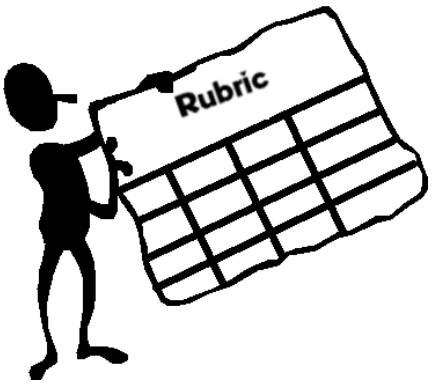
GCSE 9-1 FRENCH Edexcel 2024
Criteria for Dictation, Speaking and Writing adapted for formative purposes
Foundation Tier

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

Edexcel specification



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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:
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html

Reading – Foundation

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

Listening: Dictation - Foundation

[SCC]: Sound Symbol Correspondence [10]

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

Transcription [SSC]

AO3	No. of rewardable words / 20	*%*
10	19-20	*95*
9	17-18	*85*
8	15-16	*75*
7	13-14	*65*
6	11-12	*55*
5	9-10	*45*
4	7-8	*35*
3	5-6	*25*
2	3-4	*15*
1	1-2	*5*
0	0	*0*

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

REWARDABLE

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

2. In acknowledgement that many grammatical/morphological differences cannot be heard when spoken, spellings with **grammatical/morphological inaccuracies,** that do not change the pronunciation of the words, are rewarded. Examples of **grammatically based spelling inaccuracies** that will be rewarded:
• deux maison instead of deux maisons
• je veut instead of je veux

3. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
1. double consonants: addore instead of adore, fammille instead of famille, nouriture instead of nourriture
2. extra letter: soeure instead of soeur
3. accents: peches instead of pêche

NON-REWARDABLE words encompass the following categories:

4. Mis-spellings due to incorrect application of Sound symbol correspondences, even if the word looks recognisable, eg *violin* instead of *violon*. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.
5. Mis-spellings which are written phonetically, and which may contain appropriate Sound symbol correspondences, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, eg, *seur* (***soeur***) outside the sentence *Ma **seur** chante bien; gatto* in the sentence, *Le **gatto (gâteau)** au chocolat est bon.* If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.

Speaking: Read aloud – Foundation

(Total: 12 marks)



Task: Read aloud a minimum of 35 words

1) Read aloud text – Foundation

(8 marks)

Language Knowledge and understanding

AO3	Clarity of pronunciation	Impact on message
7-8	Pronunciation is **generally** clear and comprehensible ; ….	….. lapses in SSCs have **little or no** impact on the message.
5-6	Pronunciation is **sometimes** clear and comprehensible; ….	…. lapses in SSCs **occasionally** makes the message unclear/difficult to understand immediately.
3-4	Pronunciation is **occasionally** clear and comprehensible; ….	…. lapses in SSCs **sometimes** cause the message to break down.
1-2	Pronunciation is **limited** in clarity;….	….lapses in SSCs **often** cause the message to break down.
0	No rewardable material.	

Guidance on application of read-aloud mark grid

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

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

2) Read aloud questions - Foundation

(4 marks)

Task: Answer 2 questions –

R]: Response to spoken language

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

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

TOTAL/4:



Speaking: Role Play - Foundation

(10 marks)

Task:
Pupil conveys 5 messages: 4 statements, 1 question

[R]: Response to spoken language

5 messages - 2 marks for each message

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

There is one mark grid to be applied to this task. The mark grid is applied once to each individual response to the prompts.
There is a maximum of 2 marks for each of the five prompts on the role-play cards. Students are awarded for an appropriate and clearly communicated response to the teacher's question.
Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.
Examiners must use the specific Guidance on application of the mark grid, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Speaking: Picture Task - Foundation

(28 Marks in total)

1) Picture task: picture description

(8 marks)

Task: Response to the stimulus people – location - activity

(1) [R] Response to stimulus

AO2	[A]: Addressed	[D]: Development	[CO]: Comprehensibility
4	**Two or more** bullet points addressed.	Ideas are **generally** developed, to describe different, relevant aspects of the picture-	-Response is **generally** comprehensible; some messages may be unclear.
3	**Two or more** bullet points addressed	**Some** development of ideas to describe different, relevant aspects of the picture.-	-Response is comprehensible in **some** parts; the message **may** occasionally break down.
2	**One or more** bullet point(s) addressed.	**Occasional**, brief development of ideas to describe different, relevant aspects of the picture.-	**-Some** parts of the response are comprehensible; the message **sometimes** breaks down.
1	**One or more bullet point(s) addressed.**	**Little or no** development of ideas to describe different, relevant aspects of the picture.-	**-Limited** parts of the response are comprehensible; the message **often** breaks down.
0	No rewardable material.		

(2) [L]Linguistic knowledge and accuracy

AO3	[V+S]: Variety of Vocabulary + Structures	[A]: Accuracy
4	**Some** variety of vocabulary and grammatical structures.	**Generally** accurate use of language; **some** minor errors, there may be an **occasional** major error.
3	**Occasional** variety of vocabulary and grammatical structures	**Some** accurate language; errors occur, **some** of them major
2	**Limited** variety of vocabulary and grammatical structures.	**Limited** accuracy in the language; **frequent** errors both major and minor.
1	**Minimal** variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation.	**Minimal** accuracy in the language; errors **throughout**, most of them major.
0	No rewardable material.	

2) Picture task compulsory questions - Foundation

(4 marks)

2 questions -

[R] Response to spoken language

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

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

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

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

3) Picture Task Unprepared Conversation - Foundation

(16 marks)

[R]:Response to spoken language

AO1	[R] Relevant response	[D]: Development	[C]: Comprehensibe
10-12	Gives **some** relevant responses to questions.	Develops ideas with **some** extended sequences of speech.	Response is **generally** comprehensible; **some** messages may be unclear.
7-9	Gives **occasional** relevant responses to questions.	Develops ideas with **occasionally** extended sequences of speech.	Response is comprehensible **comprehensible**; the message may **occasionally** break down..
4-6	Gives **limited** relevant responses to questions; there may be times when the speaker is unable to respond.	Development of ideas is **limited**; brief responses which the speaker may not be able to sustain.	**Limited** parts of the response are comprehensible; the message **sometimes** breaks down.
1-3	Gives **minimal** relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question.	**Little or no** development of ideas; very brief responses, which the speaker can often not sustain.	**Isolated** parts of the response are comprehensible; the message **frequently** breaks down.
0	No rewardable material.		

[L]: Linguistic knowledge and accuracy

AO3	[V+S]: Variety of Vocabulary + structures / Complexity	[T] Tenses	[A]: Accuracy , minor/major errors
4	**Some** variety of vocabulary and grammatical structures occasional use of complex language.	**Generally** successful use of past, present and future timeframes	**Generally** accurate use of language; some minor errors, there may be an occasional major error.
3	**Occasional** variety of vocabulary and straightforward grammatical structures..	**Some** successful use of past, present and future timeframes, occasional slip in more complex constructions.	**Some** clear and accurate use of language; some major and minor errors.
2	**Limited** variety of vocabulary and straightforward grammatical structures, likely to be repetitive.	**Limited** success with different timeframes.	**Limited** accuracy with language; many major and minor errors.
1	**Minimal** variety of vocabulary, likely to use individual words and/or phrases in isolation.	**Minimal** success with different timeframes.	**Minimal** accuracy in the language; errors throughout, both major and minor.
	No rewardable material		

Writing: 4 sentences – Foundation Question 1

(8 marks)

Task: For this question, students are expected to produce four short sentences describing the picture. The mark grid is applied once to each individual sentence. There is a maximum of 2 marks for each sentence. Students are awarded marks for clear communication and relevance in relation to the picture

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Response to stimulus

AO2		SENTENCE 1 ✓	SENTENCE 2 ✓	SENTENCE 3 ✓	SENTENCE 4 ✓
2	Relevant information clearly communicated in a sentence or clause.				
1	Relevant information partially communicated in a sentence or clause.				
0	No rewardable material.				

Total:

Writing: Response to 5 bullet points – Foundation Question 2

14 marks.

Task: 5 items to communicate - approx. 50 words

[R]: Response to stimulus

AO2	[A] Addressed	[D]Development	[Co] Comprehensible
7-9	All **three** bullet points addressed	**Some** development of ideas	**Most** of the response is comprehensible; some messages may be unclear.
4-6	**Two** or more bullet points addressed	**Limited** development of ideas	**Some** parts of the response are comprehensible; the message sometimes breaks down.
1-3	**One** or more bullet point addressed	**Little or no** development of ideas	**Few** parts of the response are comprehensible; the message often breaks down.
0	No rewardable material.		

[L]: Linguistic knowledge and accuracy

AO3	[VV]: Variety of Vocabulary and phrases	[VS] Variety + Complexity of grammatical structures	[A]: Accuracy minor/major errors
5	**Some** variety of vocabulary and phrases	**Simple** grammatical structures with **some** variety, **some** linking of sentences with conjunctions	**Some** accurate language, mostly minor errors.
3-4	**Limited** variety of vocabulary and phrases	**Simple** grammatical structures with **limited** attempt at variety, **limited** linking of sentences with conjunctions	**Limited** accurate language; errors occur, some of which may be major.
1-2	**Minimal** variety of vocabulary and/or phrases in isolation	**Minimal** use of simple grammatical structures, likely to be repetitive	**Minimal** accuracy in the language, frequent errors both major and minor
0	No rewardable material.		

Writing: Response to 4 bullet points Foundation Overlap Question 3

(18 marks)

Task: 80-90 words response to 4 bullet points.

[R]: Response to stimulus

AO2	[A] Addressed	[D]: Development	[Cl]: Comprehensible
11-13	All **four** bullet points addressed	**Frequent** development of ideas	Response is comprehensible; an **occasional** message may be unclear.
8-10	**Three** or more bullet points addressed	**Some** development of ideas	Response is **generally** comprehensible; **some** messages may be unclear/difficult to understand immediately.
5-7	**Two** or more bullet points addressed.	**Occasional**, brief development of ideas	**Some** parts of response are comprehensible; the message **sometimes** breaks down.
1-4	**One** or more bullet point addressed	**Little** or no extra detail added to ideas	**Limited** parts of response are comprehensible; the message **often** breaks down.
0	**No rewardable material.**		

[L]: Linguistic knowledge and accuracy

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

Writing: Translation – Foundation Question 4

(10 marks)

Task: Translate minimum 35 words

[R]: Response to stimulus

(6 marks)

AO2	Transfer of Meaning	Clarity/completion
5-6	The meaning of the original language is appropriately transferred; …	… only the **occasional** message may be unclear or incomplete.
3-4	The meaning of **some** parts of the original language is appropriately transferred; ….	….the message **sometimes** breaks down or is incomplete.
1-2	The meaning of **limited** parts of the original language is appropriately transferred; …	…. messages are **frequently** unclear and/or incomplete.
0	No rewardable material.	

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[L]: Linguistic Knowledge and accuracy

(4 marks)

AO3	Vocabulary and grammatical accuracy	Type of error (minor/major)
4	Vocabulary and grammatical structures are **generally** accurate; …	**…. some** minor errors, there may be an **occasional** major error.
3	Vocabulary and grammatical structures are **sometimes** accurate; ….	…. errors include **some** major errors.
2	Vocabulary and grammatical structures are **limited** in accuracy; …	**…. frequent** errors occur, both major and minor.
1	**Minimal** instances of accurate vocabulary and grammatical structures; …	… errors **throughout**, most of them major.
0	No rewardable material	