <b>almost always</b> communicated clearly.
3	The meaning of the spoken extracts is <b>mostly</b> communicated.
2	The meaning of the spoken extracts is <b>sometimes</b> communicated.
1	The meaning of the spoken extracts is <b>rarely</b> communicated.
0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier.

### Transcription [SSC] + Grammatical accuracy

AO3	[SSC] <b>Correct transcription</b>	[GA] <b>Grammatical accuracy</b>
5	Words are <b>always or nearly always</b> transcribed correctly	with a <b>very high</b> level of grammatical accuracy.
4	Words are <b>frequently</b> transcribed correctly	with a <b>good</b> level of grammatical accuracy.
3	Words are <b>generally</b> transcribed correctly	with a <b>reasonable</b> level of grammatical accuracy.
2	Words are <b>occasionally</b> transcribed correctly	with a <b>limited</b> level of grammatical accuracy.
1	Words are <b>very rarely</b> transcribed correctly	with a <b>very limited</b> level of grammatical accuracy.
0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier.	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier.



## Speaking: Role Play – Higher

(10 marks)

### Task:

Pupil conveys 5 messages (4 statements, 1 question)

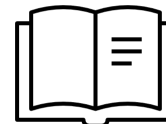
### [C]: Communication (10 marks) 5 messages - 2 marks for each message

		Statement	Statement	Statement	Statement	? 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.					

- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes.

## Speaking: Read aloud - Higher

(15 marks in total)



Task:

(1) Read aloud text

(5 marks)

AO3	[P] Accuracy of pronunciation.
5	Pronunciation is always or nearly always accurate but there may be an occasional minor error.
4	There are <b>a few</b> minor errors in pronunciation
3	There are <b>some</b> minor errors and very occasional major errors in pronunciation.
2	There are minor errors and a <b>few</b> major errors in pronunciation.
1	There are <b>regular</b> minor and <b>some</b> major errors in pronunciation.
0	Does not meet the standard required for Level 1 at this tier.

### Notes

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

## (2) Read aloud follow-up questions

**Task: Answer 4 questions -**

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

Question	<b>[R]: Response</b>		<b>[D]: Development</b>		<b>[E]: Extended</b>
	Understandable?	Clear?	Minimal?	Well?	Extended?
1					
2					
3					
4					
TOTAL					

### **[R]: Response to compulsory questions**

AO1	[C1] Response to 4 questions	[D]: Development of answers to 4 questions	[E]: Extended answers to 4 questions
9-10	All questions are answered <b>clearly</b> .	at least one answer is developed <b>well</b> AND....	At least <b>two</b> answers have an extended response
7-8	At least <b>three</b> questions are answered <b>clearly</b> .	at least one answer is developed <b>well</b> AND....	<b>One</b> answer has an extended response
5-6	At least <b>two</b> questions are answered <b>clearly</b> .	One answer is developed <b>well</b> at least one other is developed <b>minimally</b> .	
3-4	At least <b>two</b> questions are answered <b>understandably</b> .	One answer is developed <b>minimally</b> .	
1-2	At least <b>one</b> question is answered <b>understandably</b> .	The answer(s) may be a very <b>limited</b> response.	
0	Does not meet the standard required for Level 1 at this tier.		

Developed minimally: extra info e.g. noun / adjective

Developed well: 2 clauses

Extended: 3 clauses

## Speaking: Photo card - Higher

(Total 25 marks)

### (1) Response to the content of the photos on the card

(5 marks)

AO2	[IC] Information conveyed	[CI]: Clarity of messages
5	A lot of information is conveyed.	Information is <b>always</b> conveyed clearly.
4	A lot of information is conveyed.	Information is <b>nearly always</b> conveyed clearly.
3	Quite a lot of information is conveyed.	Information is <b>nearly always</b> conveyed clearly.
2	Quite a lot of information is conveyed.	Information may <b>lack</b> clarity <b>from time to time</b>
1	Some information is conveyed.	Information <b>lacks</b> clarity <b>from time to time</b> .

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.



## (2) Unprepared Conversation: Higher

Task: Answer questions on the theme

**[C]: Communication**

AO1	<b>[I]: Information</b>	<b>[D]: Development</b>	<b>[E] Extended</b>	<b>[CL]: Clarity / ambiguity</b>
13-15	a lot of information conveyed	Consistent good development	with <b>regular</b> extended responses.	Information is <b>always or nearly always</b> conveyed clearly.
10-12	a lot of information conveyed	Consistent good development	with <b>some</b> extended responses	Information is conveyed clearly, but with <b>occasional</b> lapses.
3 7-9	<b>Quite a lot</b> of information conveyed	Consistent good development with	<b>occasional</b> extended responses.	Information is <b>generally</b> conveyed clearly.
4-6	<b>Quite a lot</b> of information conveyed	<b>Regular good</b> development of responses.	-	Information <b>may</b> lack clarity from time to time.
1-3	<b>Some</b> information	<b>Some good</b> development and <b>regular minimal</b> development of responses.	-	Information <b>lacks</b> clarity from time to time.
0	Does not meet the standard required for Level 1 at this tier			

### **[L]: Range & Accuracy of Language**

AO3	<b>[V+S]: Variety of Vocabulary</b>	<b>[A]: Accuracy in basic structures affecting communication</b>	<b>[A]: Accuracy in complex structures affecting communication</b>
5	Wide variety of vocabulary and structures.	There may be a few minor errors -	-Few or no major errors when more complex language is attempted.
4	Very good variety of vocabulary and structures.	Some minor errors -	-Some major errors when more complex language is attempted.
3	Good variety of vocabulary and structures, but with occasional repetition.	Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.	
2	Good variety of vocabulary and structures, but with some repetition.	Frequent minor errors. Some major errors which occur even in basic language.	
1	Some variety of vocabulary and structures, but with regular repetition.	Frequent minor errors and some major errors in most responses to questions.	
0	The language does not meet the standard required for Level 1 at this tier.		

### Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

## Writing: Translation – Higher Question 1

(10 marks)

Task: Translate minimum 50 words. Words chunked into 15 sections.

### Response to written language

(5 marks)

AO2		15		✓
5	The meanings of <b>all or nearly all</b> elements of the original language are sufficiently rendered.	13/14/15	100%	
4	The meanings of <b>most</b> elements of the original language are sufficiently rendered.	10/11/12	83%	
3	The meanings of <b>some</b> elements of the original language are sufficiently rendered.	7/8/9	58%	
2	The meanings of <b>few</b> elements of the original language are sufficiently rendered.	4/5/6	33%	
1	The meanings of <b>very few</b> elements of the original language are sufficiently rendered.	1/2/3	8%	
0	No elements of the meanings of the original language are conveyed.	0	0	

### Knowledge of Grammar and vocabulary

(5 marks)

A03	[K] Knowledge	[Ap] Appropriate items	[A] Accuracy
5	<b>Very good</b> knowledge of vocabulary and structures	<b>Few if any</b> inappropriate or omitted items.	Grammar is <b>highly</b> accurate and any errors that occur are only minor.
4	<b>Good</b> knowledge of vocabulary.	<b>Some</b> inappropriate or omitted items.	Grammar is <b>generally</b> accurate with regular minor errors.
3	<b>Satisfactory</b> knowledge of vocabulary.	<b>Regular</b> inappropriate or omitted items.	Grammar is <b>more</b> accurate <b>than</b> inaccurate. Regular major and minor errors.
2	<b>Limited</b> knowledge of vocabulary.	<b>Many</b> inappropriate or omitted items.	Grammar is <b>generally</b> inaccurate. <b>Many</b> major and minor errors.
1	<b>Very limited</b> knowledge of vocabulary.	<b>Few</b> appropriate items.	Grammar is <b>highly</b> inaccurate. Major and minor errors in <b>all or almost all</b> sentences.
	The language produced does not meet the standard required for Level 1 at this tier.		

#### Notes

- A mark of zero in Grid one automatically results in a mark of zero in Grid two, but apart from that, the 'Rendering of the original meaning' mark does not limit the mark for 'Knowledge of vocabulary and grammar'.
- A major error is one which adversely affects communication.

A minor error is one which does not affect communication.

## Writing: Response to 3 BP (Q2 Overlap)

(Total: 15 marks)

Task: 90 words. 3 bullet points

### Response to written language (10 marks)

AO2	[Cov]: Coverage	[Cl]: Clarity	[R&D]: Relevance and Development
9–10	All three bullet points are covered.	Communication is <b>clear</b>	Ideas are <b>regularly</b> developed with a <b>lot</b> of relevant information being conveyed.
7–8	All three bullet points are covered.	Communication is <b>mostly clear</b> but perhaps with occasional lapses.	Ideas are <b>often</b> developed with <b>quite a lot</b> of relevant information being conveyed.
5–6	At least two bullet points are covered.	Communication is <b>generally clear</b> but there are likely to be lapses.	A <b>few</b> ideas may be developed and <b>some</b> relevant information is conveyed.
3–4	At least one bullet point is covered.	Communication is <b>sometimes clear</b> but there are regular lapses in clarity	<b>Little</b> relevant information is conveyed.
1–2	At least one bullet point is covered.	Communication is <b>often not clear</b> and there are very many lapses in clarity	<b>Very little</b> relevant information is conveyed.

#### Notes

There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met. When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

### Knowledge of Grammar and vocabulary (5 marks)

AO3	[V]: Vocabulary	[S]: Structures	[T]: Tenses	[A]: Accuracy
5	A <b>good</b> variety of vocabulary is used.	There are <b>regular</b> attempts at complexity of language and structure.	There are references to all <b>three time</b> frames which are <b>mainly</b> successful.	Any errors are <b>mainly</b> minor but <b>some</b> major errors may occur, <b>particularly in complex structures and sentences</b> .
4	A <b>variety</b> of vocabulary is used.	There are <b>some</b> attempts at complexity of language and structure.	There are references to <b>at least two</b> different time frames which are <b>mainly</b> successful.	Errors are <b>mainly</b> minor but <b>some</b> major errors may occur.
3	<b>Some</b> variety of vocabulary is used.	There may be <b>occasional</b> attempts at complexity of language and structure.	There are references to <b>at least two</b> different time frames, although these may <b>not always</b> be successful.	There may be <b>some</b> major errors, and minor errors occur <b>regularly</b> but overall the response is more accurate than inaccurate.
2	A <b>limited</b> variety of vocabulary is used.	The language is <b>mainly</b> simple but there <b>may be some</b> attempts at longer sentences with appropriate linking words.	There <b>may be no successful references</b> to different time frames.	There may be <b>frequent</b> major and minor errors and overall the response is generally inaccurate.
1	The range of vocabulary is <b>narrow</b> and/or repetitive.	The language is <b>simple</b> and sentences are short or may not be properly constructed.	There <b>are no successful references</b> to different time frames.	There may be <b>frequent</b> major and minor errors and overall the response is highly inaccurate
0	The language does not meet the standard required for Level 1 at this tier.			

## Writing: Response to 2 BP (Q3 Higher)

(25 marks total)

Task: 150 words; 2 bullet points.

### Response to written language (15)

AO2	<b>[Cov]: Coverage</b>	<b>[D]: Relevance and Development</b>	<b>[Cl]: Clarity</b>
13-15	A <b>lot</b> of information is conveyed in relation to the task.	<b>Regular successful</b> development of ideas, accounts and/or description.	Communication is clear with <b>very few or no</b> lapses in clarity.
10-12	<b>Quite a lot</b> of information is conveyed in relation to the task.	<b>Regular attempts</b> at development of ideas, accounts and/or description which are <b>mostly</b> successful.	Communication is <b>mostly</b> clear but perhaps with <b>occasional</b> lapses.
7-9	An <b>adequate</b> amount of information is conveyed in relation to the task..	<b>Some</b> successful development of ideas, accounts and/or description.	Communication is <b>usually</b> clear but there are <b>some</b> lapses in clarity.
4-6	<b>Some</b> information is conveyed in relation to the task.	<b>A little</b> development of ideas, accounts and/or description.	Communication is <b>sometimes</b> unclear and there are <b>regular</b> lapses in clarity.
1-3	A <b>limited</b> amount of information is conveyed in relation to the task.	<b>Very limited or no</b> development of ideas, accounts and/or description.	Communication is <b>often</b> unclear and there are <b>frequent</b> lapses in clarity.
0	The content does not meet the standard required for Level 1 at this tier.		

#### Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.
- A student who conveys information in relation to one bullet point can score a maximum of 12 marks for AO2.

**Continued...**

## Knowledge of Grammar and vocabulary

(10 in total)

### Grid 1: [R]: Range and use of Language

(5 marks)

AO3	[V]: Vocabulary - variety	[S]: Structure complexity
5	<b>Very good</b> variety of appropriate vocabulary and grammatical structures.	Complex language is <b>regularly</b> attempted and is <b>often</b> successful.
4	<b>Good</b> variety of appropriate vocabulary and grammatical structures.	Complex language is <b>regularly</b> attempted and is <b>generally</b> successful.
3	<b>Some</b> variety of appropriate vocabulary and grammatical structures.	Complex language is <b>occasionally</b> attempted and is <b>sometimes</b> successful
2	<b>Little</b> variety of appropriate vocabulary and grammatical structures.	Short and simple structures are <b>often</b> used but there is also <b>regular</b> use of longer sentences, with linking words
1	<b>Very little</b> variety of appropriate vocabulary.	Structures used are <b>mainly</b> short and simple.
0	The range of language produced does not meet the standard required for a mark at this tier.	

### Grid 2: [A]: Accuracy of Language

(5 marks)

AO3	[A]: Accuracy	[T]: Tenses
5	The response is <b>usually</b> accurate, although there may be <b>occasional</b> major and <b>some</b> minor errors, especially in attempts at more <b>complex</b> structures.	Verbs and tense formations are <b>secure</b> .
4	The response is <b>generally</b> accurate with <b>several</b> major and minor <b>errors</b> , usually in attempts at <b>more complex</b> structures.	Verbs and tense formations are <b>generally</b> correct.
3	The response is <b>reasonably</b> accurate. There are major and minor errors in <b>both</b> simple and complex structures..	Verb and tense formations are <b>sometimes</b> correct.
2	The response is <b>more inaccurate than accurate</b> . There are frequent major and minor errors.	Verb and tense formations are <b>often</b> incorrect.
1	The response is <b>mostly</b> inaccurate. There are major and minor errors in all sentences.	Verb and tense formations are <b>nearly always</b> incorrect.
0	The accuracy of language produced does not meet the standard required for a mark at this tier.	

#### Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.