GCSE French German Spanish specifications 2024 – drafts published November 2022

**An overview for teachers
Co-ordinated by Helen Myers
Example: French GCSE**

As at 08/12/2022 17:05

Contents

INTRODUCTION TO THIS DOCUMENT

Helen Myers December 2022

AIM
This document is a 'work in progress' which I have prepared to assist teachers and managers as they plan for GCSE first teaching 2024, first testing 2026. It is intended to be an objective description of what is being proposed. When the final versions are approved (Spring 2023) I will up-date it accordingly.

DISCLAIMER There will be errors in it, and so I am sharing it as a link to my Google drive, where I will update it on an ongoing basis. Please always check for the latest version here. Please let me know of errors.

SHARING It has taken many, many hours to produce, and there is no charge. But please, if it has been of help, consider joining ALL – an association with charitable status for teachers to help other teachers. If you use it / adapt it, please acknowledge and do not charge for the information. Thank you.

THE SOURCES ANALYSED
Awarding Organisations [AOs, also referred to as exam boards] submitted their draft specifications for French only in November. Ofqual will decide whether or not they conform to the Subject content set out by the DfE in Jan 2022 and the associated Ofqual Conditions and Guidance. Exam boards will then produce and publish the German and Spanish specs.

This document analyses the DRAFT specifications as they stand for AQA, Pearson Edexcel and Eduqas.   It is extremely important to be aware that these may change, and so no definite decisions should be made on the basis of these. However they may give an indication of the AOs' overall approach to testing the new subject content with new conditions and guidelines.

SEQUENCE OF CONTENTS
The document starts with a summary of a talk I have given which gives a context for the changes and summarises the DfE and Ofqual instructions which bind the AOs.

It includes my 'headlines' for each element and my comments on the approach teachers may take towards making decisions, balancing the benefits and drawbacks of different approaches. I wrote these headlines after the analysis, and I am aware that there may be many other elements which could be picked out.

The main focus is the table with 3 columns where I attempt to do a direct comparison for each element of the exam, pretty much in order of the DfE Subject content- though using headings with which teachers are likely to be the most familiar: Themes – Vocabulary – Grammar – Assessment Objectives, Reading, Listening, Writing, Speaking.

For each of the elements, I look at what the AO intentions are, as stated in specifications (e.g. question types, content, timing, number of marks awarded, organisation of difficulty,) and then look at the Sample Assessment Materials (SAMs) to comment on similarities and difference between the AOs. I include criteria, indicative content and accessibility considerations in this area. Where I feel there are significant differences, I have highlighted them in colour as follows: AQA (turquoise) Edexcel (yellow) and Eduqas (green).

Areas which I know I need to check are highlighted in red, and a few personal questions are highlighted in pink. If I believe there may be a typo / error in the specs /SAMS, I write this in red.

I think that they follow a fairly logical order, but I may make changes.

A PERSONAL VIEW

I think that the AOs have done a superb job in producing these specifications in a relatively short time, responding to changes which they did not initiate and about which they were hardly consulted. Thank you!

Devising high-stakes, summative assessments for very large-scale testing is a skill, and the process of analysing approaches has taught me a great deal about the elements needed for such testing which may not be those we use in a formative, teaching context.

I hope this document is of help to someone, if only as a starting point for asking questions. Please note, I am not asking for any evaluation of this work…..but kindly worded suggestions and corrections welcome! (Every time I check I find a mistake!)

Talk given by Helen Myers to HMC Nov. 2022 conference - adapted from ISMLA 2018 and CILT conference 2008!

(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

- T&L Pedagogy review; GCSE Review; Ofsted Curriculum Research
- 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 have written draft 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**

  ▢ Introduction

  ▢ Subject Aims

  ▢ Subject content

  ▢ Appendix: grammar requirements

  3. **Ofqual subject level conditions and requirements for French, German and Spanish**
  4. **Ofqual subject level guidance for French, German and Spanish**

Key areas which are common to all boards

DfE subject content January 2022
Subject aims As before: Linguistic, cultural, communicate, authentic purposes. New emphasis: ==Content MAY be developed through a range of broad themes and topics==. Linguistic content largely though not exclusively determined by frequency. ==Cf para 12: Specifications SHOULD identify (..) themes==
Subject content:
- Use Vocabulary, grammar + apply principles of SSC to spelling and pronunciation
- All language BOTH receptive AND productive – range of audience, purpose, different genres, formal, informal relevant to student's current and future needs and interests, regard to wide social range, different situations, move between French and English.
- Required tasks: (I deliberately include familiar skill headings, tho' these are studiously avoided by the writers of

the document for whom knowledge of Vocab Grammar +SSC is paramount)
- o Reading
- o Listening (pace no faster than moderate)
- o Dictation (incl vocab off the list) – credit for accurate spelling
- o Writing (lexical and grammatical accuracy)
- o Translation into English and into the language (appropriate and sufficient)
- o Infer meaning of words outside the list (Ofqual limited to overlap/higher reading and defined nature of inference)
- o Speaking: tasks specified in Subject content (not by Ofqual as before): (i) Read aloud + unprepared conversation relating to text (ii) Role play(s) incl ask and answer question simulating e.g. social conversation – instructions about what to say are unambiguous (iii) talk about 1 or more visual stimuli e.g. connected photos, extend conversation to short unprepared interaction.

NB for all tasks, expected language from defined content but equal credit to beyond defined content
- Complexity limited at foundation (as now)
- Question types in English for comprehension (changed)
- Themes and topics: Specs <mark>should</mark> identify a limited number of broad themes or topics with relevance to the countries or communities where the language is spoken
- Composition of vocabulary: 1200 F 1700 H, 85% from top 2000 of recognised corpora. Additions: 30 short phrases; 20 cultural terms. Reading: overlap + higher: 2% outside list for inference,. Proper nouns glossed; 2% of text cognates.
- Grammar: defined lists for foundation and higher given

Ofqual subject level conditions and requirements January 2022 amended June 2022

- **Assessment Objectives**
- ☐ AO1: Understand and respond to spoken language in speaking and in writing (35%)
- ☐ AO2: Understand and respond to written language in speaking and in writing
- ☐ AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (20%)
- **Tiering : (no change)** F: 1-5; H: 4-9 However, if mark is a 'small number of marks below 4/3 boundary, award 3 May include crossover questions to demonstrate comparability between tiers (check to see if all have done this).
- **Assessment requirements**
- ***Grammar and sound-symbol correspondence requirements (new)*** *- must make available and include SSC examples form vocabulary list + must set out approach to covering grammar + SSC*
- ***Vocabulary lists.***
  - ☐ Must set out vocabulary list, set out approach to compiling it, and demonstrate approach to covering vocab requirements in assessments
- ***Speaking***
  - ☐ Formal prep time must be 12-15 minutes for all (was 10-12)
  - ☐ Test taking: F: 7-9 mins; H: 10-12 mins (no change)
  - ☐ Require read aloud text F: 35 words minimum; H: 50 words minimum
    NB task types are defined by Subject content, not Ofqual Conditions as they were in 2016
- ***Listening ['understanding spoken extracts']***
  - ☐ *F: 450 – 550 words H: 700-850 words [NB no timing required as it was in 2016]*

- ☐ *Demo approach to number of extracts, number of words in each extract, number of marks in relation to number of words in each extract, allowing opportunity to read task before hearing extract*
- ☐ *Set out approach to complexity of language + question types*
- ● *Dictation (new)*
  - ☐ *F: 20 words minimum H: 30 words minimum*
  - ☐ *Set out approach to assessment incl. SSC, approach to different languages and level of accuracy required.*
- ● *Reading (new) ['understanding written language']*
  - ☐ *F: 600-650 (max single text 100 words] H: 850-900 words (Max single text 160 words) words*
  - ☐ *Set out approach to complexity of language + question types*

- ● *Translation*
  - ☐ *F: 35 words minimum H: 50 words minimum*
  - ☐ *Set out approach to range of vocab + grammar and 'appropriate and sufficient rendering of the meaning'*

Ofqual Guidance

- ● *Speaking*
  Subject content requirements pasted in the following extras:

  - ☐ **Following the reading aloud task**, the unprepared conversation should be straightforward. Learners may demonstrate understanding of the passage or the theme and/or the Learner's own experience relating to the passage or the theme. Prompts or questions supporting the conversation should be unseen.

  - ☐ **Role-plays** should provide sufficient opportunity for Learners to draw on the range of vocabulary they know and not depend on the translation of individual specified items. All information required should be presented to the Learner.

- ☐ **Visual stimulus task** The unprepared interaction may be connected to the visual stimulus/stimuli through its broad theme/topic but may also relate to the Learner's own experience and interest. Prompts or questions supporting the interaction should be unseen.
- ● *Writing*

  - ☐ Stimuli for written tasks may include a visual stimulus, a short, simple written stimulus, and/or bullet points (either in English or the assessed language).
- ● *[Reading] Infer meaning*
  The words Learners are required to infer may be embedded in a reading text or assessed as a separate reading task, however, the supporting context must be clear to the Learner. *Infer meaning*
- ● *Dictation*

- ☐ To support understanding of the context, any extract to be used in the assessment of dictation maybe adapted from a spoken extract that Learners have already heard.
- ● *Assessment objectives – interpretations and definitions (essential, otherwise illogical as they stand …!)*

AO1 Understand and respond to spoken language in speech and writing. [35%]
Broken down into 2 strands:
  (1) [SPEAKING] Understand and respond to spoken language in speech - Response to spoken prompts and questions in the language. Emphasis on communication (!)
  (2) [LISTENING + DICTATION] Understand and respond to spoken language in writing – can be single letters / numbers / names / single words
AO2 Understand and respond to written language in speech and writing.[45%]
Broken down into 2 strands:
  (1) [SPEAKING] Understand and respond to written language in **speaking** - Response to written prompts in assessed language OR English, or to visual prompts

(2) [READING + WRITING!!!] Understand and respond to written language in **writing** –
    a. Responses in English to show understanding of written language (READING)
    b. **W**riting in assessed language in response to written prompts in assessed language / English / visual stimuli. [WRITING]

AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: 20%
Explicit inclusion of SSC in this AO

• Knowledge and accurate application of grammar in spoken and written language.

• Knowledge and accurate application of vocabulary, including demonstration of knowledge of sound-symbol correspondence in spoken and written language.

• The quality of pronunciation in speaking tasks.

Elements to consider when selecting the board:

Which boards available to me for my subject?

- All boards: French German & Spanish - see grid below for extras.
- What examination periods are available?
- AQA
- Edexcel
- Eduqas (WJEC)

When are awards available?

- Sep 2024

- 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 – HEM TO CHECK)

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

NB Context:

- Common grammar lists + SSC lists

- All have tight constraints over vocabulary choice, so likely to be very similar

- All share constraints on speaking tasks (incl. read aloud), dictation, translation, question types

- Do any of the boards 'stand out;' as having a more suitable approach to topics for your school

Different vocab
Topic headings / organisation may be more appealing to you

- 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 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?) Do mark schemes exemplify the criteria with helpful indicative content which you can share with your pupils?

In the analysis below, I have summarised the 'top' level of each element to indicate the type of language used to describe performance [*and put in brackets and italics examples of how they are adapted as they go down to lower levels – I did this later, it took ages, and it may get in the way, but it helps to see the logic behind the progression*

SPECIFICATION HEADLINES

Assessment Objectives
The 3 AOs are open to interpretation, and there are many different approaches. Headlines:
AQA: **Lower** weighting to **dictation** – This is a defined task, so relatively more demanding on AO3
Edexcel: **Lower** weighting to **speaking interaction** [4 defined, unseen questions – so relatively more demanding on AO3) + Slightly **higher** weighting to **read aloud** SSC (possibly seen as less demanding, as no need to produce language]
Eduqas: **Lower** weighting to translation [Defined text to translate – so relatively more demanding on AO3)
Consider which weighting would suit your students better. Edexcel gives more weighting to read aloud + dictation - relatively less to open-ended tasks (so more weighting to communication in open-ended tasks)

Themes/Topics:
Approach: AQA and Edexcel commit to explicitly covering all themes in a series. Eduqas commits to not identifying themes in texts.

Theme/Topics: Many overlaps. Following are explicit in spec, but I note that SAMS of all boards cover these themes!
AQA: Celebrity Culture
Edexcel: Shopping
Eduqas: Global matters, historical stories
Edexcel + Eduqas: Issues of equality

Comment:
Best combination for your situation: If successful with current methods/resources, which offers continuity? If you need a change, which is most attractive?
Best approach for your students: Do they benefit from security of knowing there will be named themes/topics in the exam? Or is the range daunting – would they prefer not to feel under pressure to prepare for fixed scenarios?

SKILLS HEADLINES

READING
Headlines:
Length: Eduqas combines Reading with writing in a 2-hour paper.
Texts: Eduqas: fewer texts, each one longer. No visuals. AQA and Edexcel more texts, varied length, visuals.
Questions: Eduqas favours open-ended questions in English and multichoice at both levels; AQA and Edexcel favour Matching and multichoice
Layout: Eduqas – condensed. AQA and Edexcel- split up.
Difficulty profile: AQA peaks + troughs; Edexcel + Eduqas – increasing difficulty
Translation:
AQA criteria highly specific; Edexcel + Eduqas =- holistic criteria..
Eduqas relatively lower weighting for AO3 in 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!

LISTENING
Listening question types

Length: Edexcel longer paper (all items heard three times). 45mins/60 mins. AQA allows 2 minutes at end of test to check.
Marks/weighting: AQA has fewer questions (weighting applied later).
Familiarity: Edexcel limits proper names used to an Appendix. Eduqas does not specify range of sources
Variety of question types: AQA favours limiting question types. Eduqas and Edexcel use greater range. (Eduqas uses several types for one stimulus) Eduqas favours open ended qs in English and multichoice at both levels AQA and Edexcel favour Matching and multichoice
Number of questions per extract: AQA favours fewer questions per audio extract. Eduqas has the most questions per extract.
Audio content -intro + length: Eduqas adds additional French in intro to questions.
Number + Length of extracts: AQA favours highest number of extracts + shorter extracts. Eduqas favours fewer extracts, longer:
Criteria: AQA favours more precise, Edexcel + Eduqas favour holistic.
Dictation Task type: AQA fully scaffolded; Edexcel part scaffolded, part free; Eduqas: free, AQA: more complex passage, scaffolded. Edexcel and Eduqas: less complex passage, less scaffolding. Eduqas: Less complex passage, no scaffolding.
Dictation criteria: AQA + Eduqas criteria combine SSC + grammar. Edexcel focuses on SSC discretely (allowing more variation). AQA precise, Edexcel + Eduqas: holistic.

WRITING
Headlines:
Length: Eduqas combines with reading in overall 2 hour paper. (So relatively less time for higher level)
Criteria vary considerably - wording, levels/bands, relative weighting. Mark schemes/indicative content vary in illustrating what is expected at each level.
Tasks: AQA and Edexcel provide continuity from former specifications (familiar settings, bullet points to scaffold content; photo prompt for most basic task). Eduqas introduces new task-type where candidates can draw on a 90-word stimulus/model to carry out a task. (Though penalised if over reliant on it)
AQA and Edexcel offer choice in tasks. Eduqas offers no choice.
Weighting: AO2 and AO3 marks weighted differently e.g. AQA and Eduqas translation AO3 (G&V) = 10 marks (20% of marks for the paper) ; Edexcel = 4 marks (8% of marks for the paper)

SPEAKING

Headlines:

Nature of tasks very similar as defined by Subject content.

Differences in presentation, but all follow their own 'pattern' which teachers can use to structure exam preparation. Choose the one you can understand the best.

Approach to themes/topics: AQA and Edexcel plan for equal coverage of themes/topics; Eduqas deliberately makes no reference to themes /topics in exam

Criteria: vary considerably. Find the descriptions which you understand the best in order to prepare your students. On the whole, AQA very specific, e.g. defining frequency; Edexcel and Eduqas more holistic.

Number of sets: AQA has greatest, Eduqas smallest number of sets.

Preparation: AQA and Edexcel – no restrictions on what to note onto a page of A4 during prep time; Eduqas – no full sentences. Eduqas require non-specialist invigilation.

Read aloud prep: AQA none, Edexcel allows annotation of card + 1 minute aloud, Edquas: 'subvocally' in prep room.

Read aloud questions: Edexcel fewer questions (2), relatively lower weighting. Eduqas includes one comprehension question. Eduqas higher =

most complex (variety of tenses, no pattern). All allow for 'lifting answers' from text.

Read aloud criteria: AQA specific focus on F:15 H:20 sounds. Edexcel + Eduqas: holistic

Role play contexts: Eduqas has defined list of contexts (transactional. Formal); others can draw on any context

Role play 'template' v/ pattern: Regular template for AQA and Edexcel; Varied demands of Eduqas

Visual stimulus description : Eduqas: choose 1 or 2; AQA: assigned 2; Eduqas: a sequence.

Visual stimulus follow-up: AQA covers 2 themes, questions can be adapted to match personal situation; Eduqas one theme chosen in advance by pupil; no questions suggested; Eduqas, fixed questions each with alternative paraphrase. No supplementary. (Will lead to max 3 (F) 4 (H) interactions + subsequent monologue. [approx. 45 seconds per question].

END OF TALK

ANALYSIS OF SPECIFICATIONS

AQA	Edexcel	Eduqas
Availability of languages, dates for examination & awards using 2024 spec		
French 2024 draft; German 2024 + Spanish 2024 pending **Other languages - 2018 spec:**	French 2024 draft; German 2024 + Spanish 2024 pending	French 2024 draft; German 2024 + Spanish 2024 pending
Bengali, Chinese (Mandarin), French, German, Italian, Modern Hebrew, Panjabi, Polish, Spanish, Urdu	Arabic Biblical Hebrew, Chinese* (accommodates Mandarin **or** Cantonese), French, German, Greek, Gujarati, Italian, Japanese, Persian, Portuguese, Greek, Russian, Spanish, Turkish, Urdu	None

AQA	Edexcel **Themes and Topics**	Eduqas (WJEC)
Ref: DfE Subject content para 12: Specs should identify a limited number of broad themes or topics with relevance to the countries or communities where the language is spoken		
Themes	**Thematic contexts / subjects**	**Broad themes**
Theme 1: **People and lifestyle** Topic 1: Identity and relationships with others Topic 2: Healthy living and lifestyle Topic 3: Education and work Theme 2: **Popular culture** • Topic 1: Free-time activities Topic 2: Customs, festivals and celebrations • Topic 3: Celebrity culture Theme 3: **Communication and the world around us** Topic 1: Travel and tourism, including places of interest • Topic 2: Media and technology • Topic 3: The environment and where people live	1. My personal world 2. Lifestyle and wellbeing 3. My neighbourhood 4. Media and technology 5. Studying and my future 6. Travel and tourism Possible subjects within any of the contexts: ● family ● friends ● relationships ● equality ● physical well-being ● mental well-being ● food and drink ● sports ● places in town ● shopping ● transport ● the natural world ● environmental issues ● social media and gaming ● future opportunities (e.g. work, travel) ● school ● music TV and film ● accommodation ● tourist attractions	The following five broad themes are … used to categorise nouns in the vocabulary list. ; topics are provided as examples of what each theme could include: 1. **Identity:** for example, personal attributes, cultural background, languages spoken and learning, national, racial, gender stereotypes, family, friends, relationships 2. **Everyday life** :for example, education, school life, routines, activities, sport, being healthy/unhealthy, entertainment, social media 3. **My future** :for example, future plans (work, education, aspirations),role models 4. **Exploring** : for example, places and people, travel, including geography, customs and traditions, festivals, famous lives, historical stories 5. **Global matters** :for example, the natural world, environment/climate change, attitudes, inequalities, poverty, prejudice, war/peace, citizenship.
HEADLINES - HEM: Explicit differences: *AQA: Celebrity Culture* *Edexcel: Shopping* *Eduqas: Global matters, historical stories* *Edexcel + Eduqas: Issues of equality*		
AQA	**Edexcel**	**Eduqas (WJEC)**

AQA	Edexcel	Eduqas (WJEC)
Themes and Topics – highlighted by topic		

Ref: DfE Subject content para 12: Specs should identify a limited number of broad themes or topics with relevance to the countries or communities where the language is spoken

Themes	Thematic contexts / subjects	Broad themes
Theme 1: **People and lifestyle** Topic 1: Identity and relationships with others Topic 2: Healthy living and lifestyle Topic 3: Education and work Theme 2: **Popular culture** • Topic 1: Free-time activities Topic 2: Customs, festivals and celebrations • Topic 3: Celebrity culture Theme 3: **Communication and the world around us** Topic 1: Travel and tourism, including places of interest • Topic 2: Media and technology • Topic 3: The environment and where people live	7. My personal world 8. Lifestyle and wellbeing 9. My neighbourhood 10. Media and technology 11. Studying and my future 12. Travel and tourism Possible subjects within any of the contexts: HEM has highlighted principle traditional context) ● family ● friends ● relationships ● equality ● physical well-being ● mental well-being ● food and drink ● sports ● places in town ● shopping ● transport ● the natural world ● environmental issues ● social media and gaming ● future opportunities (e.g. work, travel) ● school ● music TV and film ● accommodation ● tourist attractions	The following five broad themes are … used to categorise nouns in the vocabulary list. ; topics are provided as examples of what each theme could include: 6. **Identity:** for example, personal attributes, cultural background, languages spoken and learning, national, racial, gender stereotypes, family, friends, relationships 7. **Everyday life** :for example, education, school life, routines, activities, sport, being healthy/unhealthy, entertainment, social media 8. **My future** :for example, future plans (work, education, aspirations),role models 9. **Exploring** : for example, places and people, travel, including geography, customs and traditions, festivals, famous lives, historical stories 10. **Global matters** :for example, the natural world, environment/climate change, attitudes, inequalities, poverty, prejudice, war/peace, citizenship.
HEADLINES - HEM: Explicit differences: *AQA: Celebrity Culture* *Edexcel: Shopping* *Eduqas: Global matters, historical stories* *Edexcel + Eduqas: Issues of equality*		
Approach to themes in assessments		

AQA	Edexcel	Eduqas (WJEC)
These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.	AIM: ● meaningful and engaging content and scenarios for the question papers ● reassurance to students on the focus of the texts they will encounter in their assessments ● coverage of a range of vocabulary in assessments to ensure variety within each paper, across each paper in an exam series, and over time. Each of the six read aloud cards, per tier, will reflect one of the **thematic contexts**. Each of the six role play cards, per tier, will reflect one of the **transactional settings**. Each of the six picture cards will reflect one of the thematic contexts. Every exam series each of the writing tasks, per tier, will reflect one of the **thematic contexts.**	Themes intended to support Teaching and Learning. Explicit approach that themes will not be explicitly identified in texts selected for final assessment. [NB – this is a cornerstone of the NCELP approach.]
HEADLINES - HEM *AQA + Edexcel: Deliberate use of themes for T&L and to give familiarity in exam situation* *Eduqas: Deliberate absence of reference to themes in assessment*		

AQA	Edexcel	Eduqas
	Vocabulary	

AQA	Edexcel	Eduqas
Presentation of vocabulary in specification		

Separate files
3 elements:
 	
1. Foundation tier listed by rank order (order given): part of speech, word, translation, category (required grammar / other)
2. Higher tier listed by rank order: part of speech, word, translation, category (required grammar / other)
3. Interactive spreadsheet to allow for filtering by Part of speech, Required grammar, themes/cultural/general/MWP and Topic
	Appendix 1 of specification
	2 elements:
	    1. Alphabetical by English Words + translation
	Sequence:
	  ● Basic vocabulary
	  ● Cultural + Geographical words
	  ● Short phrases
	  ● Grammatical function
	Within each, foundation + higher listed, first, then higher
	
	    2. Nouns grouped thematically alphabetical by English Words + translation
	
	    3. Planned: Interactive, editable resource with sound files for every word will be on website.
		Appendix B
		
		Set out in order of frequency (frequency number not given)
		3 columns: Headword, English, Tier
		
		I think Page 73 onwards is an alphabetical list of the culture words followed by multi word phrases – not signalled as such…will check

Content- to be analysed		
HEADLINES: *Constraint of 85% of top 2000 from same source will mean very similar. [Later: do a precise comparison]* *S+W still allow for personal language (esp. encouraged by AQA and Edexcel)*		

AQA	Edexcel	Eduqas
**Grammar (incl SSC)**	
Subject Content 3.2 Grammar	Appendix 2 Grammar	Appendix A
3.2.1 – Foundation (6 subsections) 3.2.2 - Higher(6 subsections) Wording very close to Subject Content Appendix	Presented in a table Sections delineated by rows. 2 columns – additional higher requirements in right hand column. Helpful layout – separated by bullet points rather than commas Examples given for many features (but not for some which have them in subject content e.g. contraction of definite article) Familiar explanations given e.g. not preverbial, but 'position of x before the verb' e.g. interrogatives and questions – well laid out. Not Noun phrases / verb phrases.. just nouns, verbs – so familiar terminology as used in regular teaching + text books Not 'inflectional morphology' – but 'verbs: tenses' Verb section very clear – not using terms of 'clusters' Does not use description 'the wh- pronouns',,, *understandable, as this can be confusing when que can be 'that'* Does not refer to items which are in the vocab list only – could make it clearer Perfect verbs not listed in Subject content: F= lire, mettre, pleuvoir H: découvrir, se plaindre convaincre + taire… are these in vocab list? Check higher imperfect 9 HF …	Layout and content exactly the same as GCSE Subject Content Grammar Appendix
HEADLINES Edexcel presents grammar using familiar wording. Edexcel gives illustrations of the grammar required		
**SSC**	
Final part of grammar section.	Appendix 2	Appendix A

AQA	Edexcel	Eduqas
No examples given for each sound as required by Ofqual subject conditions - this is being produced.	Part of grammar section SSC + examples of words (required to supply examples) Includes examples of liaison	SSC + examples of words (required to supply examples) No examples for liaisons .. Check - UM – NUMÉRO when it is meant to be the um/un e.g. parfum
Additional appendices		
	Appendix 3 – Names of people used in assessments 23 girls 23 boys 10 unisex Appendix 4 Transferable skills Appendix 5 Codes	Appendix B FAMILIES OF REGULAR INFLECTED WORDS FOR EACH LANGUAGE
HEADLINES All SSC as defined in subject content. Edexcel has more examples. *(Note that there are common SSC missing ... e.g., est (silent s in the middle) / sept (silent p).*		

Assessment Objectives

AO requirements + Ofqual guidelines

A reminder of Ofqual guidance and my predictions!

AO1	Strand	Interpretations and definitions	HEM summary	Tasks – My prediction prior to drafts!
Understand and respond to spoken language in speaking and in writing – **35%**	1 – Understand and respond to spoken language in speech	● This strand covers <u>responses in the assessed language</u> to spoken prompts and questions in the assessed language ● The emphasis here should be on Learners' communication skills in their use of spoken language. ● It is not possible to assess Learners' ability to 'understand' and 'respond to' spoken language separately. Rather, students should demonstrate their understanding through their responses.	*Stimulus: spoken assessed language Task:***SPEAKING- Interactive Speaking** *(which is deemed to incorporate listening, so listening is not treated as a separate skill)*	***9g Speaking*** *Follow up conversation to read aloud [*==Eduqas==*]* *Role-play (unless scripted)[*==all 3==*]* *Visual stimulus unprepared interaction [*==all 3==*]* *Extra:* ==Edexcel== *uses this for picture description (response to question to describe the picture, so valid)]*
	2 – Understand and respond to spoken language in writing	● This strand covers <u>responses in English</u> to demonstrate understanding of spoken language and <u>writing in the assessed language</u> in response to <u>spoken stimuli</u> ● Responses may also include single letters, numbers and/or percentages in figures, names, and/or single words ● It is not possible to assess Learners' ability to 'understand' and 'respond to' spoken language separately. Rather, Learners should demonstrate their understanding through their responses	*Stimulus: spoken assessed language Task:* **LISTENING-** *answers in English (to questions put in English) AND* *Stimulus: spoken assessed language Task:* **DICTATION** *- writing in assessed language*	*9b Listening [*==all 3==*]* *9c Dictation[*==AQA== *– partial – surprised about this, as 'writing in assessed language in response to spoken stimuli' can only refer to dictation …]*

AO2	Strand	● Interpretations and definitions	HEM summary	Tasks – My prediction prior to drafts!
AO2 Understand and respond to written language in speaking and in writing: weighting **45%**	1 – Understand and respond to written language in speaking	● This strand covers responses in the assessed language to written or visual prompts in the speaking assessment ● It is not possible to assess Learners' ability to 'understand' and 'respond to' written language separately. Rather, Learners should demonstrate their understanding through their responses	Stimulus: written or visual elements (written not specified as being in assessed language – so can be in English e.g. RP instructions OR assessed language e.g. read aloud) Task: **SPEAKING** - presentation aspects of Role Play + Picture Card + Read aloud	**9g speaking** Read aloud (before conversation) [==*none*==] Role play (if scripted)*)(==Eduqas only==)* Picture card – talk about (before conversation) (==Eduqas only==) *Extra: Read-aloud follow-up questions –*==**AQA**==*and* ==**Edexcel**== *- but note that task relies on being able to understand spoken language question*
	2 – Understand and respond to written language in writing	● This strand covers responses in English to demonstrate understanding of written language and writing in the assessed language in response to written or visual stimuli ● Responses may also include single letters, numbers and/or percentages in figures, names, and/or single words ● It is not possible to assess Learners' ability to 'understand' and 'respond to' written language separately. Rather, Learners should demonstrate their understanding through their responses	Stimulus: written language (presumably in assessed language) Task: **READING** – responses in English and Translation into Enlgish AND Stimulus: written or visual stimuli (could be in English) Task: **WRITING + Translation into assessed language**	**9a Reading** *[==all==]* **9e Translation into English/**==*all*==**/** **9d Writing** *[==all==]* **9e Translation into Assessed language [**==*Edexcel only*==**]**

AO3	Strand	Interpretations and definitions	HEM summary	Tasks – My prediction prior to drafts!
AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: weighting **20%**	(Single element -= no strands)	This assessment objective covers responses in the assessed language in relation to: • Knowledge and accurate application of grammar in speaking and writing tasks. • Knowledge and accurate application of vocabulary, including demonstration of knowledge of sound-symbol correspondence in speaking and writing tasks. • The quality of pronunciation and intonation in speaking tasks	Tasks: **Speaking** tasks **Writing** tasks	**9c dictation**[all] **9d writing**[all] **9a Translation into assessed language** [all] **9g read aloud** [all] **+ follow-up conversation?** none] **9g Role Play + follow-up conversation** none] **9g visual stimulus + [Edexcel only] follow-up conversation**[all]

AO1 Mark distribution in tasks

35%	AQA	Edexcel	Eduqas
AO1: Understand and respond to spoken language in speech *[Speaking: Communication + Interaction]*	**Paper 2 speaking**	**Paper 1 Speaking**	**Component 1 (Speaking): 15%**
	10 - *Role play	10 – *Role Play	5 - *Role Play
			10 – ***Read aloud follow-up questions
	15 - Photo discussion	8 - Photo description 12 – Photo discussion	15 - photo discussion
AO1: Understand and respond to spoken language in writing** *[Listening Comprehension]*	**Paper 1 Listening**	**Paper 2 Listening**	Component 2 (Listening)
	40 – L/C 5 – Dictation	40 – L/C	40 – L/C
	TOTAL: 70 marks **70**/200 = **35%**	TOTAL = 70 70/200 **= 35%**	TOTAL: 70 70/200 = **35%**

HEM observations:

*Role play does not require understanding spoken language

**Writing is in English

***Read aloud follow up questions are based on text. In the Eduqas SAM some answers could be lifted from the text), so ability to read and understand and respond to written language contributes to this task. This sort of activity in the Subject Content seemed to be driven by NCELP approach, AO2 was probably introduced to accommodate it, so I am very surprised that this task is not assigned at least in part to AO2 (although it certainly does match this AO1 as well)

HEADLINES
Role Play does not match the criteria for AO1 (no requirement to understand the speech / interact) but all include this. RP more suited to AO2 strand 1 (respond to written English in speaking)
Photo description Q1 allows for AO1 (tho' prompt question is highly predictable) Only Edexcel includes this/
Read aloud follow up questions match AO1. Only Eduqas includes this. However, the Eduqas task draws on comprehension of written French, so should include AO2.
Dictation can demonstrate understanding as well as SSC. Only AQA includes this.

AO2 Mark distribution in tasks

45%		AQA	Edexcel	**Eduqas**
AO2 Understand and respond to written language in speaking and in writing: weighting **45%**	1 – Understand and respond to written language in speaking	Paper 2 - speaking	Paper 1 (Speaking) 2 %	**Component 1 (speaking)**
		10– Reading aloud follow-up questions relating to the text	4 - Reading aloud follow-up questions relating to the text	
				5 - Role play * communication –
				5 -Picture card description **
	2 – Understand and respond to written language in writing	Paper 3 – reading	Paper 3 – reading	**Component 3 - Reading**
		50 – R/C	50 – R/C	50– R/C
		Paper 4 – writing	Paper 4 – writing	**Component 3 - writing**
		10 - 5 sentences [F]	8 – 4 sentences	6– Form filling prompt = English writing][F]
		10 - 40 word [F]	9– 40-word	9– 80-word [F]
		10 - 90-word [F/H]	13– 90-word	15– 110 word [F+H]
		20 - 150-word [H]	17 150-word	**15 – 170 word [H]**
			6 - translation	
TOTAL		90 45%	90 marks 45%	90 45%

HEM observations

*Role play responds to written English. No 'understanding' needed.

** Photo card responds to a picture. No 'understanding' needed.

All writing tasks respond to written English or visual stimulus except for Eduqas 110-word. No 'understanding' needed.

This AO combines reading and writing in French, presumably expecting AOs to devise mixed skill tasks.

Two task types here allow for this:

(1) The AQA and Edexcel read aloud follow up questions. (responding to written French by speaking French) (I think this is in the spirit of the AO)

(2) The 110-word Eduqas overlap task which has a written French stimulus (responding to written French by writing French.)

HEM HEADLINES

Writing tasks allocated as expected.

Reading aloud follow-up task mixes 3 skills: understanding text (Reading), understanding question (Listening) and speaking. Therefore understandable variations in the exam board allocation. This element shows the greatest variation across boards.

Overall, I recommend selecting by how much you understand the criteria rather than getting bogged down with AOs which are inherently faulty!

AO3 Mark distribution in tasks

20 %	AQA	Edexcel	Eduqas
AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: weighting **20%**	**Paper 2 (Speaking) F/H**	**Paper 1 (Speaking) 8% F/H**	**Component 1 (Speaking) F/H**
	5 - read aloud (purely SSC – not follow up questions)	8 – read aloud (purely SSC – not follow up questions)	5 - read aloud (purely SSC – not interactive questions)
	10 – Photo card q/a discussion after description	4 – Photo card description 4 – Photo card discussion	5 - Picture q/a interaction after description
	Paper 1 Listening F+H	**Paper 2 Listening F+H**	**Component 2 Listening F+H**
	5 - dictation	10 dictation	10 - dictation
	Paper 4 Writing – F/H	**Paper 4 Writing – F/H**	**Component 3 Writing – F/H**
			2 – Q1 form filling [F]
	5 - 40-word [F]	5– 40-word [F]	3 – 80-word [F+]
	5 - 90-word[F+H]	5 – 90-word[F+H]	5 – 110-word
	10 - Translation[F+H]	4 – translation [F+H]	10 - Translation[F+H]
	5– 150-word [H	5 – 150-word [H]	5– 170-word [H]
total	TOTAL = 40 marks **20%**	TOTAL = 40 marks 20%	**TOTAL = 40** **20%**

HEM observations.

This matches current requirement for 20% of marks to be assigned to grammatical accuracy, but this now includes accuracy in application of phonics.
There are differences in the tasks to which these marks are attached and their weighting.
AQA: **Lower** weighting to **dictation** – This is a defined task, so relatively more demanding on AO3
Edexcel: **Lower** weighting to **speaking interaction** [4 defined, unseen questions – so relatively more demanding on AO3) + Slightly **higher** weighting to **read aloud** SSC (less demand, as no need to produce language]
Eduqas: **Lower** weighting to translation [Defined text to translate – so relatively more demanding on AO3)
Consider which weighting would suit your students better. Edexcel gives more weighting to read aloud + dictation - relatively less to open-ended tasks (so more weighting to communication in open-ended tasks)

	AQA	Edexcel	Eduqas
Vocabulary + Grammar -Speaking	10 (questions are not defined)	8 (questions are not defined)	5 (defined task – 5 question)
Vocabulary + Grammar -Writing open ended	10	10	10
Vocabulary + Grammar -Writing translation	10	4	10
SSC – speaking (read aloud)	5	8	5
SSC – writing (dictation)	5	10	10
TOTAL	40	40	40

AO distribution by task – Overview

Analysis by skill! * = scaled

All exam boards mark out of a total of 200 raw marks, and each paper is out of 50 except for AQA Foundation Listening where mark out of 40 is weighted to be out of 50.
This makes comparison of mark allocation to AOs quite straightforward.

	AO1 Understand and respond to spoken language in speech+writing: 35%			AO2 Understand and respond to written language in speaking and in writing: 45%			AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: weighting 20%		
	AQA	Edexcel	Eduqas	AQA	Edexcel	Eduqas	AQA	Edexcel	Eduqas
Listening – L/C	40	40	40						
Listening – Dictation	5						5	10	10
Speaking – Read aloud							5	8	5
Speaking – Read aloud q/a			10	10	4				
Speaking – Role Play	10	10	5			5			
Speaking – Photo card - description		8				5		4	
Speaking – Photo card – q/a	15	12	15				10	4	5
Reading – incl translation				50	50	50			
Writing – short sentences				10	8	6			2
Writing – 40 word				10	9	9	5	5	3
Writing – 90 word				10	13	15	5	5	5
Writing – 170 word				20	17	15	5	5	5
Writing - translation					6		10	4	10
TOTAL	70 35%	70 35%	70 35%	90	90	90	40	40	40

AQA	Edexcel	Eduqas
SUBJECT CONTENT: REQUIRED TASKS (PARAGRAPH 9)		
READING		
Reference: Paragraph 9a: understand written texts in the language. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at foundation tier;		
INFERENCE – READING ONLY		
Reference: 9f - infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the Vocabulary List when they are embedded in the context of written sentences;		
Students will also be required to infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences.	Students need to infer meanings of two single words per tier (1 mark per word) that are not listed in Appendix 1: Vocabulary	Learners should be able to infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list. Inference will be assessed in question 5 in each tier. For this question, learners will be assessed on their understanding of written French through responses in French. [M/C synonym]
Exam Title		
Paper 3	Paper 3	Component 3/ Section A
Themes + Genres [Register]		
Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities.	The contexts of the reading texts will be taken from any of the thematic contexts. Content of the reading texts will sample vocabulary across the qualification content	The themes will not be specifically identified in texts selected for terminal assessments [P6]
[Taken from Subject content aims:] Different types of written language stimuli will be used for a range of audiences and purposes, in different genres and in formal and informal contexts	Students are assessed on their understanding of written French across a range of genres and in both formal and informal contexts	*[Reference to genres and contexts is in generic 'subject content'. No separate clarification in the component description.]*

AQA	Edexcel	Eduqas
which are relevant to students' current and future needs and interests, having regard to the likely experiences of a wide social range.	Scenarios in the texts are set either at home or, more frequently, in a French-speaking country, allowing students to develop appropriate cultural awareness and understanding. When specific cultural features are mentioned, we will include an image to ensure all students can have equal understanding of the cultural feature	*[Reference to culture is in generic 'subject content'. No separate clarification in the component description.]*
	To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in Appendix 3.	
Question types		
.. students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. .	All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions.	For questions 1-4 and 6-7, learners will be given a series of texts in French and will respond in English to a range of questions in English. Question types may include multiple-choice; gap-fill with a letter, number or word; match-up; single word/short answers.
Overlap		
The tests will contain some items which are common to both tiers	In Section A, there are three crossover questions between the Foundation Tier and the Higher Tier papers.	**2 overlap questions** (Questions 6 and 7 in the foundation tier appear as questions one and two in the higher tier.)
Stimulus length		
The test at both tiers will consist of a variety of short and longer texts, predominantly focussing on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier.	Texts vary in length, including both short and longer written passages	**Not specified**
Stimulus type		
from items such as public notices and advertisements, extracts from brochures, newspapers,	Texts have been created to reflect the following authentic reading scenarios: blogs, internet forums, advertisements, tourist brochures,	**Not specified**

AQA	Edexcel	Eduqas
magazines, email and websites.	newspaper or magazine articles, emails, extracts from a diary or school project.	
Tasks/skill		
Students will be required to identify the overall message, key points, details and opinions	Students need to: identify and respond to key points, details and opinions recognise the relationship between past, present and future events	**Not specified**
An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered. **.**	**Not specified**	**Not specified**
Test Conditions		
• Access to dictionaries is not permitted at any time during the test		
Timing		
F: 45 minutes H: 1 hour	F: 45 mins H: 1 hour	F+H Part of a 2-hour paper (with Writing)
Number of questions		
Not specified	F: 9 H: 8	F+H: 7 There are seven questions in each tier including two overlap questions.
Organisation of difficulty		
Peaks + troughs	Increasing difficulty – ends with 4 overlap questions	The texts will increase in complexity as learners progress through the paper.
Glossing / support		
in the subject content so will be required	in the subject content so will be required	in the subject content so will be required
Number of marks (Overall incl translation)		
F + H: 40+10 = 50	F + H: 40+10 = 50	F + H: 44+6

AQA	Edexcel	Eduqas
Number of words		
Check	Check	Check
SAMS Commentary: Foundation Reading		
Grouping of questions		
9 pieces of texts, ranging from Q1 - 3 sentences to Q8 – 2 paragraphs about the end of slavery. All presented as paragraphs, each followed by question types (3 types used).	11 pieces of text, all presented as paragraphs. Varying length, each followed by question types (5 types used)	7 pieces of text, (4 broken up into paragraphs, 3 presented as solid text) - each followed by an assortment of question types (6 types used)
Question type		
Multichoice 1/3 – 26 Multichoice 1/5 - 6 Open-ended in English – 8 Total: 40	Multichoice 1/2 [easy cloze] -4 (4) Multichoice 1/3 – 16 (16) Multichoice 1 / 4 - 2 [easy cloze] (2) Multichoice 3/6 – 2 (6) Open ended in English – 12 (12) Total: 40	Multichoice 1/ 2 - 5(easy cloze – grammar limits choice) (5) Multichoice 4/8 – 1 (4) Multichoice 1/3 – 3 (3) Multichoice 1 /4 [grid] – 6 (6) Open-ended in English – 23 (23) Find synonyms – 3 (3) TOTAL: 44
Cloze		
No Cloze used in this sample	Note that cloze exercises are simpler than they may seem, as part of speech in English limit choice (6)	Note that cloze exercises and some matching exercises are simpler than they may seem, as meaning in English limit choice (1b) 2b 6a
Organisation of difficulty		
Peaks and troughs: L = L – LM – M – L – H – H – H - H	Increasing difficulty	Increasing difficulty
Overlap		
Foundation: 7, 8 , 9 = Higher: 6, 3, 1	Last 3 F = First 3 H	Last 2 F = First 2 H

AQA	Edexcel	Eduqas
Distractors		
Most m/c have distractors (to check real understanding)	Most m/c have distractors (to check real understanding) – fewer than AQA	M/c have distractors
Inference - method		
Give word from text Task: identify context for this word – MC 1/3	2 questions 'what is the best translation for…' – M/C 1/3	'Find the equivalent in the text for' – Then 3 French words given
Relevant to countries / communities?		
Relevant to students' current and future needs and interests,		
Access considerations		
Clear instructions; options emboldened Low level task to start with to give confident start and layout Visuals to support texts where appropriate	Clear instructions; options emboldened Low level task to start with to give confident Where specific cultural features mentioned, will include an image so students have equal understanding of cultural feature	Clear in the tests. 1st task has one m/c component No visuals
Texts divided into paragraphs to make more accessible. Clear box drawn around the target text	Layout designed to look more authentic (e.g email / internet form / blog / diary ./ newspaper article Spacing	Kept plain.
Conscious use of distractors in m/c (e.g. higher level)	Conscious use of distractors in m/c (e.g. higher level)	Conscious use of distractors in m/c (e.g. higher level), but more open-ended responses in English.
Any unfamiliar proper nouns given clear context to ensure understanding (e.g. q4 picture of Morocco)	Proper nouns limited to those in Vocabulary spec + the appendix for names on a prescribed list (e.g. Brighton Q5)	Proper names sometimes explained (e.g. TV stations 14), sometimes not (e..g shop names q2, Camille Boudard (q5) Stromae (q6) + Lycéé Voltaire (q7)
See commentary	See P30 Content'	

AQA	Edexcel	Eduqas
Examples of features covered in commentaries on F+H:		
Indicative content		
Mark schemes for open ended responses give instructions : key idea / accept / reject	Mark schemes for open ended responses give instructions : accept and occasionally include 'reject'	Mark schemes for open ended responses give options + 'credit any valid response'
SAMS Commentary - Higher Reading		
Grouping of questions		
9 pieces of texts, ranging from Q1 - 5 headlines to Q9 – an article about Marseilles. All presented as paragraphs, each followed by question types (4 types used).	12 pieces of text, all presented as paragraphs. Varying length, each followed by question types (6 types used)	7 pieces of text, (all quite dense – not broken up into paragraphs) - each followed by an assortment of question types (7 types used)
Question type		
Multichoice 1/3 (22) Multichoice 1/5 (3) Multichoice 1/7 (5) Open-ended English (10) Total: 40	Multichoice 1/2 [easy cloze] -4 (4) Multichoice 2/4 – 1 (2) Multichoice 1/3 –11 (11) Multichoice 1/4 - 2 [easy cloze] (2) Multichoice 3/6 –1 (3) Open ended in English – 18 (18) Total: 40	**Multichoice 6/8 x1 (6)** Multichoice 1 / 2 x2 2 [easy cloze (2) **Multichoice 3/6 x1 (3)** **Multichoice 4/8 x1 (4)** **Multichoice 1/3 x2 (2)** Open=ended English **23** Find equivalent French **3** Total: **44**
Cloze		
Cloze – all nouns, so understanding context, not grammar	Note that cloze exercises are simpler than they may seem, as part of speech in English limit choice	Note that cloze exercises are simpler than they may seem, as meaning in English limit choice
Organisation of difficulty		
Peaks and troughs: **L = L – LM – M – L – H – H – H - H**	**Increasingly difficult**	**Increasingly difficult**
Inference		

AQA	Edexcel	Eduqas
Give word from text Task: identify context for this word – MC 1/3 2 questions [3/3 + 8/5] Word to be inferred is highlighted What is the meaning of volontiers? 3 options given in English	Seems to be only 1? 4b? – CHECK Word to be inferred is highlighted Which of these I the best translation of the word doué? 3 options in English given.	5b – <mark style="background:lime">Find the equivalent in the text for .. [3 French words]</mark> So word to be inferred deliberately not highlighted
Overlap		
Foundation 9, 7, 8 = Higher 1,3 + 6 (peaks and troughs)	Last 3 F = First 3 H	Last 2 Foundation = 1st 2 Higher F8 = H1 , F7 = H2,
Distractors		
Most m/c have distractors (to check real understanding)	Most m/c have distractors (to check real understanding)	Most m/c have distractors (to check real understanding)
Mark schemes: Indicative content		
Mark schemes for open ended responses give instructions : <mark style="background:cyan">key idea / accept / reject</mark>	Mark schemes for open ended responses give instructions : accept - and occasionally include 'reject'	Mark schemes for open ended responses give options + 'credit any valid response'
Access considerations		
As Foundation Clear instructions;	As Foundation Clear instructions;	As Foundation

Translation French to English

Reference Paragraph 9e: translate in writing short sentences or texts, from the language to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language;		
Marks		
Not defined in spec	Not defined in spec	Not defined in spec
Number of words		
F: minimum 35 words H: minimum 50 words	Not defined in spec	<mark style="background:lime">F: 35-40 words</mark> <mark style="background:lime">H: 50-55</mark>
Criteria		

AQA	Edexcel	Eduqas
In this context, translation means an appropriate and sufficient rendering of the meaning of the original language.	Students need to demonstrate an ability to transfer meaning accurately into English by translating from written French into English.	Translation into English will use a range of the vocabulary and grammar specified for each tier. Translation in this context means an appropriate and sufficient rendering of the meaning of the original language.
Prompt for translation		
Not specified	five sentences to translate from French into English.	Not specified
Approach to difficulty		
Increasing in difficulty		
SAMS Commentary – Foundation Translation		
Task		
1. C'est les vacances ! Ma sœur est contente. 2. Je suis fatigué. Je monte dans ma chambre 3. Je vais étudier les langues à l'avenir 4. je m'entends avec mon père. On ne se dispute jamais. 5. Hier nous avons écouté de la musique ensemble dans le salon.	(a) J'aime les comédies à la télévision. (b) Mon frère est acteur dans une série. (c) Je déteste les tragédies, je préfère les films d'action. (d) Hier, j'ai regardé les informations. (e) Si j'ai le temps, je vais au cinéma.	Ma meilleure amie est très importante pour moi. Je peux lui parler de tous mes problèmes. La semaine dernière nous sommes sorties manger ensemble en ville. C'était mon anniversaire donc elle a payé l'addition !
5 sentences, each from a separate context. 10 elements. 1 mark per element • 4 present – not complex (2xje, 2x3rd sg) • 1 immediate future (je) • 2 reflexive (je + on) • 1 perfect tense (nous) • 2 development without verb	5 linked sentences with 7 clauses 5 present tense (4xje 1x 3rd) 1 past 1 future timeframe (tho' not future verb)	4 linked sentences with 6 clauses 1 present (3rd sg) 1 modal + indirect pronoun (je) 2 past + (1st pl + 3rd sg) 1 infinitive 1 imperfect
Approach to difficulty		

AQA	Edexcel	Eduqas
Increasing - L/M/H	Increasing difficulty.	All sentences have complex elements (superlative, indirect pronoun, perfect + infinitive, imperfect)
Criteria		
For each of 10 elements: Indicative content / acceptable renderings / reject Exact translation not required e.g. fatigué – any appropriate reference to being tired	Global mark 10 marks – 4 bands **Communication** + **clarity** The meaning of the sentences is **fully** *[mostly/partially/only isolated words or phrases]* communicated. **Any** *[occasional, some, frequent]* errors do not detract from *[affect]* the overall **clarity** of the translation Lower bands specify types of error which affect translation: 3: incorrect/omitted words, inexact syntax 1&2: omitted phrases, incorrect tenses	Global mark – 6 – 3 bands Grammatical accuracy+ vocabulary accuracy + clarity of meaning • Grammatical structures are **generally** *[with some lapses, with frequent lapses]* translated accurately. • Vocabulary is **mostly** *[sometimes, attempted]* translated accurately. • The meaning is conveyed **clearly**. *[occasionally clearly, occasionally]*
Mark schemes: Indicative content		
Indicative content ./ acceptable renderings / Reject	1 set of example responses (perfect response) to give 'appropriate approaches to translating sentences' 'any alternative appropriate wording should also be rewarded	Perfect answer given.
Access considerations		
Clear instructions – **English** emboldened. Sentences separated with clear space below for translation.; Low level task to start Sentences divided into paragraphs to make more accessible. Clear space with 2 lines below each set for translation.	Clear instructions –**into English** emboldened. Sentences separated with clear space below for translation.; Low level task to start Sentences divided into paragraphs to make more accessible. Clear space with 1 line below each set for translation.	Clear instructions – **English** emboldened. Sentences separated in a table. Sentences in column one. Space for translation in column 2 Lower level task to start. Table format: Sentences in column one. Space for translation in column 2

AQA	Edexcel	Eduqas
SAMS Commentary – Translation: Higher		
Task		
1. Malheureusement il pleut depuis 3 jours. 2. Mes parents me disent souvent que je mange trop de viande. 3. Je vais acheter un cadeau pour mon meilleur ami. 4. Quand mon frère quittera l'école il cherchera un boulot à l'étranger. 5. Après avoir fini son travail elle a décidé de se reposer un peu.	Je fais une formation professionnelle au lycée cette année. Plus tard, je voudrais ouvrir mon propre restaurant. Mes parents et moi rêvons de vivre au Canada. Nous partons donc l'année prochaine à Montréal et j'ai déjà trouvé un poste ! Je travaillerai dans un fastfood qui a besoin de jeunes qui parlent français.	Depuis tout petit j'ai toujours voulu être policier. C'est un métier incroyable mais parfois dangereux. Il faut faire une formation de 18 mois, après avoir réussi aux contrôles physiques et un examen écrit. Une fois accepté, il y aura un bon choix de carrières. Protéger le public, c'est mon but.
5 sentences 10 elements. Covers all contexts. ● 3 present – (1sr, 2nd + 3rd person) complex BUT complexity not requiring an exact translation (e.g. depuis, object pronoun) ● 1 immediate future (1st person) ● 2 simple future (3rd person) ● 2 past – complex BUT complexity not requiring an exact translation(après avoir) ● 2 development without verb (complex- -depuis	A paragraph. 5 present (1x je,1x 3rd , sg 2 x nous, 1x 3rd pl) 1 conditonal (je) 1 perfect (je) 1 simple future (je) 2 development without verb (Final overlap sentence has 2 relative clauses)	5 sentences, 8 clauses Context: Future plans 1 perfect + infinitive 2 present 1 modal 1 perfect particple Present particple Simple future (3rd sg) <mark>Infinitive</mark>
Approach to difficulty		
Increasing in difficulty	Increasing in difficulty	Mixed difficulty (no pattern)
Criteria		
<mark>2 marks per sentence</mark>. For each mark, Indicative content / acceptable renderings / reject	(As F) Global mark 10 marks – 4 bands **Communication** + **clarity**	Global mark – 6 marks – 3 bands Grammatical accuracy+ vocabulary accuracy + clarity of meaning

AQA	Edexcel	Eduqas
Exact translation not required e.g. fatigué – any appropriate reference to being tired	The meaning of the sentences is **fully** communicated. *[mostly	partially	intermittent sections]* Any *[occasional	some frequent]* errors do not detract from the overall **clarity** of the translation *[affect| prevent meaning being conveyed]* <mark>Lower bands specify types of error which affect translation:</mark> <mark>3: incorrect/omitted words, inexact syntax</mark> <mark>1&2: incorrect/ omitted phrases, incorrect tenses</mark>	• Grammatical structures are [translated **accurately**. *generally, with some accuracy with some lapses]* • Vocabulary is translated accurately. *[mostly, sometimes]* • The meaning is conveyed **clearly** an d **consistently** *[clearly, occasionally conveyed clearly]*
Mark schemes: Indicative content		
<mark>Indicative content / acceptable renderings / Reject</mark>	1 set of example responses (perfect response) to give 'appropriate approaches to translating sentences' 'any alternative appropriate wording should also be rewarded	Perfect answer given.
Relevant to countries / communities?		
Relevant to students' current and future needs and interests,		
Access considerations		
Clear instructions – **English** emboldened. Sentences divided into paragraphs to make more accessible. Clear space with 2 lines below each set for translation. Low level task to start	Clear instructions –**into English** emboldened. Single paragraph containing 5 sentences. 10 lines below for translation. Low level task to start	Clear instructions – **English** emboldened. <mark>Paragraph</mark> in column one Space for translation in column 2 (<mark>sentences not separated into rows</mark> as they were in F). Lower level task to start.

AQA	Edexcel	Eduqas
LISTENING		

AQA	Edexcel	Eduqas
Reference: Paragraph 9b understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions;		
Exam Title		
Paper 1	Paper 2	Component 2: Listening- Section A
Themes		
Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities.	The contexts of the listening texts will be taken from any of the thematic contexts. • Content of the listening texts will sample vocabulary across the qualification content.	The themes will not be specifically identified in texts selected for terminal assessments [P6]
Time		
F: 35 mins approximately (incl. 5 mins reading time and 2 minutes' checking time at end of test) H: 45 mins (incl 5 mins reading time time and 2 minutes' checking time at end of test)	F: 45 mins (incl. 5 mins reading time) H: 60 mins (incl 5 mins reading time)	F: 35 mins (incl. 5 mins reading time) H: 45 mins (incl 5 mins reading time)
Marks		
F: 40 marks (32 + 8 for dictation] H: 50 marks (40 + 10 for dictation)	F+ H: 50 (40 + 10 for dictation)	F+H: 50 marks (40 + 10 for dictation)
Weighting		
25% of GCSE	25% of GCSE	25% of GCSE
Overlap Questions		
Not specified??	In Section A, there are four crossover questions between the Foundation Tier and the Higher Tier papers	Not specified???
Nature Of Recording		

AQA	Edexcel	Eduqas
Native speakers – moderate pace – no extraneous	Recordings will be spoken using standard French at no faster than a moderate pace. To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in Appendix 3.	Not specified??
Recording Format		
Appropriate audio	Recordings are released as audio files via our Secure Download Service (SDS) prior to the examination.	Not specified??
Range		
Range of audience, purposes, genres, formal/informal, relevant to students current and future interests, wide social range	formal and informal contexts, and familiar and unfamiliar settings.	respond in English to different types of spoken French, which may include monologues, conversations, discussions, interviews, announcements and messages
Examples given?		
Only if necessary to show how to answer	Not specified	Not specified
Timing Of Each Question		
Heard twice Pause to read and answer built in	Each extract is played three times, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question	Heard twice [SAMS] Transcripts detail exact length of each passage, and exact length of pause between first and second hearing.
Note taking		
At any time	At any time [SAMS]	Specific allowance of taking notes in prep 5 minutes. No mention of other times.
Length of Passages		
Variety of short + long, vocab + grammar =- will not place undue burden on memory at any time	short and medium-length recorded scenarios involving one or more speakers.	Not specified
Task Types		

AQA	Edexcel	Eduqas
a range of comprehension question in English requiring non-verbal responses in English	students respond to multiple choice multiple response and short answer open response questions	Question types may include multiple choice with non-verbal and written responses; gap-fill one-word answers; selecting correct/false statements; and short answer responses. Learners will be assessed on their understanding of spoken French through responses in English.
identify the overall message, key points, details and opinions from items such as announcements, short conversations, bulletins, podcasts and spoken descriptions.	identify and respond to key points, details and opinions • recognise the relationship between past, present and future events • undertake a short dictation in the target language. newsflashes, newsclips, weather forecasts, public announcements, advertisements, monologues, conversations, podcasts, extracts of talks or presentations and short reports.	Detail not specified
How are the questions organised across F & H?		
Peaks and troughs (See commentary)	Increasing difficulty – check this	The spoken extracts will increase in complexity as learners progress through the paper.
Organisation of difficulty		
Not stated	F: 12 questions H: 10 questions	5 L/C tasks with nonverbal + written responses One dictation
Overlap F/H		
Not specified?	4 questions common to F and H	Not specified?
Wordcount		
Ofqual conditions: F: The total word count of texts used in the paper ranges between 450 and 500 words.		

AQA	Edexcel	Eduqas
H: The total word count of texts used in the paper ranges between 700 and 850 words		
SAMS: Commentary on Foundation Listening		
Question Type		
Multichoice 1/3 – 8 (Total 8) Multichoice 2/4 – 1 (Total 2) Multichoice 4/6 - 4 (Total 16) Open-ended English – 6 (Total 6) Total: 32	Multichoice 1/3 (10 = 10 marks) Multichoice 3/6 (3 = 9 marks) Multichoice 3/6 – cloze (3 marks) Multichoice 4/10 – cloze (5 marks) (NB choice helped by English comprehension)- 1 the only logical answer, 2 have choice of 2, 2 have choice of 3) Grid 4/15 Open-ended answers in English 9 TOTAL: 40 MARKS	Multichoice 3/6 - 2 (Total 6) Multichoice 1/3 – 18 (Total 18) Multichoice 8/8 -1 Total 8 marks) Open-ended English – 8 (Total 8) Total: 40
Grouping of questions		
TOTAL = 32 MARKS 1 recording – 1 question = 12 (12 marks) 1 recording – 2 questions = 8 (16 marks) 1 recording – 4 questions = 1 (4 marks) TOTAL = 32 MARKS See AQA commentary – 2 part conversations do not place undue burden on memory	1 recording – 2 questions = 1 (total = 2 marks) 1 recording – 3 questions = 7 (total = 21 marks) 1 recording for 4 questions = 3 (total = 12 marks) 1 recording for 5 questions = 1 (total = 5 marks) TOTAL: 40 MARKS	1 recording – 4 questions = 2 (8 marks) 1 recording – 3 questions = 2 (6 marksd) 1 recording – 5 questions = 2 (10 marksd) 1 recording – 8 questions = 2 (16 marks) TOTAL = 40 MARKS
Instructions / rubrics recorded (see transcript)		
Transcript does not apparently include instructions or French context. - CHECK	Transcript does not apparently include instructions or French context. - CHECK	Context written in English on paper is expanded in French in audio introduction (see F Q4 for example) before the target audio is heard.
Length / spacing		

AQA	Edexcel	Eduqas
F: Within each section …. 1 clause –1 2 clauses: 4 3 clauses: 3 6 clauses: 1 7 clauses 2 9 clauses : 1 11 clauses: 1 Approx 58 clauses [clause – part of sentence with a verb in it!]	3 clauses: 2 4 clauses: 2 6 clauses: 3 7 clauses: 2 8 clauses : 1 9 clauses: 1 11 clauses: 1 Approx 72 clauses	2 clauses : 1 5 clauses : 2 6 clauses : 1 7 clauses : 3 13 clauses : 1 15 clauses : 1 Approx 67 clauses (but setting scene adds more)
Distractors		
7 questions have distractors – mainly those at higher level	5 questions have distractors – mainly those at higher level	10 questions have distractors across range of levels– including the first one
Organisation of difficulty		
Peaks + troughs 8 low – 4 medium – 4 high (overlap) – 2 medium – 2 low – 8 high (overlap) – 4 low	Increasing difficulty – ends with 4 overlap questions	Increasing difficulty - check
Markscheme : Indicative content		
Key idea / accept / reject for open ended.	Alternatives given for open-ended	Answer given + 'credit any other valid response'
Access considerations		
Clear instructions; options emboldened Low level task to start with to give confident start and layout More than one prompt to give answer at lower levels	Clear instructions; options emboldened Low level task to start with to give confident *Grid layout not the most accessible???*	Clear instructions Low level task to start with to give confident start.

AQA	Edexcel	Eduqas
Audio spaced to avoid cognitive overload (so not needing to retain answer to several questions after one clip). Clear break before each sentence. Conscious use of distractors in m/c (e.g. higher level) For cloze exercises, answers are in the order of the transcript aligned in one column Where options are given , they are listed in alphabetical order so easier to retrieve	Conscious use of distractors in m/c (e.g. higher level) For cloze exercises, answers are in a box at the top of the exercise (not alphabetical)	For cloze exercises, answers are in a box at the top of the exercise (not alphabetical)

SAMS: Commentary on Higher Listening

Question types

AQA	Edexcel	Eduqas
Multichoice 1/3 (17 marks) Multichoice 1 / 2 (3 marks) Multichoice 4/6 (4 marks) Multichoice 2/4 (6 marks) Open-ended answers in English 10 TOTAL: 40 MARKS	Multichoice 1/3 – 9 (9 marks)) Multichoice 3/6 - 3(9 marks) Multichoice 5/10 – cloze- 1 (5 marks)) (NB choice helped by English comprehension)- 1 the only logical answer, 2 have choice of 2, 2 have choice of 3) Grid 4/15- 1(4 marks) Open-ended answers in English – 13 (13 marks) TOTAL: 40 MARKS	Multichoice 1/3 – 4 (4 marks) Multichoice 2/5 – 2 (4 marks) Multichoice 8/1 – 1 (8 marks) Open-ended English – 24 (24 marks) TOTAL - 40 (Sometimes mixed response to same recording)

Grouping of questions

AQA	Edexcel	Eduqas
1 recording – 1 question = 12 (total = 12 marks) 1 recording for 2 questions = 14 (total = 28 marks) TOTAL = 40 MARKS	Grouping of questions 1 recording – 3 questions = 7 (total = 21 marks) 1 recording for 4 questions = 2 (total = 8 marks) 1 recording for 5 questions = 1 (total = 5 marks) 1 recording for 6 questions = 1 (total = 6 marks)	Grouping of questions 1 recording – 2 questions = 4 (8 marks) 1 recording – 4 questions = 1 (4 marks) 1 recording – 3 questions = 4 (12 marksd) 1 recording – 8 questions = 2 (16 marks)

AQA	Edexcel	Eduqas
	TOTAL: 40 MARKS	TOTAL = 40 MARKS
Length / spacing		
2 clauses: 6 3 clauses: 8 4 clauses: 4 5 clauses: 3 6 clauses: 2 7 clauses : 3 10 clauses : 1 Approx 110 clauses	6 clauses : 1 7 clauses : 2 8 clauses : 1 9 clauses : 3 10 clauses : 1 12 clauses : 1 11 clauses : 1 15 clauses : 1 89 clauses	4 clauses : 1 5 clauses : 2 6 clauses : 1 7 clauses : 1 9 clauses : 1 10 clauses : 1 13 clauses : 1 14 clauses : 2 15 clauses : 1 16 clauses; 1 Approx 104 clauses
Distractors		
Nearly all multichoice questions have distractors – 18 /27	Overall, approx. 9/31 multichoice hav edistractors	6/6 multichoice have distractors (mainly multiple within the question) Open-ended also have distractors
Organisation of difficulty		
Peaks + troughs 6 low (overlap)– 6 medium – 4 low (overlap) – 2 medium – 2 high – 1 medium – 2high – 2 medium - 5 high – 6 medium - 4 low	Increasing difficulty	Increasing difficulty
Number of words:		
Mark schemes: Indicative content		

AQA	Edexcel	Eduqas
Key idea / accept / reject for open ended.	Alternatives given for open-ended Answer / reject for open ended	Answer given +sometimes 'not accepted' . 'credit any other valid response' NB – quite specific. E.g. for 'what does he take with him' for 'son propre sac' - 'his bag' not accepted. Had to be 'his own bag'
Access considerations		
Clear instructions; options emboldened Low level task to start with to give confident start and layout More than one prompt to give answer at lower levels Audio spaced to avoid cognitive overload (so not needing to retain answer to several questions after one clip). Clear break before each sentence. Conscious use of distractors in m/c (e.g. higher level) For cloze exercises, answers are in the order of the transcript aligned in one column Where options are given , they are listed in alphabetical order so easier to retrieve	Clear instructions; options emboldened Low level task to start with to give confident Conscious use of distractors in m/c (e.g. higher level) For cloze exercises, answers are in a box at the top of the exercise (not alphabetical)	Clear instructions Demanding task from the outset Conscious use of distractors in m/c (e.g. higher level) For cloze exercises, answers are in a box at the top of the exercise (not alphabetical)
DICTATION		
Reference Paragraph 9c: undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling;		
Dictation: Delivery		

AQA	Edexcel	Eduqas
Students will hear the dictation statements three times: the first time as a full statement, the second time in short sections and the third time again as a full statement. Students will be required to transcribe the missing words into the boxes in the question paper. Pause built in to write	As for L/C? **Check** …Each extract is played three times, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question	3 times with a pause between each recording

Foundation Dictation – Task

F: 20 words minimum H: 30 words minimum		

SAMS Commentary on Foundation Dictation

AQA	Edexcel	Eduqas
F: Supply **24** words in gapped text of 4 statements. (6/5/6/7 words in each sentence) Includes 2 not on vocab list (chemise, Espagne) Commentary: 9/5/8/9 SSC targeted for each statement	F: Sentences 1-3: supply 2 words per sentence (Total 4/4/5 – so 6 of the 13 words) Sentences 4+5: supply whole sentence (5/4/5 – total 14) Total number of words to supply: **20** **Unknown words not highlighted - check**	F: 2 sentences. (7/13) Includes 2 words not on list (actives, caravane)
Le <u>soir</u> /il <u>mange</u> des <u>frites</u>/ <u>avec</u> son <u>ami</u> Suisse [error] Je <u>passe</u> <u>mes</u> grandes <u>vacances</u>/ à la <u>plage</u> /car c'est <u>amusant</u> Vous <u>portez</u> un <u>beau</u> <u>pantalon</u> /et une <u>chemise</u> <u>blanche</u> /comme <u>uniforme</u> Les <u>hommes</u> en <u>Espagne</u>/ fument <u>plus</u> que les <u>filles</u>/ il <u>faut</u> trouver une <u>solution</u>/ très <u>rapidement</u>.	1. Ma **famille** aime la **musique**. 2. Je **joue** du **piano**. 3. Mon **frère** adore **le violon**. 4. **Ma sœur chante bien**. 5. **Demain, j'ai un concert**.	**J'adore les vacances actives en France. L'année dernière, ma famille et moi sommes resté(e)s dans une caravane formidable.**

Criteria - Dictation

AQA	Edexcel	Eduqas
Maximum 24 ticks for each word Total accuracy required for 22 words on vocab list Acceptance of different spellings for 2 words not on vocab list	**10 marks - 5 bands – equal spacing** Strands|:	**10 marks** **4 bands – unequal spacing (2-3-3-2)** Strands:

AQA	Edexcel	Eduqas
8 bands 3 marks per band **Total: out of 8**	● Accuracy of spelling: consistently*[/generally/sometimes/ occasionally/limited*] ● Lapses in SCC cause ambiguity – rarely*[occasionally/sometimes/ regular / constant]* **Guidance given on tolerance:** Grammatically based inaccuracies will not be penalised <mark>Spellings which do not change the pronunciation and which are not ambiguous are not penalised</mark>	Word on/outside vocab list spelt correctly, with one or two *errors [most words / most from vocab list, some off / some from the vocab list]* Grammatical structures accurate *[mostly, generally, occasionally]* Meaning clearly communicated [mostly, generally, occasionally]
Mark scheme: indicative content		
n/a	Indicative content given. Note that top mark can be achieved even if not perfect.	No indicative content.
Access Considerations		
Familiar topic and vocabulary		
Scaffolding approach	Starts with scaffolding. Ends with open sentences.	Lines.
Boxes student-friendly and accessible		
No consecutive words tested to allow processing		
Higher Dictation – Task		
H: 30 words minimum		
SAMS Higher Dictation: Commentary		
Higher Dictation Task		
Higher:Supply **30** words in gapped text of 4 statements. (7/8/7/8 words in each sentence)	Sentences 1-2: supply 3 words per sentence (Total 5/8/5 – so 6 of the 18 words)	Supply all words in 2 sentences. 11/20 Total 31 words.

AQA	Edexcel	Eduqas
Commentary: 10/13/11/12 SSC targeted for each statement	Sentences 3-5 : supply whole sentence (4/7/7 – total 18) Total number of words to supply: **24**	
Statement 1F1 Une **qualité** principale d'un **ami**/c'est de ne jamais **cacher** ses **sentiments**. / C'est **essentiel**. / Ce n'est pas une bonne **idée** de **mentir**. Statement 2M1 Mon partenaire est **marocain**./ Il est **né** dans la **capitale**./Il **dit** que la vie est **tranquille** / surtout à la **campagne** / où il y a plus de **chevaux** que d'**habitants**. Statement 3F2 Les parents **doivent** absolument **interdire** / certaines **applis** aux **enfants** / car elles **peuvent** être / un **danger** pour **eux**. Statement 4M2 J'ai **mis** du **jambon**/ avec des **carottes**/ dans ce **plat**./ Si tu l'**aimes**, /je te **donnerai** la **recette**. / Elle est super **simple**.	1. Le **meilleur fruit** est la **banane**. 2. J'aime **aussi** les **pêches** et les **poires**. 3. **Je veux devenir végétarien.** 4. **J'évite la viande et le poisson.** 5. **Il faut manger de la nourriture saine.**	**Il est important de manger sainement et de rester en forme.** **Hier, nous sommes allé(e)s courir plus d'une heure et aujourd'hui, on ira au gymnase faire de la musculation.**
Higher Dictation Criteria		
Maximum 30 ticks - 1 per word Total accuracy required for 28 words on vocab list Acceptance of different spellings for 3 words not on vocab list 10 bands 3 marks per band Total: out of 10	As Foundation	As Foundation
Access Considerations		
Familiar topic and vocabulary	Familiar topic and vocabulary	Familiar topic and vocabulary
Scaffolding approach	First 2 sentences scaffolded	No scaffolding

AQA	Edexcel	Eduqas
	Last 3 no scaffolding.	
Boxes student-friendly and accessible	2 sentences: Dotted lines for each word 3 sentences: continuous lines	Continuous lines
No consecutive words tested to allow processing	2 consecutive words tested in scaffolded part	

WRITING

Reference: 9d write text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli;		

Themes

AQA	Edexcel	Eduqas
In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.	● Every exam series each of the writing tasks, per tier, will reflect one of the thematic contexts. ● Students are free to use vocabulary from anywhere across the specified vocabulary list in their written responses. ● Students may also use vocabulary from outside the vocabulary list in their written responses.	No reference coverage of themes/topics

Title Of Paper

Paper 4	Paper 4	Component 3 Section B

Length of task

AQA	Edexcel	Eduqas
F: 1 hour H: 1 hour 15 minutes	F: 1 hour 10 minutes H: 1 hour 20 minutes	F+H : part of 2 hour component (relatively less time for higher wirting0

How many marks?

F+H 50 marks	F+H 50 marks	F+H 50 marks

Number of tasks

AQA	Edexcel	Eduqas
F: 4 (photo description, 2 open response,(choice for one) translation) H: 3 (2 open response (both have choice) , 1 translation)	F:4 (photo description, 2 open response (choice for both) + translation H: 3 (2 open response (both have choice) 1 translation)	F: 4 tasks (English prompt, 2 open (no choice) + translation H: 3 (2 open response,(no choice) 1 translation)

FOUNDATION WRITING TASK 1

Question 1	Question 1	Section B/Question 1Task 1

AQA	Edexcel	Eduqas
Task Type		
Photo + En prompt – 5 statements (AO1 – **10**) 'What is in this photo?'.	Photo prompt – 4 statements (8) 'Describe the photo'	English word prompt – 5 sentences (AO2-6+AO3-2 = **8**)
SAMS Foundation Writing Question 1: commentary		
3 people looking at photo on mobile phone sitting in café, in town, eating and drinking. So plenty to say. Likely to test 3rd person rather than 1st person.	Family in a field by the sea and a tent. In colour – clear colours for items of clothing. Plenty to say. (Esp as familiar with Speaking task with structured questions). Likely to test 3rd person rather than 1st person.	All require 1st person + present tense 4th BP incl 'pets you have' – *assumes ownership*
Criteria		
AO2 – 10 marks - 2 marks per sentence: Clarity/ambiguity • The relevant message is clearly communicated. • The message is relevant but has some ambiguity and causes a delay in communication. • The message is irrelevant or cannot be understood.	**AO2** – 8 marks – 2 per sentence Degree of communication • Relevant information clearly communicated in a sentence or clause. • Relevant information partially communicated in a sentence or clause.	**AO2 (6 – 3 bands)** Relevant - clear and understandable • Responses to most requests for information demonstrate **an understanding of what is presented**, with mainly relevant information relating to the written prompts. • Most responses are clear and understandable.
		AO3 (2 – 2 bands) Grammar and vocabulary • *Some accurate grammatical structures are applied.* • *Simple vocabulary is used.*
Mark schemes: Indicative content		
Yes - extensive	Yes - extensive	No indicative content
Access Considerations		
1st or 3rd person accepted – candidates can imagine they are one of the people	3rd person, so applicable to all	1st person only

AQA	Edexcel	Eduqas
Straightforward instructions	Straightforward instructions	
Partial communication credited	Partial communication credited	Partial communication credited
Very clear spacing for answers: Layout makes length of expected response clear.	Very clear spacing for answers: Layout makes length of expected response clear.	Box for answer. No lines
FOUNDATION WRITING TASK 2		
Question 2	**Question 2**	**Section B/ question 2**
Task type		
4 bullet point prompt – 40 words (AO1 10 + AO3 5 = **15**) No choice	3 bullet point– formal context - 40-50 words (choose 1 of 2)	3 bullet point prompt (60-80 words) 9+3 = **12** <mark>**No choice**</mark>
SAMS Foundation writing task 2: commentary		
Context: School Write a description of school – 4 BP to structure. (what like - teachers – lunchtime – sport) All present tense	EITHER Context: Food Review of café: where / opinion of food / when you will next visit 2 present - 1 future OR Context: review of mobile phone: appearance / opinion / how you will use this weekend (not very batural!) 2 present - 1 future Good idea to have reviews… authentic context, used on Trip Advisor etc. in TL.	Local area: Describe / what you like / a problem All present tense
Criteria - F		
AO2: 10 (5 bands) + **AO3** -5 = **15**	**AO2**:9 + **AO3** – 5 = **14**	**AO2: 9 + AO3:3 = 12**

AQA	Edexcel	Eduqas
AO2 Coverage + Clarity 5 bands – 2 marks per band ● A full coverage of the required information. [/good/reasonable / partial / minimal] ● Communication is clear [mostly, perhaps occasional ambiguities / generally, likely to be ambiguities. Sometimes, instances where messages not conveyed/ often not clear, frequent instances where messages not conveyed] *Specific about how many BPs needed to reach each band. (So quantifiable coverage)*	**AO2 - 9** 3 bands – 3 marks per band ● Full *[partial, limited]* coverage of the required information ● Some *[limited, little]* development ● Communication is generally *[some example, limited examples]* clear but with some ambiguity.*[sometimes breaks down, often breaks down]*	**AO2 Relevance & extension, clarity, opinions & justification(9 – 3 bands)** • the written response to the stimulus conveys mainly *[some / scant]]* **relevant** information with occasional **extended** responses.*[may be undeveloped, scant detail]* • Communication is **comprehensible** *[sometimes]* but sometimes lacks **clarity**. *[unclear / often unclear]* • Able to express **thoughts and points of view** with some **justification**. *[express a few thoughts and some points of view]*
AO3 –5 **Attempt at Variety of vocab + Grammar structures** **Incidence of errors + impact on communication** There is a variety of appropriate vocab and grammar structures *[some variety / some attempt at variety / limited, repetitive or inappropriate / little awareness]* Although there may be errors, they do not generally impede communication *[may be frequent errors, occasionally impede / likely frequent errors, sometimes impede / likely frequent errors, regularly impede / likely errors in vast majority of sentences]*	**AO3 – 5** 3 bands – 2-2-1 **Variety of words – variety of structures – accuracy** ● Some *(occasional/ minimal)* variety of words and phrases ● Simple structures with some *(occasional, minimal)* variety, *some (occasional, repetitive)* linking of sentences with conjunctions ● Frequent *(some, limited)* accurate language, mostly minor *(some major / both major and minor)*errors.	**AO3 Grammar (accuracy) + vocab (range) (3 – 3 bands)** • Generally *[a few / few]* accurate grammatical structures applied throughout. • A range of vocabulary is *used [simple, very simple]*
Mark schemes: Indicative content		

AQA	Edexcel	Eduqas
Very detailed – specific to the task *NB look at indicative content in mark schemes to identify what is deemed necessary for top mark: 2 pronouns + 1 example of a multiple verb*	Additional guidance gives definitions and examples of language used in criteria: development, complex, variety, minor error, major error, hinder clarity, prevents communication.	No indicative content
Access considerations		
Familiar context which all will be able to relate to.	Choice helpful, likely to reflect experience of teenagers.	No choice – so context fixed
Clear instructions	Clear instructions	'A problem in your local area'
Clear spaced lines for answer: each sentence is a new line	Clear continuous spaced lines all together. No template.	Clear continuous spaced lines all together. No template.
Number of words not essential.	Number of words not essential.	Number of words not essential.
Present tense only is sufficient	Present + 1 future	Present tense only is sufficient
OVERLAP WRITING TASK FOUNDATION/HIGHER		
Question 4	**Question 3**	**Section B/ question 3**
3 bullet point prompt – 90 words (choice of 2) (AO1 10 AO3 5 = **15**) (Overlap)	4 BP prompt –informal context - 80-90 words (choice of 2) (Overlap)	Task 3 (overlap) – but CRITERIA ARE DIFFERENT Open ended writing, with reference to a stimulus in French
SAMS Overlap writing task: Commentary		
EITHER Free time email BP1: Present tense (sorts of TV programme you watch) BP2: Past (recent celebration) BP3: Future (what you will fdo in summer) OR Local area article BP1: Present (what you like) BP2: Past (recent visit) BP3: Future event	**EITHER** EITHER Context: shopping BP1: Present (types of shops in your areas) BP2: Present opinion+ reason (shops) BP3: Past What you bought recently BP4: Future (where you will go for next trip) OR Context: Travel BP1; Present (public transport where you live) BP2: present opinion + reason (of transport)	<mark>No choice.</mark> Write a review of a concert or show. No guidance in English on what you could write but 98 words of French text given as a source/prompt/model.

AQA	Edexcel	Eduqas
	BP3: past (how went to school last week) BP4: future (where this summer)	
Criteria		
AO2: 10 + **AO3** 5 = 15	**AO2**: 13+ **AO3**:5 = 18	**AO2**: 15 + **AO3**: 5 = 20
AO2 **Coverage, clarity, development, relevance – 10 – 5 bands** A very good response **covering all aspects** of the task. *[good / reasonable, some / basic, at least 1 / limited, at least one]* Communication is **clear**.*[mostly clear / generally clear, some ambiguities / sometimes clear, instances where messages break down / often not clear, frequency instances where messages break down}* Ideas are **regularly developed** [often / a few ideas developed] resulting in **a lot of relevant** information being conveyed. *[quite a lot, some, little, very little]* Quantified by number of BPs covered. 1 BP – max 4 (band 2) 2 BPs – max 6 (band 3) 3 BPs required for 7+ (bands 4 + 5)	**AO2** – 4 bands (4,3,3,3) Coverage, development, clarity ● Full *(most/some/limited)* coverage of the required information ● Frequent *(some/occasional/little)* development ● Clear *(mostly, some examples, occasional examples)* communication with occasional *(some, message sometimes breaks down, message often breaks down)* ambiguity.	**AO2** **Communication, relevance, (15 – 5 bands)** The written response to the stimulus demonstrates an **understanding of what is presented**, with mainly **relevant information** relating to the task set, with the help of the written prompt. *[mostly + some / some+some / limited+ some / very simple]* • Most sentences are **clear** and understandable. *[despite lapses / with some clarity / limited_ begin to select relevant/very simple]* • Most sentences convey **ideas and points of view** clearly and appropriately to the text set, with the help of the written prompt *[some,. Simple]* Responses that are over-reliant on the written prompt will be limited to band 2 (6/15)
AO3 **Range of Vocabulary, complexity of language & structure, timeframes, frequency of minor/major error + impact on meaning**	AO3 **Range of vocabulary + grammatical structures, incl complexity, timeframes, accuracy/errors**	AO3 **Grammar (accuracy) + vocab (range), communication + clarity (5- 5 bands)**

AQA	Edexcel	Eduqas
● A **good** variety of appropriate vocabulary is used *[variety/some variety / limited variety / narrow, repetitive or inappropriate]* ● with **regular** attempts at complexity of language and structure. *[some / occasional / mainly simple, but some attamps / mainly short and simple]* ● There are references to **all** three [at least 2 /]]timeframes which are **mainly** [not always] successful. ● Errors are **mainly** minor. Some major errors may occur, particularly in complex structures and sentences*, [mainly minor, some major / some major, regalr minor / frequent major and minor]* but the intended meaning is **always** clear. *[nearly always / usually / more accuracte than inaccurate / generally inaccurate / highly inaccurate]*	● Some variety *(range of common, limited range of common,)* of words and grammatical structures, occasional complex language, some *(occasional, short)* extended sentences ● Generally*(some, limited)* successful use of past, present and future timeframes ● Generally *(some, limited)* accurate language; some *(mostly, frequent)* minor *(mostly minor, some major)* errors.	• Generally **accurate grammatical structures** applied but with occasional lapses. *[some lapses / some+more frequent lapses / attempted+frequent / occasionally attempted]* • A **range of vocabulary** is selected to convey ideas and points of view. *[some misused vocab / straightforward range + some misused / simple / basic]* • The **message is generally conveyed**, but with occasional lapses. *[more frequent lapses, some parts conveyed, occasionally understandable]* • The structure of phrases and sentences supports the **clarity** of what is written. *[sometimes, occasionally, attempted, occasionally attempted]*

Mark schemes: Indicative content

Very detailed – specific to the task	Additional guidance gives definitions and examples of language used in criteria: development, complex, variety, minor error, major error, hinder clarity, prevents communication.	<mark>No indicative content</mark>

Access Considerations

Clear instructions Scene setting - familiar	Clear instructions Scene setting - familiar	
Choice allows for increased access to area of interest / personal experience	Choice allows for increased access to area of interest / personal experience – most have experienced public transport / shopping – and these are on the list of expected scenarios in this spec.	<mark>No choice of topic</mark>, so less likelihood of being matched to personal experience
Clear lay out – wide lines	Clear lay out – wide lines	Clear lay out – wide lines

AQA	Edexcel	Eduqas
Indicative content gives details required for full marks: multi-clauses / multiple pronouns + detail		

OVERLAP WRITING TASK 1

| **Section B Question 2.1 or 2.2**
  See Foundation question
Same criteria | **Question 1a or Question 1b**
See Foundation Question 3
Same criteria | **Section B Question 1**
See Foundation question 3
<mark>Same task but different criteria: exactly the same as criteria for Q3 (see below)</mark> |

HIGHEST LEVEL WRITING TASK

Section C Question 3.1 or 3.2	**Question 2a or Question 2b**	**Section B Question 2** *NO CHOICE*
2 bullet point question – 150 words (choice of 2) (AO1 20 AO3 5 = **25**)	4 bullet point question – formal context - 130-150 words (choice of 2) (AO1 17 + AO3 5 = **22**]	3BP – 15-170 words (15+5 = **20**)

SAMS Highest level writing task: Commentary

| **EITHER**
Context: post for a wellness website – positive lifestyle
BP1: Importance of exercise + eating healthily [statements + justification]
BP2: How you will live a happy life in the future [Future]

OR

Context: article about celebrity culture – social media post
BP!: advantages and disadvantages of being a celebrity *[statements and justifications]*
BP2: when you watched your favourite celebrity recently *[Past]* | **EITHER**
Context: Healthy living for an online magazine
BP1: what makes a healthy diet *[statements and justification]*
BP2 The pros and cons of eating a healthy breakfast *[statement + justification]*
BP3: What healthy activities you did last week *[past tense]*
BP4: How you will stay healthy this weekend *[future tense]*
OR

Context: Schools – online magazine

BP1 What makes a good school [statements and justification]
BP2: The pros and cons of a single sex school [statements and justification] | Article about your town:

BP1:Why you like living there *[statement and justification]*
BP2: What you can do in the area *[modal + infinitive – descriptive]*
BP3: What you would like to change in the area *[conditional – negatives etc.]*

<mark>No choice</mark>

Could be written in present tense with 1 conditional.

Some structure to encourage complexity. |

AQA	Edexcel	Eduqas
Because of themes/topics approach and the regular pattern for this question, candidates will be prepared for these tasks – the format and the content. *Fewer BPs = more freedom to communicate what they can BUT less structure (e.g. prompts which would ensure complexity)*	BP3: what happened at your school recently BP4: your education plans for next year Because of themes/topics approach, candidates will be prepared for these topics – the format and the content. *More BPs = more structure to encourage complexity BUT less freedom to communicate what hey can?*	*More BPs = more structure to encourage complexity BUT less freedom to communicate what hey can?*
Criteria		
AO2 (20) + AO3 (5) =25	AO2 (17) + AO3 (5)	**AO2 15 + AO3 5 = 20** Identical to Section B/2- including reference to the written prompt (perhaps an oversight?)
AO2 **20 – 5 bands (4 per band)** **Relevant information – development – clarity of communication** Excellent [v good, reasonable, basic] **response** • a lot[*quite a lot/some/ reasonable / limited)* of **information** is conveyed in relation to the task • regular successful *[regular attempt – mostly successful, some, limited)* **development of ideas, accounts and/or description** • communication is **clear** *[mostly/ usually/, may not be, sometimes)* with little or no **ambiguity**. *(a few/, some/ may be instances when message breaks down/ are instances ..)*	**AO2** **17 – 5 bands (4 – 3- 3- 3- 4)** ● Full *[most or all, most. Some, limited]* coverage of all required information ● Consistent *[frequent, occasional, limited]* development ● Communication is consistently *[generally, some example of, occasionally]* clear with rare *[occasional, some, message sometimes breaks down, message often breaks down]* ambiguity	**AO2** (omission at top .. written prompts in. Missing 'English'?) **15 – 5 bands (3 per band)** **Understanding(?) – relevant information – clarity/understandable/engaging – extended/developed** • The written response to the stimulus demonstrates a **perceptive understanding** of what is presented, with **detailed and relevant information** relating to the task set, with the help of the written prompt. *[understanding, mainly / relevant / some relevant]*

AQA	Edexcel	Eduqas
1 BP only = maximum band 3 (12)		• The written response is **consistently clear, understandable and engaging**. *[clear+understandable not engaging / most / despite some lapses in clarity]* • Responses are **extended** and **develop ideas and points of view** clearly and appropriately to the task set, with the help of the written prompt. *[Develop / convey clearly / most sentences/]* *Possible oversight? Reference to the written prompt – this goes with overlap task which shares these criteria* *Perceptive – engaging – ask how defined?*
AO3 – 5 marks Vocab + Grammatical structures – complexity – accuracy/incidence of errors – verbs & tenses Very good **variety of appropriate vocabulary and grammatical structures**. *[good/some / little]* **Complex language** is regularly attempted and is handled with confidence. *[regularly + mostly / occasionally+ sometimes / longer sentences+often / short and simple]* The response is highly **accurate**, although there may be a few **errors** especially in attempts at more complex structures. *[generally+some minor / reasonably, some major / more accurate than inaccurate / major errors + frequent minor]*	**AO3 – 5 marks – 3 bands (2,2,1 at top)** ● A wide *[some, range of mostly common]*, variety of words and grammatical structures, frequent complex language ● Consistently*[some, occasional]* successful use of past, present and future timeframes ● Consistently *[generally, some]* accurate language; occasional *[some minor & occasional major, some of them major]* , minor errors Discrimination by frequency	**AO3 – 5 marks** Grammatical structures – vocabulary – accuracy – clarity & engagement **Accurate grammatical structures** applied, with few errors. *[some, generally+some / with occasional lapses / some lapses]* • An **ambitious range of vocabulary** is selected to convey ideas and points of view. *[engaging / wide range / range / some misusued words and phrases]* *Ambitious – ask how defined?*

AQA	Edexcel	Eduqas
Verbs and tense formations are secure.*[nearly always . usually / sometimes / limited success]* NB commentary notes that examiners will have clear guidance about grammatical and lexical features that are expected for each level in the AO3 grid.		• **Consistently accurate message** conveyed throughout. *[mostly / occasional lapses / generally conveyed / more frequent lapses]* • The structure of phrases and sentences consistently **supports the clarity** of what is written and **engages** the reader. *[supports / mostly supports / suports / sometimes supports]* *[check wording]*
Mark schemes: Indicative content		
Very detailed – specific to the task	Additional guidance gives definitions and examples of language used in criteria: development, complex, variety, minor error, major error, hinder clarity, prevents communication.	No indicative content
Access Considerations		
Clear instructions Scene setting – familiar – with reference to themes/topics rehearsed	Clear instructions Scene setting – familiar – with reference to themes/topics rehearsed	
Choice allows for increased access to area of interest / personal experience	Choice allows for increased access to area of interest / personal experience – most have experienced public transport / shopping – and these are on the list of expected scenarios in this spec.	No choice .
2 bullet points – 1 present tense requiring opinion and justification + 1 another time frame can allow more freedom to develop the theme - but pupils may need to take initiative to demo features required by markscheme Not much structure – only 2 BPs – but this is a familiar layout which AQA uses, so teachers have	4 bullet points – gives student structure in a high stakes exam – e.g. in covering tenses More BPs = more guidance on including complexity, but insistence on tenses may be unnatural	3 bullet points – gives some structure [prssent x2, condition x 1] .. but pupils may need to take initiative to demo features required by mark scheme

AQA	Edexcel	Eduqas
experience of preparing students for this style of question.		
Clear lay out – wide lines	Clear lay out – wide lines	Clear lay out – wide lines
Indicative content gives details required for full marks: multiclauses / multiple pronouns + detail		

TRANSLATION

DfE: Reference Paragraph 9e: translate in writing short sentences or texts, from the language to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language;

Ofqual conditions:

FOUNDATION TRANSLATION TASK

Question 3	Question 4	Question 4
Translation		Translation 35-40 words 4x sentences

SAMS Foundation Translation: Commentary

5 unrelated sentences (family, weather, tech, school, activity) 4 present tense: I have, there is, X is, X is 1 past : I went Detail: month, description, opinion, transport – quantity – adjective (straightforward), preposition with transport	5 related sentences : school 6 present tense: I love, my x is, the teacher is +I learn, I work 1 past: I studied 1 modal : I can find Detail: place (at home) frequency (every evening), if 2 Adjectives – one before the noun, one after	4 related sentences (On holidays) Verbs: 3 present: I love + infinitive, I go, we stay, 1 past: we visited Detail: season, with whom, where x2(preposition – near / in) 2 adjectives – both before the noun
I have a brother There is a lot of snow in January My mobile phone is small and red In my opinion the work at school is very hard Yesterday I went to town by car	a) I love school b) My favourite subject is History c) The teacher is interesting and I learn a lot. d) Last year I studied at home every evening e) If I work well, I can find a good job.	• I love going on holiday in the summer. • Normally I go with my parents and a friend. • We stay in a large hotel near the beach.

AQA	Edexcel	Eduqas
		● Last year we visited a beautiful castle in the countryside.
Criteria		
[NO AO2]	<mark>**AO2 – 6 marks**</mark>	**[NO AO2]**
	Meaning of the sentences [*some words/phrases*] is mostly [*partially*]communicated. <mark>*Valid to include in AO2 – conveying meaning. But understandably inextricably tied up with AO3!*</mark>	
AO3 – 10 marks	**AO3 –** <mark>**4 marks**</mark>	**AO3 – 10 marks**
Two grids, each with holistic criteria Grid one: Rendering of the original meaning (5) The meanings of **all or nearly all** *[most/some/few/very few]* elements of the original language are appropriately and sufficiently rendered. [Markscheme gives instructions for exact number of elements needed for each of the 5 bands e.g. 15 elements, 3 elements per band.] Grid two: Knowledge of vocabulary and grammar **Very good** *[good, reasonable, limited, very limited]* knowledge of vocabulary and grammar — **highly accurate** *[generally, more accurate than inaccurate, generally inaccurate, highly inaccurate.* *Quantified by proportion communicated + frequency of accuracy*	4 marks – accuracy of grammar and vocab; frequency of minor/major errors ● Grammatical structures and vocabulary are mostly (*sometimes,. occasionally, limited*) accurate; ● occasional *(some, , many)* minor errors and rare *(occasional, some, many)* major error. *Quantified by frequency*	10 marks – 4 bands: 2-3-3-2 Holistic: **AO3** Grammar, vocab and communication ● Grammatical structures are generally translated accurately. *[generally / with 1/2errors, with some accuracy, some lapses / frequent lapses]]* ● Vocabulary is mostly translated accurately. *[, generally, sometimes, attempted]* ● The meaning is conveyed clearly *[mostly. Occasionally, conveyed occasionally]*
Mark schemes: Indicative content		

AQA	Edexcel	Eduqas
Yes – specific to this task. Grid identifying element of original language / indicative content / alternative acceptable renderings / reject Very detailed exemplification of mark scheme (5 examples at different levels)	Indicative translation given. 'Any alternative, appropriate wording will also be rewarded' General to all tasks: Additional guidance gives definitions and examples of language used in criteria: development, complex, variety, minor error, major error, hinder clarity, prevents communication.	Correct translation given
Access Considerations		
Clear lay out – 2 wide lines after each sentence	Clear lay out -1 wide lines after each sentence	Clear lay out - columns
Minor inaccuracy tolerated	Minor inaccuracy tolerated	Minor inaccuracy tolerated
Clear instructions + clear English	Clear instructions + clear English	Clear lay out – columns
HIGHER TRANSLATION TASK		
Translation **(AO3 – 10)**	Translation (AO2 - 6+ AO3-4=**10**)	Translation (AO3 **10**)
Section A	Question 3	Question 3
SAMS Higher Translation - Commentary		
5 separate sentences – varied contexts – school – family – environment - social -healthy living 7 clauses: Modal – 1st sg Simple future – 3rd sg Impersonal verb + infinitive Present + future 1st sg Venir de+ infinitive - pour + infinitive Detail: frequency. Time,	Paragraph on single topic (free time / music) 6 clauses: Present: 2 x Verb + inf – 1st singular; Present: 2x 3rd person Present : 1st person sg Past – 1st plural Detatil: preposition place x2, frequency, time, conjunction, 2x object pronouns	Paragraph of 8 sentences on single topic (free time) (9 verbal clauses) Present: 3rd sg (2) / 3rd pl (3) / impersonal / Perfect: 1st pl Immediate future: 1 (1st pl) Future: 3rd sg <mark>Check: Would it be acceptable to use 'on' 4 times in these translations.</mark> So – no 1st sg
I have to study a lot every evening. Next month my mother will buy a new car.	I like singing French songs at home. My favourite artist comes from Paris.	Young people always say that there is nothing to do.

AQA	Edexcel	Eduqas
It is important to protect the planet. I don't know where I will go with my friends this weekend. I have started to eat more vegetables in order to be in good health.	I always listen to her in the evening. Last month my friends and I went to a concert in town. I want to continue to play an instrument in future because music is very important to me.	In my opinion <u>it's false!</u> You can become a member of a youth club. They organise activities which don't cost a lot. Last week we had an Italian cooking lesson On Saturday evening we are going to watch a film. It will be great
Criteria		
AO3: 10	**AO2: 6 + AO3:4 = 10**	**AO3: 10**
	AO2 Meaning is consistently [mostly, partially] communicated. *Valid to include in AO2 – conveying meaning. But understandably inextricably tied up with AO3!*	
AO3: 10	**AO3: 4**	**AO3: 10**
Same as Foundation. (Discrimination is in the sentences to be translated)	4 marks – accuracy of grammar and vocab; frequency of minor/major errors - Grammatical structures and vocabulary are consistently *(mostly, sometimes,. limited)* accurate; - rare *(occasional, Some minor + occasional major, many major and/or minor)* minor errors *Quantified by frequency*	10 marks – 4 bands (2/3/3/2) First three bands equate to top 3 bands of F 10 marks – 4 bands: 2-3-3-2 Holistic: **AO3** Grammar, vocab and communication - Grammatical structures are translated accurately. *[generally / with some accuracy, with some elapses]* - Vocabulary is translated accurately. *[mostly, generally, sometimes]* - The meaning is conveyed clearly and consistently *[clearly, mostly. Occasionally]*

AQA	Edexcel	Eduqas
		top band requires perfection Band 4: (top) Accurately <mark style="background-color: red">Check – subject content requirement</mark>

Mark schemes: Indicative content

AQA	Edexcel	Eduqas
Grid identifying element of original language / indicative content / alternative acceptable renderings / reject Very detailed exemplification of mark scheme (6 examples at different levels)	Full marks indicative content given. 'Any alternative, appropriate wording will also be rewarded.' (But no examples)	Correct translation given No examples for other bands.

Access considerations

AQA	Edexcel	Eduqas
Clear lay out – 2 wide lines after each sentence	Blank page after paragraph.	Blank space under paragraph.
Minor errors not heavily penalised	Minor errors not heavily penalised	Top band = perfection
Straightforward English	Straightforward English	Straightforward English

<table><tr><td colspan="3" style="background-color: yellow; text-align: center">SPEAKING</td></tr></table>

AQA	Edexcel	Eduqas
Reference Paragraph 9g:		
Non-exam assessment (NEA)		
Ofsted conditions: Timing and length of read aloud text		

Title of Paper

AQA	Edexcel	Eduqas
Paper 2	**Paper 2**	**Component 1**

Themes

AQA	Edexcel	Eduqas
Reference: For spoken and written production, the expected language will be from the defined content (vocabulary, grammar, and sounds) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.		
In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.	Each of the six read aloud cards, per tier, will reflect one of the thematic contexts. Each of the six role play cards, per tier, will reflect one of the transactional settings.	<mark style="background-color: #00FF00">No reference to themes/topics</mark>

AQA	Edexcel	Eduqas
	Each of the six picture cards will reflect one of the thematic contexts. <mark>Students will choose the thematic context for their picture task in advance of the assessment</mark>. The short conversation following the picture description will be within the same pre-selected thematic context. Students are free to use vocabulary from anywhere across the specified vocabulary list in their spoken responses. Students may also use vocabulary from outside the vocabulary list in their spoken responses.	
Timing - Total time – requirements from Ofqual		
•7—9 minutes (Foundation tier) + 15 minutes' supervised preparation time 10—12 minutes (Higher tier) + 15 minutes' supervised preparation time All: 5 weeks period April-May		
Marks		
F+H 50 MARKS	F+H 50 marks	F+H 50 marks
Weighting		
25%	25%	25%
Arrangements for NEA - speaking		
Packs can be opened up to 3 days in advance of first test	Opened no more than three days before the start of the assessment period	Recommend no more than 15 in one day
Number of sets		
9 sets per series	6 sets per series	3 sets per series
Allocation of tasks		
In advance -allows all three themes to be covered	2 weeks in advance – take into account pupil's choice of theme for picture + conversation	Instructions will be provided
Invigilation of preparation		

AQA	Edexcel	Eduqas
		Prep room – with exam invigilator who is **not a subject specialist** No holding room – but centres must be mindful to limit opportunities for collusion in the setting of their assessment schedules'
Student preparation		
Students will not be permitted to read their passage out loud during their supervised preparation time. Students will be allowed to make notes, on an Additional answer sheet, during their supervised preparation time and take them into the exam room to use at any point during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain	15 minutes prep – final minute in the examination room where practise out loud (recorded) Make any notes – max 1 side A4 In addition, **can directly annotate reading aloud card**	Candidates should practise reading aloud **sub vocally**. Candidates can make notes on single side of A4– no restriction on number, but **no complete or continuous sentences.** **Cannot write on task cards**
READ ALOUD TASK + SHORT CONVERSATION		
Reference: 9g(i)read aloud a short written text and undertake a short unprepared conversation relating to the text;		
Not permitted to read out loud in prep time/rom.	Final minute of prep to practise aloud in exam room (recorded) Can annotate task card Qs can be repeated twice. No rephrasing, no supplementary.	Practise sub vocally in prep room Cannot mark card
Task 2	**Task 1**	**Task 1**
Requirements		
Read aloud passage (minimum 35 words)	Read aloud	Read aloud (5 marks)
Answer 4 unseen, **scripted questions** (no adjustment allowed) Compulsory questions based on text.	Answer 2 straightforward questions to elicit brief opinions on the overall content of the passage	Answer 3 unseen questions (10 marks)

AQA	Edexcel	Eduqas
Answers can be based on vocab and structures in the passage. (So showing understanding).	The follow-up questions assess the ability to express likes /dislikes /preferences / opinions related to the content of the read aloud passage. Answers can be based on vocab and structures in the passage.	
Timing		
F: 2.5 minutes H: 3.5 minutes	F: 1.5-2 minutes recommended H: 2-2.5 minutes recommended	Read aloud Up to 1 minute Unprepared conversation F: 1-1.5 minutes H: 2-2.5 minutes
Marks		
AO3: 5 (read aloud) +AO1:10 (q/a) = 15	**AO3**: 8 (read aloud) +AO2:4 (q/a) = 12 *[relatively more weighting on AO3.]*	**AO3**:5 (read aloud) +AO1: 10 (q/a) = 15
READ ALOUD - FOUNDATION		
SAMS Reading aloud Foundation: commentary		
F: Text within a theme (e.g. education and work) – present tense - clear layout. Most model first person statements, some 3rd person	**F: Test within a theme (e,g, family)** – present tense - clear layout. Most model first person statements, sometimes 2 3rd person	Deliberately no reference to theme
Sample Task 1 :]15 sounds tested highlighted] **Au** collège nous étudio**n**s beauc**ou**p de matières. **J'**aime b**i**en ça. **On** commence à huit h**eu**res. D'abord je passe d**u** temps avec me**s** amis. Mon amie fran**ç**aise est **in**telligente. A l'avenir, elle veut trav**ai**ller à **la** campa**gn**e.	Sample Task J'ai seize ans. Mon annive**r**saire, c'e**s**t le trois mai. J'aime faire la fête avec ma famille. Mon père prépare un bon gâteau au chocolat. Normalement, je mange à la maison et je regarde la télévision 2 SSC not in the subject content list	**Sample task : Card A1** Si tu t'intéresses au sport, une école d'été e**s**t une b**onn**e idée. Il y a deux ans, j'ai fait vin**g**t heures de c**ou**rs de f**oo**t pendant mes vacances. Maintenant, je joue p**our** mon équipe scolaire. 4 SSC not in the subject content list – not sure if the ou+r should be expected
Criteria - Foundation		
AO3 – SSC - 5	**AO3: 8 (4 bands, 2 per band)**	**AO3 /5**

AQA	Edexcel	Eduqas
Communication + consistency - /5 [AO3] ● Generally good *[generally understandable, understandable, very anglicised, only just understandable]* ● but some inconsistency at times, *[comprehension sometimes delayed, Comprehension difficult at times, comprehension difficult]* The text targets 15 words with a range of sound-symbol correspondences. Each time one of the words is rendered correctly, a tick is awarded. The ticks are totalled and a mark out of 5 is awarded as follows: 5 Bands – 3 marks per band *Highly specific*	**Clarity of pronunciation based on knowledge of SSC:** ● Pronunciation is mostly *[sometimes, occasionally, limited]* clear and comprehensible, ● lapses in SSCs cause minimal *[occasionally, sometimes, regular]* ambiguity. Guidance: : Students will not be assessed on the quality of their French accent, but on the extent to which their pronunciation is clear and comprehensible, allowing for communication to take place	**SSC – Pronunciation - intonation** ● Say most sound-symbol correspondences, with some success. *[most, some]* ● Generally accurate pronunciation, but with occasional lapses. *[More frequent lapses, some accurate pron]* ● Intonation of individual words, phrases and sentences supports the clarity of the message. *[sometimes, occasionally]*
Mark scheme: Indicative content		
Specific to the task. Sound being tested emboldened.	Guidance on application of read aloud grid given for one of the cards to exemplify impact of mispronunciation e.g. je mange – mispronunciation of verb endings creates ambiguity around present/past/imperfect	**None**
Accessibility Considerations		
Clear layout	Clear layout. <mark>Option to annotate and practise aloud</mark>	Same small font as the instruction
READ ALOUD FOLLOW-UP QUESTIONS - FOUNDATION		
SAMS Foundation Read aloud follow up : Commentary		
1. Décris ton collège. 2. Quelle est ta matière préférée? ... Pourquoi?	Q1. Qu'est-ce que tu aimes faire pour ton anniversaire ?	All questions must be read twice by the teacher-examiner. If the candidate does not

AQA	Edexcel	Eduqas
3. Parle-moi de ton ou de ta meilleur(e) ami(e) au collège. 4. Qu'est-ce que tu aimes faire avec tes amis à la récréation ?	Q2. Qu'est-ce que tu penses de la télévision ?	understand the question the second time, the paraphrased question provided in square brackets may be asked. 1. À quoi s'intéresse Elodie ? [Qu'est-ce qu'Elodie aime ?] 2. Qu'est-ce que tu fais comme sports ? [Quels sports fais-tu ?] 3. Quelles activités vas-tu faire cette semaine ? [Qu'est-ce que tu vas faire comme activité ?]
3 open-ended (1,3,4) 1 closed followed by opinion (2) All present tense		3rd person present tense about text 2 open-ended questions for 1st person, 1 present, 1 future
Criteria – Foundation Follow Up		
AO2: Response to compulsory questions /**10** 5 bands, 2 marks per band [AO2 – response to written language in speech i.e. the text …. But NB it is primarily in response to spoken French **Communication + development** ● The speaker gives **understandable replies** to all *[most, some, some, one]* questions ● and **develops** some [*at least one, short/repetitive, and lack clarity*] answers. Frequency quantified: All = 4, Most = 3; Some = 2 One = 1	**AO2 / 4** [AO2 – response to written language in speech i.e. the text …. But NB it is primarily in response to spoken French For each message: 2 Message clearly communicated. 1 Message partially communicated, some ambiguity. 0 No rewardable communication. Guidance on application of mark grid taking one set as an example Targeted per utterance	1. **Response to questions [AO1 / 10]** **AO1 logical – understanding spoken questions BUT criteria refer to relating to the written passage.** *This task cannot fit neatly into any AO as it requires response to speaking AND writing* **Understanding prompt – relevant Response clear and understandable Ideas and Points of view conveyed clearly and appropriately** ● Replies to all questions in a way that demonstrates understanding of spoken prompts and questions, *[some, some, limited, x]*

AQA	Edexcel	Eduqas
		-with mainly relevant information relating to the passage or their experience of its theme.*[some, beginning to select / may be relevant]* ● Most responses are clear and understandable. *[despite some lapses, some understandable, occasional clarity]* ● Most responses convey ideas and points of view clearly and appropriately to the question/prompt. *[omit clearly / appropriately / with occasional clarity]*
Mark schemes: Indicative content		
Mark grid specific on quantifying response	Guidance on application for mark grid given to show difference between full / partial Some ambiguity if full subject pronoun / verb not given.	Mark grid does not quantify clearly
Accessibility considerations		
All present tense	All present tense	
Allows for personalised response to all questions; not dependent on the text)	Allows for personalised response to all questions; not dependent on the text)	1 question dependent on understanding text 2 allow for personalised response
Possible to lift answers from the text – use as a model	Possible to lift answers from the text – use as a model	1 answer can be lifted from text
Avoids double penalty of mixed skill testing: No reading comprehension tested	Avoids double penalty of mixed skill testing: No reading comprehension tested	

AQA	Edexcel	Eduqas
Question can be repeated once	Question can be repeated twice after first time	Question can repeated, then paraphrased, but if paraphrases needed more than twice, cannot reach band 5.

READ ALOUD HIGHER

SAMS Read aloud Higher: Commentary

AQA	Edexcel	Eduqas
Samples vary – familiar / unfamiliar, 1st person/3rd person; variety of tenses / no tenses 20 sounds tested within the text, e.g.: Sample 10 Jeudi, j'ai **qu**itté la mais**on** à hui**t** heures avec mon frère. **R**ésultat: nous somme**s** arrivés au coll**è**ge en retar**d**. Pour m**oi**, le premi**er** c**ou**rs **é**tait le **th**éâtre. **H**eureusement, mon prof est s**y**mpa. Je le trouve dr**ô**le. A l'ave**n**ir je voudrais trav**aill**er comme av**o**cat dans un b**u**reau à Paris.	*Most examples are present tense – occasional immediate future /conditional. No obvious pattern.* Dans ma famille, nous sommes se**p**t. J'ai des frères jumeaux qui ont huit ans et deux demi-soeurs. On aime bien passer du temps ensemble et on fait souvent la fête à la maison. Pour les anniversaires, je pense qu'organiser un grand repas chez nous est plus agréable que d'aller au restaurant.	Pour ma famille et moi, c'est très important de protéger l'environnement. Depuis des années, on ne jette presque rien à la poubelle, nous utilisons peu d'eau et je prends de plus en plus les transports en commun. On achète toujours les produits bio et hier on n'a pas mangé de viande.
Not sure about ou+r	7 SCC not in subject content (and possibly ou+r not there…)	3 SCC not in subject content – and not sure about ou+r Plus : need to understand grammar in order to know whether or not to pronouince the 's'

Criteria – Higher – Read Aloud

AQA	Edexcel	Eduqas
1 Reading aloud: [**AO3** – SSC] **Clarity of communication + consistency - /5** [AO3] *The speaker replies to all questions clearly and develops some answers.*	**AO3** **Clarity of pronunciation, impact on communication** Pronunciation is consistently *(clear, mostly clear, sometime clear)* clear and comprehensible, any lapses in SSCs have no *(cause*	**[I assume strands are independently marked…]** 1 **Read aloud [AO3 /5]** **SSC – Pronunciation - intonation** • Successfully say all sound-symbol correspondences.*[nearly all, most], most with some success, say most]*

AQA	Edexcel	Eduqas
	minimal,occasionally cause) impact on communication.	• Consistently accurate pronunciation throughout, possibly with some repairs. *[accurate, some repairs / occasional lapses / generally accurate some lapses / more frequent lapses]* • Intonation of individual words, phrases and sentences consistently supports the clarity of the message to engage the listener. *[remove to engage / mostly support clarity / supports clarity / sometimes supports clarity]*
Mark schemes: Indicative content		
Precise focus on 20 sounds –	As F: Guidance on application of read aloud grid given for one of the cards to exemplify impact of mispronunciation e.g. on aimé – mispronunciation of verb endings creates ambiguity around present/past/imperfect	**None**
Accessibility Considerations		
See Foundation comments	**See Foundation comments**	**See Foundation comments**
READ ALOUD FOLLOW UP QUESTIONS - HIGHER		
SAMS Read aloud follow-up questions: commentary		
H: Source = Text with a theme –3 tenses - clear layout. Compulsory questions based on text – answers can be based on passage. (So showing understanding). Pattern: 3 present and one other (mainly past, sometimes future conditional depending on authentic context)	All present tense and related to text	No obvious pattern, Varied demand across the three samples – eg, timeframes: A1: 3 pres tense, 1 future A2: 2 present, one past, one conditional A3: 1 present, 2 past, 1 future

AQA	Edexcel	Eduqas
1. Décris une journée normale au collège pour toi. 2. Parle-moi de ton/ta prof préféré(e). 3. Est-ce que tu crois que les langues sont utiles? ... Pourquoi/ pourquoi pas? **4.** Quel travail voudrais-tu faire à l'avenir? ... Pourquoi?	Q1. Qu'est-ce que tu penses des restaurants ? Q2. Quel est ton avis sur les fêtes de famille ?	1. Qu'est-ce qu'Alex fait pour protéger l'environnement ? [Que fait Alex pour l'environnement ?] 2. Qu'est-ce que tu fais pour aider l'environnement ? [Que fais-tu pour l'environnement ?] 3. Quels sont les problèmes dans ta région à ce moment ? [Il existe quels problèmes à ce moment ?] [error] 4. Qu'est-ce que tu feras de différent à l'avenir pour protéger l'environnement ? [Que vas-tu faire pour aider l'environnement ?]
1. coudl lift by starting answer with 'hier par exemple 2 could add subject and lift 3 Not in text 4 Could lift.	Some could be lifted from passage. No pattern to this.	3 could be lifted.
Criteria - Higher		
AO2: Response to compulsory questions /**10** 5 bands, 2 marks per band [AO2 – response to written language in speech i.e. the text …. But NB it is primarily in response to spoken French **Communication + development**	**AO2 / 4** [AO2 – response to written language in speech i.e. the text …. Not sure how this really fits – but if not here, where?!] For each message: 2 Message clearly communicated.	**AO1 / 10** RESPONSE: Understanding prompt – detail + relevant COMMUNICATION SKILLS: Response clear and understandable Ideas and Points of view - length,. development, relevance

AQA	Edexcel	Eduqas
• The speaker replies to all questions clearly *[nearly all, most, some, one]* questions • and **develops** some [some, *at least one, short/repetitive*] answers. Frequency quantified: All = 4, Most = 3; Some = 2 One = 1	1 Message partially communicated, some ambiguity. 0 No rewardable communication. Guidance on application of mark grid taking one set as an example Targeted per utterance	• Replies to all questions in a way that demonstrates perceptive **understanding of spoken prompts** and questions, *[understanding/understanding/understanding / some understanding]* with detailed and relevant **information relating to the passage** or their experience of its theme.*[mainly detailed and relevant / relevant / mainly relevant / some relevant]* • Responses are **consistently clear,** *understandable and engaging. [clear and understandable / : / most / despite some lapses]* • Responses are **extended and develop ideas and points of view** clearly and appropriately to the question/prompt.*[extended and develop / develop clearly and appropriately / convey appropriately / most / appropriately]*
Mark schemes: Indicative content		
Mark scheme quantified	Guidance on application for mark grid given to show difference between full / partial Some ambiguity if full statement + justification not given	**None**
Accessibility Considerations		
3 present tense + 1 future	Both present tense	Mixture of tenses
	Can be repeated twice after first time	**Can be repeated once and paraphrased once**
Most answers can be lifted from the text	Most answers can be lifted form the text	Most answers can be lifted form the text

AQA	Edexcel	Eduqas
ROLE PLAY		
Reference: Paragraph 9g (ii) undertake role play(s), including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous;		
Task 1	**Task 2**	**Task 2**
Timing		
F+H: 1.5 minutes	F+H: 1-1.5 minutes recommended	F: 1-1.5 minutes H: 2-2.5 minutes
Marks		
AO1: 10 marks	**AO1**: 10 marks	**AO1** 5 marks+ **AO2** 5 marks = 10 marks
Preparation		
Prepared immediately before in prep room.	Prepared immediately before in prep room.	Prepared immediately before in prep room.
Requirements		
1 role play Tasks in English – unambiguous Give info and ask 1 question	1 role play 5 utterances, including F: 1 question H: 2 questions F: Present tense only H: one in future timeframe A transactional role play [functions listed] – setting from a defined list [settings listed] – **see appendix to this document at the end**	1 role play Written prompts in English Spoken prompts in French [no need to understand spoken prompts in order to do task]
Criteria		
F+H: 10 [AO1] **Communication without ambiguity** Communication without ambiguity: 0/1/2 for each of the 5 Message conveyed *[partially]* without [*with some*] ambiguity	**F+H 10 [AO1]** **Communication without ambiguity** Communication: 0/1/2 for each of the 5 Message clearly communicated. 1 Message partially communicated, some ambiguity.	**F: AO1 [5] + AO2 [5]** **Communication with some hesitation, mostly clearly** 0/1/2 for each of 5
		H: AO1 [5] + AO2 [5]

AQA	Edexcel	Eduqas
		Communication with confidence, clearly without ambiguity 0/1/2 for each of 5
		AO2 = respond to written English prompt AO1 = respond to spoken prompt
SAMS Foundation Role Play: Commentary		
Role Play One of the themes - always in the context of a social conversation - never transactional. **F:** Requirement: 4 bullet points– 1 detail per BP, present tense. 1 statement expressing an opinion) 1 BP question	Role Play One of set themes for this section (transactional) F: 5 numbered tasks 3 statements – one opinion – one question	Role Play Any topic 5 bullet points: 5 statements (often 'je voudrais') – no pattern, so some future, some past, come no tenses. 1 question
You are talking to your French friend about where you live. Your teacher will play the part of your friend and will speak first. You should address your friend as tu When you see this ? you will have to ask a question. * In order to score full marks, you must include a verb in your answer to these tasks. 1 Give one opinion of your region.* 2 Say when you go to town. (Give one detail.) ? 3 Ask your friend a question about where they live. * 4 Say what your favourite room at home is. (Give One detail.) 5 Describe your bedroom. (Give one detail.) *	Context: hotel in Switzerland Scenario: • You are in a hotel in Switzerland, and you are reporting a problem. • Your teacher will play the part of the receptionist and will speak first. • Your teacher will ask questions in French and you must answer in French. • You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks. 1. Describe the problem with your room. 2. Say where your room is. 3. Say how many nights you are staying for. 4. Give your opinion about the town you are staying in.	**Context : arranging to go out** • Salut (candidate's name) Qu'est-ce que tu fais **ce soir** ? What you are doing tonight [for example, I am watching TV] • Moi je fais mes devoirs (aussi). Quel jour est-ce que tu **voudrais sortir** ? Which day you would like to go out [for example, I would like to go out on Monday] • On pourrait aller au cinéma. Il faut décider **le rendez-vous**. Ask a question about the meeting place [for example, where shall we meet?] • **On se rencontre** devant le cinéma. On se rencontre **à** quelle heure ?

AQA	Edexcel	Eduqas
	5. Ask a question about the restaurant at the hotel.	What time you want to meet [for example, I want to meet at 6pm] • Très bien. Qu'est-ce que tu **voudrais faire** après ça ? What you would like to do afterwards [for example, I would like to go to the park] • Bonne idée. À bientôt !
Can key phrases can be lifted from the teacher question? - check	*Can key phrases can be lifted from the teacher question? - check*	*Can key phrases can be lifted from the teacher question? - check*
Criteria - foundation		
F: 10 [AO1] **Communication without ambiguity** Communication without ambiguity: 0/1/2 for each of the 5 Message conveyed *[partially]* without [*with some*] ambiguity	**F 10 [AO1]** **Communication without ambiguity** Communication: 0/1/2 for each of the 5 Message clearly communicated. 1 Message partially communicated, some ambiguity.	**F: AO1 [5] + AO2 [5]** **Communication with some hesitation, mostly clearly** 0/1/2 for each of 5 *NB no need to understand spoken French in order to do the task...]*
Mark schemes: Indicative content		
Clear guidance for answers for 2/1/and 0 Clear guidance on where a verb is required.	Clear guidance for each utterance for 0/1/2 [Not sure when verb is required …ask]	Indicative content for perfect answers. 'Look for and reward any valid alternatives' No guidance on partial communication.
Accessibility Considerations		
Present only – any person of the verb accepted	No need for imagination, so even if not within their experience, reasonable to ask them to use this language.	
Question – variety of formulations allowed	Question – variety of formulations allowed	
No defined vocabulary required	No defined vocabulary required	
Can use notes – full sentences if required	Can use notes – full sentences if required	
2/5 do not require verbs – these are referenced to the candidate with an asterisk		Candidates instructed to 'attempt full responses'

AQA	Edexcel	Eduqas
Scene set	Predictable scenarios as listed for role play/ (formal, transactional)	Suggested answers given in English
Partial communication rewarded	Partial communication rewarded	Partial communication rewarded
Can questions be repeated?	Questions Can be repeated twice after first hearing	**Can questions be repeated?**

SAMS Higher Role Play: Commentary - Higher

| **Role Play**
One of the themes - always in the context of a social conversation - never transactional.

H:
4 bullet points: 2 details per BP; 1 includes an opinion; . 1 requires either future or past; 1 BP question | Role Play
One of set themes for this section (transactional)

H: 5 numbered tasks
Incl 2 questions (1 present, 1 future)
(Mostly present – occasional future) | **5   bullet points**

4 statements – usually in 2 parts
1 question

Verbs can be picked up from Teacher prompt |
| 1 Say what type of film you prefer and why. (Give One type and one reason.)
2 Say who your favourite actor is and describe them. (Say who and give one detail.)
3 Say something you did in your free time last week. (Give two details.)
4 Give two advantages of playing sport.
?5 Ask your friend a question about free time. | 1. Say what is wrong with you.
2. Say who is with you.
3. Say how long you will be staying in France.
4. Ask the doctor if you have to stay at the hospital.
5. Ask the doctor a question about medication | Salut (candidate's name), quel est **ton petit boulot ?**
What part-time job you have [for example, I work in a shop]
• Moi j'ai un petit boulot aussi.
Ask a question about their job [for example, where do you work?]
• Give an appropriate response (Je travaille dans un supermarché les samedis…).
Quand est-ce que **tu travailles** ?
When you work [for example, I work on Sundays]
• Qu'est-ce que **tu as fait** après ton boulot la semaine dernière ?
What you did after work last week [for example, I went swimming] |

AQA	Edexcel	Eduqas
		• Moi, aussi. Qu'est-ce que **tu voudrais** faire comme métier à l'avenir ? What you want to do for work in the future [for example, I want to be a teacher] • Ça c'est intéressant.
Higher Criteria		
H: 10 [AO1] **Communication without ambiguity** Communication without ambiguity: 0/1/2 for each of the 5 Message conveyed *[partially]* without [*with some*] ambiguity	**H 10 [AO1]** **Communication without ambiguity** Communication: 0/1/2 for each of the 5 Message clearly communicated. 1 Message partially communicated, some ambiguity.	**H: AO1 [5] + AO2 [5]** **Communication with confidence, clearly without ambiguity** 0/1/2 for each of 5 AO2 = respond to written English prompt AO1 = respond to spoken prompt *(NB no need to understand spoken French in order to do the task...]*
Mark schemes: Indicative content		
As Foundation	**As Foundation**	As Foundation
Accessibility?		
As Foundation	**As Foundation**	**As Foundation**
TALK ABOUT VISUAL STIMULI		
Reference: talk about one or more visual stimulus/stimuli, such as (connected) photographs or pictures, and extend this conversation into a short unprepared interaction.		
Task 3	**Task 3**	
'Photo card discussion'	**Picture task with conversation**	**Connected photographs discussion**
Timing		
F: 3-5 minutes	F: 4.5-5.5 minutes recommended, of which: Picture description 1.5-2 minutes 12 marks) Broader conversation 3-3.5 minutes (16 marks)	F: 4-5 minutes
H: 5-7 minutes	H: 7-8 minutes recommended Picture description 2-2.5 minutes (12 marks) Broader conversation 5-5.5 minutes (16 marks)	H: 5-6 minutes
Marks		

AQA	Edexcel	Eduqas
AO1: 15 + **AO3**: 5 = 25	**AO1**: 20 + **AO3**: 8 = 28	**AO1**: 15 + **AO2**: 5 + **AO3**:5 = 25
Requirements		
2 x photo cards – each a different theme (not the reading aloud theme) - each with 4 questions	1 photo card with 2 pictures- (student chooses 1 of pictures from 2) [in colour]	1 card with connected photos (4 on SAM)
Tasks		
TASK: DESCRIPTION + FOLLOW-UP QUESTIONS		
Q1– describe photo	Q1 – Extended description of picture - 3 compulsory BP (the people, the location, the activity) – teacher can prompt	Q1 – describe xxx (relating to the picture)
Unseen questions for follow up. 3 suggested by AQA but teacher can use own. Can broaden to any topic within the theme- - aim = to enable student to develop personalised responses.	Unseen questions for follow up 1 related to the photo No others suggested – free choice of examiner Broader conversation on theme. Students select their thematic context for Task 3 in advance of the assessment.	3 defined unseen questions, each with an alternative paraphrase, to follow up [no other questions from examiner] (Penalty for use of over 2 paraphrases)
Foundation Criteria		
Describe photo + follow up (combined)	**Describe photo(s)**	
SAMS – Foundation Visual Stimuli: Commentary		
2 x Photo cards **Theme-based (different from reading aloud themes)** 1st question compulsory: Parle-moi de la photo e.g. Card A : adult + child having breakfast	Describe ONE of these pictures. You will tell your teacher which one you have chosen to describe. Your description must cover: • people • location • activity Teacher allowed to prompt if necessary (max 3 times) As Foundation - prompts cannot be rephrased Cannot write on stimulus card	DISCUSSION BASED ON CONNECTED PHOTOGRAPHS Use the four photographs below to describe a day at school. You will start first. PHOTOS: students arrive at school a school classroom lunchtime playing sport at school

AQA	Edexcel	Eduqas
	(Et) les personnes ? • (Et) c'est où ? • (Et) que font-ils ? • Autre chose ?	

3 suggested questions to follow up theme.
e.g.
 	
    1   Statement and reason (tu aimes les légumes? / pourquoi /pas)
  2. Future tense [Qu'est-ce que tu vas faire pour bein manger à l'avenir?]
  3. Past tense [La semaine dernière, qu'est-ce que tu as fait pour rester en forme?]
	Examiner choice of follow-up questions.
	The first should relate to the content of the picture
	All questions can be repeated twice afterwards
		Your teacher will then ask you five questions in French. They will ask you each question twice.
		You should show your understanding of the connected photographs in your response and try to give extended responses to the questions you are asked.
		
		Follow-up questions. All questions must be read twice by the teacher-examiner, if the candidate does not understand the question the second time, the paraphrased question provided in square brackets may be asked. [Penalty if more than 2 needed]
		
		1. Qu'est-ce que tu étudies comme matières au collège ?
		[Que fais-tu à l'école ?]
		2. Qu'est-ce que tu fais normalement comme activités avec tes amis ?
		[Que fais-tu avec tes copains ?]
		3. Qu'est-ce que tu penses des cours au collège ?
		[Quelle est ton opinion des leçons ?]
		4. Qu'est-ce que tu vas faire après l'école ce soir ?
		[Quelles sont tes activités ce soir ?]
		
		2 statements
		1 opinion
		1 timeframe

AQA	Edexcel	Eduqas
1. **[AO1]Communication** 0-15 5 levels - 3 marks per level. ● **Response to photo (describing it) - length** ● **Follow-up questions: length + development + clarity** Generally *good [good, quite brief, brief, limited or no]* response to the content of the photos. For the follow-up conversation, the speaker usually *[tends to, gives short, is able only to give short, very short, very little]* gives quite short responses but occasionally gives extended responses. *[occasional attempts at longer, attempts, attempts at slightly longer,]* Usually gives clear information but lacks clarity from time to time. *[few occasions when unsuccessful or unclear/ an effort of concentration needed to understand, and some respsones may be unintelligible/ unclear or unintelligible / most of what said is unintelligible]*	Part 1 – describe a picture (8+4) **AO1 - Communication content – coverage + development / Clarity (8)** **4 bands – 2 per level** Coverage of most or all of the required information *[some/ little]* with regular development.*[some/occasional/little]* • Clear communication *[mostly / some clear / occasional clarity]* with occasional ambiguity *[some / instances where message breaks down / message often breaks down]*	1. ==AO2== **Strand 1**: Understand the picture in speech *[rather contrived -but necessary with these AOs.]* 0-5 5 bands – 1 mark per level **Understanding – clarity of response – ideas & points of view** ● Responses to all stimuli demonstrate an understanding of what is presented, *[mostly, some, limited, very simple]*with mainly*[some/beginning to select some,]* relevant information relating to the written and visual prompts. ● Most responses are clear and understandable.*[despite some lapses/some clarity/occasional clarity]* ● Most responses convey ideas and points of view clearly and appropriately to the written and visual prompts. *[convey ideas a dPoV / some convey appropriately / simple thoughts with occasional clarity / v simple info with occasional clarity]*
	AO3: Linguistic knowledge and accuracy (4) Some *[occasional., limited, basic]* variety of vocabulary and grammatical structures to describe different, relevant aspects of the picture. • Generally *[some, occasional, limited]* accurate use of language; some minor errors.	[No AO3 for this part]

AQA	Edexcel	Eduqas
	Follow-up Conversation	
	AO1: 12 – communication, development an dclarity (12) *4 bands – 3 per level –* ● **Sustains** communication with some hesitation and teacher prompting needed. *[occasionally able / limited ability to / isolated examples of ability to]* ● Responds to questions with some **development**. *[little, brief. Undeveloped]* ● Communication is generally **clear** but there are some instances where the message is ambiguous *[sometimes,. Occasional, limited]*	**AO1: 15 (spoken Interaction)** 5 levels – 3 marks per level **Understanding question (relevant answers)** *[understanding / some understanding /limited + beginning to select relevant info / may be relevant / little relevance]* **Clarity** *[most clear and understandable / despite lapses / some / occasional]* **Ideas and points of view** *[most clearly / most / some / simple thought v simple info]]* **Interaction spontaneity** *some spontaneity but with hesitation /occasional spontaneity / interaction undeveloped / limited / little relevance]* (belong with understanding???) */ need for paraphrased questions [some / :/most / : / all]*
Grammar, Vocabulary + SSC [AO3] **10**	**AO3: 4 linguistic knowledge and accuracy**	**AO3:5** (Grammar vocabulary SSC)
5 levels – 2 marks per level **Structures + vocabulary** **Tenses** **Frequency of error** **Pronunciation**	**Variety / timefranes / accuracy + errors** ● Some *[occasional, limited, basic]* variety of vocabulary and grammatical structures, occasional use of complex language. ● Generally *[some, occasional, limited]* successful use of past, present and future timeframes.	Grammar **Vocabulary incl SSC** **Pronunciation** (why separated form SSC?) • Generally accurate grammatical structures applied *[:/:/attempted / occasionally attempted]* but with

AQA	Edexcel	Eduqas
Generally good language *[reasonable,/ basic/ limited / very poor]* which involves mainly simple linguistic **structures and vocabulary**, with some repetition, but with attempts to use more complex linguistic structures and more **varied vocabulary**. *[simple, simple + repetitive/ repetitive / little understanding about how language works]* There is some success in making **reference to past and future, as well as present,** events. *[limited success / little or no success/]* Although there may be **errors**, they do not generally impede comprehension. *[frequent errors occasionally impede/ regularly impede / in vast majority of sentences]* Generally good **pronunciation** but some inconsistency at times. *[generally understandable / understandable but errors make comprehension difficult at times / very anglicised / only just understandable]*	• Generally *[some, occasional, limited]* accurate use of language; mostly minor errors, occasional major error. *[some major, both major and minor]*	occasional *[some / more frequent / f:]* lapses. • A range of vocabulary is selected to convey ideas and points of view. [*some misused / straightforward / simple / basic*] • Generally accurate pronunciation, but with occasional lapses. *[more frequent lapses / frequent / occasionally understandable / occasionally attempted]* • Intonation of individual words, phrases and sentences supports the clarity of what is said. *[sometimes / occasionally / attempted / occasionally attempted]* [If more than one question needs to be paraphrased, no access to top band]
Mark schemes: Indicative content		
None in SAMS	General to all tasks: Additional guidance gives definitions and examples of language used in criteria: development, complex, variety, minor error, major error, hinder clarity, prevents communication.	None
Accessibility Considerations		
Can write notes in prep time including sentences	Can write notes in prep time including sentences	
Follow-up Q/A can cover any aspect of the theme	Follow-up Q/A can cover any aspect of the theme	
Q/A can be tailored to pupil's interests and experience [but NB – examples ensure coverage of tenses]	Q/A can be tailored to pupil's interests and experience	
Photo can indicate time of day	Colour photo – gives more prompts about what to say	

AQA	Edexcel	Eduqas
	Choice of cards	
	Structure for description (no need to memorise PALM!) Familiar – topic will be known in advance	*Note that photo card is 4-5 minutes in total.* *Expectation that student will speak for 1 minute on each question?CHECK*
SAMS Higher Visual Stimuli: Commentary		
2 x Photo cards **Theme-based (different from reading aloud themes)**	**As foundation**	**As foundation**
Describe the photo	**Describe the photo**	**Describe the sequence**
FOUNDATION AND HIGHER TIERS Card A Candidate's Photo card Look at the photo during the preparation period. Make any notes you wish to on an Additional Answer Sheet. Your teacher will then ask you questions about the photo and about topics related to the theme of People and lifestyle	Describe ONE of these pictures. You will tell your teacher which one you have chosen to describe. Your description must cover: • people • location • activity. Your teacher will then begin a conversation with you relating to the picture and the broader thematic context of My personal world.	Use the four photographs below to describe a day at school. You will start first. Your teacher will then ask you five questions in French. They will ask you each question twice. You should show your understanding of the connected photographs in your response and try to give extended responses to the questions you are asked.
3 suggested questions to follow up theme. e.g. **H:** Parle-moi de la photo Open-ended opinion (x est important? Pourquoi/pas?) Past tense Future tense Qu'est-ce que tu vas faire à l'avenir pour garder la santé?	Examiner choice of follow-up questions. The first should relate to the content of the picture <mark style="background-color:magenta">*[NB – need for teacher to ensure questions draw out sufficiently complex answers …*</mark>	1. Tu reçois combien de devoirs normalement ? [Tu as combien de devoirs ?] 2. Qu'est-ce que tu as fait la semaine dernière au collège ? [Quelles étaient tes activités à l'école la semaine dernière ?] 3. Qu'est-ce que tu vas faire l'année prochaine ?

AQA	Edexcel	Eduqas
L'exercice, c'est important? …Pourquoi / pourquoi pas? Qu'est-ce que tu as fait récemment qui n'était pas sain? *<mark>NB – need for teacher to ensure questions draw out sufficiently complex answers …</mark>*		[Que vas-tu faire à l'école l'année prochaine ?] 4. Tu aimerais aller à l'université à l'avenir ? [Tu voudrais aller à l'université ?] 5. Quels sont tes projets pour l'avenir ? [Qu'est-ce que tu vas faire à l'avenir ?] In this example : 1 present, 1 past 2 future, 1 conditional. No similar pattern – so may be considered invalid to compare … *<mark>Up to 4 minutes – so expectation that pupils speak for a minute per question ….check</mark>*

Higher Criteria

Describe a picture + follow up questions - holistic	Part 1 describe a picture only	**Part 1** describe a picture only

AO1: 15
0-15 marks
5 levels - 3 marks per level.
  ● **Response to photo (describing it) - length**
  ● **Follow-up questions: length + clarity**
 	
Excellent *[very good, good, generally good, generally good but lack of clarity sometimes]* response to the content of the photos.
 	
For the follow-up conversation, the speaker consistently *[regularly / develops some / quite short, occasionally extended / quite short occasionally longer]* develops responses in extended sequences of speech.
	AO1: 8+ <mark>**AO3**</mark>:4) = 12
	Communication content – coverage + development / Clarity (8)
	
	4 bands – 2 per level
	
	Full **coverage** *[full/most or almost all /]* of the required information
	with consistently detailed **development** of key points. *[regular / some]*
	
	Communication is consistently **clear**.**[**rare ambiguity / occasional ambiguity / some ambiguity]*
		1. <mark>**AO2**</mark> **Strand 1: 5**: Understand the picture in speech
		0-5
		5 bands – 1 mark per level
		Understanding – clarity of response – extended & develop ideas & points of view
		Responses to all stimuli demonstrate a perceptive understanding of what is presented, *[understanding / :/:/some understanding]*
		
		-with detailed and relevant information relating to the written and visual prompts *[mainly / relevant / mainly relevant / some relevant]*

AQA	Edexcel	Eduqas
Conveys information clearly at all times. *[almost always / usually / lacks clarity form time to time / a few occasions very unclear]*		. Responses are consistently clear, understandable and engaging. *[not engaging / :/ understandable / despite some lapses in clarity]* Responses are extended and develop ideas and points of view clearly and appropriately to the written and visual prompts. *[not extended / convey ideas and PoV / most convey ideas and PoV / not clearly, just appropriately]*
	AO3: (4) Range of vocab + structures / accuracy / type of error Wide **range** of vocabulary and grammatical structures to describe different, relevant aspects of the picture *[a variety / some variety / occasional variety]* Consistently **accurate** use of language, [mostly / generally / some] with few **errors** *[some minor / mostly minor / occasional major]*	
	Conversation	
	AO1 – 12 '6 bands – 3 per band Fluency / development / clarity • Sustains communication fluidly throughout. *[With little / some / frequent hesitation]*	**AO2 Strand 1(spoken Interaction)** 15 5 levels – 3 marks per level **Understanding question (relevant answers)** **Clarity** **Ideas and points of view**

AQA	Edexcel	Eduqas
	• Responds to questions with detailed development. *[mostly/some/occasional]* • Communication is consistently clear.*[mostly/generally/sometimes]*	**Interaction spontaneity/ need for paraphrased questions** (belong with understanding?) Replies to all questions in a way that demonstrates perceptive understanding of spoken questions, with detailed and relevant information relating to the questions.) *[perceptive, detailed and relevant /understanding, mainly relevant / understanding , relevant (so higher than previous) / understanding, mainly relevant / some]* • Responses are consistently clear, understandable and engaging. *[:/:/most / most despite lapses]* • Responses are extended and develop ideas and points of view clearly and appropriately to the questions. *[not extended / not develop / most convey clearly / most convey /* • Interaction features spontaneity, engaging with the listener.*[but with little hesitation / hesitation / some spontaneity / occasional spontaneity]*
Grammar, Vocabulary + SSC [AO3] **10 marks** **5 levels – 2 marks per level** **Structures + vocabulary** **Tenses** **Frequency of error** **Pronunciation**	AO3 -4 Range of G&V / Timeframes / accuracy ● Wide range of vocabulary and grammatical structures, *[variety, some occasional]* frequent *[some, occasional,]* use of complex *[straightforward]d* language.	AO3 (Grammar vocabulary SSC) **5** **Grammar** **Vocabulary incl. SSC** **Pronunciation** (why separated from SSC?) ● Accurate grammatical structures applied, with few repairs. *[some*

AQA	Edexcel	Eduqas
Excellent language with a wide variety of linguistic **structures and** a wide range of **vocabulary**. *[very good, some / good, some attempts usually successful / mainly simple with repetition but attempts at more complex and varied / generally good, mainly simple, attempts at complex / reasonable, simple, repetitive at times]* References to **past and future, as well as present** events are made confidently. *[generally successful / sometimes successful / some success / limited success]* There are few minor **errors** and other errors occur when complex structures and/or vocabulary are attempted. *[occur when complex attempted / occasional more serious / errors but do not impede / frequent errors which occasionally impede]* Consistently good **pronunciation** throughout..*[good, occasional lapses / inconsistency in more challenge / some inconsistency at times / generally understandable]*	● Consistently successful use of past, present and future timeframes. *[predominantly, generally, some]* ● Consistently accurate use of language, [accurate, generally, some] any errors are minor. *[some, occasional major, some major errors]*	*repairs / generally accurate / with occasional lapses/ with some lapses]* ● An ambitious range of vocabulary is selected to convey ideas and points of view. *[engaging range (!) / wide / range / with some misused words /]* ● Consistently accurate pronunciation throughout, possibly with some repairs. *[accurate / occasional lapses / generally accurate / more frequent lapses]* ● Intonation of individual words, phrases and sentences consistently supports the clarity of what is said to engage the listener. *[[remove engage (/ mostly supports / supports* <mark style="background-color:red">*(check order)*</mark> */ sometimes supports]*
Mark schemes: Indicative content		
No	No	No
Accessibility Considerations		
As foundation	**As foundation**	As Foundation

Appendix

<mark>EDEXCEL ROLE PLAY</mark> - In the role play, students will be required to give and receive information, answering and asking questions. The students' interactions could include any of the following:
• make transactions (buying tickets, ordering food etc)
• make plans, appointments or reservations
• explain or give reasons
• describe
• express likes / dislikes / preferences / opinions
• ask for advice
• make a complaint or report a problem
• ask / talk about activities.
Role plays will be transactional in nature and will always be in one of the following settings:
• Café / restaurant
• Shop / market / shopping centre
• Hotel
• Train station
• Tourist information office
• Cinema / theatre / concert hall
• Campsite
• Leisure centre
• Doctor's surgery / hospital
• In town

The role play assesses communication only and has been designed so that students can respond to the prompts using vocabulary drawn from the vocabulary list.
Each assessment series, Pearson will provide six role play stimulus cards, which will use six different settings from the above list.
The role plays are all set in a formal context. Students are not required to use the formal register.