Bolton LP June 23: GCSE 2024 Up-date

Helen Myers

Provisional outline programme for today

8.30	Arrive	
9-10.15	Session 1	Where are we now? How have we got to where we are? *Background to the new DfE GCSE Subject content (Jan 2022) and the Awarding Organisations* (Aos)
		What are the key differences between 2016 and 2024 Subject content?
10.15 – 10.30	Break	
10.40– 12.15	Session2	Continue above if needed. How have the exam boards responded in their specifications and SAMs?
		2 examples of how HODs have responded for planning their curriculum
		What are the issues and questions for people to consider
		If time: What about Ofsted? How does this align with the National Curriculum?
12.15 – 1	Lunch	
1 – 3.30	Session 3	Discuss curriculum plan for 2023-2024 – KS3 In the light of the context, what might you maintain / add/remove? (Regardless of spec selected).

Where are we now?

When they are approved ALL will give a full analysis / run webinars etc.

Timeline

November 2022 All exam boards submitted draft specifications and Sample Assessment Materials for French to Ofqual. These are published.

April 2023 Expected accreditation of GCSE French – did not happen

June 2023 - AQA and Edexcel accredited. Eduqas awaiting accreditation. Feedback to exam boards necessitated change to the drafts.

Once accredited, exam boards submit and publish German and Spanish draft specification and SAMS.

Summer 2023 Expected accreditation of German and Spanish.

Autumn 2023 Decision on selecting exam board ready for option evenings in Spring 2024

Autumn 2024 First year 10 cohort starting the new (2024) GCSE French, German and Spanish GCSEs. [Current Year 8]

Summer 2025 Final assessment of current (2016)specifications

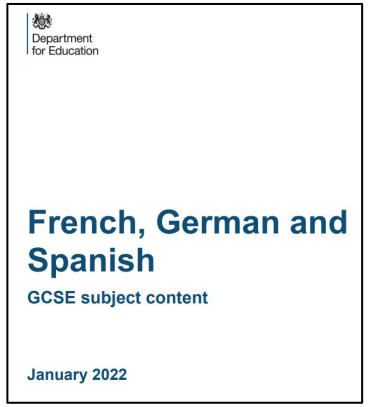
Summer 2026 First assessment of the new (2024)GCSE

How have we got to where we are?

Background to the new DfE GCSE Subject content (Jan 2022): Timeline

- *[2016: T&L Pedagogy Review [Bauckham]]*
- March 2021: **DfE** Proposals for new **GCSE MFL subject content** + **Ofqual** on associated **Assessment Arrangements** open for consultation
- May 2021 consultation ended
- *[June 2021 Ofsted Curriculum Research Review]*
- January 2022: DfE and Ofqual response to consultation and final Subject Content and Assessment Objectives published (Renamed French German Spanish GCSE Subject Content). There were some changes to the original proposal). First teaching Sep 2024, first testing 2026. (One year delay from original proposal)
- March 2022: Ofqual consultation on Subject Conditions and Guidance.
- May 2022: DfE publishes minor amendments to French German Spanish GCSE Subject Content 2022
- June 2022: Ofqual publishes consultation outcome + GCSE regulatory requirements and guidance:

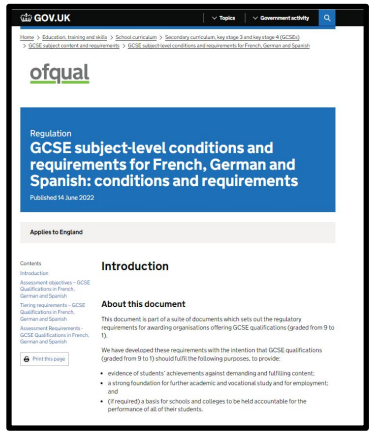
1. GCSE subject-level conditions for French, German and Spanish 2022
2. GCSE subject-level guidance for French, German and Spanish 2022


Department for Education

French, German and Spanish

GCSE subject content

January 2022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Regulation

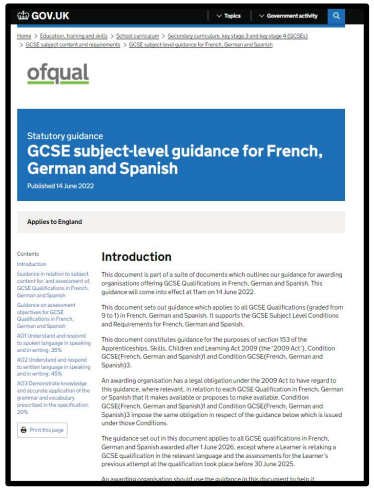
GCSE subject-level conditions and requirements for French, German and Spanish: conditions and requirements

Published 14 June 2022

Applies to England

Introduction

About this document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Statutory guidance

GCSE subject-level guidance for French, German and Spanish

Published 14 June 2022

Applies to England

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DfE Page last updated May 2022

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Home > Education, training and skills > School curriculum > Secondary curriculum, key stage 3 and key stage 4 (GCSEs) > GCSE subject content and requirements

Guidance

GCSE French, German and Spanish subject content

Subject content, aims and learning objectives for French, German and Spanish GCSEs from 2024.

From: Department for Education
Published 14 January 2022
Last updated 18 May 2022 — See all updates

Get emails about this page

Applies to England

Documents

French, German and Spanish GCSE subject content
PDF, 1.89 MB, 203 pages

Related content

- GCSE modern foreign languages subject content review panel
- GCSE modern foreign languages
- GCE AS and A level modern foreign languages
- A level subject content reform: Nick Gibb letter to ALCAB
- GCSE and A level subject content: equality analysis (13 subjects)

Details

This document sets out the learning outcomes and content coverage required for GCSE specifications in French, German and Spanish for first teaching in September 2024 and for the first examination in summer 2026.

> In November 2019, the Department for Education announced that it would be convening an independent expert panel to test and develop potential changes to the subject content for French, German and Spanish GCSEs.
>
> The panel's recommendations were subject to a 10-week public consultation between March 2021 and May 2021 and the government has now published its response to the consultation.
>
> Ofqual has also published its response to their consultation on proposed assessment arrangements.
>
> Subject content for all GCSEs in modern foreign languages other than French, German and Spanish for teaching from September 2024 and examination from summer 2026 is also available.

Published 14 January 2022
Last updated 18 May 2022 + show all updates

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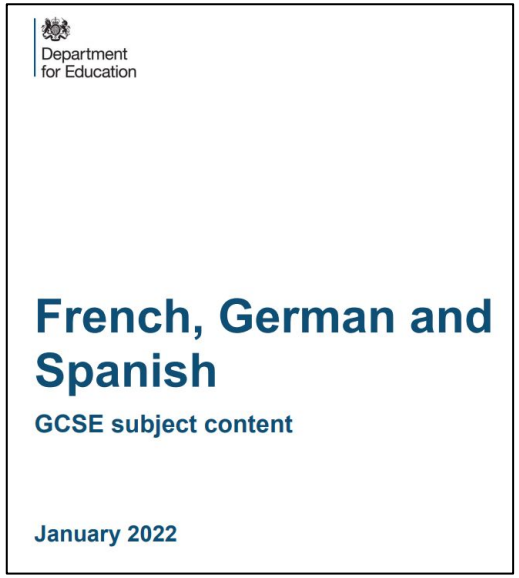
What are the key differences between 2016 + 2024 DfE Subject Content + Ofqual Requirements?

DfE:French, German and Spanish GCSE subject content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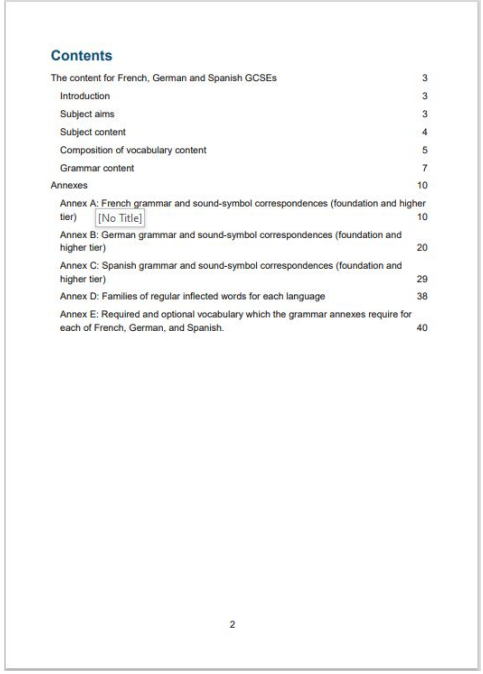
French, German and Spanish

GCSE subject content

January 2022

Key differences in new subject content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DfE GCSE Subject content

Reminder.
(Covered in the past)

Use **defined** Vocabulary, grammar *[note that language beyond defined list is accepted] Constraints on choice of vocabulary + grammar defined in following slides*

Specifications should identify a limited number of broad **themes or topics** [**not defined by DfE**]

Apply **principles of SSC** to spelling and pronunciation

All language **BOTH receptive AND productive**

Required tasks

Reading – questions in **English**

Listening - questions in **English** (**pace no faster than moderate**)

Dictation (incl vocab off the list) – credit for accurate spelling

Writing (lexical and grammatical accuracy – ***specific function, context grammar not mentioned***)

Translation into English and into the language (‘**appropriate and sufficient’ – no mention of accuracy**

Infer meaning of words outside the list (Ofqual **limited to overlap/higher reading only** and **defined** nature of inference – **not required for listening**)

Question types – **test comprehension in English**

Speaking: tasks specified in Subject content (not by Ofqual as before):

(i) **Read aloud** + unprepared conversation relating to text *[changed from requirement to show comprehension of 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.

Red = key differences from current

Reminder.
(Covered in the past)

Composition of vocabulary content 1/2

1,200 lexical items for foundation tier, and a further **500** lexical items for higher tier **+ words** which can be **regularly inflected** and (for reading only) regularly derived **from listed lexical items using the grammar specified** in the grammar annex

[**NB one entry can list different meanings – still only counts as one e.g. histoire**]

At least 85% of the 1,200 and 1,700 words selected **must be from the 2,000 most frequent words** occurring in the most widely used standard forms of the language.

This information about frequency will be **taken from a source based on data from one or more large, modern corpus/corpora**

'Lonsdale, D. & Le Bras. Y. (2009). A frequency dictionary of French: Core vocabulary for learners. London: Routledge'

Reminder.
(Covered in the past)

Grammar

- Grammar required defined by Subject content (as previously)
- Requirements about explanations: illustrative ('e.g.') or comprehensive (full details)
- The requirements for **knowledge about sound-symbol correspondences (SSCs)** included
- Students will be required to demonstrate **both receptive and productive** knowledge of the grammar from the list (though the **derivational morphology laid out in the grammar annex can only be included for reading**).
- **Vocabulary List** must also **specify highly irregular forms** within a grammatical subsystem

Pages 10 – 37. Grammar annexes for each language.

Coverage broadly the same

New:

- Very detailed requirements and explanations
- No receptive only [R] e.g. relative pronoun ‘que’ was in foundation
- More precise grammatical language used (e.g. ‘noun phrases’ instead of ‘nouns’)
- Specified examples to be included in vocabulary lists (esp examples of irregular features e.g. for French higher, irregular future stems and imperfect)
- Several elements removed from Foundation (e.g. in French pronouns ‘que’ ‘y’ ‘en’ which were receptive; ‘DEPUIS + present tense’; plural reflexives; plural imperfect) pluperfect passive and present participle (were all receptive in 2015)
- A few elements added to foundation (e.g. direct object pronouns, indirect object pronouns which were receptive only in 2015; imperfect of regular –er verbs (receptive only apart from avoir etre and faire in 201) conditional of 5 high frequency verbs in vocab list (only 2 in 2015)
- Several elements removed from Higher (e.g. direct + indirect pronouns must not be juxtaposed; no imperfect or perfect passive) no depuis + imperfect tense, no subjunctive mood (was receptive), no irregular or plural conditional; dont (was receptive in 2015); no pluperfect
- A few elements added to Higher (e.g. passive in the present tense)
- Definition of verb clusters which must be included in vocabulary lists :
- French foundation seven ‘anchor’ verbs sg + pl: choisir, entendre, lire, offrir, prendre, partir, venir. INFINITIVES IN VOCAB LIST
- French foundation eight high frequency verbs sg only (boire, connaître, courir, croire, écrire, rire, suivre, and voir) ALL FORMS IN VOCAB LIST
- French Higher additional ‘anchor’ verbs: connaître, écrire, reçevoir

See example of French

Note that there have been some changes since March 2021 – mainly to clarify / correct errors – but some to add to Foundation level.

Pages 10-19: Annex A: French grammar and sound-symbol correspondences (foundation and higher tier)

Annexes

Annex A: French grammar and sound-symbol correspondences (foundation and higher tier)

FOUNDATION TIER

NOUN PHRASES

Formation of feminine person nouns (highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., *chef, cheffe; héros, héroïne; Juif, Juive*)

- Add *-e*
- No change (article changes only)
- *-eur* → *-rice* and / or *-euse* depending on which relevant base words (masculine forms) are included in the Vocabulary List
- *-en* → *-nne*

Formation of plural nouns (highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., *madame, mesdames, monsieur, messieurs, œil, yeux*)

- Add *-s* to most nouns
- Add *-x* to masculine nouns ending in *-(e)au* and *-eu*
- No change for nouns ending in *-s, -x*

Infinitive used as a noun i.e., as equivalent of -ing (gerund) in English.

Determiners: Articles

Agreement of articles with noun for gender and number (*le, la, les; un, une, des)*

Contraction of definite article (*le/la* → *l'*) before singular nouns that start with a vowel or *h muet*

Functions of definite and indefinite articles, including where their use or omission differs from English (e.g., *La santé est importante*; *le mercredi*)

Use of definite article before an adjective to form a noun, including uninflected adjectives for languages and addition of a capital letter where the resulting noun is a nationality (e.g., *seul* → *le seul*; anglais → l'anglais, *anglaise* → *l'Anglaise*)

Partitive articles when distinguishing between parts and wholes; after *jouer* with musical instruments; after *faire* with sports

Use of *de* (and omission of article) before nouns following a verb in negative and after expressions of quantity

French sound-symbol correspondences

The list which follows specifies key differences in sound-spelling correspondences between French and English which students will need to learn at GCSE to be able to read out loud and transcribe with sufficient accuracy at this level. It is not an exhaustive list of the all sound-spelling correspondences in the French language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in French as in English, it is not listed.

Students will be expected to pronounce words with stress patterns that allow their speech to be clear and comprehensible.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

silent final consonant
a
i/y
eu
e
au/eau/closed o/ô
ou
u
silent final e
é (-er, -ez)
en/an/em/am
on/om
ain/in/aim/im
è/ê/ai
oi/oy
ch
ç (and soft 'c')
qu
j
-tion
-ien
s-liaison
t-liaison
n-liaison
x-liaison
h
um/un
-gn-
r
open eu/œu
open o
-s-
th
-ill-/-ille
-aill-/ail

Pages 20-28: Annex B: German grammar and sound-symbol correspondences (foundation and higher tier)

Annex B: German grammar and sound-symbol correspondences (foundation and higher tier)

FOUNDATION

NOUN PHRASES
Formation of compound nouns, including final word gender rule:

- many compounds add additional connecting letters: *-e, -s/-es, -n/-en, -ens, -er* (e.g., *Arbeitsstunden*)
- some omit *-e/-en* from the first word (e.g., *Schulbuch*, *Wohnzimmer*)

The omission or unnecessary addition of connecting letters will **not** be credit-bearing.

Compounds can also be adjectives (e.g., *dunkelgrün*) or verbs (e.g., *ausgehen*).

Formation of feminine person nouns (highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., *Anwalt / Anwältin*; person nouns that decline like adjectives will only be used in the nominative):

- male person nouns add *-in* to make the feminine form (e.g., Freund*in*, Lehrer*in*, Amerikaner*in*)

Formation of plural nouns (highly frequent irregulars / low frequency patterns will be listed in the Vocabulary List, e.g., *Busse, Firmen*):

- most masculine and neuter nouns add *-e* (with or without umlaut on the vowel *ä/ö/ü*)
- article changes only for many nouns ending in *-el/-en/-er*
- most feminine nouns add *-n* or *-en*
- feminine occupation nouns ending in *-in* add *-nen*
- some masculine and neuter nouns add *-er* (and umlaut on vowel *ä/ö/ü*)
- some (typically borrowed) nouns add *-s*
- some mostly single-syllable feminine nouns add *-e* (with or without umlaut on the vowel *ä/ö/ü*)
- feminine and neuter nouns ending in *-nis* add *-se*
- some neuter nouns add (e)n

The omission or unnecessary addition of umlauts in plurals will **not** be credit-bearing.

Some nouns are not used in the plural (e.g., Obst, Eis); the overgeneralised pluralisation of such nouns will **not** be credit-bearing.

Nominalisation of infinitive verbs e.g., *schwimmen* → *(das) Schwimmen, wandern*→ *(das) Wandern* and uninflected adjectives for languages e.g. e

Pages 20-28: Annex B: German ...

German sound-symbol correspondences.

The list which follows specifies key differences in sound-spelling correspondences between German and English which students will need to learn at GCSE to be able to read out loud and transcribe with sufficient accuracy at this level. It is not an exhaustive list of the all sound-spelling correspondences in the German language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in German as in English, it is not listed.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

long [a], including [ah], [aa] and short [a]
long [e] including [eh], [ee] and short [e]
[ei/ai]
[z]
[w]
[ie]
long [o], including [oh], and short [o]
long [i], including [ih] and short [i]

hard and soft [ch]
long [u], including [uh] and short [u]
long [ü/y], including [üh] and short [ü/y]
long [ä], including [äh] and short [ä]
long [ö], including [öh] and short[ö]
[äu]
[sch]
[sp-]
[st-]
[s-, -s-]
[ß] [ss] [-s]
[er]
unstressed [-er]
[v]
[au]
consonantal [r]
vocalic [r]
[eu]
[th]
unvoiced [-b], [-d], [-g]
[-ig]
[j]
[-tion]
[qu]

Pages 29-37: Annex C: Spanish grammar and sound-symbol correspondences (foundation and higher tier)

Annex C: Spanish grammar and sound-symbol correspondences (foundation and higher tier)

FOUNDATION TIER

NOUN PHRASES

Formation of feminine nouns (irregular feminine nouns and nouns where the different genders have different English equivalents (e.g., *hijo*, son; *hija*, daughter) will be listed as individual items in the Vocabulary List)

- nouns ending in -o change to -a (e.g., *vecino/vecina*)
- nouns ending in -or add -a (e.g., *profesor/profesora)*
- no change for nouns ending in *-ante/-ente* and *-ista* (e.g., *estudiante, artista*)

Feminised forms of nouns with biological gender relating to jobs are in flux and will be shown appropriate tolerance, reflecting standard and widespread usage (e.g., *el jefe, la jefe/jefa*).

Formation of plural nouns (highly frequent irregulars will be listed in the Vocabulary List):

- nouns ending in a vowel add *-s*
- nouns ending in a consonant add *-es*
- nouns ending in *-z* change *-z* to *-c* and add *-es*
- nouns ending in *–(i)ón* add *-es* and drop the written accent

Infinitive used as a noun i.e., as equivalent of the -ing (gerund) in English.

Nominalisation of masculine adjectives for languages (e.g., francés →(el) francés and inflected forms of regular and the highly frequent patterns of nationality adjectives listed in this annex, (e.g. (la) inglesa, (los) españoles).

Articles Agreement of articles with noun for gender and number (*el, la, los, las; un, una, unos, unas)*

Functions of definite and indefinite articles, including where their use or omission differs from English (e.g., *La educación es importante*)

Contraction of definite article *el* after prepositions *de* and a → *del, al*

Other determiners

Agreement with nouns for gender and number of the following determiners (only the base form will be listed in the Vocabulary List, unless otherwise stated; all English equivalents will be listed).

Demonstrative adjectives (*este, esta, ese, esa*), as well as irregular plural forms (estos, esos) and regular plurals (estas, esas).

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Spanish sound-symbol correspondences

The list which follows specifies key differences in sound-spelling correspondences between Spanish and English which students will need to learn at GCSE to be able to read out loud and transcribe with sufficient accuracy at this level. It is not an exhaustive list of the all sound-spelling correspondences in the Spanish language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in Spanish as in English, it is not listed.

[a]
[o]
[e]
[i]
[u]
[ll]
[ch]
[ca]
[co]
[cu]
[cu] + vowel
[ce]
[ci]
[z]

36

[que]
[qui]
[ga]
[go]
[gu]
[ge]
[gi]
[gue]
[gui]
[j]
[ñ]
[v]
[-r-] [-r]
[rr] [r-] [-r-]*
silent h
* word initial [r-] and [-r-] following consonants n, l or s is the same SSC as [rr].

HIGHER TIER

Key stress positions and associated spelling rules
The list which follows specifies key spelling rules determined by the position of stress, which students will need to learn at GCSE to be able to accurately transcribe and read aloud unknown words.

When reading words aloud in Spanish:
- stress any vowel that has a written accent
- stress the final syllable in a word, except:
  - stress the penultimate syllable for any word ending in a vowel, 'n', or 's' (unless there is a written accent)

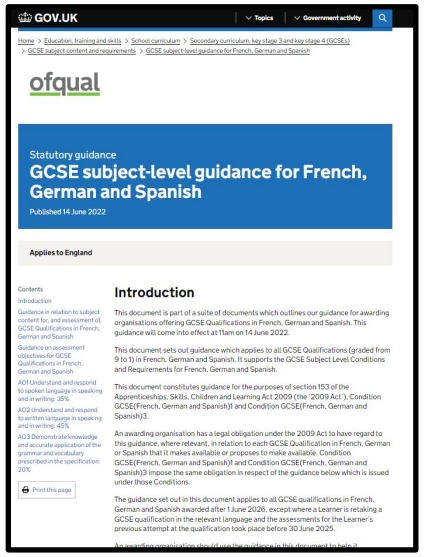
When transcribing Spanish, **only** write an accent on the stressed vowel for:

- words with stress on a final syllable ending in a vowel, 'n', or 's'
- words with stress on penultimate (second to last) syllable for a word ending in a consonant (other than 'n' or 's')

all words with stress on the antepenultimate (third to last) syllable

Ofqual subject-level conditions and requirements for French German and Spanish

https://www.gov.uk/government/publications/gcse-subject-level-conditions-and-requirements-for-french-german-and-spanish



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Statutory guidance

GCSE subject-level guidance for French, German and Spanish

Published 14 June 2022

Applies to England

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Guidance on assessment objectives for GCSE Qualifications in French, German and Spanish

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: 45%

AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: 20%

Print this page

Introduction

This document is part of a suite of documents which outlines our guidance for awarding organisations offering GCSE Qualifications in French, German and Spanish. This guidance will come into effect at 11am on 14 June 2022.

This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in French, German and Spanish. It supports the GCSE Subject Level Conditions and Requirements for French, German and Spanish.

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act'). Condition GCSE(French, German and Spanish)1 and Condition GCSE(French, German and Spanish)3.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in French, German or Spanish that it makes available or proposes to make available. Condition GCSE(French, German and Spanish)1 and Condition GCSE(French, German and Spanish)3 impose the same obligation in respect of the guidance below which is issued under those Conditions.

The guidance set out in this document applies to all GCSE qualifications in French, German and Spanish awarded after 1 June 2026, except where a Learner is retaking a GCSE qualification in the relevant language and the assessments for the Learner's previous attempt at the qualification took place before 30 June 2025.

An awarding organisation should use the guidance in this document to help it

Reminder.
(Covered in the past)

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).

Reminder.
(Covered in the past)

Assessment requirements

- ***Grammar and sound-symbol correspondence requirements (new)*** - *must make available and include SSC examples from 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

Reminder.
(Covered in the past)

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**

Listening [‘understanding spoken extracts’]

- *F: **450 – 550 words** H: **700-850 words** [NB **no timing required** as it was in 2016]*

Dictation (new)

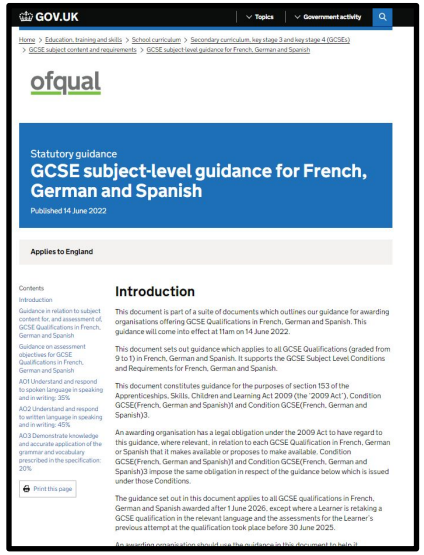
- *F: 20 words minimum H: 30 words minimum*
- *Set out approach to assessment incl. SSC, approach to different languages and level of accuracy required.*

Reading (new) [‘understanding written language’]

- *F: **600-650** (max single text 100 words] H: **850-900 words** (Max single text 160 words) words*

Translation

- *F: 35 words minimum H: 50 words minimum*



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Guidance on assessment objectives for GCSE Qualifications in French, German and Spanish

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: 45%

AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: 20%

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Introduction

This document is part of a suite of documents which outlines our guidance for awarding organisations offering GCSE Qualifications in French, German and Spanish. This guidance will come into effect at 11am on 14 June 2022.

This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in French, German and Spanish. It supports the GCSE Subject Level Conditions and Requirements for French, German and Spanish.

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the "2009 Act"). Condition GCSE(French, German and Spanish)1 and Condition GCSE(French, German and Spanish)3.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in French, German or Spanish that it makes available or proposes to make available. Condition GCSE(French, German and Spanish)1 and Condition GCSE(French, German and Spanish)3 impose the same obligation in respect of the guidance below which is issued under those Conditions.

The guidance set out in this document applies to all GCSE qualifications in French, German and Spanish awarded after 1 June 2026, except where a Learner is retaking a GCSE qualification in the relevant language and the assessments for the Learner's previous attempt at the qualification took place before 30 June 2025.

An awarding organisation should use the guidance in this document to help it

Ofqual subject level guidance for French German and Spanish

https://www.gov.uk/government/publications/gcse-subject-level-guidance-for-french-german-and-spanish/gcse-subject-level-guidance-for-french-german-and-spanish

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Introduction

Guidance set out in this document

Guidance in relation to subject content for and assessment of GCSE Qualifications in French, German and Spanish

- Assessment of speaking
- Assessment of writing
- Infer meaning
- Undertake dictation of short spoken extracts

Guidance on assessment objectives

Assessment of speaking

Assessment of speaking

The Content Document states that each GCSE Qualification in French, German or Spanish must require Learners to:

- *speak using clear and comprehensible language to:*
- *i. read aloud a short written text and undertake a short unprepared conversation relating to the text;*
- *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;*
- *iii. talk about one or more visual stimulus/stimuli, such as (connected) photographs or pictures, and extend this conversation into a short unprepared interaction.*

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.

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.

Note that interaction about learner experience is now allowed.

READING ALOUD follow-up:

Learners **may** demonstrate understanding of the passage or the theme **and/or** the Learner's own experience relating to the passage or the theme

ROLE PLAYS: INSTRUCTIONS UNAMBIGUOUS

VISUAL STIMULI.

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.

HEM

Assessment of writing

Assessment of writing
The Content Document states that each GCSE Qualification in French, German or Spanish must require Learners to:

- *write text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli.*

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**).

HEM comment: Mixed skill (assessed language stimulus + writing task) can lead to double penalty (not understanding task, producing irrelevant assessed language).
NEED TO ENSURE THAT TASKS ARE PRESENTED IN AN UNAMBIGUOUS WAY SO THAT CANDIDATES NOT AT RISK OF 'DOUBLE PENALTY'

Infer meaning

Infer meaning

The Content Document states that each GCSE Qualification in French, German or Spanish must require Learners 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*.

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.

Note change from interpretation of 'infer' in current specifications.

Undertake dictation of short spoken texts

Undertake dictation of short spoken extracts

The Content Document states that each GCSE Qualification in French, German or Spanish must require Learners to:

> *Undertake dictation of short spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling.*

To support understanding of the context, any extract to be used in the assessment of dictation may be adapted from a spoken extract that Learners have already heard.

Added to draft: explanation for including spoken extract already heard i.e. to support understanding of context.

HEM

Guidance on assessment objectives

Not included in consultation

Speed through – just to show not straightforward!!!

HEM

Assessment Objectives

AO1 –Show understanding of / respond to what you hear (through speaking and writing) [LSW]

AO2 –Show understanding of /respond to what you read (through speaking and writing) [RSW]

AO3 – Show understanding of vocabulary and grammar [SW?]

Assessment objectives – GCSE Qualifications in French, German and Spanish

Condition GCSE(French, German and Spanish)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for all GCSE Qualifications in French, German or Spanish.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(French, German and Spanish)1.2. Awarding organisations must comply with these requirements in relation to each GCSE Qualification in French, German and Spanish they make available or propose to make available.

Objective	Description	Weighting
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	45 %
AO3	Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification	20 %

Note that the wording does not **apparently** allow for questions / prompts in English, even though subject content clearly stated that comprehension questions should be in English and speaking tasks should be unambiguous.

So really important to read the guidance to understand how the AOs are interpreted in practice. See later slide.

HEM

AO1 Understand and respond to spoken language in speaking and in writing: 35%

Strands	Elements	Coverage	Interpretations and definitions
1. Understand and respond to spoken language in speech	This strand is a single element	Full coverage in each set of assessments (but not every assessment).	• This strand covers responses in the assessed language 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.
2. Understand and respond to spoken language in writing	This strand is a single element	Full coverage in each set of assessments (but not every assessment).	• This strand covers responses in English to demonstrate understanding of spoken language, as well as writing in the assessed language in response to spoken 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' spoken language separately. Rather, Learners should demonstrate their understanding through their responses.

The guidance separates the strands of

- speaking in response to listening and
- writing in response to listening.

'as well as' replaces 'and'

HEM

AO2 Understand and respond to written language in speaking and in writing: 45%

Strands	Elements	Coverage	Interpretations and definitions
1. Understand and respond to written language in speaking	This strand is a single element	Full coverage in each set of assessments (but not every assessment).	• This strand covers responses in the assessed language to written prompts in the assessed language and/or in English, or to visual prompts. • 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.
2. Understand and respond to written language in writing	This strand is a single element	Full coverage in each set of assessments (but not every assessment).	• This strand covers responses in English to demonstrate understanding of written language, as well as writing in the assessed language in response to written prompts in the assessed language and/or in English 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.

The guidance separates the strands of

- speaking in response to reading and
- writing in response to reading.

Added: and/or in English

'as well as' replaces 'and'

HEM

AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: 20%

Strands	Elements	Coverage	Interpretations and definitions
Not applicable	This AO is a single element	Full coverage in each set of assessments (but not every assessment).	This assessment objective covers responses in the assessed language in relation to: • 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.

This is a single strand.

Draft version of 'speaking and writing tasks' changed to 'written language'. (avoids any confusion over written tasks set in English)

Draft version 'intonation' removed. Now pronunciation only.

HEM

How might you go about selecting an exam board for your situation?

[Always remember – big picture is thinking about what you are going to teach. Take your time deciding on the board.]

Which Awarding Organisation?

NB

Subject content and Subject conditions and Ofqual's application of comparable outcomes aim to ensure comparability across AOs – both in terms of the exam experience and the grading outcomes

How will you select your AO?

What is in your mind?

- Which spec will get my pupils the best grade?
- Which spec will allow for better T&L over 2/5 years?
- In terms of existing resources and approaches, how do the specifications match / require change? What are the resource implications for this AO?
- How clearly do I understand the assessment criteria - especially for the productive skills (S & W)
- Which spec gives the best assessment experience for my pupils? (How would my pupils perform with the assessment stimuli / response of the sample papers? How suitable for my cohort?)
- Which spec is the most easily managed?
- Which spec allows for the most choice for my department?
- Which spec ensures the most collaboration for my dept / network of schools? What do my networks advise?
- What support is available from the AO?
- Which spec is the least likely to mean I get flak from pupils / colleagues / parents / managers?!!!!
- SHOULD be .. What's best for OUR PUPILS .... (see Michelle Meadows, Ofqual blog – quoted later)

... NB .. no outright recommendations here ... more of a process with hopefully a useful summary / indicators

Qualities of a good assessment

The most important aspects:

Valid does it test what it is meant to be testing?

Reliable does it test fairly, regardless of who?

Accessible Does it allow the whole ability to show what they know, understand and can do?

(NOT: ‘is the assessment exciting?....!’ ‘Is the assessment easy?’)

The process!

- 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. Into the Upper School Handbook / evening

How have the exam boards responded?

Sources: Specifications

(1) AQA: https://www.aqa.org.uk/subjects/languages/gcse-french-spec-change

(2) Pearson/Edexcel: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html

(3) Eduqas. https://www.eduqas.co.uk/qualifications/french-gcse/...

Helen’s ‘at a glance’ 1 /2

https://helenmyers.blogspot.com/2023/06/analysis-of-gcse-french-2024.html

GCSE specifications comparison ‘at a glance’

Grammar: all have the same requirements, but may choose different illustrations for some features, and different layout.
Vocabulary: all have same constraint (85% of most frequent top 2,000 words, 30 multi word phrases + 20 cultural items)
Assessment Objectives : all the same, but have distributed weightings differently.

Element	AQA - Final Link	Edexcel- Final Link	Eduqas - Draft LInk
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	**1. Identity**: for example, personal attributes, cultural background, languages spoken and learning, national, racial, gender stereotypes, family, friends, relationships **2. Everydaylife**: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

Helen's 'at a glance' 2/2

Listening (incl dictation)	'Paper 1' F: 35 mins **40** marks (32+8) NB – scaled up to 50 H: 45 mins **50** marks (40 + 10) 25% 5 mins reading time at start, 2 mins checking time at end	'Paper 2' F:45 mins H: 60 minutes **50** marks 25% 5 minutes reading time	'Component 2' F: 35 mins H: 45 mins **50** marks 25%
Speaking	'Paper 2' NEA - F: 7-9 mins - H: 10-12 mins - 50 marks - 25%	'Paper 1' NEA - F: 7-9 mins - H: 10-12 mins - 50 marks - 25%	'Component 1' NEA - F: 7-9 mins - H: 10-12 mins - **50** marks - 25%
Speaking Role play	F+H **10** marks, 1.5 mins	F+H: **10** marks recommend 1-1.5 minutes	F+H: **10** marks 1-1.5 minutes
Speaking Read aloud + unseen questions	F+H 5 + 10 = **15** marks F: min 35 words, 2.5mins H: min 50 words, 3.5 mins 4 unseen questions	F+H 8+4 = **12** marks 2 unseen questions =4 F: 1.5-2 minutes H: 2- 2.5 minutes	F+H **15** marks Read aloud Up to 1 minute Unprepared conversation 1-1.5 minutes 3 unseen questions
Speaking – visual stimuli	F+H 1x photo card with 2 photos 5+15+5 = 25 marks [F: 4-5 mins H: 6-7 mins No compulsory questions	F+H 28 [12 + 16] 28 marks 1 photo card (choice from 2 photos) 2 compulsory questions + 1 compulsory subject opening F: 1.5-2 + 3-3.5 = 4.5-5.5 mins H: 2-2.5 + 5-5.5 = 7-8 minutes	F+H **25** marks Sequence of 4 photos 4-5 minutes 4 Compulsory questions *(scripted paraphrase if needed – but penalised if used too much)*
Reading incl dictation	'Paper 3' F: 45 mins H: 1 hour **50** marks [40 + 10], 25%	'Paper 3' F: 45 mins H: 60 mins **50** marks (40 + 10) 25%	'Component 3, Section A' (Part of 2-hour paper) Section A = **50** marks (44+6), 25%
Writing (incl translation)	F: 1 hour 10 mins H: 1 hour 15. **50** marks (40 + 10)25%	F: 1 hr 15 mins **50** marks H: 1 hr 20 min **50** marks 25%	'Component 3, Section B' (Part of 2-hour paper) Section B= **50** marks (40+10), 25%
	'Paper 4' F: 4 tasks + translation Photo prompt – 5 statements (**10**) 5 bullet point prompt – 50 words (5+ 5 = **10**) Grammar m/c - 5 Translation (5+5 = **10**) 3 bullet point prompt – 90 words (choice of 2) (10 + 5 = **15**) H: 3 tasks + translation Translation (**10**) 3 bullet point prompt – 90 words (choice of 2) (10 + 5 = **15**) 2 bullet point question – 150 words (choice of 2) (15 + 10 = **25**)	'Paper 4' F: 3 tasks + translation Photo prompt – 4 statements (**8**) 3 BP prompt – formal context - 40-50 words (choose 1 of 2) (9 + 5 = **14**) 4 BP prompt –informal context - 80-90 words (choice of 2) (AO1 13 + AO3 5 = **18**] Translation 5 sentences [6+4 = **10**] H: 2 tasks + translation 4 bullet point prompt – informal context 80-90 words (choice of 2) (13 + 5 = **18**] 4 bullet point question – formal context - 130-150 words (choice of 2) (17 + 5 = **22**] Translation (6+4=**10**)	'Component 3, Section B' F: 3 tasks + translation En word prompt – 5 sentences (**8**) 3 BP - 60-80 words (**12**) Open ended with written French prompt (**20**) Translation (**10**) H: 2 tasks + translation Open ended with written French prompt (**20**) 3BP – 150-170 words (15+5 = **20**) Translation (**10**)

https://docs.google.com/document/d/1afga7KwEkruAzUMPwC8KkrjlWi5_fxET/edit?usp=sharing&ouid=107065108007564421667&rtpof=true&sd=true

Where and how the exam boards may differ.

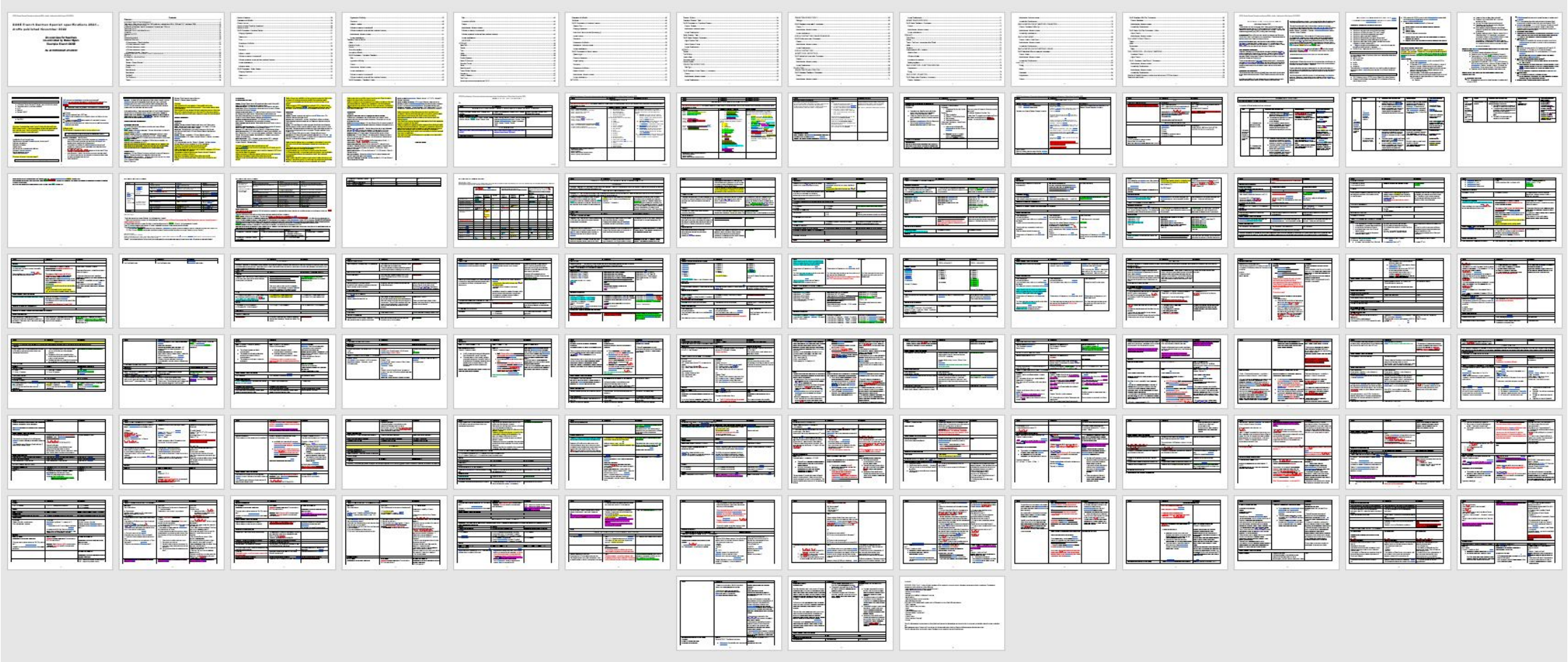
1. **Approach:** same /different from current AO spec
2. **Access and inclusivity**: planning and arrangements to cater for all
3. **Admin/ organisation of papers**
4. **Assessment objectives:** allocation and weighting
5. **Criteria:** clarity of definitions - exemplification
6. **Themes/ Topics/ Vocabulary –** much overlap, but some variation. Deliberately familiar/unfamiliar
7. **Listening**: number of texts, number of questions per text, visual support, weighting of question types (open ended vs m/c), layout, progression, listening conditions
8. **Listening / Dictation:** single words / continuous sentences; targeted/holistic criteria
9. **Reading** (as listening)
10. **Reading / Translation:** targeted/holistic criteria
11. **Speaking**: Criteria specific/holistic; Invigilation and preparation conditions; conversation questions prescribed / guidance; topics more/less predictable; number of sets available
12. **Writing**: Familiar/new task-types; Choice/no choice; Length; single/mixed skill; Layout: tables / open
13. **Writing/ Translation** targeted/holistic criteria
14. **Support** from exam board

Process: Analysis of specifications

- Work in progress .. (see next slide!)
- Some things in common because of DfE subject content and Ofqual subject conditions -but less so than 2008 or 2018)
- Currently some significant variation between drafts across AOs

Examples of variables follow: (12 areas)

Analysis of specifications: work in progress!



1. APPROACH

Variables: approach

Comparison with current:

- Familiar / unfamiliar
- Dated / new

2. ADMIN / ORGANISATION OF PAPERS

Variables: Admin + Organisation of papers

Number of papers

3? [Eduqas draft – but announcement refers to writing as ‘component 4’ - watch this space!] / 4 [AQA and Edexcel final]

Number of sets for speaking

AQA: 9 [AQA] /6 [Edexcel] /3 [Draft Eduqas]

Invigilation

Requires non-specialist [Eduqas draft] / allows specialist

Progression

Peaks and troughs [AQA] / increasingly harder [Edexcel + Eduqas]

3. ACCESS AND INCLUSIVITY

Variable: equality / inclusive

Include all / may exclude our pupils

Choice / no choice [where no choice, may/will not exclude]

4. ASSESSMENT OBJECTVES

Assessment objectives

Allocation to tasks gives advantage / disadvantage to our pupils

AO3 weighted towards writing (AQA + Eduqas draft) / speaking (Eduqas)

AO3 weighted towards SSC (Edexcel) / accurate grammar (AQA/Eduqas draft)

Sample page of detailed analysis - Before

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

Sample page of detailed analysis – in progress

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 Foundation L/C mark out of 40 is weighted to be out of 50 and Foundation dictation AO3 is weighted to be out of 5. This makes comparison of mark allocation to AOs quite straightforward.

	AO1 Understand and respond to spoken language in ~~speech+writing~~: 35% **[Ofqual ~~outcome~~: Listening q/a and Speaking q/a]**			AO2 Understand and respond to written language in speaking and in writing: 45% **Ofqual outcome: Writing, Reading + Spoken presentation**			AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: weighting 20% [incl SSC] **Ofqual outcome: Writing – Speaking – Dictation, Read aloud**		
	AQA **Changed?**	Edexcel **changed**	Eduqas	AQA changed	Edexcel changed	Eduqas	AQA Changed	Edexcel No change	Eduqas
Listening – L/C	**FT: 32 HT: 40**	40	40						
Listening – Dictation	**FT: 4 HT:** 5						**FT: 4 HT:** 5	10	10
Speaking – Read aloud							5	**8**	5
Speaking – Read aloud q/a	10 – was AO2	4	10	~~10 (moved to AO1)~~	~~**4 – moved to AO1**~~				
Speaking – Role Play	~~**10 (moved to AO2)**~~	10	5	10 **(was AO1)**		5			
Speaking – Photo card - description		~~8 aplit – 4 to AO2, 4 to subsection of scripted qs~~		5	4	5		4	
Speaking – Photo card scripted questions (Edexcel)		4							
Speaking – Photo card –q/a	15	12	15				~~10~~ 5	4	5
Reading – incl translation				50	50	50			
Writing – short sentences				FT: 10	FT: 8	6			2
Writing – 40 word				~~FT: 10~~ 5	FT: 9	9	FT: 5	5	3
Grammar m/c							**FT+HT: 5**		
Writing – 90 word				FT+HT: 10	FT+HT:13	15	FT+HT: 5	5	5
Writing – 170 word				HT: ~~20~~ **15**	HT: 17	15	HT: ~~5~~ 10	5	5
Writing - translation					FT+HT: 6		10	4	10
TOTAL	70 35%	70 35%	70 35%	90	90	90	40	40	40

Headlines so far:
Some Allocation to AOs changed by Ofqual (e.g. Role Play changed from AO1 to AO2 for AQA and from AO2 to AO1 for Edexcel. Perplexing!)
Some weighting changes (e.g. AQA AO3 transfer 5 marks from Speaking to Writing)

5. CRITERIA

Variables: criteria

Holistic / targeted

Clear, consistent / unclear, inconsistent definition

Exemplified / not exemplified; more / fewer examples of exemplification

Sample - Analysis of criteria – example…

AQA	Edexcel	Eduqas
Criteria - F		
AO2: 10 (5 bands) + **AO3** -5 = **15**	**AO2**:9 + **AO3** – 5 = **14**	**AO2: 9 + AO3:3 = 12**
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~~ All three bullet points *[~~partial, limited~~ Two or more, one or more]* ~~coverage of the required information~~ addressed • Some *[limited, little or no]* development of ideas • ~~Communication~~ Most of the response is comprehensible ~~generally~~ *[~~some example, limited examples~~ some parts, few parts]* ~~clear~~ but ~~with some ambiguity~~ some messages may be unclear *[sometimes breaks down, often breaks down]* *Final version clearer for defining coverage and clarity.*	**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]*

DRAFT – TO BE UPDATED

DRAFT – TO BE UPDATED

6. THEMES/TOPICS/VOCABULARY

Variables: themes, topics and vocabulary

Nature of themes / topics / vocabulary:

- Appealing to your students / not so appealing
- Cultural / Linguistic specific to exam board which you prefer
- Preparation for A level / not so good preparation for A level

Predictability of theme/topics in exam papers

- Subtopics defined for each theme [AQA] / subtopics defined and could appear in any theme [Edexcel + Eduqas draft]
- Predictability of Formal / informal settings [Edexcel formal role play]

AQA

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

HEM:

HEADLINE: Explicit differences in themes:
AQA: Celebrity Culture
Edexcel: Shopping
Eduqas: Global matters, historical stories

AQA: Defined topics for themes

Edexcel

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: 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

Eduqas

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. Everydaylife :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.

Sample - Themes – analysis of approach

AQA	Edexcel	Eduqas (WJEC)
Edexcel + Eduqas: Issues of equality		
Approach to themes in assessments		
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 AQA + Edexcel: Deliberate use of themes for T&L and to give familiarity in exam situation Eduqas: Deliberate absence of themes in assessment [The reality is that they all use themes and topics in the SAMS!]		

DRAFT – TO BE UPDATED

Reminder.
(Covered in the past)

Composition of vocabulary content 1/2

1,200 lexical items for foundation tier, and a further **500** lexical items for higher tier **+ words** which can be **regularly inflected** and (for reading only) regularly derived **from listed lexical items using the grammar specified** in the grammar annex

[**NB one entry can list different meanings – still only counts as one e.g. histoire**]

At least 85% of the 1,200 and 1,700 words selected **must be from the 2,000 most frequent words** occurring in the most widely used standard forms of the language.

This information about frequency will be **taken from a source based on data from one or more large, modern corpus/corpora**

'Lonsdale, D. & Le Bras. Y. (2009). A frequency dictionary of French: Core vocabulary for learners. London: Routledge'

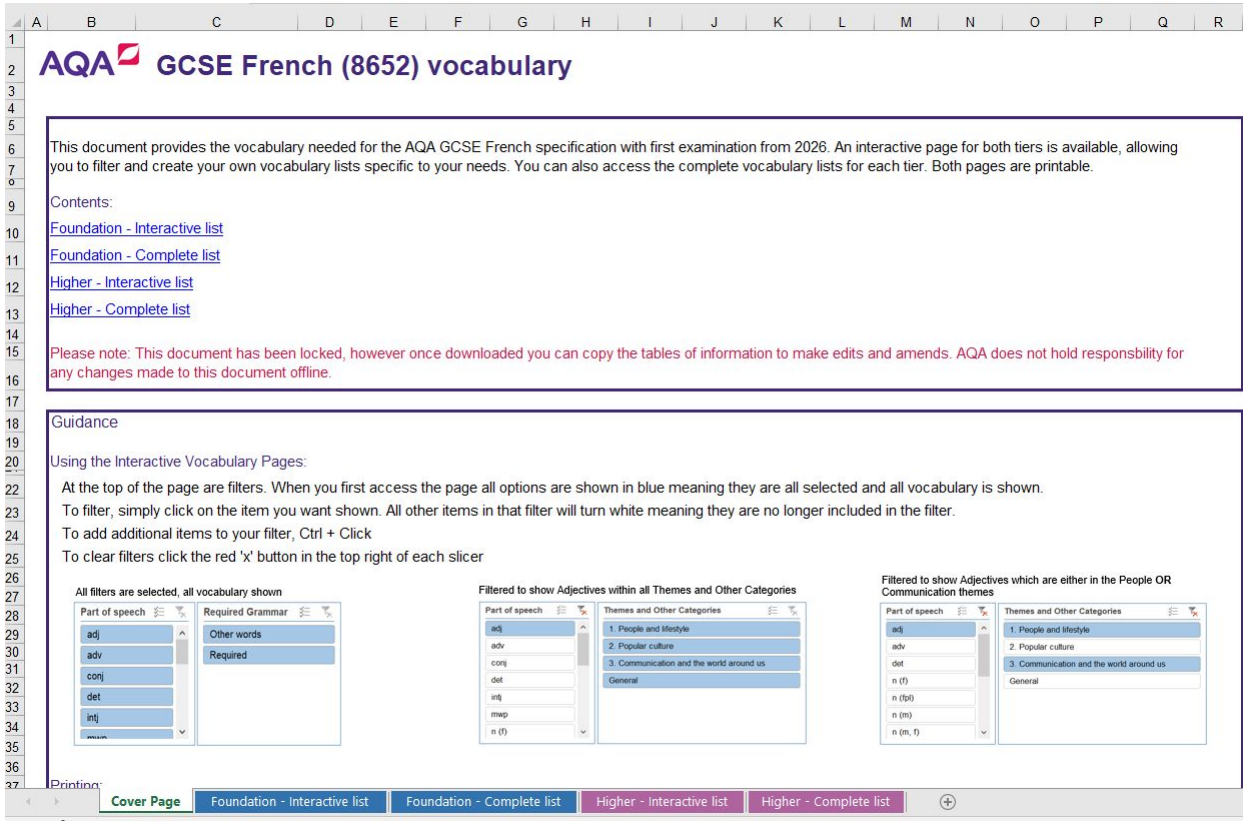
Reminder.
(Covered in the past)

Composition of vocabulary content 2/2:Extras

Extras

i. up to **30 short phrases** that are multi-word phrases in the target language, no more than five identifiable words e.g., ‘il y a’ for there is/are’
ii. up to **20 items** (some of which can be multi-word phrases of up to five words) to refer to relevant **geographical or cultural places/events,** including the names of countries to be known receptively and productively.
iii. Up to **2%** of words **per text** + **all proper nouns** can be **glossed** [Overlap + higher only]
iv. Up to **2%** of words per text can be comprised of **cognates** which are not included in the Vocabulary List.

Spreadsheets from Aos: AQA



AQA GCSE French (8652) vocabulary

This document provides the vocabulary needed for the AQA GCSE French specification with first examination from 2026. An interactive page for both tiers is available, allowing you to filter and create your own vocabulary lists specific to your needs. You can also access the complete vocabulary lists for each tier. Both pages are printable.

Contents:

Foundation - Interactive list
Foundation - Complete list
Higher - Interactive list
Higher - Complete list

Please note: This document has been locked, however once downloaded you can copy the tables of information to make edits and amends. AQA does not hold responsbility for any changes made to this document offline.

Guidance

Using the Interactive Vocabulary Pages:

At the top of the page are filters. When you first access the page all options are shown in blue meaning they are all selected and all vocabulary is shown.
To filter, simply click on the item you want shown. All other items in that filter will turn white meaning they are no longer included in the filter.
To add additional items to your filter, Ctrl + Click
To clear filters click the red 'x' button in the top right of each slicer

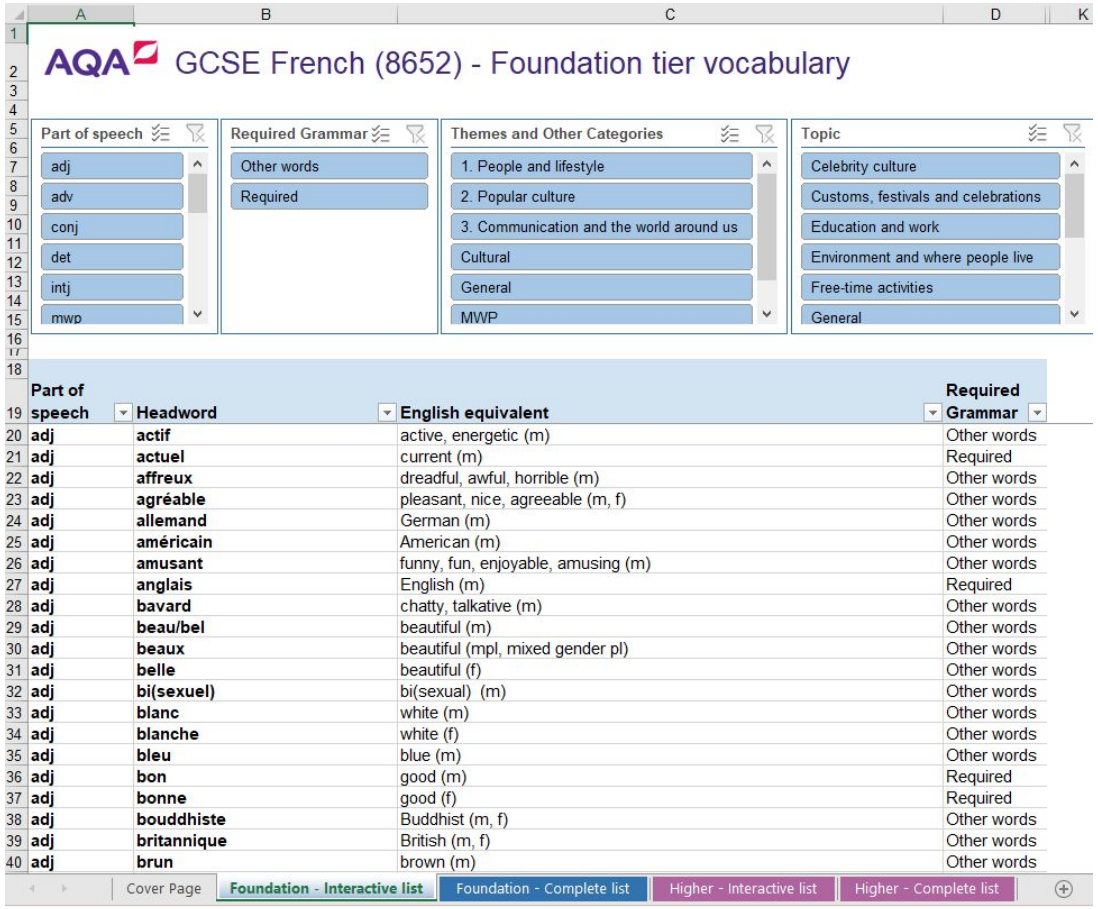
All filters are selected, all vocabulary shown

Filtered to show Adjectives within all Themes and Other Categories

Filtered to show Adjectives which are either in the People OR Communication themes

Printing:

Cover Page | Foundation - Interactive list | Foundation - Complete list | Higher - Interactive list | Higher - Complete list



AQA GCSE French (8652) - Foundation tier vocabulary

Part of speech: adj, adv, conj, det, intj, mwp

Required Grammar: Other words, Required

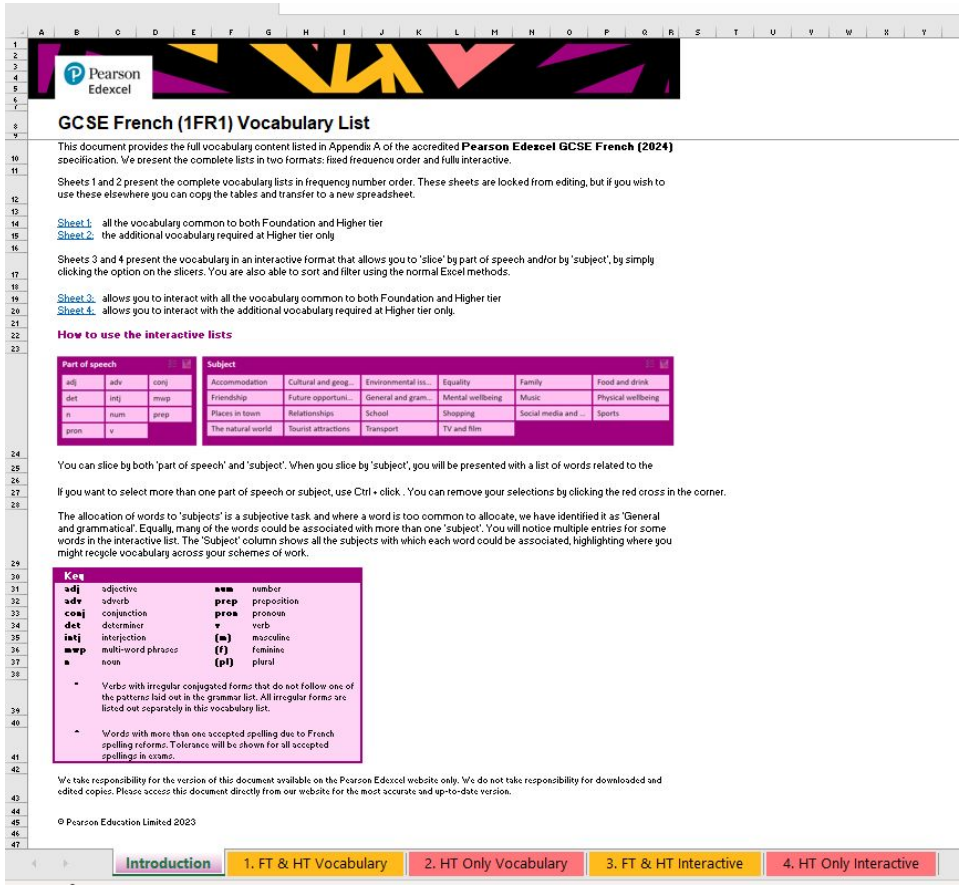
Themes and Other Categories: 1. People and lifestyle, 2. Popular culture, 3. Communication and the world around us, Cultural, General, MWP

Topic: Celebrity culture, Customs, festivals and celebrations, Education and work, Environment and where people live, Free-time activities, General

Part of speech	Headword	English equivalent	Required Grammar
adj	actif	active, energetic (m)	Other words
adj	actuel	current (m)	Required
adj	affreux	dreadful, awful, horrible (m)	Other words
adj	agréable	pleasant, nice, agreeable (m, f)	Other words
adj	allemand	German (m)	Other words
adj	américain	American (m)	Other words
adj	amusant	funny, fun, enjoyable, amusing (m)	Other words
adj	anglais	English (m)	Required
adj	bavard	chatty, talkative (m)	Other words
adj	beau/bel	beautiful (m)	Other words
adj	beaux	beautiful (mpl, mixed gender pl)	Other words
adj	belle	beautiful (f)	Other words
adj	bi(sexuel)	bi(sexual) (m)	Other words
adj	blanc	white (m)	Other words
adj	blanche	white (f)	Other words
adj	bleu	blue (m)	Other words
adj	bon	good (m)	Required
adj	bonne	good (f)	Required
adj	bouddhiste	Buddhist (m, f)	Other words
adj	britannique	British (m, f)	Other words
adj	brun	brown (m)	Other words

Cover Page | Foundation - Interactive list | Foundation - Complete list | Higher - Interactive list | Higher - Complete list

Spreadsheets from Aos: Edexcel



Pearson Edexcel

GCSE French (1FR1) Vocabulary List

This document provides the full vocabulary content listed in Appendix A of the accredited **Pearson Edexcel GCSE French (2024)** specification. We present the complete lists in two formats: fixed frequency order and fully interactive.

Sheets 1 and 2 present the complete vocabulary lists in frequency number order. These sheets are locked from editing, but if you wish to use these elsewhere you can copy the tables and transfer to a new spreadsheet.

Sheet 1: all the vocabulary common to both Foundation and Higher tier
Sheet 2: the additional vocabulary required at Higher tier only

Sheets 3 and 4 present the vocabulary in an interactive format that allows you to 'slice' by part of speech and/or by 'subject', by simply clicking the option on the slicers. You are also able to sort and filter using the normal Excel methods.

Sheet 3: allows you to interact with all the vocabulary common to both Foundation and Higher tier
Sheet 4: allows you to interact with the additional vocabulary required at Higher tier only.

How to use the interactive lists

Part of speech		
adj	adv	conj
det	intj	mwp
n	num	prep
pron	v	

Subject					
Accommodation	Cultural and geog...	Environmental iss...	Equality	Family	Food and drink
Friendship	Future opportuni...	General and gram...	Mental wellbeing	Music	Physical wellbeing
Places in town	Relationships	School	Shopping	Social media and ...	Sports
The natural world	Tourist attractions	Transport	TV and film		

You can slice by both 'part of speech' and 'subject'. When you slice by 'subject', you will be presented with a list of words related to the

If you want to select more than one part of speech or subject, use Ctrl + click . You can remove your selections by clicking the red cross in the corner.

The allocation of words to 'subjects' is a subjective task and where a word is too common to allocate, we have identified it as 'General and grammatical'. Equally, many of the words could be associated with more than one 'subject'. You will notice multiple entries for some words in the interactive list. The 'Subject' column shows all the subjects with which each word could be associated, highlighting where you might recycle vocabulary across your schemes of work.

Key

adj	adjective	**num**	number
adv	adverb	**prep**	preposition
conj	conjunction	**pron**	pronoun
det	determiner	**v**	verb
intj	interjection	**(m)**	masculine
mwp	multi-word phrases	**(f)**	feminine
n	noun	**(pl)**	plural

* Verbs with irregular conjugated forms that do not follow one of the patterns laid out in the grammar list. All irregular forms are listed out separately in this vocabulary list.

^ Words with more than one accepted spelling due to French spelling reforms. Tolerance will be shown for all accepted spellings in exams.

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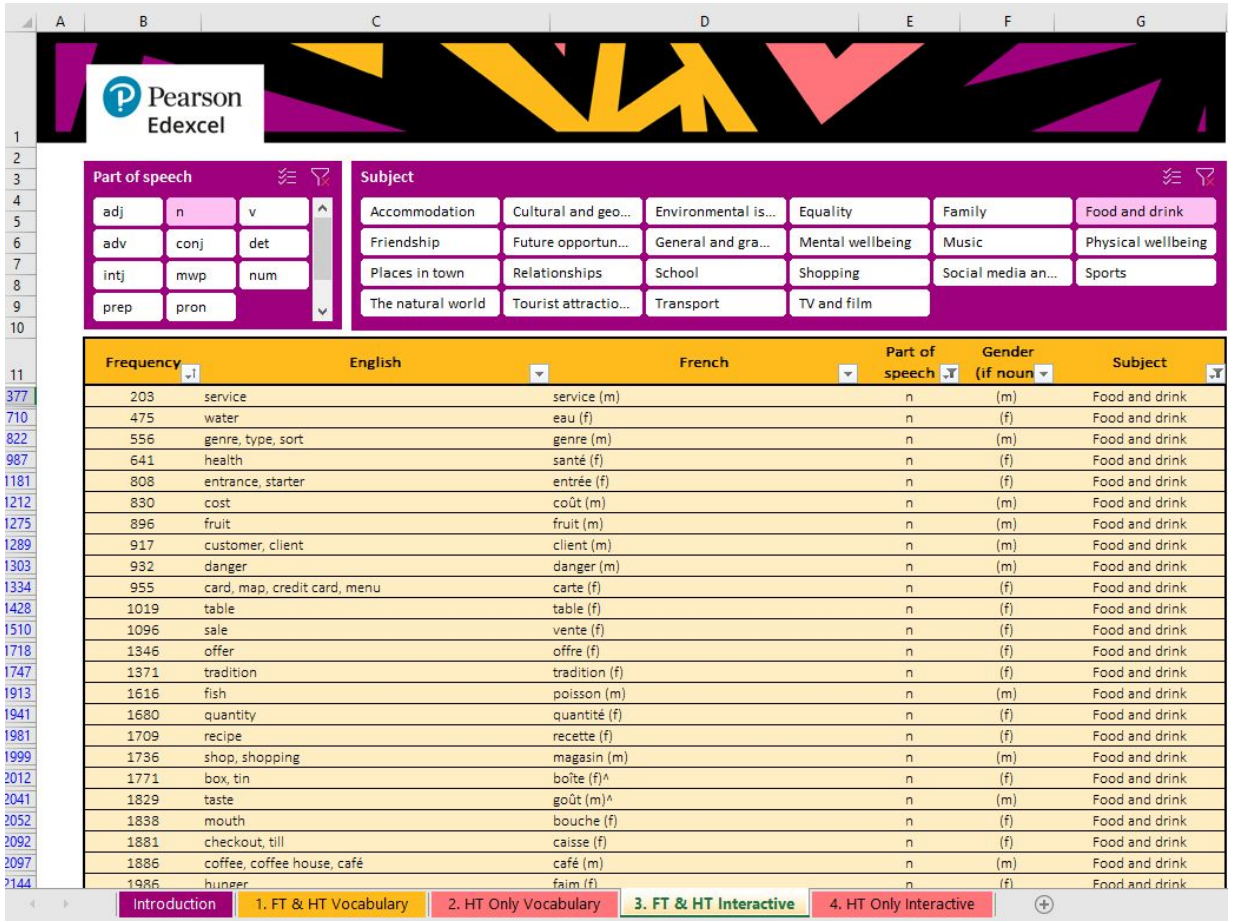
Introduction | 1. FT & HT Vocabulary | 2. HT Only Vocabulary | 3. FT & HT Interactive | 4. HT Only Interactive



Pearson Edexcel

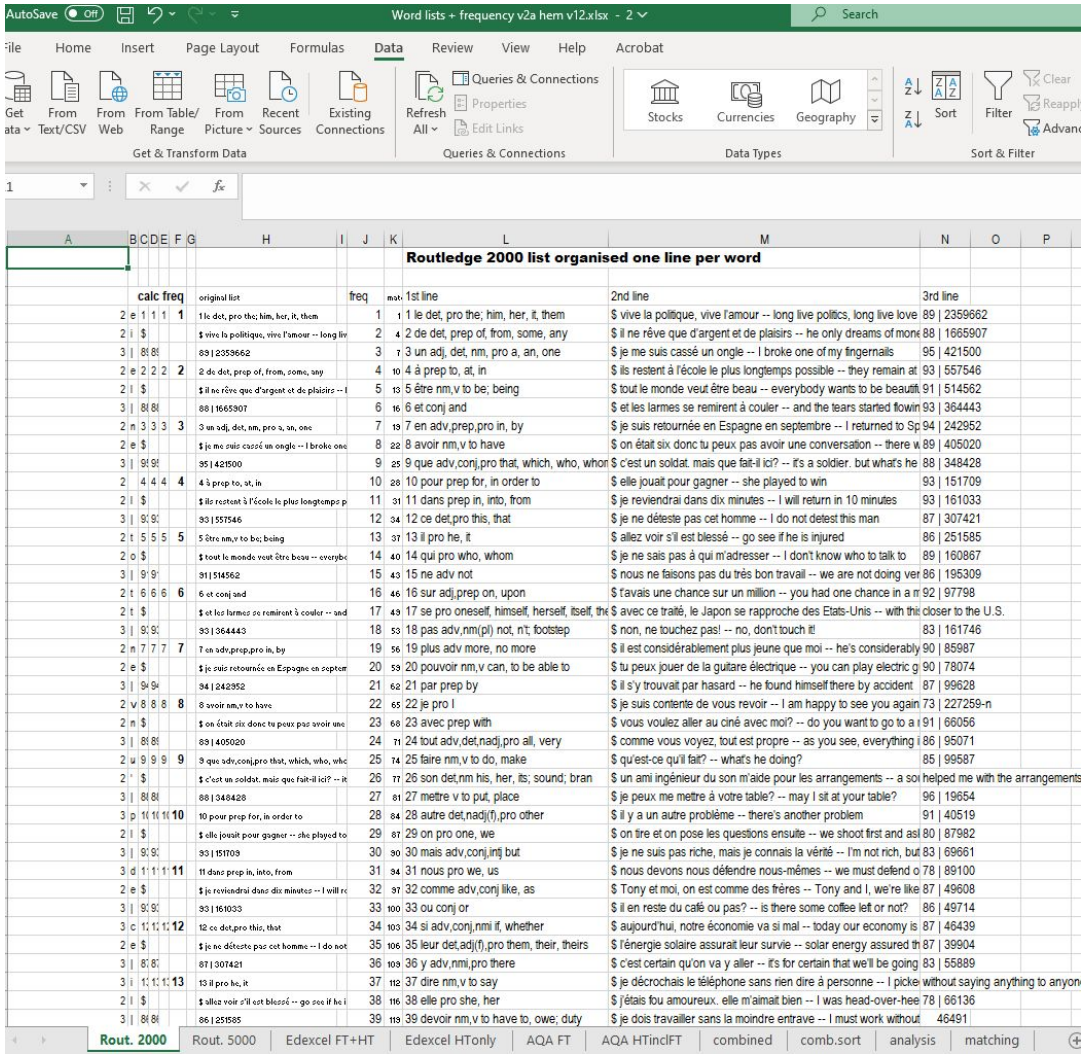
Part of speech		
adj	n	v
adv	conj	det
intj	mwp	num
prep	pron	

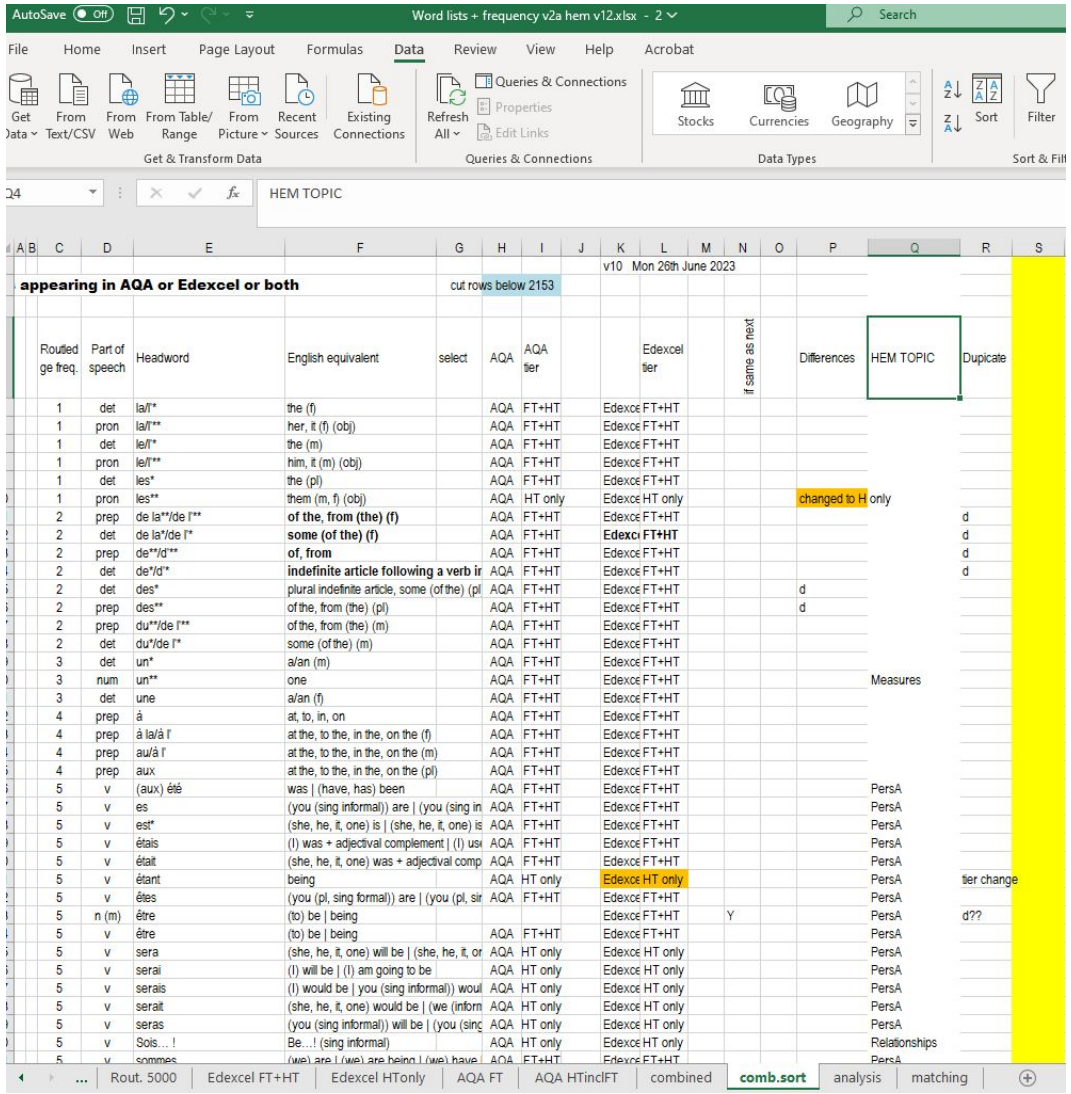
Subject					
Accommodation	Cultural and geo...	Environmental is...	Equality	Family	Food and drink
Friendship	Future opportun...	General and gra...	Mental wellbeing	Music	Physical wellbeing
Places in town	Relationships	School	Shopping	Social media an...	Sports
The natural world	Tourist attractio...	Transport	TV and film		

Frequency	English	French	Part of speech	Gender (if noun	Subject
203	service	service (m)	n	(m)	Food and drink
475	water	eau (f)	n	(f)	Food and drink
556	genre, type, sort	genre (m)	n	(m)	Food and drink
641	health	santé (f)	n	(f)	Food and drink
808	entrance, starter	entrée (f)	n	(f)	Food and drink
830	cost	coût (m)	n	(m)	Food and drink
896	fruit	fruit (m)	n	(m)	Food and drink
917	customer, client	client (m)	n	(m)	Food and drink
932	danger	danger (m)	n	(m)	Food and drink
955	card, map, credit card, menu	carte (f)	n	(f)	Food and drink
1019	table	table (f)	n	(f)	Food and drink
1096	sale	vente (f)	n	(f)	Food and drink
1346	offer	offre (f)	n	(f)	Food and drink
1371	tradition	tradition (f)	n	(f)	Food and drink
1616	fish	poisson (m)	n	(m)	Food and drink
1680	quantity	quantité (f)	n	(f)	Food and drink
1709	recipe	recette (f)	n	(f)	Food and drink
1736	shop, shopping	magasin (m)	n	(m)	Food and drink
1771	box, tin	boîte (f)^	n	(f)	Food and drink
1829	taste	goût (m)^	n	(m)	Food and drink
1838	mouth	bouche (f)	n	(f)	Food and drink
1881	checkout, till	caisse (f)	n	(f)	Food and drink
1886	coffee, coffee house, café	café (m)	n	(m)	Food and drink
1986	hunger	faim (f)	n	(f)	Food and drink

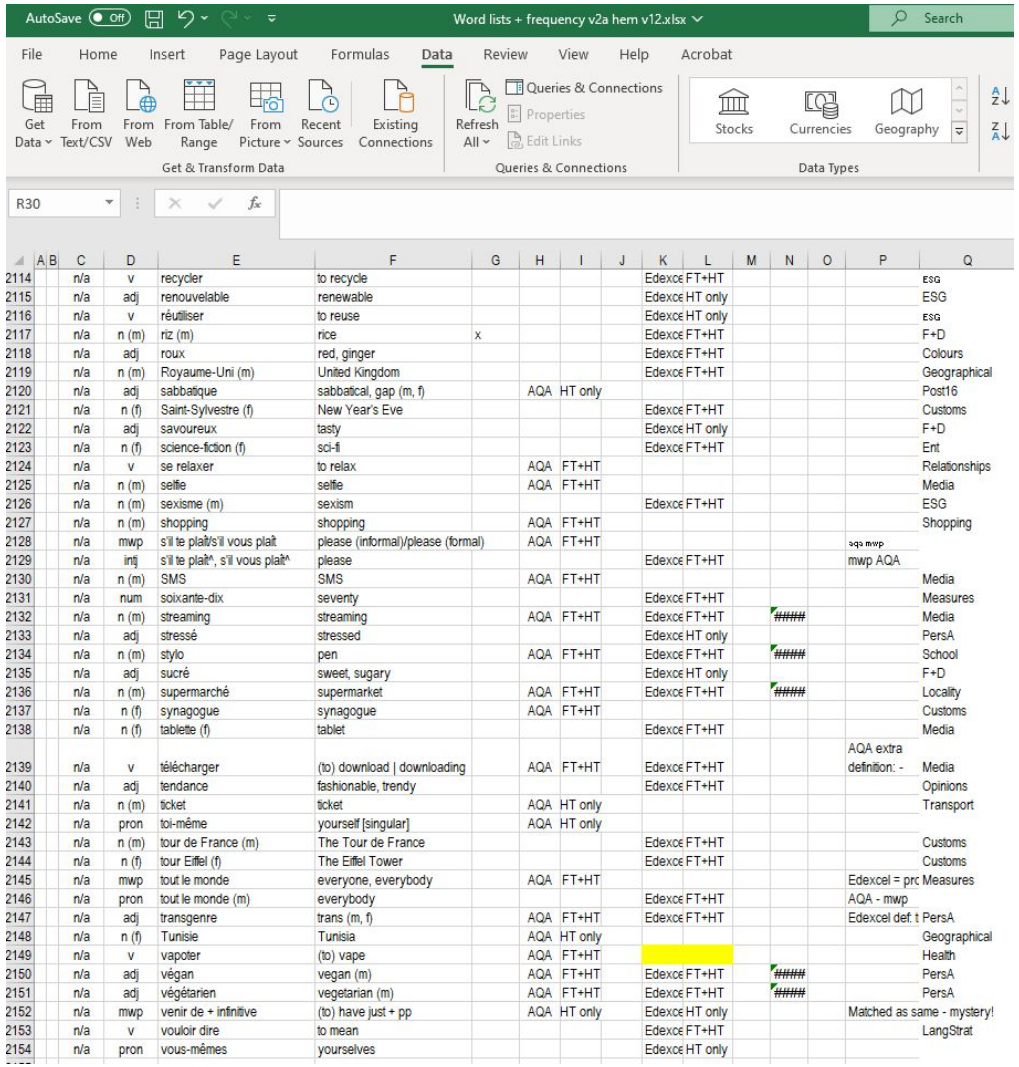
Introduction | 1. FT & HT Vocabulary | 2. HT Only Vocabulary | 3. FT & HT Interactive | 4. HT Only Interactive

Work in progress: combined vocab s/sheet
Thank you David Blow!





The end of the s/sheet!



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
2114			n/a	v	recycler	to recycle					Edexce	FT+HT					ESG
2115			n/a	adj	renouvelable	renewable					Edexce	HT only					ESG
2116			n/a	v	réutiliser	to reuse					Edexce	HT only					ESG
2117			n/a	n (m)	riz (m)	rice	x				Edexce	FT+HT					F+D
2118			n/a	adj	roux	red, ginger					Edexce	FT+HT					Colours
2119			n/a	n (m)	Royaume-Uni (m)	United Kingdom					Edexce	FT+HT					Geographical
2120			n/a	adj	sabbatique	sabbatical, gap (m, f)		AQA	HT only								Post16
2121			n/a	n (f)	Saint-Sylvestre (f)	New Year's Eve					Edexce	FT+HT					Customs
2122			n/a	adj	savoureux	tasty					Edexce	HT only					F+D
2123			n/a	n (f)	science-fiction (f)	sci-fi					Edexce	FT+HT					Ent
2124			n/a	v	se relaxer	to relax		AQA	FT+HT								Relationships
2125			n/a	n (m)	selfie	selfie		AQA	FT+HT								Media
2126			n/a	n (m)	sexisme (m)	sexism					Edexce	FT+HT					ESG
2127			n/a	n (m)	shopping	shopping		AQA	FT+HT								Shopping
2128			n/a	mwp	s'il te plaît/s'il vous plaît	please (informal)/please (formal)		AQA	FT+HT							aqa mwp	
2129			n/a	intj	s'il te plaît^, s'il vous plaît^	please					Edexce	FT+HT				mwp AQA	
2130			n/a	n (m)	SMS	SMS		AQA	FT+HT								Media
2131			n/a	num	soixante-dix	seventy					Edexce	FT+HT					Measures
2132			n/a	n (m)	streaming	streaming		AQA	FT+HT		Edexce	FT+HT		#####			Media
2133			n/a	adj	stressé	stressed					Edexce	HT only					PersA
2134			n/a	n (m)	stylo	pen		AQA	FT+HT		Edexce	FT+HT		#####			School
2135			n/a	adj	sucré	sweet, sugary					Edexce	HT only					F+D
2136			n/a	n (m)	supermarché	supermarket		AQA	FT+HT		Edexce	FT+HT		#####			Locality
2137			n/a	n (f)	synagogue	synagogue		AQA	FT+HT								Customs
2138			n/a	n (f)	tablette (f)	tablet					Edexce	FT+HT					Media
2139			n/a	v	télécharger	(to) download | downloading		AQA	FT+HT		Edexce	FT+HT				AQA extra definition: -	Media
2140			n/a	adj	tendance	fashionable, trendy					Edexce	FT+HT					Opinions
2141			n/a	n (m)	ticket	ticket		AQA	HT only								Transport
2142			n/a	pron	toi-même	yourself [singular]		AQA	HT only								
2143			n/a	n (m)	tour de France (m)	The Tour de France					Edexce	FT+HT					Customs
2144			n/a	n (f)	tour Eiffel (f)	The Eiffel Tower					Edexce	FT+HT					Customs
2145			n/a	mwp	tout le monde	everyone, everybody		AQA	FT+HT							Edexcel = pro	Measures
2146			n/a	pron	tout le monde (m)	everybody					Edexce	FT+HT				AQA - mwp	
2147			n/a	adj	transgenre	trans (m, f)		AQA	FT+HT		Edexce	FT+HT				Edexcel def. t	PersA
2148			n/a	n (f)	Tunisie	Tunisia		AQA	HT only								Geographical
2149			n/a	v	vapoter	(to) vape		AQA	FT+HT								Health
2150			n/a	adj	végan	vegan (m)		AQA	FT+HT		Edexce	FT+HT		#####			PersA
2151			n/a	adj	végétarien	vegetarian (m)		AQA	FT+HT		Edexce	FT+HT		#####			PersA
2152			n/a	mwp	venir de + infinitive	(to) have just + pp		AQA	HT only		Edexce	HT only				Matched as same - mystery!	
2153			n/a	v	vouloir dire	to mean					Edexce	FT+HT					LangStrat
2154			n/a	pron	vous-mêmes	yourselves					Edexce	HT only					

Helen’s categories

Categories I use to sort vocab:

BROAD TOPIC AREAS	
Personal **A**ttributes (culture, domicile, physical, character, skills, job (for self, friends, pets, celebrities)	Personal
Relationships – friend, family, pets + social activities (many verbs!)	Relatioinships
Free Time /Activities ... separate categories below	
Entertainment(from others) TV, Film, theatre. reading	Ent
Sports	Sport
Hobbies(active - Music etc)	Hobby
Tech/media	Media
Food and drink (café, restaurant)	F+D
School	School
Post 16 education (probably subsume with S)	Post16
Work	Work
Customs and celebrations	Customs
Countries and nationalities and geographical names	Geographical
Travel and Tourism (Places, tourist office)	Tourism
Transport (e.g. train)	Transport
Accommodation (campsite, hotel)	Accomm
Environmental, social, global issues + discussion	ESG
Local area (in town)	Locality
House and home life / daily routine	Home
Health issues (surgery, hospital)	Health
Shopping incl clothes	Shopping
ESSENTIALS	
Weather	Weather
Expressions of time: hours, days, months., seasons, years	Time
Opinions + Correctness + Questions	Opinions
Functions (need – desire - ability)	Functions
Greetings and exclamations	Greet+Exclaim
Location and distance	Loc+Dist
Colours	Colours
Weights, measures, numbers, quantities	Measures
Shape + Materials + quality	Physical Qualities
Access (open/’closed etc)	Access
Questions	Questions
Language strategies	LangStrat
Adverbs: frequency	Frequency
Adverbs: manner	Manner
Adverbs: time	Time (with nouns)
Adverbs: location and distance	Loc+Dist
Adverbs: Negative	Negatives
Adverbs: opinion	With Opinions

	HEM categories					
	AQA	AQA	AQA	Edexc	Edex	Edexcel
	Total	HT only	FT+HT	Total	HT only	FT+HT
Access	13	4	9	15	4	11
Accomm	9	1	8	13	5	8
Colours	13	1	12	20	1	19
Customs	56	14	42	40	7	33
Ent	40	11	29	45	12	33
ESG	165	93	72	131	76	55
F	34	11	23	34	8	26
F+D	49	8	41	63	20	43
Frequency	4	0	4	8	7	1
Geographical	34	12	22	16	0	16
Greet+exclai	3	0	3	3	0	3
Health	48	13	35	53	12	41
Hobby	10	2	8	9	0	9
Home	23	3	20	17	1	16
LangStrat	7	1	6	7	1	6
Loc+Dist	25	8	17	29	4	25
Locality	71	17	54	74	15	59
manner	11	8	3	16	16	0
Measures	105	27	78	118	24	94
Media	47	13	34	44	14	30
Negatives	6	4	2	6	3	3
Opinions	229	83	146	227	73	154
Personal	152	45	107	151	49	102
PhysicalQu	14	2	12	16	2	14
Post16	4	2	2	3	1	2
Relationship	146	45	101	152	46	106
School	45	11	34	40	9	31
Shopping	24	7	17	33	7	26
Sport	24	5	19	27	3	24
Time	87	10	77	99	22	77
Tourism	16	6	10	18	4	14
Transport	24	4	20	27	6	21
Weather	10	1	9	12	3	9
Work	50	14	36	34	14	20
	1598	486	1112	1600	469	1131

Routledge – examples – pets!

- Note constraints – dilemma for the AO to select the precious 15% over-2000 allowance
- Distinguish between T&L (appropriate to your students) and Testing (S+W open; L+R defined)
- Consider rationale (if fewer specific examples of a category, more range for other areas… cf. approach for current spec – deliberate omission of very common words in order to allow 10% non-vocab list rule to include familiar vocab ….))

Routledge freq.	Part of speech	Headword	English equivalent	select	AQA	AQA tier			Edexcel tier
1002	n (m)	animal	animal, pet	x	AQA	FT+HT		Edexce	FT+HT
1002	n (mpl)	animaux	animals, pets	x	AQA	FT+HT		Edexce	FT+HT
1744	n (m)	chien	dog	x	AQA	FT+HT		Edexce	FT+HT
2220	n (m)	cheval (m)	horse	x				Edexce	FT+HT
3138	n (m)	chat (m)	cat	x				Edexce	FT+HT
n/a	n (m)	lapin (m)	rabbit	x				Edexce	FT+HT

1 Animals
animal 1002 M animal
poisson 1616 M fish
chien 1744 M dog
cheval 2220 M horse
oiseau 2435 M bird
bête 2591 F beast
vache 2768 F cow
chat 3138 M cat
monstre 3353 M monster
virus 3382 M virus
bœuf 3914 M ox
loup 3927 M wolf
porc 4036 M pig
mouton 4175 M sheep
rat 4290 M rat
poule 4321 F hen
souris 4328 F mouse
singe 4739 M monkey
ours 4800 M bear
bétail 4842 M livestock
cochon 4947 M pig
canard 5295 M duck
lion 5413 M lion
serpent 5574 M snake
puce 5788 F flea
lapin 5833 M rabbit
papillon 5979 M butterfly
dragon 6054 M dragon
chèvre 6074 F nanny goat
saumon 6287 M salmon
moule 6520 F mussel

Routledge – examples - Food

3 Food
This list includes foods, drinks, and other ingestible substances (e.g. tobacco) as well as other words
related to serving and obtaining food.
eau 475 F water
fruit 896 M fruit
poisson 1616 M fish
café 1886 M coffee
plat 2167 M dish
nourriture 2285 F food
vin 2309 M wine
restaurant 2336 M restaurant
huile 2340 F oil
dîner 2365 M dinner
tabac 2393 M tobacco
alcool 2465 M alcohol
lait 2507 M milk
glace 2580 F ice
cuisine 2618 F cooking
viande 2625 F meat
œuf 2685 M egg
tranche 2692 F slice
déjeuner 2724 M lunch
pain 2802 M bread
aliment 2845 M food
pomme 2847 F apple

cigarette 2855 F cigarette
repas 2948 M meal
bouteille 2979 F bottle
bar 3012 M bar
légume 3117 F vegetable
bière 3152 F beer
sucre 3258 M sugar
blé 3265 M wheat
spécialité 3356 F specialty
menu 3470 M menu
thé3517 M tea
liquide 3520 F liquid
herbe 3562 F herb
pâte 3641 F pasta
baie 3719 F berry
orange 3912 F orange
bœuf 3914 M beef
porc 4036 M pork
beurre 4112 M butter
mouton 4175 M sheep
poulet 4222 M chicken
sel 4276 M salt
poule 4321 F hen
fromage 4475 M cheese
chocolat 4556 M chocolate
soupe 4563 F soup
crème 4748 F cream
gâteau 4845 M cake
céréale 4983 F cereal
cocktail 4992 M cocktail
riz 5012 M rice

Routledge freq.	Part of speech	Headword	English equivalent	select	AQA	AQA tier			Edexcel tier
475	n (f)	eau	water	x	AQA	FT+HT		Edexce	FT+HT
896	n (m)	fruit	fruit	x	AQA	FT+HT		Edexce	FT+HT
1616	n (m)	poisson	fish	x	AQA	FT+HT		Edexce	FT+HT
1886	n (m)	café	café, coffee	x	AQA	FT+HT		Edexce	FT+HT
2285	n (f)	nourriture	food	x	AQA	FT+HT		Edexce	HT only
2309	n (m)	vin	wine	x	AQA	FT+HT			
2465	n (m)	alcool	alcohol	x	AQA	FT+HT			
2507	n (m)	lait	milk	x	AQA	FT+HT		Edexce	FT+HT
2580	n (f)	glace	ice cream, ice	x	AQA	FT+HT		Edexce	FT+HT
2625	n (f)	viande	meat	x	AQA	FT+HT		Edexce	FT+HT
2685	n (m)	œuf (m)	egg	x				Edexce	FT+HT
2802	n (m)	pain	bread	x	AQA	FT+HT		Edexce	FT+HT
3117	n (m)	légume	vegetable	x	AQA	FT+HT			
3117	n (m)	légumes	vegetables	x				Edexce	FT+HT
3258	n (m)	sucre (m)	sugar	x				Edexce	FT+HT
3517	n (m)	thé	tea	x	AQA	FT+HT		Edexce	FT+HT
3641	n (fpl)	pâtes (fpl)	pasta	x				Edexce	FT+HT
4222	n (m)	poulet	chicken	x	AQA	HT only			
4475	n (m)	fromage	cheese	x	AQA	FT+HT		Edexce	FT+HT
4556	n (m)	chocolat (m)	chocolate	x				Edexce	FT+HT
4845	n (f)	gâteau	cake	x	AQA	FT+HT		Edexce	FT+HT
n/a	n (f)	baguette (f)	baguette, French stick	x				Edexce	FT+HT
n/a	n (m)	fast-food	fast food	x	AQA	FT+HT			
n/a	n (m)	fastfood (m)	fast food, fast food restaurant	x				Edexce	FT+HT
n/a	n (fpl)	frites	chips	x	AQA	FT+HT		Edexce	FT+HT
n/a	n (m)	riz (m)	rice	x				Edexce	FT+HT

Routledge example: family

6 Family
enfant 126 MF child
femme154 F wife
famille 172 F family
parent 546 M parent
père 569 M father
fille 629 F daughter
mère 645 F mother
fils 735 M son
frère 1043 M brother
mariage 1210 M marriage
sœur 1558 F sister
mari 1589 M husband
époux 1953 M male spouse
maman 2168 F mommy

bébé 2271 MF baby
papa 2458 M daddy
aîné 2786 M eldest
ancêtre 3067 MF ancestor
cousin 3387 M cousin
oncle 3628 M uncle
descendant 3656 M descendant
grand-père 3748 M grandfather
grand-mère 3883 F grandmother
tante 3891 F aunt
héritier 3955 M heir
jumeau 4357 M twin
parrain 6013 M godfather
grands-parents 6062 M grandparents
petits-enfants 6267 M grandchildren
petit-fils 6280 M grandson
épouse 8240 F female spouse

Routledge freq.	Part of speech	Headword	English equivalent	select	AQA	AQA tier			Edexcel tier
154	n (f)	femme	woman, wife	x	AQA	FT+HT		Edexce	FT+HT
172	n (f)	famille	family	x	AQA	FT+HT		Edexce	FT+HT
467	n (m)	ami	friend (m)		AQA	FT+HT		Edexce	FT+HT
546	n (m)	parent	parent	x	AQA	FT+HT		Edexce	FT+HT
569	n (m)	père	father	x	AQA	FT+HT		Edexce	FT+HT
629	n (f)	fille	girl, daughter	x	AQA	FT+HT		Edexce	FT+HT
645	n (f)	mère	mother	x	AQA	FT+HT		Edexce	FT+HT
1002	n (m)	animal	animal, pet	x	AQA	FT+HT		Edexce	FT+HT
1043	n (m)	frère	brother	x	AQA	FT+HT		Edexce	FT+HT
1077	n (m, f)	partenaire	partner	x	AQA	FT+HT		Edexce	FT+HT
1167	n (m)	couple	couple	x	AQA	FT+HT		Edexce	FT+HT
1558	n (f)	sœur	sister	x	AQA	FT+HT		Edexce	FT+HT
1589	n (m)	mari	husband	x	AQA	FT+HT		Edexce	FT+HT
2168	n (f)	maman	mum, mummy	x	AQA	HT only			
3020	n (m)	copain	friend (m), boyfriend	x	AQA	FT+HT		Edexce	HT only
3020	n (f)	copine	friend, girlfriend	x	AQA	FT+HT		Edexce	HT only
3387	n (m)	cousin	cousin	x	AQA	FT+HT			
3628	n (m)	oncle	uncle	x	AQA	FT+HT		Edexce	FT+HT
3748	n (m)	grand-père (m)	grandfather, grandad	x				Edexce	FT+HT
3883	n (m)	grand-mère (m)	grandmother, grandma	x				Edexce	FT+HT
3891	n (f)	tante	aunt	x	AQA	FT+HT		Edexce	FT+HT
n/a	n (m)	beau-père	step-father, father-in-law	x	AQA	FT+HT		Edexce	FT+HT
n/a	n (f)	belle-mère	step-mother, mother-in-law	x	AQA	FT+HT		Edexce	FT+HT
n/a	n (m)	demi-frère (m)	step-brother, half-brother	x				Edexce	FT+HT
n/a	n (f)	demi-sœur (f)	step-sister, half-sister	x				Edexce	FT+HT
n/a	n (mpl)	grands-parents (mpl)	grandparents	x				Edexce	FT+HT

Routledge example: sports

9 Sports
jeu 291 M game
but 441 M goal
lutte 759 F wrestling
équipe 814 F team
course 1289 F race
exercice 1290 M exercise
pêche 1790 F fishing
stade 1967 M stadium (also stage)
joueur 2003 M player
sport 2011 M sport
chasse 2115 F hunting
champion 2443 M champion
football 2602 M soccer
chasseur 2879 M hunter
championnat 2980 M championship
tournoi 3582 M tournament
ballon 3692 M ball
saut 3841 M jump
tennis 3867 M tennis

gagnant 3886 M winner
perdant 4395 M loser
ski 4571 M ski
boule 4789 F bowling
golf 4936 M golf
piscine 5510 F pool
hockey 6048 M hockey
foot 6577 M soccer
rugby 6944 M rugby
basket 7026 M basketball
plongée 7479 F diving
base-ball 7727 M baseball
marathon 7736 M marathon
athlétisme 7876 M track and field
coéquipier 7898 M teammate
gymnase 8519 M gymnasium
coach 8539 M coach
boxe 8624 F boxing
footballeur 8886 M soccer player
slalom 9528 M slalom
ring 9572 M boxing ring
natation 9731 F swimming
patin 9979 M skate

Routledge freq.	Part of speech	Headword	English equivalent	select	AQA	AQA tier			Edexcel tier
118	n (f)	partie	part, game, match		AQA	FT+HT		Edexce	FT+HT
562	n (f)	matière	subject		AQA	FT+HT		Edexce	FT+HT
814	n (f)	équipe	team		AQA	FT+HT		Edexce	FT+HT
831	n (f)	formation	training		AQA	HT only		Edexce	FT+HT
1005	n (f)	concurrence	competition		AQA	HT only			
1290	n (m)	exercice	written exercise, physical exercise		AQA	FT+HT		Edexce	FT+HT
1704	n (m)	équipement	equipment		AQA	FT+HT		Edexce	FT+HT
1906	n (m)	match	match		AQA	FT+HT		Edexce	FT+HT
2011	n (m)	sport	sport		AQA	FT+HT		Edexce	FT+HT
2602	n (m)	foot(ball)	football, soccer		AQA	FT+HT		Edexce	FT+HT
3438	n (f)	mathématique/maths	mathematical; mathematics/maths		AQA	FT+HT		Edexce	FT+HT
3867	n (m)	tennis (m)	tennis					Edexce	FT+HT
n/a	n (m)	basket (m)	basketball					Edexce	FT+HT
n/a	n (fpl)	baskets (fpl)	trainers					Edexce	FT+HT
n/a	n (m)	gymnase (m)	gym					Edexce	HT only
n/a	n (m)	handball (m)	handball					Edexce	FT+HT
n/a	n (f)	natation	swimming		AQA	FT+HT		Edexce	FT+HT
n/a	n (f)	promenade	walk		AQA	FT+HT			

Countries and nationalities

Routledge freq.	Part of speech	Headword	English equivalent	select	AQA	AQA tier			Edexcel tier
251	adj	français	French (m)		AQA	FT+HT		Edexce	FT+HT
374	adj	américain	American (m)		AQA	FT+HT			
611	adj	canadien	Canadian (m)		AQA	FT+HT		Edexce	FT+HT
784	adj	anglais	English (m)		AQA	FT+HT		Edexce	FT+HT
844	adj	allemand	German (m)		AQA	FT+HT			
1028	n (f)	république	republic		AQA	HT only			
1296	adj	britannique	British (m, f)		AQA	FT+HT		Edexce	FT+HT
1666	adj	espagnol	Spanish (m)		AQA	FT+HT			
1914	adj	chinois	Chinese (m)		AQA	HT only			
1970	adj	québécois	from Quebec (m)		AQA	HT only			
1994	adj	arabe	Arabic, Arab (m, f)		AQA	HT only			
2241	adj	suisse	Swiss (m, f)		AQA	FT+HT			
2795	adj	belge	Belgian (m, f)		AQA	HT only			
3469	adj	marocain	Moroccan (m)		AQA	HT only			
C	n (f)	Belgique	Belgium		AQA	FT+HT			
C	n (m)	Canada	Canada		AQA	FT+HT			
C	n (f)	France	France		AQA	FT+HT		Edexce	FT+HT
C	n (f)	La Réunion	Reunion Island		AQA	FT+HT			
C	n (f)	Manche	English Channel		AQA	FT+HT			
C	n (m)	Maroc	Morocco		AQA	FT+HT			
C	n (f)	Méditerranée	the Mediterranean		AQA	FT+HT			
C	n (m)	Paris	Paris		AQA	FT+HT			
C	n (fpl)	Pyrénées	the Pyrenees		AQA	FT+HT			
C	n (m)	Québec	Quebec		AQA	FT+HT			
C	n (m)	Sénégal	Senegal		AQA	FT+HT			
C	n (f)	Suisse	Switzerland		AQA	FT+HT			
n/a	n (f)	Afrique	Africa		AQA	HT only		Edexce	FT+HT
n/a	n (f)	Algérie (f)	Algeria					Edexce	FT+HT
n/a	n (f)	Amérique (f)	America					Edexce	FT+HT
n/a	n (f)	Angleterre	England		AQA	FT+HT		Edexce	FT+HT
n/a	n (f)	Asie	Asia		AQA	HT only		Edexce	FT+HT
n/a	n (m)	Canada (m)	Canada					Edexce	FT+HT
n/a	n (f)	Corse	Corsica		AQA	HT only			
n/a	n (f)	Europe	Europe		AQA	HT only		Edexce	FT+HT
n/a	n	France d'Outre-mer (f)	overseas France					Edexce	FT+HT
n/a	n (m)	Londres	London		AQA	HT only			
n/a	n (m)	Madagascar (m)	Madagascar					Edexce	FT+HT
n/a	n (f)	Martinique (f)	Martinique					Edexce	FT+HT
n/a	n (m)	Royaume-Uni (m)	United Kingdom					Edexce	FT+HT
n/a	n (f)	Tunisie	Tunisia		AQA	HT only			

7. LISTENING

Variables: Listening

Listening total marks

More [AQA Higher, Edexcel + Eduqas draft all equal] / fewer [AQA foundation]

Listening question types in English and balance of types

M/C– Cloud M/C - Match – Open Ended

Listening number of times heard

Twice [AQA + Draft Eduqas] / three times [Edexcel]

Listening number of questions per segment

1/2/3/4/5/6/7/8

Sample -Listening example of analysis of SAMS… FL

AQA	Edexcel	Eduqas
Wordcount		
Ofqual conditions: F: The total word count of texts used in the paper ranges between 450 and 500 words. 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 2/6 - 4 (Total 8) Multichoice 1/6 - 8 (Total 8) Open-ended English – 6 (Total 6) Total: 32 Final	**Multichoice 1/3 (14 = 14 marks)** **Multichoice 3/6 (3 = 9 marks)** **Multichoice 3/7 – cloud (3 marks)** **Multichoice 5/11 – cloud (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 Final	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 Final 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 Final	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.

DRAFT – TO BE UPDATED

Headline:
Ordered by fewer questions per chunk:
AQA – Edexcel- Eduqas

L/F AQA – EDEXCEL – EDUQAS TRANSCRIPTS

Section A

Listening comprehension

01	M1	Aujourd'hui, c'est le douze mai, la date de mon anniversaire.
02	M1	Je suis élève en classe de seconde. Tu es en quelle classe ?
03	M1	Je joue d'un instrument de musique et j'adore danser.
04	M1	Je suis musulman. Et toi, quelle est ta religion ?
05	F1	Et cet hôtel, il est comment ?
	M2	Super ! La directrice et les employés sont sympas. Le petit-déjeuner et le dîner au restaurant sont excellents.
06	F1	Vous avez d'autres informations ?
	M2	Une chambre coûte seulement 30 euros. Et on peut voir la mer de toutes les chambres.
07	F2	Vous n'aimez pas aller au supermarché ? Faites les courses sur notre application.
08	M1	Cette application est pleine de recettes. Préparez de bons repas !
09	F1	Apprenez une langue étrangère avec notre application.
10	M2	Vous êtes en ville et cherchez votre chemin ? Utilisez notre application !
11	F2	Malheureusement, la journée scolaire finit trop tôt. C'est embêtant. Je voudrais avoir plus de cours chaque jour.
12	F1	J'ai de la chance car les professeurs sont disponibles pour m'aider.
13	M1	Moi, je suis d'accord avec certaines règles au collège. D'autres sont inutiles.
14	M2	Les salles de classe sont parfaites pour étudier. Les toilettes, elles, sont toujours propres.
15	F1	Anaïs, vous allez faire quoi avec l'argent ?
	F2	D'abord, j'achète une voiture. Puis, je pars en voyage.
16	F1	Et vous, Sofiane ?
	M1	Moi, je donne de l'argent à mes enfants. Ensuite, je change de maison.

SECTION A: LISTENING COMPREHENSION

Shopping

Question 1

F2: Ahmed

M1: Je fais les courses au supermarché.

F2: Myriam

F1: Il y a une boulangerie dans ma ville.

F2: Clément

M2: J'achète une chemise rouge au centre commercial.

Food and drink

Question 2

F1: Monsieur, je voudrais de l'eau s'il vous plaît.

Le poisson est mon repas préféré ici.

Je prends aussi du fromage, merci.

Social media

Question 3

M2: Je parle avec ma demi-sœur par téléphone mais avec mes amis, je préfère les réseaux sociaux : on regarde des photos, on écoute de la musique, on partage des informations sur les célébrités. Sur mon ordinateur portable, je télécharge des vidéos.

School

Question 4

F2: J'ai d'excellents professeurs au collège, on discute beaucoup. Je vais aux clubs de tennis et de football aussi et j'aime porter un uniforme, c'est pratique !

TRANSCRIPTS

FOUNDATION TIER

Question 1 [70 words]

Section 1

Salut, je m'appelle Stéphanie et j'ai quatorze ans. J'ai une assez petite famille. Nous habitons dans une grande maison à la mer. Nous avons des animaux à la maison, deux chats blancs et un chien noir, qui est très gentil.

Recording	Times
Question reading	0.50
1st hearing	0.40
1st pause	0.20
2nd hearing	0.40
2nd pause	0.20
Section total	2.50

Section 2

J'aime lire et jouer à l'ordinateur mais je n'aime pas manger parce que c'est ennuyeux. Je fais aussi du vélo avec mes amis.

Recording	Times
Question reading	0.42
1st hearing	0.24
1st pause	0.20
2nd hearing	0.24
2nd pause	0.20
Section total	1.34
Question 1 total	4.24

Question 2 [81 words]

Section 1

Bonjour mesdames et messieurs au quai numéro quatre. Voici une annonce de la SNCF. Attention, il faut changer de quai. Le train pour Bruxelles va partir dans cinq minutes de la voie numéro sept.

Recording	Times
Question reading	0.13
1st hearing	0.35
1st pause	0.15
2nd hearing	0.35
2nd pause	0.15
Section total	1.53

Section 2

A cause du mauvais temps, le train rapide pour Paris de treize heures quinze va partir dix minutes plus tard.

Si vous voulez prendre un bus en ville, l'arrêt est situé à droite de la sortie. Achetez vos billets à la gare. Merci et bon voyage.

DRAFT – TO BE UPDATED

L/F AQA Transcript + Question paper

Section A

Listening comprehension

01	M1	Aujourd'hui, c'est le douze mai, la date de mon anniversaire.
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16	F1	Et vous, Sofiane ?
	M1	Moi, je donne de l'argent à mes enfants. Ensuite, je change de maison.

Do not write outside the box

Section A

Listening comprehension

Voice messages

Your French friend has sent you some voice messages.

A	birthday
B	friends
C	hobbies
D	home
E	religion
F	school

What is each message about?

Write the correct letter in each box.

0 1 ☐ **[1 mark]**

0 2 ☐ **[1 mark]**

0 3 ☐ **[1 mark]**

0 4 ☐ **[1 mark]**

4

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L/F Edexcel Transcript + Question paper

SECTION A: LISTENING COMPREHENSION

Shopping

Question 1

F2: Ahmed

M1: Je fais les courses au supermarché.

F2: Myriam

F1: Il y a une boulangerie dans ma ville.

F2: Clément

M2: J'achète une chemise rouge au centre commercial.

Food and drink

Question 2

F1: Monsieur, je voudrais de l'eau s'il vous plaît.

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School

Question 4

F2: J'ai d'excellents professeurs au collège, on discute beaucoup. Je vais aux clubs de tennis et de football aussi et j'aime porter un uniforme, c'est pratique !

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A: LISTENING COMPREHENSION

Shopping

1 Ahmed, Myriam and Clément are talking about shopping.

What do they say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Ahmed is at the ...

☐	A	bookshop.
☐	B	post office.
☐	C	supermarket.

(1)

(b) Myriam is talking about a ...

☐	A	bakery.
☐	B	pharmacy.
☐	C	shopping centre.

(1)

(c) Clément is buying a ...

☐	A	shirt.
☐	B	pair of trousers.
☐	C	jumper.

(1)

(Total for Question 1 = 3 marks)

Food and drink

2 Emma is at her local French restaurant.

Which items does she mention?

Listen to the recording and put a cross ☒ in each one of the three correct boxes.

☐	A	chicken
☐	B	water
☐	C	fish
☐	D	cake
☐	E	coffee
☐	F	cheese

(3)

(Total for Question 2 = 3 marks)

L/F Eduqas draft Transcript + Question paper

TRANSCRIPTS

FOUNDATION TIER

Question 1 [70 words]

Section 1

Salut, je m'appelle Stéphanie et j'ai quatorze ans. J'ai une assez petite famille. Nous habitons dans une grande maison à la mer. Nous avons des animaux à la maison, deux chats blancs et un chien noir, qui est très gentil.

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Section total	2.50

Section 2

J'aime lire et jouer à l'ordinateur mais je n'aime pas nager parce que c'est ennuyeux. Je fais aussi du vélo avec mes amis.

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1st pause	0.20
2nd hearing	0.24
2nd pause	0.20
Section total	1.34
Question 1 total	4.24

Question 2 [81 words]

Section 1

Bonjour mesdames et messieurs au quai numéro quatre. Voici une annonce de la SNCF. Attention, il faut changer de quai. Le train pour Bruxelles va partir dans cinq minutes de la voie numéro sept.

Recording	Times
Question reading	0.13
1st hearing	0.35
1st pause	0.15
2nd hearing	0.35
2nd pause	0.15
Section total	1.53

Section 2

A cause du mauvais temps, le train rapide pour Paris de treize heures quinze va partir dix minutes plus tard.

Si vous voulez prendre un bus en ville, l'arrêt est situé à droite de la sortie. Achetez vos billets à la gare. Merci et bon voyage.

DRAFT – TO BE UPDATED

Answer all questions.

1. Section 1

Listen to the following passage. Stéphanie is talking about herself.

Answer the questions below. Tick (✓) the correct box in each case.

(a) How old is Stéphanie? [1]

14	
15	
16	

(b) Where does Stéphanie live? [1]

at the seaside	
in a big town	
in the countryside	

(c) Stéphanie has a dog and two… [1]

birds	
cats	
fish	

(d) What does Stéphanie say about her pet dog? It is…. [1]

funny	
black	
white	

DRAFT – TO BE UPDATED

8. DICTATION

Variables: Dictation

Criteria

Holistic/ per word

Continuity

Single words (interspersed) / continuous sentences / mixture

AQA L/F Dictation

4

Section B

Dictation

Sentence 1	**M1**	J'aime bien / le cinéma.
Sentence 2	**F1**	Ma copine / est jolie.
Sentence 3	**M2**	Le lundi / on mange / du poulet.
Sentence 4	**F2**	Vous portez / une belle / chemise.

Section B

Dictation

You will now hear 4 short sentences.

Listen carefully and using your knowledge of French sounds, write down in **French** exactly what you hear for each sentence.

You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.

Use your knowledge of French sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

[8 marks]

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Section B

Dictation

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks) as specified in the criteria below.

The maximum mark for Section B at Foundation tier is **8**. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	AO1
4	4	The meaning of the spoken extracts is always or almost always communicated clearly
3	3	The meaning of the spoken extracts is mostly communicated
2	2	The meaning of the spoken extracts is sometimes communicated
1	1	The meaning of the spoken extracts is rarely communicated
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier

Level	Mark	AO3
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier

Notes

- When awarding a mark for AO1, you should consider the spoken extracts as a whole and decide to what extent their meaning is conveyed to a native speaker, regardless of how they have been transcribed. The key question to ask is: would a native speaker understand the meaning of the student's response, taking into account the context of the spoken extracts? Eg *Hier, j'ai jouer au football* – the meaning would be communicated despite the use of an infinitive instead of a past participle.
- Once you have decided on the mark for AO1, you should read through the whole transcription once more and decide on the mark for AO3.
- A mark of zero for AO1 automatically results in a mark of zero for AO3, but apart from that, the AO1 mark does not limit the mark for AO3.

8

Edexcel L/F Dictation

SECTION B: DICTATION

Instructions

- You will listen to six short sentences.
- For sentences 1 to 3, you must write down the missing words you hear in the gaps provided.
- For each gap you must write one word in French.
- For sentences 4, 5 and 6, you must write down, in French, the whole sentence you hear in the spaces provided.
- For each sentence there will be four or five words.
- The number of each sentence will be announced.
- You will hear each sentence three times.
- After the first two playings of the sentence, you will hear one beep.
- After the third and final playing of the sentence, you will hear two beeps.

Question 12

You are going to hear someone talking about music.

Sentences 1-3: Write down the missing words in the gaps provided. In each gap you will write one word in French.

1. Ma famille aime la musique.
2. Je joue du piano.
3. Mon frère adore le violon.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.

4. Ma sœur chante bien.
5. Demain, j'ai un concert.
6. Mon père écoute la radio.

SECTION B: DICTATION

12 You are going to hear someone talking about music.

Sentences 1-3: write down the missing words in the gaps provided. In each gap, you will write one word in French.

Example:

Le ____*groupe*____ est ____*excellent*____.

1. Ma _____ aime la _____.

2. Je _____ du _____.

3. Mon _____ adore le _____.

Sentences 4-6: write down the full sentences that you hear in the spaces provided, in French.

Example:

La chanson est excellente _____.

4. _____.

5. _____.

6. _____.

(Total for Question 12 = 10 marks)

SECTION B: DICTATION (10 marks)

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

Mark	Number of rewardable words
10	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
0	0

Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):
   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.
   6. Mon père écoute la radio.
2. In acknowledgement that many grammatical/morphological differences cannot be heard when spoken, spellings with **grammatical/morphological inaccuracies**, that do not change the pronunciation of the words, are rewarded. Examples of **grammatically based spelling inaccuracies** that will be rewarded:
   - deux maison instead of deux maisons
   - je veut instead of je veux
3. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
   1. double consonants: addore instead of adore, fammille instead of famille, nouriture instead of nourriture
   2. extra letter: sœure instead of sœur
   3. accents: peches instead of pêche

Non-rewardable words encompass the following categories:

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

Eduqas draft L/F Dictation

6. Listen to the dictation about healthy living and write down in **French** what you hear. [10]

You will hear the dictation three times. There is a pause between each recording.

You should present your response clearly.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

END OF PAPER

DRAFT

Question	Answer	AO3	Total Mark
6.	*Listen to the dictation about holidays and write down in French what you hear. You will hear the dictation three times. There is a pause between each recording. You should present your response clearly.* *J'adore les vacances **actives** en France. L'année dernière, ma famille et moi sommes resté(e)s dans une **caravane** formidable.* (Bold represents words that are not on the vocabulary list.)	10	10

Band	AO3 **AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification** This assessment objective covers responses in the assessed language in relation to: • Knowledge and accurate application of grammar in written language. • Knowledge and accurate application of vocabulary, including demonstration of knowledge of sound-symbol correspondence in written language.
4	**9-10 marks** • Most words from the vocabulary list and outside the vocabulary list are spelt correctly. • Grammatical structures are mostly accurate. • The meaning of the passage is mostly communicated, occasional words are incorrectly communicated.
3	**6-8 marks** • Most words from the vocabulary list and some words from outside the vocabulary list are spelt correctly. • Grammatical structures are generally accurate. • The meaning of the passage is generally communicated, occasional words are omitted/incorrectly communicated.
2	**3-5 marks** • Some words from the vocabulary list are spelt correctly. • Grammatical structures are occasionally accurate. • The meaning of the passage is occasionally communicated, words are frequently omitted/incorrectly communicated.
1	**1-2 marks** • Some words from the vocabulary list are attempted. • The meaning of the passage is unclear.
0	**0 marks** Response not creditworthy or not attempted.

DRAFT – TO BE UPDATED

9. READING

Variables: Reading

Length

Reading total marks

- More / fewer

Reading question types in English

- M/C – Match – Open Ended

Distractors

- More / fewer

AQA Reading Foundation

Section A

Reading comprehension

Jobs

These French students are talking about jobs.

Eglantine

Le week-end, je suis serveuse.

Patricia

Je veux être chanteuse.

Leila

Je travaille à la caisse dans un supermarché.

Which job does each student mention?

Write the correct letter in each box.

A	actor
B	shop worker
C	singer
D	teacher
E	waitress

0 1 Eglantine [ ] **[1 mark]**

0 2 Patricia [ ] **[1 mark]**

0 3 Leila [ ] **[1 mark]**

3

Edexcel Reading Foundation

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Weekend activities

1 Read these comments from an internet forum.

Alex : Le week-end, je joue au hockey dans une équipe. Après, je fais mes devoirs.

Enzo : Moi, je vais en ville avec mon frère ou je sors avec mes amis. Je travaille aussi dans un magasin.

Clara : J'aide mon grand-père dans le jardin. Ensuite, je prends un café chaud avec ma mère.

Who says what? Choose the correct answers.

Put a cross ☒ in the correct column for each question.

	Who ...	Alex	Enzo	Clara	
(a)	... works in a shop?				(1)
(b)	... does sport?				(1)
(c)	... has a hot drink?				(1)
(d)	... goes to town?				(1)
(e)	... helps their grandfather?				(1)
(f)	... does their homework?				(1)

(Total for Question 1 = 6 marks)

Eduqas draft Reading Foundation

Section A
With the exception of question **5(c)** answer **all** questions in **English.**

1. Read the following extract from Paul's letter. Answer the questions below.

J'aime garder la forme. Je vais à la piscine deux fois par semaine pour nager.
Le samedi je joue pour une équipe de foot et le dimanche je fais du vélo aussi.
Je ne mange pas beaucoup de viande. J'adore le poisson et les légumes.

(a) (i) Paul likes to… [1]

Tick (✓) the correct box.

watch sports	keep fit	do gardening

(ii) Where does Paul go twice a week? [1]

.....

(b) Write **two** activities that Paul does at the weekend. [2]

(i) .....

(ii) .....

(c) Complete the sentences [2]

(i) Paul does not eat a lot of .....

(ii) Paul loves to eat vegetables and .....

DRAFT

DRAFT – TO BE UPDATED

10. READING / TRANSLATION FRENCH TO ENGLISH

Variables: Translation

Simple sentences [AQA and Edexcel] / more complex sentences [Eduqas]

Related sentences [Edexcel + Eduqas] / unrelated sentences [AQA + Eduqas]

Criteria targeted by chunks [AQA] / holistic [Edexcel +Eduqas]

Layout lines (AQA + Edexcel] / boxes [Eduqas]

AQA Translation Foundation

Do not write outside the box

Section B

Translation into English

3 9 Translate these sentences into **English**.

C'est les vacances ! Ma sœur est contente.

[2 marks]

Je suis fatigué. Je monte dans ma chambre.

[2 marks]

Je vais étudier les langues à l'avenir.

[2 marks]

Je m'entends avec mon père. On ne se dispute jamais.

[2 marks]

Hier, nous avons écouté de la musique ensemble dans le salon.

[2 marks]

END OF QUESTIONS

10

Section B Translation into English

	French	Indicative content	Acceptable renderings	Reject	Mark
39	C'est les vacances !	It's the holidays.	It's a holiday/vacation.		1
	Ma sœur est contente.	My sister is pleased.	My sister is glad/content/ happy.	my brother etc.	1
	Je suis fatigué.	I am/I'm tired.	Exhausted/fatigued – any appropriate reference to being tired.	tiring	1
	Je monte dans ma chambre.	I go/I am going up to my (bed)room.	I go/ I'm going to bed/I'm going to sleep/to my room.	chamber	1
	Je vais étudier	I am going to study	I'm studying/I'm going to take/I'm going to do I will study/take/do	I be studied	1
	les langues à l'avenir.	languages in the future.	a language in the future.		1
	Je m'entends avec mon père.	I get on with my father.	I have a good relationship with my father/dad.	I like my dad I hear/listen to my dad	1
	On ne se dispute jamais.	We never argue.	We never fight/we don't argue/we never dispute/disagree.		1
	Hier, nous avons écouté de la musique	Yesterday, we listened to music	Yesterday, we heard some music.	Wrong tense.	1
	ensemble dans le salon.	together in the lounge/living room.			1

Edexcel Translation Foundation

SECTION B

Translation

TV and film

10 Translate the following sentences **into English.**

(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.

.....

(Total for Question 10 = 10 marks)

SECTION B: TRANSLATION INTO ENGLISH

Question 10

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

The following example response gives an appropriate transference of meaning. Any alte
appropriate wording will also be rewarded.

Question number	Model response
10(a)	I like comedies on television.
10(b)	My brother is an actor in a series.
10(c)	I hate dramas, I prefer action films.
10(d)	Yesterday, I watched the news.
10(e)	If I have time, I go to the cinema.

Exemplification of the mark scheme: Translation example responses

Example Response 1

(a) I like watching funny TV.
(b) My brother is an actor in a series.
(c) I hate drama, I prefer action films.
(d) Yesterday, I watched the news.
(e) If I have time, I go to the cinema.

Total marks: 9 marks

The meaning of the original language is appropriately transferred. There are no errors which detract from the overall clarity of the message. Instead of "comedies" the candidate uses "*funny TV*". Because of this deviation the response sits at the bottom end of the 9-10 mark band instead of achieving full marks.

Example Response 2

(a) I like watching comedies.
(b) My brother is serious actor.
(c) I hate sad films, I prefer films with action.
(d) Yesterday, I watched documentaries.
(e) …. I go to the cinema.

Total marks: 5 marks

Overall, the meaning of parts of the original language is appropriately transferred, such as (a), and parts of the other sentences. Some errors prevent the message being conveyed, (e.g., "*serious*", "*sad films*", "*documentaries*"), and sentence (e) is incomplete. The response best sits at the upper end of the 3-5 mark band.

Example Response 3

(a) I like comedy shows on TV.
(b) My brother is acting serious.
(c) I hate tragedies, I prefer….
(d) Tomorrow, I had information.
(e) It's hot, …. cinema.

Total marks: 3 marks

Only isolated words or phrases (e.g., "*My brother*", "*I prefer*"), are appropriately transferred except for (a), which is appropriately transferred. There are several omissions and frequently incorrect words. For this reason, the best fit mark would be in the lower end of the 3-5 mark band.

Eduqas draft Translation Foundation

8. Translation
Read the following sentences and translate them **into English.**

[6]

French	English
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 !	....

DRAFT

DRAFT – TO BE UPDATED

Question 8 *Translation*
Read the following sentences and translate them into English.

French	English
Ma meilleure amie est très importante pour moi.	My best friend is very important to me.
Je peux lui parler de tous mes problèmes.	I can talk to her/tell her about all my problems.
La semaine dernière nous sommes sorties manger ensemble en ville.	Last week we went out to eat together in town.
C'était mon anniversaire donc elle a payé l'addition !	It was my birthday, so she paid the bill!

(36 words)

Band	Marks [6]	AO2 Strand 2: Understand and respond to written language in writing:
		Marks are awarded for: • responses in English to demonstrate understanding of written language in the assessed language.
3	5-6	• Grammatical structures are generally translated accurately. • Vocabulary is mostly translated accurately. • The meaning is conveyed clearly.
2	3-4	• Grammatical structures are translated with some accuracy, with some lapses. • Vocabulary is sometimes translated accurately. • The meaning is occasionally conveyed clearly.
1	1-2	• Grammatical structures are translated with frequent lapses. • The translation of vocabulary is attempted. • The meaning is conveyed occasionally.
0	0	Response not worthy of credit.

DRAFT

11. SPEAKING

Variables: Speaking

Preparation

Words (Eduqas draft) / sentences in notes

Amount Restricted (Edexcel + Eduqas draft) / non restricted (AQA)

Annotate (Edexcel) / not annotate card

Read aloud (Edexcel) / sub vocally (Eduqs) / not at all (AQA) *(but AQA allows more than one attempt in the exam)*

Order of tasks e.g. Reading aloud first (Eduqas draft + Edexcel) / Role Play first (AQA)

Variables: Speaking – Role Play

Role Play

Defined formal transactional contexts, different from picture card themes [Edexcel – 10 role play settings and finite functions] / defined social contexts, same as picture card themes [AQA] / undefined contexts [Eduqas draft]

Authentic task / Stilted task

Regular / irregular format of instruction

SPEAKING – ROLE PLAY

AQA Role Play – social, informal (tu)

Part 1 – Role-plays

ROLE-PLAY 1 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your French friend.

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 response to each task.

1 Describe your town / village. (Give **one** detail.)

2 Say when you go to town. (Give **one** detail.)

3 Say where you like to go in town. (Give **one** detail.)

4 Give **one** opinion of your region.

? 5 Ask your friend a question about where they live.

ROLE-PLAY 1 (FOUNDATION TIER)
TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You must read out the teacher's role shown below in italics **without any changes**.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) français(e). Moi, je suis ton ami(e).*

1		Ask the candidate to describe their town or village. *Décris ta ville ou ton village.* Allow the candidate to give **one** detail of their town or village.
2		Ask the candidate when they go to town. *Quand est-ce que tu vas en ville ?* Allow the candidate to say when they go to town. (Elicit **one** detail.)
3		Ask the candidate where they like to go in town. *Où est-ce que tu aimes aller en ville ?* Allow the candidate to say where they like to go in town. (Elicit **one** detail.)
4		Ask the candidate what they think of their region. *Qu'est-ce que tu penses de ta région ?* Allow the candidate to give **one** opinion of their region.
5	?	*C'est intéressant.* Allow the candidate to ask you a question about where you live. *(Give an appropriate response.)*

Part 1 – Role play

This part of the test consists of a Role-play which is prepared by the student in the preparation time. Each student completes one Role-play at the tier for which they have been entered. The Role-play is recommended to last between one and one and a half minutes at both tiers.

There are five tasks, each of which is awarded up to two marks for AO2.

Assessment criteria for each role-play task

Mark	AO2
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

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

The maximum mark will be 10 (2 x 5 tasks). See **Appendix A** for a detailed mark scheme for each role play.

Edexcel Role Play – transactional (vous)

Candidate card STIMULUS FRP1
Setting: At the hotel

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.

Task:

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.
5. Ask a question about the restaurant at the hotel.

Teacher card STIMULUS FRP1
Setting: At the hotel

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a hotel in France, and you are reporting a problem. I will play the part of the receptionist and will speak first.

1	***Bonjour. Je peux vous aider ?*** Allow the candidate to describe a problem with their room.
2	***Je suis désolé(e). Où est votre chambre ?*** Allow the candidate to say where their room is located.
3	***D'accord. Vous restez combien de nuits ?*** Allow the candidate to say how many nights they are staying for.
4	***Merci. Que pensez-vous de la ville ?*** Allow the candidate to say what they think about the town.
5	***D'accord. Vous avez une question ?*** Allow the candidate to ask you a question about the restaurant. ***Give an appropriate brief response.***

Assessment criteria for the Foundation tier – Task 2

Role play – Foundation tier (10 marks)

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

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Eduqas draft Role Play = Social (tu)

CARD B1
FOUNDATION TIER

ROLE PLAY (10 MARKS)

Instructions to candidates

- You must listen carefully to your teacher and respond accordingly **in French**.
- You should try to give complete responses.
- Use the 'tu' form to address your teacher.

Your French friend phones you to arrange to go out. Your teacher is playing the part of your French friend and will speak first. You need to cover the following points in the conversation, the points will **not** be in the same order:

- ask a question about the meeting place [for example, where shall we meet?]
- what you are doing tonight [for example, I am watching TV]
- what time you want to meet [for example, I want to meet at 6pm]
- what you would like to do afterwards [for example, I would like to go to the park]
- which day you would like to go out [for example, I would like to go out on Monday].

TEACHER-EXAMINER COPY (FOUNDATION TIER)

CARD B1

ROLE PLAY (10 MARKS)

Your French friend phones you to arrange to go out. Your teacher is playing the part of your French friend.

- **You speak first.**
- **You address the candidate as 'tu'.**

Teacher-examiner prompts:

- **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 ?**

  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 !**

GCSE FRENCH Sample Assessment Materials 48

MARK SCHEME

Role Play (Foundation and Higher tier)

Each candidate will be required to complete a role play giving five responses to written prompts in English.
The role play will be assessed according to the following criteria:

Responses in the assessed language to written and spoken prompts **(10 marks)**

The following Assessment Objectives are tested in the role play:
AO1 Understand and respond to spoken language in speaking
AO2 Understand and respond to written language in speaking

Each of the five responses given by the candidate will be awarded either 2, 1, or 0 marks on the following basis, **to a maximum of 10**:

Foundation Tier

Marks	For each bullet point requiring a response from the candidate
2	• Responds to set prompt, but with some hesitation. • The response is mostly communicated clearly.
1	• Responds to set prompt, but with hesitation. • The response is partially communicated, but with ambiguity.
0	No part of the message is conveyed.

Higher Tier

Marks	For each bullet point requiring a response from the candidate
2	• Responds confidently to set prompt. • The response is communicated clearly without ambiguity.
1	• Responds to set prompt, but with some hesitation. • The response is mostly communicated clearly.
0	No part of the message is conveyed.

Guidance for Examiners

(a) Pages 49-54 contain possible responses to the role plays and exemplify 'complete responses' that would gain maximum marks. Candidates are instructed on the front of the question paper to **'attempt** to provide complete responses in the role play task'.

DRAFT

SPEAKING – READ ALOUD

Variables: Speaking

Read aloud

Layout sentence per line (AQA + Edexcel) / paragraph (Eduqas draft)

Number of attempts allowed in read aloud (multiple / not allowed)

Number of unseen follow-up questions more/fewer

AQA – 4 unseen

Part 2 – Reading aloud

FOUNDATION TIER

CANDIDATE'S CARD

Reading aloud Task 1

When your teacher asks you, read aloud the following text **in French**.

Le collège commence à huit heures.

J'étudie beaucoup de matières et j'aime bien ça.

A la récréation, je parle avec mes amis.

Mon copain est très intelligent.

Plus tard, il veut travailler en France.

You will then be asked four questions **in French** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER

TEACHER'S ROLE

Reading aloud Task 1

This part of the test is recommended to last between **two and two and a half minutes.** This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lis-moi le texte*.

Allow the candidate to read aloud the text and then ask the following four questions. Y
candidate these questions as they are printed here **without any changes**.

- Où est ton collège ?
- Parle-moi de ta matière préférée.
- Quand est-ce que tu fais tes devoirs ?
- Qu'est-ce que tu penses de ton uniforme ?

Response to compulsory questions (10 marks AO1)

Foundation and Higher tiers

After the student has completed the read aloud task, four compulsory questions are asked by the teacher-examiner.

The student's response to the four compulsory questions is marked as a whole, according to the following criteria. Marks are not awarded to individual questions. The same assessment criteria are used at both tiers.

Level	Mark	AO1
5	9-10	• All questions are answered clearly. • At least two answers have an extended response and at least one other is developed well.
4	7-8	• At least three questions are answered clearly. • One answer has an extended response and at least one other is developed well.
3	5-6	• At least two questions are answered clearly. • One answer is developed well and at least one other is developed minimally.
2	3-4	• At least two questions are answered understandably. • One answer is developed minimally.
1	1-2	• At least one question is answered understandably. • The answer(s) may be a very limited response.
0	0	Does not meet the standard required for Level 1 at this tier.

Marking guidance

As regards clarity of response:

Answered clearly	The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.
Answered understandably	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.

Part 2 – Reading aloud task

The Reading aloud task has two elements:

- reading aloud of a text
- answering four compulsory questions specified in the Teacher's role

Each student prepares one short text in the preparation time. After reading the text out loud, the student takes part in a short unprepared conversation on the topic of the text.

This part of the test is recommended to last between two and two and a half minutes at Foundation tier and between three and three and a half minutes at Higher tier, for both elements of the task combined.

Reading aloud of the text (5 marks AO3)

If students self-correct their pronunciation of a word or words, it is the final, corrected, version that is assessed. If students restart the reading aloud task, it is the final attempt which is marked.

Reading aloud of the text is marked according to the following criteria:

Foundation Tier

Level	Mark	AO3
5	5	There may be minor errors and a few major errors in pronunciation.
4	4	There are regular minor and some major errors in pronunciation.
3	3	There are frequent minor and frequent major errors in pronunciation.
2	2	Pronunciation is rarely accurate.
1	1	Pronunciation is very rarely accurate.
0	0	Does not meet the standard required for Level 1 at this tier.

Higher tier

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

Notes

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

Edexcel Read aloud – 2 unseen

Candidate card FRA1 **Thematic context: My personal world**

Read aloud

Sarah, your friend from Belgium, has sent you some information about herself.

Read out the text below to your teacher.

J'ai seize ans.

Mon anniversaire, c'est 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.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Paper 1: Speaking in French
Task 1: Read aloud **Foundation tier FRA1**
Instructions to the teacher **Thematic context: My personal world**

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.
This practice must be recorded.
Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: '**The test will now begin. Please read the text.**'

The candidate should read aloud the following text.

J'ai seize ans.

Mon anniversaire, c'est 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.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.
You should then ask the following questions.

Q1. Qu'est-ce que tu aimes faire pour ton anniversaire ?

Q2. Qu'est-ce que tu penses de la télévision ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Assessment criteria for the Foundation tier – Task 1

Read aloud – Foundation tier (12 marks)

Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – Read aloud – Foundation tier

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have little or no impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Part 2 – Short interaction based on text – Foundation tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Eduqas read aloud + 3 unseen

CARD A1
FOUNDATION TIER

READ ALOUD TASK (15 MARKS)

Elodie writes about summer school.

Read aloud the following text:

Si tu t'intéresses au sport, une école d'été est une bonne idée. Il y a deux ans, j'ai fait vingt heures de cours de foot pendant mes vacances. Maintenant, je joue pour mon équipe scolaire.

Your teacher will then ask you **three** questions **in French**. They will ask you each question twice.

TEACHER-EXAMINER COPY (FOUNDATION TIER)

CARD A1

READ ALOUD TASK (15 MARKS)

Elodie writes about summer school.

Read aloud the following text:

Si tu t'intéresses au sport, une école d'été est une bonne idée. Il y a deux ans, j'ai fait vingt heures de cours de foot pendant mes vacances. Maintenant, je joue pour mon équipe scolaire.

Your teacher will then ask you **three** questions **in French**. They will ask you each question twice.

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.

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 ?]

Assessment Grid for Component 1: Speaking Foundation Tier Read Aloud (15 marks)

Band	Marks [10]	AO1 Strand 1: Understand and respond to spoken language in speech.	Marks [5]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
		Marks are awarded for: • responses in the assessed language to demonstrate understanding to spoken prompts and questions in the assessed language • the candidate's communication skills in their use of spoken language.		Marks are awarded for responses in the assessed language in relation to: • demonstration of knowledge of sound-symbol correspondence in spoken language • the quality of pronunciation.
5	9-10	• Replies to all questions in a way that demonstrates understanding of spoken prompts and questions, with mainly relevant information relating to the passage or their experience of its theme. • Most responses are clear and understandable. • Most responses convey ideas and points of view clearly and appropriately to the question/prompt.	5	• Say most sound-symbol correspondences, with some success. • Generally accurate pronunciation, but with occasional lapses. • Intonation of individual words, phrases and sentences supports the clarity of the message.
4	7-8	• Replies to most questions in a way that demonstrates some understanding of spoken prompts and questions, with some relevant information relating to the passage or their experience of its theme. • Most responses are clear and understandable, despite some lapses in clarity. • Most responses convey ideas and points of view appropriately to the question/prompt.	4	• Say most sound-symbol correspondences. • Generally accurate pronunciation, but with more frequent lapses. • Intonation of individual words, phrases and sentences sometimes supports the clarity of the message.
3	5-6	• Replies to some questions in a way that demonstrates some understanding of spoken prompts and/or questions, beginning to select some relevant information relating to the passage or their experience of its theme. • Some responses are understandable, with some clarity. • Some responses convey ideas and/or points of view appropriately to the question/prompt.	3	• Say some sound-symbol correspondences. • Some accurate pronunciation. • Intonation of individual words, phrases and sentences occasionally supports the clarity of the message.

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Band	Marks [10]	AO1 Strand 1: Understand and respond to spoken language in speech.	Marks [5]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
		Marks are awarded for: • responses in the assessed language to spoken prompts and questions in the assessed language • the candidate's communication skills in their use of spoken language.		Marks are awarded for: • the demonstration of knowledge of sound-symbol correspondence in spoken language • the quality of pronunciation.
2	3-4	• Replies to one or two questions in a way that demonstrates limited understanding of spoken prompts and/or questions, beginning to select some information that may be relevant to the passage or their experience of its theme. • Responses express simple thoughts, with occasional clarity.	2	• Very few sound-symbol correspondences attempted. • Pronunciation is occasionally understandable. • Intonation of some individual words and phrases is attempted.
1	1-2	• Very simple information communicated, with occasional clarity.	1	• One or two sound-symbol correspondences attempted. • Pronunciation is occasionally attempted. • Intonation of some individual words is attempted.
0	0	• Response not worthy of credit.	0	• Response not worthy of credit.

Candidates who use more than one paraphrased question can only access Bands 0-4.

DRAFT

SPEAKING – PHOTO DESCRIPTION + CONVERSATION

Variables: Speaking

Choice of theme

Candidate selects theme in advance [Edexcel – 2 weeks, choice of 1 out of 2 offered from 6 themes] / no choice of theme [AQA – 1 of 3 themes and Eduqas draft]

Nature of Text/Picture stimulus

2 photos [AQA] – must address both but equal coverage not required / choose 1 of 2 photos [Edexcel]/ sequence of photos [Eduqas draft]

Colour [Edexcel + Eduqas draft] / black & white [AQA]

Task for Picture description

Required elements to address + teacher prompts (Edexcel) / Free response – no teacher prompts [AQA + Eduqas]

Examiner flexibility of question choice for follow-up questions / conversation:

Number of examiner-prescribed questions vs free choice questions [AQA all free choice; Edexcel 2 compulsory, 1 adaptable, rest free choice; Eduqas 4 compulsory, no free choice.

AQA Photo card – free choice

Part 3 – Photo cards

FOUNDATION TIER

Card A **Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute. You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1

Photo 2

FOUNDATION TIER

Card A Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

Candidates may use any notes they have made during the preparation time.

You begin by asking the candidate to tell you about the photos.

- Parle-moi des photos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes.** This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

Guidance for teacher-examiners on questioning technique for the Photo card unprepared conversation

In order to score well for AO1, students need to:

- convey as much information as they can
- develop their answers wherever possible
- produce language which is clearly understandable.

As a teacher-examiner, your aim in this part of the test should be to encourage every student to reach their potential. To facilitate this, you need to decide, as the test is progressing, which questions and potentially which aspects of the topics within the theme will elicit the best performance from each student. Higher attaining students may be able to sustain a longer and more developed conversation on a particular topic or aspect of a topic, whereas lower attaining students may need to be asked questions from more topics in order to maintain the conversation for the recommended amount of time for the tier.

All students are different and therefore you should adopt the practice of proceeding through the unprepared conversation based on what the student says, rather than using a pre-set list of questions. You should decide which questions to ask next and how to develop the conversation further by listening carefully to the responses the student has given and by asking appropriate follow-up questions.
The student should be given the chance to sustain the conversation as much as possible. The more you speak, the less time will remain for the student to do so. You should consider carefully the type and length of questions you ask.

There are essentially two different types of question: closed and open. Closed questions will elicit short responses such as 'yes', 'no' or a one-word or one-phrase answer (see examples below), while open questions will elicit longer and more developed responses (see examples below).

If it is clear that a student has not understood a question, you may rephrase or simplify the question in order to accommodate the student's response or lack of response. However, if it is apparent that the question has not been understood, it is usually unwise to repeat it more than once since this could waste time and impact on the student's confidence. In this case, it is important that you help the student to continue the conversation. This may mean moving to another more accessible question or even on to another topic within the prescribed theme.

In order to encourage development of a student's response, short prompts can be used eg *'Pourquoi ?'*, *'Pourquoi pas ?'*. Lower attaining students are likely to require more frequent prompting in order to sustain the conversation.

When asking questions, you should try to give each student the opportunity to develop their answers, bearing in mind their ability. Students will often feel comfortable when beginning to talk about a different topic area if they are asked *'Parle-moi de …'* or *'Décris-moi …'* as this will enable them to use the vocabulary and structures with which they are comfortable. Open questions will enable students to give more information and to provide longer answers, for example:

- *Parle-moi de ton village/ta ville.*
- *Quels sont les avantages d'Internet ?*
- *Qu'est-ce que tu penses de ton collège ?*
- *Quelle est ton opinion des réseaux sociaux ?*
- *Décris-moi ta célébrité préférée.*

- *Parle-moi d'une fête que tu aimes.*
- *Quels sont les problèmes pour l'environnement dans ta région ?*

More closed questions can be useful for maintaining the flow of the conversation and may often be more helpful for lower attaining students. These may be followed by follow-up questions once the student has provided an initial response. For example:

- *Tu aimes le football ?* (student replies *Oui/Non*) … *Pourquoi (pas) ?*
- *Quand est-ce que tu sors avec tes amis ?* (student replies *Le week-end*) … *Tu vas/vous allez où ? / Où est-ce que tu vas/vous allez ?*
- *Il y a combien d'étudiants dans ta classe de français ?* (student replies *Vingt-cinq*) … *Ils sont sympas ?*
- *Quel est ton film préféré ?* (student names a film) … *Pourquoi ?*
- *Tu préfères l'anglais ou les maths ?* (student chooses one of them) … *Pourquoi ?*
- *Tu habites où ?* (student says *Manchester*) … *Décris-moi/Parle-moi de Manchester.*
- *Tu penses que c'est important d'aller à l'université ?* (student replies *Oui/Non*) … *Pourquoi (pas) ?*

It is important to adjust your questions to the ability of each student. Asking questions that are likely to need more complex language in the answer may be suitable for higher attaining students, but they may lead to a lack of clarity for those whose linguistic skills are more limited. This will have a bearing on the marks for both AO1 and AO3.

In order to score well for AO3, students need to:

- vary the vocabulary and structures as much as they are able to
- use language accurately.

Students will often use the verb which appears in the question that they are asked, so try to vary the verb used in more common question types. For example:

- *Qu'est-ce que tu aimes (faire) …? / Qu'est-ce que tu préfères (faire) …?*
- *Qu'est-ce que tu veux (faire) …? / Qu'est-ce que tu voudrais (faire) …?*
- *Tu penses que …? / Tu crois que …?*

AQA Criteria 5 + 15 + 5 = 25

Response to the content of the photos (5 marks AO2)

Foundation tier

Level	Mark	AO2
5	5	• Quite a lot of information is conveyed. • Information may lack clarity from time to time.
4	4	• Some information is conveyed. • Information lacks clarity from time to time.
3	3	• Some information is conveyed. • Information lacks clarity from time to time and occasionally messages break down.
2	2	• Little information is conveyed. • Messages regularly break down.
1	1	• Very little information is conveyed. • Messages regularly break down or the very little language produced is barely understandable.
0	0	Does not meet the standard required for Level 1 at this tier.

Notes

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

Marking guidance

As regards clarity of response:

Lacks clarity	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.
Messages break down	Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.

MARK SCHEME – GCSE FRENCH – 8652/SF+SH – SAMPLE ASSESSMENT MATERIALS

Photo card unprepared conversation (15 marks AO1)

The second part of the Photo card task requires each student to take part in an unprepared conversation on any or all of the three topics within the theme of the Photo card.

Marks are awarded for each of AO1 and AO3 for this part of the test.

Foundation tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

Level	Mark	AO1
5	13–15	• Quite a lot of information is conveyed. • Regular good development of responses. • Information may lack clarity from time to time.
4	10–12	• Some information is conveyed. • Some good development and regular minimal development of responses. • Information lacks clarity from time to time.
3	7–9	• Some information is conveyed. • Regular minimal development of responses. • Information lacks clarity from time to time and occasionally messages break down.
2	4–6	• Little information is conveyed. • Limited responses with occasional minimal development. • Messages regularly break down.
1	1–3	• Very little information is conveyed. • Limited responses. • Messages regularly break down or hardly anything is said.
0	0	Does not meet the standard required for Level 1 at this tier.

Marking guidance

As regards development of answers:

Good development	A response which contains two clauses (a piece of information that includes an appropriate verb): - What do you think about social media? - I don't like social media because it's boring.
Minimal development	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: - What do you eat in order to stay healthy? - (I eat) vegetables and fruit.
Limited response	A response which answers the question without any extra information: - How many subjects do you study? - (I study) ten (subjects).

As regards clarity of response:

Lacks clarity	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.
Messages break down	Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.

Photo card unprepared conversation (5 marks AO3)

Foundation tier

Level	Mark	AO3
5	5	• Good variety of vocabulary and structures, but with some repetition. • There may be frequent minor errors. Some major errors may occur even in basic language.
4	4	• Some variety of vocabulary and structures, but with regular repetition. • Frequent minor errors and some major errors in most responses to questions.
3	3	• Limited variety of vocabulary and structures with regular repetition. • Very frequent minor and frequent major errors in most responses to questions.
2	2	• Very limited variety of vocabulary and structures with regular repetition. • Very frequent minor and very frequent major errors in nearly all responses to questions.
1	1	• Hardly any variety of vocabulary and structures. • Minor and major errors in all responses to questions.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

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

Edexcel Picture card

Candidate STIMULUS **Picture task FPT1** **Thematic context: My personal world**

Picture 1

Source: Image no AL1286811 / Pearson Asset Library

Picture 2

Source: Image no AL1000726 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Instructions to teacher **Picture task FPT1** **Thematic context: My personal world**

Picture 1

Source: Image no AL1286811 / Pearson Asset Library

Picture 2

Source: Image no AL1000726 / Pearson Asset Library

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Quel est ton repas préféré ?

(b) Qu'est-ce que tu aimes faire à la maison ?

Questions for Picture 2

(a) Qu'est-ce que tu aimes boire ?

(b) Où est-ce que tu aimes aller avec tes ami(e)s ?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **REGULAR ACTIVITIES**, for example: *que fais-tu normalement après l'école ?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given .

(Past tense) *Qu'est-ce que tu as fait pour ton anniversaire l'année dernière ?*

(Future tense) *Qu'est-ce que tu vas faire avec ta famille / tes ami(e)s le week-end prochain ?*

Edexcel criteria [4 + 4=8] + [12+4 = 16]= 28

Assessment criteria for the Foundation tier – Task 3

Picture task – Foundation tier (28 marks)

Part 1 – Picture description task (8 marks)
For this task, students are required to describe a picture. There are two mark grids to be applied to this task:
- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**	**Mark**	**Descriptor**
4	• Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear.	4	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
3	• Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down.	3	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	• One or more bullet point(s) addressed. • Occasional, brief development of ideas to describe different, relevant aspects of the picture. • Some parts of the response are comprehensible; the message sometimes breaks down.	2	• Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	• One or more bullet point(s) addressed. • Little or no development of ideas to describe different, relevant aspects of the picture. • Limited parts of the response are comprehensible; the message often breaks down.	1	• Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. • Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.	0	No rewardable material.

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Part 2 – compulsory questions relating to the picture (4 marks)

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

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Part 3 – conversation (16 marks)

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:
- AO1: response to spoken language
- AO3: linguistic knowledge and accuracy.

Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a ma

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**	**Mark**	**Descriptor**
10–12	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.	4	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of past, present and future timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.	3	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of past, present and future timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
4–6	• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. • Development of ideas is limited; brief responses which the speaker may not be able to sustain. • Limited parts of the response are comprehensible; the message sometimes breaks down.	2	• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. • Limited success with different timeframes. • Limited accuracy with language; many major and minor errors.
1–3	• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. • Little or no development of ideas; very brief responses, which the speaker can often not sustain. • Isolated parts of the response are comprehensible; the message frequently breaks down.	1	• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. • Minimal success with different timeframes. • Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	0	No rewardable material.

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at https://www.multilingprofiler.net/

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Eduqas Picture card - draft

CARD C1
FOUNDATION TIER

DISCUSSION BASED ON CONNECTED PHOTOGRAPHS (25 MARKS)

Use the **four** photographs below to describe a day at school.

You start first.

Your teacher will then ask you **four** 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.

students arrive at school	a school classroom	lunchtime	playing sport at school

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TEACHER-EXAMINER COPY (FOUNDATION TIER)

CARD C1

DISCUSSION BASED ON CONNECTED PHOTOGRAPHS (25 MARKS)

students arrive at school	a school classroom	lunchtime	playing sport at school

The candidate starts first by using the four photographs to describe a day at school.

Teacher-examiner's 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.

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 ?]

Approximate timings: up to 2 minutes for the description and up to 3 minutes on the questions.

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Eduqas criteria draft 15 + 5 + 5 = 25

Assessment Grid for Component 1: Foundation Tier Discussion based on connected photographs (25 marks)

Band	Marks [15]	AO1 Strand 1: Understand and respond to spoken language in speech.	Marks [5]	AO2 Strand 1: Understand and respond to written language in speech.	Marks [5]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
		Marks are awarded for: • responses in the assessed language to spoken prompts and questions in the assessed language • the candidate's communication skills in their use of spoken language.		Marks are awarded for: • responses in the assessed language to written prompts in English, or to visual prompts.		Marks are awarded for responses in the assessed language in relation to: • knowledge and accurate application of grammar in spoken language • knowledge and accurate application of vocabulary, including demonstration of knowledge of sound-symbol correspondence in spoken language • the quality of pronunciation.
5	13-15	• Replies to all questions in a way that demonstrates understanding of spoken questions, with mainly relevant information relating to the questions. • Most responses are clear and understandable. • Most responses convey ideas and points of view clearly and appropriately to the questions. • Interaction features some spontaneity, but with hesitation. Candidates may have to have some questions paraphrased.	5	• Responses to all stimuli demonstrate an understanding of what is presented, with mainly relevant information relating to the written and visual prompts. • Most responses are clear and understandable. • Most responses convey ideas and points of view clearly and appropriately to the written and visual prompts.	5	• Generally accurate grammatical structures applied but with occasional lapses. • A range of vocabulary is selected to convey ideas and points of view. • Generally accurate pronunciation, but with occasional lapses. • Intonation of individual words, phrases and sentences supports the clarity of what is said.
4	10-12	• Replies to most questions in a way that demonstrates some understanding of spoken questions, with some relevant information relating to the questions. • Most responses are clear and understandable, despite some lapses in clarity. • Most responses convey ideas and points of view appropriately to the questions. • Interaction features occasional spontaneity, but with hesitation. Candidates may have to have some questions paraphrased.	4	• Responses mostly demonstrate some understanding of what is presented, with some relevant information relating to the written and visual prompts. • Most responses are clear and understandable, despite some lapses in clarity. • Most responses convey ideas and points of view appropriately to the written and visual prompts.	4	• Generally accurate grammatical structures applied but with some lapses. • Generally accurate pronunciation, but with more frequent lapses. • A range of vocabulary is selected to convey ideas and points of view, with some misused words and/or phrases. • Intonation of individual words, phrases and sentences sometimes supports the clarity of what is said.
3	7-9	• Replies to some questions in a way that demonstrates some understanding of spoken questions, beginning to select some relevant information relating to the questions. • Some responses are understandable, with some clarity. • Some responses convey ideas and/or points of view appropriately to the questions. • Interaction is undeveloped. Candidates may have to have most questions paraphrased.	3	• Some responses demonstrate some understanding of what is presented, beginning to select some relevant information relating to the written and visual prompts. • Some responses are understandable, with some clarity. • Some responses convey ideas and/or points of view appropriately to the written and visual prompts.	3	• Some accurate grammatical structures applied but with more frequent lapses. • Some accurate pronunciation. • A straightforward range of vocabulary is used to convey ideas and/or points of view, with some misused words and/or phrases. • Intonation of individual words, phrases and sentences occasionally supports the clarity of what is said.
2	4-6	• Replies to some questions in a way that demonstrates limited understanding of spoken questions, beginning to select some information that may be relevant to the questions. • Responses express simple thoughts, with occasional clarity. • Interaction is limited. Candidates will have to have most questions paraphrased.	2	• Most responses demonstrate a limited understanding of what is presented, beginning to select some information that may be relevant to the written and visual prompts. • Responses express simple thoughts, with occasional clarity.	2	• Grammatical structures are attempted but with frequent errors. • Pronunciation is occasionally understandable. • A simple vocabulary is used to convey ideas and/or points of view, with misused words and/or phrases. • Intonation of some individual words and phrases is attempted.
1	1-3	• Very simple information communicated, with occasional clarity. • Interaction will have little relevance to the questions asked. Candidates will have to have all questions paraphrased.	1	• Very simple information communicated, with occasional clarity.	1	• Grammatical structures are occasionally attempted. • Pronunciation is occasionally attempted. • A basic vocabulary is used, with misused words and/or phrases.
0	0	• Response not worthy of credit.	0	• Response not worthy of credit.	0	• Response not worthy of credit.

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12. WRITING

Variables: Writing

Length

Longer (Edexcel F 75 mins H 80 mins, AQA F 70 mins H 75 mins) / shorter (Eduqas F+H 60 mins - half of 2-hour paper)

Nature of tasks

Additional section with grammar m/c (AQA)

Overlap question informed by paragraph from reading paper (Eduqas)

Translation related/unrelated theme

Higher task more (AQA) / less (Edexel]open-ended = more (Edexcel) / less (AQA) structured

Skill

Single [AQA + Edexcel] / mixed [Eduqas – reading stimulus]

Optionality within tasks

more [Edexcel 2 at F, 2 at H,] / less [AQA 1 at F, 2 at H] / no choice [Eduqas draft]

Organisation of exam

Combined with reading [Eduqas] discrete [AQA and Edexcel]

Instructions

in a consistent format / varied

Variables: Writing

Coverage of theme in each task

- narrow / broad

Criteria

- Targeted / holistic
- Unambiguous / Ambiguous
- Realistic / Demanding (esp. with respect to accuracy expected)
- Number of Exemplars or commentaries supplied / not supplied
- Exemplars clear / ambiguous

Format

- In colour (Edexcel) / not in colour (AQA)

WRITING SINGLE SENTENCES

F Single sentence task– AQA

Section A

0 1 You and your French friends are sharing photos on Snapchat.

What is in this photo?

Write **five** sentences in **French**.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]

0 1 . 5

[2 marks]

Question 01

For this question, students are required to write five sentences to describe the photo. Each sentence is marked separately and is worth a maximum of two marks, according to the following criteria. The whole sentence should be considered when awarding the mark. The maximum mark for Question 1 is 10.

Mark	AO2
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

MARK SCHEME – GCSE FRENCH – 8652/WF – SAMPLE ASSESSMENT MATERIAL

The grid below provides examples of short sentences that could be produced. Any combination of appropriate sentences is acceptable.

	2 marks	1 mark	0 marks
01	Il y a/c'est/je vois/voici cinq/5 personnes Il y a un garçon/une fille/un homme/une femme/des amis etc.	cinq personnes	cinq Inappropriate verb + personnes eg j'aime 5 personnes
	Il y a/je vois/voici une table/des chaises	Une table to*	Inappropriate verb + table etc eg je voudrais une table
	Il y a/je vois/voici une/des boisson(s)/de la nourriture Ils mangent Ils mangent un repas/de la nourriture/le déjeuner/le dîner. Elle boit une boisson. Je mange/Je bois Tu manges/Tu bois Vous mangez/Vous buvez	une boisson to* (Ils) manger un repas etc. Boire une boisson	Manger/manger Boire/boire
	Il y a/je vois/voici un bus/un café/une/des plante(s) Nous sommes au café	un bus to*	Inappropriate verb + bus etc eg je voudrais un bus
	Il y a/je vois/voici un (téléphone) portable/un écran. La fille/femme/le garçon/l'homme rit. La fille/femme/le prend un selfie Le garçon/l'homme regarde un écran. Ils sont contents/heureux. Je/ils/le prende un selfie/je suis content etc	Un écran to* Prendre un selfie	prendre rire content

* to – tout court

Students may use the same grammatical structure for each sentence if they wish.

MARK SCHEME – GCSE FRENCH – 8652/WF – SAMPLE ASSESSMENT MATERIAL

Statements must refer to what is in the photo and cannot refer to what is not in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence needs, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the student writes 'The car is green', even though the photo is in black and white. However, if the sentence is clearly false, it receives a mark of 0. For example, 'There is a flat', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are 2 people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for students to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is where voici/voilà may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a* plus different noune.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language, 'It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it could potentially be true). He is a teacher (again this potentially could be true). Each of these sentences would be awarded 2 marks.
- The first person and second person of the verb is acceptable, for example: 'I am/we are/you are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating coffee'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a park'.

For 0 marks

- The message makes no sense.
- An inappropriate verb is used, for example 'I would like a house'.
- A single word.

F Single sentence task– Edexcel

(Source: Pearson Asset Library AL1517457)

1 Describe the photo. Write four short sentences **in French**.

..... (2)

..... (2)

..... (2)

..... (2)

Question 1 – Foundation tier (8 marks)

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

Mark	AO2: Response to stimulus
2	Relevant information clearly communicated in a sentence or clause.
1	Relevant information partially communicated in a sentence or clause.
0	No rewardable material.

Guidance on application of mark grid for Question 1 Foundation tier

To exemplify application of the marking criteria, the grid below demonstrates a possible range of performances based on the mark grid.

2 marks	La mer est bleue.	Je vois la bleue mer.	Le pere est content.	Le père est contente.	Il y a cinq personnes, ils sont camo la plage*
	Relevant information clearly communicated in a complete sentence or clause with a verb; may or may not contain minor errors which does not delay understanding of the sentence such as lack of or incorrect accents, minor spelling errors, incorrect word orders, missing punctuation.				
1 mark	Mer bleu.	Le mer sont bleu.	Le père content.	Le père être content.	Il as cinq personnes.
	Relevant information partially communicated, not a complete sentence or clause with a verb, or some ambiguity due to incorrect forms of verbs or other major errors.				
0 marks	Bleu.	Je vois un arbre.	Content.	Un pear content.	Ils sont camo
	No rewardable material, no relevant information clearly communicated, or not a complete sentence or clause.				

Specific guidance for Question 1

A *clause* refers to a part of a sentence that is separated from another by a comma or other punctuation.

*Students can still gain 2 marks for a sentence where only one clause contains clear, relevant information, e.g. "*Il y a cinq personnes, ils sont camo la plage*."

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A *minor error* may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).
A *major error* prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		**Errors that hinder clarity**	
Adjective agreement	La mer est vert. Mon frère est intelligente.	**Verb agreement**	L'année dernière, ma tante acheté une voiture.
Spelling (slight)	J'aime le fronmage.	**Spelling (significant)**	J'aime manger du poolet.
Gender	Dans le ville il y a un piscine.	**Relative pronouns**	Mon frère, que aime le foot, joue tous les samedis.
Accents (missing)	Mon anniversaire est le deux fevrier.	**Accents (incorrect)**	Ou est la garé ?
Contractions	Ma maison est près de le parc.	**Vocabulary**	Mon équipe a joué très mauvais. Mon ami est dans France.
Word order (incorrect)	Je n'ai mangé pas à midi.	**Constructions**	Je n'entends pas avec ma soeur. En France il y a chaud en été.
Mother-tongue interference	Mon père est un professeur.	**Mother-tongue interference**	C'est mon anniversaire, je suis 16 ans.
		Tenses (inappropriate)	Je vais parti en vacances.

Major errors – prevents meaning being conveyed	
Verb agreement	Est-ce que nous allez au cinéma ce soir?
Spelling (misleading)	J'aime la nation et le tennis.
Tenses (incorrect)	Demain il est allé au collège en bus.
Incorrect verb formation	J'alle au marché. Je recève des cadeaux.
Vocabulary	Ma mère est courante.
Use of infinitive instead of conjugated verb	Lucie avoir un accident de voiture.
Mismatch of subject and possessive adjectives	Je veux s'amuser.
Mother-tongue interference	Mon père travaille dans un office. Il y a un museum en ville.

F Single sentence task– Eduqas draft

Section B
Answer **all** questions **in French.**

1. Your school is organising an eTwinning with a school in France. Using full sentences, complete the form **in French** about yourself for your partner school. Write **one** sentence per box. [8]

How old you are	
Who you live with	
Activities you like	
Pets you have	
What you do at the weekend	

Question 1: Your school is organising an eTwinning with a school in France. Using full sentences, complete the form **in French** about yourself for your partner school. Write **one** sentence per box.

Band	Marks [6]	AO2 Strand 2: Understand and respond to written language in writing.	Marks [2]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
		Marks are awarded for: • responses in the assessed language in response to written prompts in English.		Marks are awarded for responses in the assessed language in relation to: • knowledge and accurate application of grammar in written language • knowledge and accurate application of vocabulary in written language.
3	5-6	• 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.	3	There are no Band 3 marks for this assessment objective.
2	3-4	• Responses to some requests for information demonstrate an understanding of what is presented, with mainly relevant information relating to the written prompts. • Most responses are understandable.	2	• Some accurate grammatical structures are applied. • Simple vocabulary is used.
1	1-2	• Very simple information is communicated.	1	• Few accurate grammatical structures are applied. • Very simple vocabulary is used.
0	0	Response not worthy of credit.	0	Response not worthy of credit.

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WRITING PARAGRAPHS

F Paragraphs task -AQA

0 2 Some French students are coming to visit your school.
Write a short description of your school for them.

Write approximately **50** words in **French**.
You must write something about each bullet point.

Mention:

- what your school is like
- your teachers
- lunchtime at school
- sport at school
- your uniform.

[10 marks]

Question 02

For this question there are five compulsory bullet points, which are assessed for AO2 (5 marks) and AO3 (5 marks), as specified in the criteria below. The maximum mark for Question 2 is 10. The student is expected to produce approximately 50 words over the whole question. The number of words is approximate and you must mark all work produced by the student, **even if it is well beyond the suggested number of words**

Level	Mark	AO2
5	5	• All five bullet points are covered. • Communication is clear.
4	4	• At least four bullet points are covered. • Communication is mostly clear. There are occasional lapses in clarity.
3	3	• At least three bullet points are covered. • Communication is generally clear. There are several lapses in clarity.
2	2	• At least two bullet points are covered. • Communication is sometimes clear. There are regular lapses in clarity.
1	1	• At least one bullet point is covered. • Communication is often not clear. There are many lapses in clarity.
0	0	The content does not meet the standard required for a mark at this tier.

Level	Mark	AO3
5	5	• There is a variety of vocabulary and grammatical structures. • There may be some errors, but these are minor.
4	4	• There is some variety of vocabulary and grammatical structures. • There are frequent minor errors but with an occasional major error.
3	3	• There is some attempt at a variety of vocabulary and grammatical structures. • There are frequent minor errors, together with some major errors.
2	2	• There is use of limited or repetitive vocabulary and grammatical structures. • There are frequent minor errors and a number of major errors.
1	1	• There is little awareness of appropriate vocabulary and grammatical structures. • There are errors in the vast majority of sentences.
0	0	The language does not meet the standard required for Level 1 at this tier.

F Paragraphs task -Edexcel

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a) put a cross in the box ☐ .

2 (a) Write a review of a café for a website.

You **must** include the following points:

- where the café is
- your opinion of the food
- when you will next visit the café.

Write your answer **in French**. You should aim to write between 40 and 50 words.

(14)

(b) Write a review of your mobile phone for a website.

You **must** include the following points:

- what your phone looks like
- your opinion of your phone
- how you will use it this weekend.

Write your answer **in French**. You should aim to write between 40 and 50 words.

(14)

.....

Question 2 – Foundation tier (14 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners must use the Additional guidance, the Exemplification of the mark scheme, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 40–50 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**	**Mark**	**Descriptor**
7-9	• All three bullet points addressed • Some development of ideas • Most of the response is comprehensible; some messages may be unclear.	5	• Some variety of vocabulary and phrases • Simple grammatical structures with some variety, some linking of sentences with conjunctions • Some accurate language, mostly minor errors.
4-6	• Two or more bullet points addressed • Limited development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.	3-4	• Limited variety of vocabulary and phrases • Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions • Limited accurate language; errors occur, some of which may be major.
1-3	• One or more bullet point addressed • Little or no development of ideas • Few parts of the response are comprehensible; the message often breaks down.	1-2	• Minimal variety of vocabulary and/or phrases in isolation • Minimal use of simple grammatical structures, likely to be repetitive • Minimal accuracy in the language, frequent errors both major and minor.
0	• No rewardable material.	0	• No rewardable material.

F Paragraphs task – Eduqas draft

2. Write an email to your French friend about your local area. [12]

- Describe where you live.
- What you like about your area.
- A problem in your area.

Write around 60 – 80 words **in French.**

.....

.....

Question 2: Write an email to your French friend about your local area.
- Describe where you live.
- What you like about your area.
- A problem in your area.

Write around 60 – 80 words in French.

Band	Marks [9]	AO2 Strand 2: Understand and respond to written language in writing.	Marks [3]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
		Marks are awarded for: • responses in the assessed language in response to written prompts in English.		Marks are awarded for responses in the assessed language in relation to: • knowledge and accurate application of grammar in written language • knowledge and accurate application of vocabulary in written language.
3	7-9	• the written response to the stimulus conveys mainly relevant information with occasional extended responses. • Communication is comprehensible but sometimes lacks clarity. • Able to express thoughts and points of view with some justification.	3	• Generally accurate grammatical structures applied throughout. • A range of vocabulary is used.
2	4-6	• the written response to the stimulus conveys some relevant information but may be undeveloped. • Communication is sometimes unclear. • Able to express a few thoughts and some points of view.	2	• A few accurate grammatical structures applied. • Simple vocabulary is used.
1	1-3	• the written response to the stimulus conveys scant information and detail. • Communication is often unclear.	1	• Few accurate grammatical structures applied. • Very simple vocabulary is used.
0	0	Response not worthy of credit.	0	Response not worthy of credit.

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GRAMMAR MULTICHOICE - AQA

F Grammar task – AQA only

0 3 Using your knowledge of grammar, complete the following sentences in **French**.

Choose the correct French word from the three options in the grid.

Write the correct **word** in the space, as shown in the example below.

Example

Le concert .....finit..... à dix heures.

finis	**finissent**	**finit**

0 3 . 1

La fille ..... un chien

a	**as**	**ont**

[1 mark]

0 3 . 2

Ma maison est .....

grand.	**grande.**	**grands.**

[1 mark]

0 3 . 3

J'ai un ..... vélo.

nouvelle	**nouveaux**	**nouveau**

[1 mark]

0 3 . 4

Le soir ..... regardons la télévision.

vous	**nous**	**ils**

[1 mark]

0 3 . 5

Samedi dernier, j'ai ..... au football.

joué	jouer	joues

[1 mark]

Do not write outside the box

5

Turn over ►

Question 03

Students are required to complete five sentences by writing the correct word to complete the short sentence, using their knowledge of grammar. There are three words to choose from for each of the five sentences. There are 5 marks for AO3.

3.1	a	(1 mark)
3.2	grande	(1 mark)
3.3	nouveau	(1 mark)
3.4	nous	(1 mark)
3.5	joué	(1 mark)

The word written by the student must be totally correct, including any accents, for the award of 1 mark.

WRITING F/H OVERLAP TASK

F/H overlap task AQA

Section B

Answer **either** Question 5.1 **or** Question 5.2.

You must only answer **one** of these questions.

Either

Question 5.1

0 5 . 1 You are emailing your Belgian friend about your free time.

Write approximately **90** words in **French**.
You must write something about each bullet point.

Describe:

- what sort of programmes you watch on TV or online
- a recent celebration
- what you will do during the summer.

[15 marks]

Or

Question 5.2

0 5 . 2 You are writing an article to attract more French tourists to your area.

Write approximately **90** words in **French**.
You must write something about each bullet point.

Describe:

- what you like about your area
- a recent visit to a place of interest
- a future event in your area.

[15 marks]

Level	Mark	AO2
5	9-10	• All three bullet points are covered. • Communication is clear. • Ideas are regularly developed with a lot of relevant information being conveyed.
4	7-8	• All three bullet points are covered. • Communication is mostly clear but perhaps with occasional lapses in clarity. • Ideas are often developed with quite a lot of relevant information being conveyed.
3	5-6	• At least two bullet points are covered. • Communication is generally clear but there are likely to be lapses in clarity. • A few ideas may be developed and some relevant information is conveyed.
2	3-4	• At least one bullet point is covered. • Communication is sometimes clear and there are regular lapses in clarity. • Little relevant information is conveyed.
1	1-2	• At least one bullet point is covered. • Communication is often not clear and there are very many lapses in clarity. • Very little relevant information is conveyed.
0	0	The content does not meet the standard required for a mark at this tier.

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

F/H Overlap task Edexcel

Choose either Question 3(a) or Question 3(b)

If you answer Question 3(a) put a cross in the box ☐ .

3 (a) Write to your friend about shopping.

You **must** include the following points:

- types of shops in your area
- your opinion of one shop with reasons
- what you have bought recently
- where you will go for your next shopping trip.

Write your answer **in French**. You should aim to write between 80 and 90 words.

(b) Write to your friend about transport.

You **must** include the following points:

- public transport where you live
- your opinion of public transport with reasons
- how you went to school last week
- where you will go this summer.

Write your answer **in French**. You should aim to write between 80 and 90 words.

(18)

Question 3 – Foundation tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**	**Mark**	**Descriptor**
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear.	5	• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of past, present and future timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.	3-4	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of past, present and future timeframes • Some accurate language; mostly minor errors with some major errors.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down.	1-2	• Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with different timeframes • Limited accuracy in the language; frequent errors both major and minor.
1-4	• One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down.	0	• No rewardable material.
0	• No rewardable material.		

F/H Overlap task Eduqas draft – F-specific criteria

3. Write a review of a concert or show (live or on-screen) [20]

Look at the text from Section A, Question 6 below to inform your writing.

Organisé chaque été dans l'ouest de Paris, *Rock en Seine* est un énorme **festival** de musique qui est devenu l'un des plus grands en France. Malgré son nom, le **festival** n'est pas seulement de la musique **rock**, et on peut voir un grand choix d'artistes. Pendant trois jours dans un beau parc historique, j'ai regardé non seulement des artistes internationaux, mais aussi de nouveaux groupes. Cette année, le **festival** a fini avec un concert de Stromae, un des retours les plus attendus de l'année. Il était incroyable. Je retournerai l'année prochaine.
(98 words)
Write around 90 to 110 words **in French.**

.....

.....

Band	Marks [15]	AO2 Strand 2: Understand and respond to written language in writing.	Marks [5]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
		Marks are awarded for: • responses in the assessed language in response to written prompts in the assessed language and/or in English.		Marks are awarded for responses in the assessed language in relation to: • knowledge and accurate application of grammar in written language • knowledge and accurate application of vocabulary in written language.
5	13-15	• 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. • Most sentences are clear and understandable. • Most sentences convey ideas and points of view clearly and appropriately to the text set,	5	• Generally accurate grammatical structures applied but with occasional lapses. • A range of vocabulary is selected to convey ideas and points of view. • The message is generally conveyed, but with occasional lapses. • The structure of phrases and sentences supports the clarity of what is written.
4	10-12	• The written response mostly demonstrates some understanding of the task set, with some relevant information relating to the task, with the help of the written prompt. • Most sentences are clear and understandable, despite some lapses in clarity. • Most sentences convey ideas and points of view appropriately to the task set, with the help of the written prompt.	4	• Generally accurate grammatical structures applied but with some lapses. • A range of vocabulary is selected to convey ideas and points of view, with some misused words and/or phrases. • The message is generally conveyed, but with more frequent lapses. • The structure of phrases and sentences sometimes supports the clarity of what is written.
3	7-9	• Some of the written response demonstrates some understanding of what is presented, beginning to select some relevant information relating to the task set, with the help of the written prompt. • Some sentences are understandable, with some clarity. • Some sentences convey ideas and/or points of view appropriately to the task set, with the help of the written prompt.	3	• Some accurate grammatical structures applied but with more frequent lapses. • A straightforward range of vocabulary is used to convey ideas and/or points of view, with some misused words and/or phrases. • Some parts of the message are conveyed. • The structure of phrases and sentences occasionally supports the clarity of what is written.
2	4-6	• Most of the written response demonstrates a limited understanding of what is presented, beginning to select some information that may be relevant to the task set, with the help of the written prompt. • The response to the task set expresses simple thoughts, with occasional clarity.	2	• Grammatical structures are attempted but with frequent errors. • A simple vocabulary is used to convey ideas and/or points of view, with misused words and/or phrases. • The message conveyed is occasionally understandable. • Sentences and phrases are attempted.
1	1-3	• Very simple information communicated, with occasional clarity.	1	• Grammatical structures are occasionally attempted. • A basic vocabulary is used, with misused words and/or phrases. • Sentences and phrases are occasionally attempted.
0	0	Response not worthy of credit.	0	Response not worthy of credit.

DRAFT

F/H Overlap task Eduqas draft – H-specific criteria

3. Write a review of a concert or show (live or on-screen) [20]

Look at the text from Section A, Question 6 below to inform your writing.

Organisé chaque été dans l'ouest de Paris, *Rock en Seine* est un énorme **festival** de musique qui est devenu l'un des plus grands en France. Malgré son nom, le **festival** n'est pas seulement de la musique **rock**, et on peut voir un grand choix d'artistes. Pendant trois jours dans un beau parc historique, j'ai regardé non seulement des artistes internationaux, mais aussi de nouveaux groupes. Cette année, le **festival** a fini avec un concert de Stromae, un des retours les plus attendus de l'année. Il était incroyable. Je retournerai l'année prochaine.
(98 words)
Write around 90 to 110 words **in French.**

.....

.....

Band	Marks [15]	AO2: Understand and respond to written language in writing.	Marks [5]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
		Marks are awarded for: • responses in the assessed language in response to written prompts in the assessed language and/or in English or visual stimuli.		Marks are awarded for responses in the assessed language in relation to: • knowledge and accurate application of grammar in written language • knowledge and accurate application of vocabulary in written language.
5	13-15	• 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. • The written response is consistently clear, understandable and engaging. • Responses are extended and develop ideas and points of view clearly and appropriately to the task set, with the help of the written prompt.	5	• Accurate grammatical structures applied, with few errors. • An ambitious range of vocabulary is selected to convey ideas and points of view. • Consistently accurate message conveyed throughout. • The structure of phrases and sentences consistently supports the clarity of what is written and engages the reader.
4	10-12	• The written response to the stimulus demonstrates an understanding of what is presented, with mainly detailed and relevant information relating to the task set, with the help of the written prompt.	4	• Accurate grammatical structures applied, with some errors. • An engaging range of vocabulary is selected to convey ideas and points of view. • Mostly accurate message conveyed throughout.
		• Responses are consistently clear and understandable. • Responses develop ideas and points of view clearly and appropriately to the task set, with the help of the written prompt.		• The structure of phrases and sentences consistently supports the clarity of what is written.
3	7-9	• The written response to the stimulus demonstrates an understanding of what is presented, with relevant information relating to the task set, with the help of the written prompt. • Responses are clear and understandable. • Responses convey ideas and points of view clearly and appropriately to the task set and the written prompt.	3	• Generally accurate grammatical structures applied, with some errors. • A wide range of vocabulary is selected to convey ideas and points of view. • Message mostly conveyed, but with occasional lapses. • The structure of phrases and sentences mostly supports the clarity of what is said.
2	4-6	• 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. • Most sentences are clear and understandable. • Most sentences convey ideas and points of view clearly and appropriately to the text set, with the help of the written prompt.	5	• Generally accurate grammatical structures applied but with occasional lapses. • A range of vocabulary is selected to convey ideas and points of view. • The message is generally conveyed, but with occasional lapses. • The structure of phrases and sentences supports the clarity of what is said.
1	1-3	• The written response mostly demonstrates some understanding of the task set, with some relevant information relating to the task, with the help of the written prompt. • Most sentences are clear and understandable, despite some lapses in clarity. • Most sentences convey ideas and points of view appropriately to the task set, with the help of the written prompt.	4	• Generally accurate grammatical structures applied but with some lapses. • A range of vocabulary is selected to convey ideas and points of view, with some misused words and/or phrases. • The message is generally conveyed, but with more frequent lapses. • The structure of phrases and sentences sometimes supports the clarity of what is said.
0	0	Response not worthy of credit.	0	Response not worthy of credit.

DRAFT

WRITING HIGHER ONLY TASK

H – Higher only task - AQA

Section C

Answer **either** Question 3.1 **or** Question 3.2

You must only answer **one** of these questions.

Either

Question 3.1

0 3 . 1 You are writing a post for a French wellness website.
Your post is about a positive lifestyle.

Write approximately **150** words in **French**.
You must write something about both bullet points.

Describe:

- the importance of living healthily
- how you will live a happy life in the future.

[25 marks]

Or

Question 3.2

0 3 . 2 You are writing an article about celebrity culture.
Your article is for a social media post.

Write approximately **150** words in **French**.
You must write something about both bullet points.

Describe:

- the positive aspects of being a celebrity
- when you watched your favourite celebrity recently.

[25 marks]

Level	Mark	AO2
5	13-15	• A lot of information is conveyed in relation to the task. • Regular successful development of ideas, accounts and/or description. • Communication is clear with very few or no lapses in clarity.
4	10-12	• Quite a lot of information is conveyed in relation to the task. • Regular attempts at development of ideas, accounts and/or description which are mostly successful. • Communication is mostly clear but there are a few lapses in clarity.
3	7-9	• An adequate amount of information is conveyed in relation to the task. • Some successful development of ideas, accounts and/or description. • Communication is usually clear but there are some lapses in clarity.
2	4-6	• Some information is conveyed in relation to the task. • A little development of ideas, accounts and/or description. • Communication is sometimes unclear and there are regular lapses in clarity.
1	1–3	• A limited amount of information is conveyed in relation to the task. • Very limited or no development of ideas, accounts and/or description. • Communication is often unclear and there are frequent lapses in clarity.
0	0	The content does not meet the standard required for a mark at this tier.

Grid one: Range and use of language

Level	Mark	AO3 (Range and use of language)
5	5	• Very good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is often successful.
4	4	• Good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is generally successful.
3	3	• Some variety of appropriate vocabulary and grammatical structures. • Complex language is occasionally attempted and is sometimes successful.
2	2	• Little variety of appropriate vocabulary and grammatical structures. • Short and simple structures are often used but there is also regular use of longer sentences, with linking words.
1	1	• Very little variety of appropriate vocabulary. • Structures used are mainly short and simple.
0	0	The range of language produced does not meet the standard required for a mark at this tier.

Grid two: Accuracy

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

H – Higher only task Edexcel

Choose either Question 2(a) or 2(b).

If you answer Question 2(a) put a cross in the box ☒ .

2 (a) Write about healthy living for an online magazine.

You **must** include the following points:

- what makes a healthy diet
- the pros and cons of eating out
- what healthy activities you did last week
- how you will stay healthy this weekend.

Write your answer **in French**. You should aim to write between 130 and 150 words.

(b) Write about schools for an online magazine.

You **must** include the following points:

- what makes a good school
- the pros and cons of single-sex schools
- what happened at your school recently
- your education plans for next year.

Write your answer **in French**. You should aim to write between 130 and 150 words.

(22)

Question 2 – Higher tier (22 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 130–150 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
14-17	• All four bullet points addressed • Consistent development of ideas • Response is easily comprehensible; it is rare that the message is not immediately clear.
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; the occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Limited development of ideas, any extra detail is likely to be very brief • Limited parts of the response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4-5	• A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language • Consistently successful use of past, present and future timeframes • Consistently accurate language; any errors are minor.
2-3	• Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Some successful use of past, present and future timeframes • Generally accurate language; mostly minor errors, occasional major errors.
1	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with past, present and future timeframes • Some accurate language; frequent errors, some of them major.
0	• No rewardable material.

H – Higher only task Eduqas

2. Write an article for your French eTwinning school's website about life in your town. Include the following information: [20]

- why you like living here
- what you can do in the area
- what you would like to change in the area.

Write around 150 to 170 words **in French.**

.....

.....

.....

Band	Marks [15]	AO2: Understand and respond to written language in writing. Marks are awarded for: • responses in the assessed language in response to written prompts in.	Marks [5]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification. Marks are awarded for responses in the assessed language in relation to: • knowledge and accurate application of grammar in written language • knowledge and accurate application of vocabulary in written language.
5	13-15	• 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. • The written response is consistently clear, understandable and engaging. • Responses are extended and develop ideas and points of view clearly and appropriately to the task set, with the help of the written prompt.	5	• Accurate grammatical structures applied, with few errors. • An ambitious range of vocabulary is selected to convey ideas and points of view. • Consistently accurate message conveyed throughout. • The structure of phrases and sentences consistently supports the clarity of what is written and engages the reader.
4	10-12	• The written response to the stimulus demonstrates an understanding of what is presented, with mainly detailed and relevant information relating to the task set, with the help of the written prompt. • Responses are consistently clear and understandable. • Responses develop ideas and points of view clearly and appropriately to the task set, with the help of the written prompt.	4	• Accurate grammatical structures applied, with some errors. • An engaging range of vocabulary is selected to convey ideas and points of view. • Mostly accurate message conveyed throughout. • The structure of phrases and sentences consistently supports the clarity of what is written.
3	7-9	• The written response to the stimulus demonstrates an understanding of what is presented, with relevant information relating to the task set, with the help of the written prompt. • Responses are clear and understandable. • Responses convey ideas and points of view clearly and appropriately to the task set and the written prompt.	3	• Generally accurate grammatical structures applied, with some errors. • A wide range of vocabulary is selected to convey ideas and points of view. • Message mostly conveyed, but with occasional lapses. • The structure of phrases and sentences mostly supports the clarity of what is written.
2	4-6	• 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. • Most sentences are clear and understandable. • Most sentences convey ideas and points of view clearly and appropriately to the text set, with the help of the written prompt.	5	• Generally accurate grammatical structures applied but with occasional lapses. • A range of vocabulary is selected to convey ideas and points of view. • The message is generally conveyed, but with occasional lapses. • The structure of phrases and sentences supports the clarity of what is written.
1	1-3	• The written response mostly demonstrates some understanding of the task set, with some relevant information relating to the task, with the help of the written prompt. • Most sentences are clear and understandable, despite some lapses in clarity. • Most sentences convey ideas and points of view appropriately to the task set, with the help of the written prompt.	4	• Generally accurate grammatical structures applied but with some lapses. • A range of vocabulary is selected to convey ideas and points of view, with some misused words and/or phrases. • The message is generally conveyed, but with more frequent lapses • The structure of phrases and sentences sometimes supports the clarity of what is written.
0	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted.

DRAFT

13. WRITING - TRANSLATION

Variables: Translation

Position within paper last (Edexcel + Eduqas) /not last (AQA – F = 4th of 5 tasks; H = 1st task)

Simple sentences [AQA and Edexcel] / more complex sentences [Eduqas]

Related sentences [Edexcel + Eduqas] / unrelated sentences [AQA + Eduqas]

Criteria targeted by chunks [AQA] / holistic [Edexcel +Eduqas]

Layout at higher chunked (AQA)/ un-chunked (Edexcel, Eduqas)

AQA Translation F

17

Do not write outside the box

Section B

Translation into English

3 9 Translate these sentences into **English**.

C'est les vacances ! Ma sœur est contente.

[2 marks]

Je suis fatigué. Je monte dans ma chambre.

[2 marks]

Je vais étudier les langues à l'avenir.

[2 marks]

Je m'entends avec mon père. On ne se dispute jamais.

[2 marks]

Hier, nous avons écouté de la musique ensemble dans le salon.

[2 marks]

END OF QUESTIONS

10

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	I have	J'ai		
2	a brother.	un frère.		
3	There is	Il y a	On voit/trouve Il neige beaucoup (for 3 and 4)	
4	a lot of snow	beaucoup de neige		
5	in January.	en janvier.		
6	My mobile phone is	Mon téléphone portable est	mobile/smartphone/iphone	
7	small and red.	petit et rouge.		
8	In my opinion	A mon avis/opinion	selon moi je pense/trouve que	
9	the work	le travail	le travail scolaire (for 9 and 10)	
10	at school	au collège/à l'école/au lycée		
11	is very hard.	est très dur.	est très difficile vraiment/tellement for très	
12	Yesterday	Hier		
13	I went	je suis allé(e)	J'ai voyagé	Wrong tense
14	to town	en ville	au centre-ville	
15	by car.	en voiture.	Auto J'ai conduit en ville (for 13 – 15)	car

Other reasonable alternative renderings of the original meaning will also be accepted. However, verbs in the wrong tense and/or person will not be credited/accepted.

Grid One: Rendering of the original meaning

Level	Number of ticks credited	Mark	AO3
5	13-15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10-12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7-9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4-6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1-3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid One is awarded, a mark out of five is awarded for Grid Two. This mark is based on the student's response across all five sentences as a whole.

Grid Two: Knowledge of vocabulary and grammar

Level	Mark	AO3
5	5	• Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items. • Grammar is highly accurate and any errors that occur are only minor.
4	4	• Good knowledge of vocabulary. Some inappropriate or omitted items. • Grammar is generally accurate with regular minor errors.
3	3	• Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items. • Grammar is more accurate than inaccurate. Regular major and minor errors.
2	2	• Limited knowledge of vocabulary. Many inappropriate or omitted items. • Grammar is generally inaccurate. Many major and minor errors.
1	1	• Very limited knowledge of vocabulary. Few appropriate items.

		• Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Edexcel Translation F

SECTION B

Translation

TV and film

10 Translate the following sentences **into English.**

(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.

.....

(Total for Question 10 = 10 marks)

Question 4 – Foundation tier translation (10 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**	**Mark**	**Descriptor**
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.	4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.	2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.	1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
		0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 4, Foundation tier in the *Sample Assessment Materials*.

Question number	Question	Model response
4(a)	I love school.	J'adore l'école.
4(b)	My favourite subject is history.	Ma matière préférée est l'histoire.
4(c)	The teacher is interesting and I learn alot.	Le professeur est intéressant et j'apprends beaucoup.
4(d)	Last year, I studied every night at home.	L'année dernière, j'ai étudié chaque soir chez moi.
4(e)	If I work well, I can find a good job.	Si je travaille bien, je peux trouver un bon métier.

Example Response 1

(a) J'adore l'ecole.
(b) Mes matière préféré est l'histoire.
(c) Le prof est interessant et j'etudie beaucoup.
(d) L'année dernière, j'ai étudié a maison chaque soir.
(e) Si je travail bon, on peux trover une bonne metier.

Total marks: 9 out of 10	
Response to stimulus (AO2): 5 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
The meaning of the original language is appropriately transferred; only the messages in the second clause of (c) is slightly different from the original meaning, since it refers to 'studying' rather than 'learning' alot.	Grammatical structures and vocabulary are mostly accurate; but there are some minor errors (e.g. *"trover", "mes"*), and an occasional major error (e.g. *"travail bon"*).

Example Response 2

(a) J'aime college.
(b) Mon maiteres preféré est l'histoire.
(c) Le professeur est interessant et j.....beaucoup.
(d) l'annee dernier je vais etudier a mes ...
(e) Si je traville, je vais au belle traville.

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
The meaning of some parts of the original language is appropriately transferred, but the messages sometimes break down or are incomplete such as in (c), (d) and (e), and the message in (a) is slightly different from the original meaning.	Grammatical structures and vocabulary are sometimes accurate such as in (a), the second part of (b), and the first part of (c). Errors include both minor errors (e.g.*"mon maiteres"*) and major errors (e.g. *"…dernier je vais…"*).

Example Response 3

(a) J'ader les college
(b) mon subject prefer l'historie
(c) les profs est interesant et .....trop
(d) lannee prochain j'ai.....
(e) .....

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	**Linguistic knowledge and accuracy (AO3): 1 mark**
The meaning of limited parts of the original language is appropriately transferred, such as *"les profs est interessant et…"*. The other messages are frequently unclear and/or incomplete. The candidate did not attempt (e).	There are minimal instances of accurage vocabulary and grammatical structures, with the candidate using English words and French words of incorrect meaning (e.g. "subject", *"prochain"*). There are both minor errors (e.g. "*historie*") and major errors throughout (e.g.*"…profs est"*, *"trop"*).

Eduqas Translation F

8. Translation

Read the following sentences and translate them **into English.**

[6]

French	English
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 !	....

DRAFT

Assessment Grid for Component 3: Foundation Tier Question 4 (10 marks)

Question 4 *Translation*

*Read the following sentences and translate them **into French.***

English	French
I love going on holiday in the summer.	J'adore aller en vacances en été.
Normally I go with my parents and a friend.	Normalement je vais avec mes parents et un ami.
We stay in a large hotel near the beach.	Nous restons dans un grand hôtel près de la plage.
Last year we visited a beautiful castle in the countryside.	L'année dernière nous avons visité un beau château à la campagne

(36 words)

Band	Marks [10]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
		Marks are awarded for responses in the assessed language in relation to: • knowledge and accurate application of grammar in written language • knowledge and accurate application of vocabulary in written language.
4	9-10	• Grammatical structures are generally translated accurately. • Vocabulary is mostly translated accurately. • The meaning is conveyed clearly.
3	6-8	• Grammatical structures are generally translated accurately, with one or two errors. • Vocabulary is generally translated accurately. • The meaning is mostly conveyed clearly.
2	3-5	• Grammatical structures are translated with some accuracy, with some lapses. • Vocabulary is sometimes translated accurately. • The meaning is occasionally conveyed clearly.
1	1-2	• Grammatical structures are translated with frequent lapses. • The translation of vocabulary is attempted. • The meaning is conveyed occasionally
0	0	Response not worthy of credit.

DRAFT

Translation H - AQA

Section A

Translation into French

0 1 Translate the following sentences into **French**.

[10 marks]

I have to study a lot every evening.

Next month, my mother will buy a new car.

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.

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	I have to	Je dois	Il est nécessaire de Il (me) faut	
2	to study a lot	étudier beaucoup	faire beaucoup d'études/de travail scolaire/devoirs	
3	every evening.	tous les soirs/chaque soir.		
4	Next month, my mother	Le mois prochain, ma mère/maman		
5	will buy	achètera/va acheter	Accept present tense 'achète' provided time marker in number 4 is there.	Wrong tense
6	a new car.	une nouvelle voiture.	Auto Accept use of 'neuve'	car
7	It is important to	Il est important de	C'est important de Tout le monde/On doit/Nous devons/Il faut/Il est essentiel/nécessaire de	Je dois
8	to protect the planet.	protéger la planète.		
9	I don't know	Je ne sais pas	je ne suis pas sûr(e)	
10	where I will go	où j'irai/je vais aller	où aller où passer ce/le week-end as this covers this element for numbers 10 and 11	ou
11	with my friends this weekend.	avec mes ami(e)s/copains/copines ce week-end.	Le week-end	
12	I have started to eat	j'ai commencé/je me suis mis à manger		
13	more vegetables	plus de légumes		
14	in order to be	pour être	garder/rester	
15	in good health.	en bonne santé.	sain/saine	

Other reasonable alternative renderings of the original meaning will also be accepted. However, verbs in the wrong tense and/or person will not be credited/accepted.

Once you have decided on the mark for Grid One, you should read through the translation once more and decide on the mark out of 5 for Grid Two.

Translation H - Edexcel

3 Translate the paragraph **into French.**

I like singing French songs at home. My favourite artist comes from Paris. 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.

(10)

(Total for Question 3 = 10 marks)

Question 3 – Higher tier translation (10 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus	
Mark	**Descriptor**
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 3, Higher tier in the *Sample Assessment Materials*.

Question	Model response
I like singing French songs at home. My favourite artist comes from Paris. 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.	*J'aime chanter des chansons françaises chez moi. Mon artiste préféré vient de Paris. Je l'ecoute tous les soirs. Le mois dernier, mes amis et moi sommes allés à un concert en ville. Je veux continuer de jouer un instrument à l'avenir parce que la musique est très importante pour moi.*

Example response 1

J'aime chanter les chansons Français a la maison. Mon artiste préférée viens de Paris. J'aimerais ecoute d'elle dans la soire. La mois derniere mon amis et moi allés à un concert dans la ville. Je voudrais continuer jouer un instrument dans la avenir parce que la musique ca tres important pour moi.

Total marks: 8 out of 10	
Response to stimulus (AO2): 5 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
The meaning of the original language is consistently and appropriately transferred; there is a little lack of clarity and/or deviation from the original meaning with the use of "*j'aimerais*".	Grammatical structures and vocabulary are generally accurate, but errors include minor (e.g. "*La mois derniere*", "*tres*") and the occasional major error (e.g. "*la musique ca tres…*".

Example response 2

J'aime chanter les chansons Françaises chez moi. Ma artiste préféré vit à Paris. Je toujours ecoute dans …. Le mois dernier mes amis et moi sommes allées a un concert en ville. Je veux continuer joue un instrument dans le future car musique est très important pour moi.

Total marks: 7 out of 10	
Response to stimulus (AO2): 3 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete, such as "*Je toujours ecoute dans…*". There is a little deviation in meaning in the verb of the second sentence "*vit*".	Grammatical structures and vocabulary are generally accurate, the response contains several minor errors (e.g. "*continuer joue*", "*le future*"), but does not contain major errors.

Example response 3

J'aime chant les chantons de francais a moi. Ma artist prefer vengons Paris. Je ecoute suvent le soire. …. ma amis et moi alle un concert a ville. J'aime continuer a joue un instrument a future parce que la musique est important de moi.

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	**Linguistic knowledge and accuracy (AO3): 1 mark**
The meaning of some parts of the original language is appropriately transferred (e.g. "*…parce que la musique est important…*", but the message sometimes breaks down or is incomplete, such as in the third sentence.	Grammatical structures and vocabulary are limited in accuracy, there are frequent errors both major (e.g. "*a moi*", "*prefer vengons*", and minor (e.g. "*ma amis*", "*chant*").

Translation H - Eduqas

3. Translation
Translate the passage below **into French.**

English	French
Young people always say that there is nothing to do. In my opinion, it's false! 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.	.....

Question 3 Translation

Translate the passage/sentences below into French.

English	French
Young people always say that there is nothing to do. In my opinion, it's false! You can become a member of a youth club. They organise activities which don't cost a lot. Last week we had an Italian cookery lesson. On Saturday evening, we are going to watch a film. It will be great. (54 words)	Les jeunes disent toujours qu'il n'y a rien à faire. À mon avis c'est faux ! On peut devenir membre d'un club de jeunes. Ils organisent des activités qui ne coûtent pas cher. La semaine dernière nous avons eu une leçon de cuisine italienne. Samedi soir nous allons regarder un film. Ce sera génial

Band	Marks [10]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification. Marks are awarded for responses in the assessed language in relation to: • knowledge and accurate application of grammar in written language • knowledge and accurate application of vocabulary in written language.
4	9-10	• Grammatical structures are translated accurately. • Vocabulary is translated accurately. • The meaning is conveyed clearly and consistently.
3	6-8	• Grammatical structures are generally translated accurately. • Vocabulary is mostly translated accurately. • The meaning is conveyed clearly.
2	3-5	• Grammatical structures are generally translated accurately, with one or two errors. • Vocabulary is generally translated accurately. • The meaning is mostly conveyed clearly.
1	1-2	• Grammatical structures are translated with some accuracy, with some lapses. • Vocabulary is sometimes translated accurately. • The meaning is occasionally conveyed clearly.
0	0	Response not worthy of credit.

DRAFT

14. SUPPORT

Work in progress!

CONCLUSION

Ofqual advice

Ofqual blog: ‘How to choose your exam board’

Michelle Meadows 25th January 2016 - Executive Director- Strategy, Risk and Research - (See folder)

- Variations allow teachers to choose spec they enjoy teaching and would suit their pupils’ needs
- Varying grade boundaries iron away differences
- Process of setting grade boundaries: statistical predictions based on prior attainment of each board’s entry (KS2 for GCSE, mean GCSE for AL)
- Question style: teachers underestimate the difficulty of M/C and overestimate difficulty of open-ended

[My observation came to pass….!]

My observation….. Tough for exam boards …

Subject content: Vocabulary constraint – will affect ease of producing 5 further years…..

Subject conditions: Assessment Objectives muddled – but leave this to AOs and Ofqual to sort out!!!

Thank you for listening.

Questions?

Link to pdf of this presentation:

Please feel free to keep in touch

helenmyers007@gmail.com

Twitter: @HelenMyers

Facebook: Secondary mflresources

ALL + ISMLA

What each board wants to highlight ….

The new AQA GCSE draft specification

- The whole development has been informed by the views and input of practising teachers, from putting together the assessment model, production of the vocabulary lists to the design of individual tasks.
- We had a fantastic response to our survey for the development of the themes and topics (over 1000 teachers and 350 students gave their views).
- We have worked hard to keep elements of the current specification where possible, for example the Writing papers, which work well from an assessment perspective but also enable students to perform well.
- Draft papers were trialled with students from a range of school types to inform the development. We also trialled marking methods to ensure they were deliverable.
- Key focus on ensuring our papers are accessible and meet AQA's commitment to ED and I and represent the different countries and communities where the language is spoken.
- Our community of language teachers is the largest of any exam board. We all have the same goal – helping students to love languages and get the results they deserve.
- New textbooks and resources being produced by OUP and a full package of support is being developed with input from our Teacher Panel and from feedback we have received. This will include detailed free training and support for conduct of the speaking tests and additional practice materials for the new elements of the exams, eg dictation, reading aloud.

Language is more than words…

Built on a foundation of **inclusivity, accessibility and transparency**, the Pearson Edexcel qualifications take a **compassionate, student-centred approach** and cater to the needs of all learners, regardless of their background, ability or reason for studying a language.

Combining **clear, concise and straightforward assessments** with **engaging, meaningful and relatable content**, our new Pearson Edexcel GCSE Modern Languages qualifications are fit for the future, equipping students for life and careers in a global setting.

Pearson Edexcel

Eduqas GCSE MFL
Bringing Languages to Life

- Centres are able to teach vocabulary from our wordlist in whichever context is relevant to their cohort – no prescribed themes
- Accessible, open speaking assessments to allow candidates to demonstrate their knowledge
- Listening assessment is presented audio-visually with a native speaker reading out the dictation extract.
- Final component is a combined reading and writing assessment.

ification:

ary devised in
experts The
nce for Language
Pedagogy (NCELP) to engage learners and develop their love of languages

- accessible and inclusive assessments designed to allow learners to succeed using different approaches
- video extracts of native speakers that offer visual cues in our listening assessment
- a combined reading and writing assessment that supports learners while reducing organisational burden on teachers.

2 HODs asked ‘How will you review your current practice for Y7 &8 and what changes might you make?’

Adam

Adam Lamb

Head of Learning Area (HoLA)

Mossbourne Community Academy, London

Reviewing current content and changes moving forward

Adam Lamb
@senorcordero
Head of Learning Area (HoLA) Languages
Mossbourne Community Academy, Hackney

The process:

Review	The need to change
Actions	Auditing / creation / CPD
Changes	Classroom practice

Review

The need:

- Best practice
- Primary gaps
- Primary/secondary transition

Opportune moment

Actions

Head of Faculty:

- Drive the postholders to drive the team.
- Reading ahead of the game
- Attendance of panels / training events.
- Upskilling of Post holders and of the team.
- Coordination of post holders.

Post holders / HoF:

- Understanding of changes.
- Understand skill changes that need filtering down.
- CPD provision – internal and external.
- Core knowledge
- Dissection of vocab lists and plotting against existing offering.
- Dissection of NCELP schemes of work.
- Embed training on new MFL-specific pedagogy required
- Whole-school T&L training
- Creation of new, bespoke scheme of work
- Review assessment

Whole team:

- Push on whole-school T&L strategies
- Upskill in new pedagogical requirements (phonics etc.)
- Familiarise with new exam requirements
- Resource creation that matches with our T&L non-negotiables

Changes so far:

Bespoke phonics system

- Embedding of phonics
- Confidence in phonics teaching

Reviewing of assessment

- Rubrics in English
- Implementation of phonics testing
- Writing – altering mark schemes to base on new mark schemes published

Adam’s June 2023 update

Looking ahead to the 2026 GCSE

Adam Lamb (CTeach)
@senorcordero
Head of Learning Area (HoLA) - Languages
Mossbourne Community Academy

Looking ahead to the 2026 GCSE

Laying the foundations:

Small tweaks to practice.

Creating the building blocks

Changes for 2023-2024

Looking further ahead

Bigger choices and changes to be made – curriculum review

Laying the foundations:

Formalisation of the teaching of phonics – moving away from the: "But we all do it anyway!" mentality.

Upskilling of postholders:

- Primary school links
- Reading and CPD engagement
- Provision of CPD for the team
- Getting everyone to sing from the same hymn sheet.

Upskilling of the team:

- Deliberate practice
- Focussed observations

Laying the foundations:

Phonics

What we already are doing….

- pointing out the sound – symbol correspondence explicitly when teaching new vocabulary
- teaching pronunciation together with new vocabulary
- exposing students to target language verbally and via displays
- listening tasks
- asking students to read their answers out loud
- pair and group speaking activities

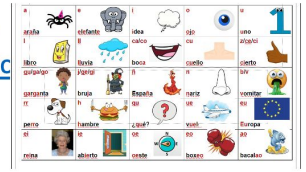
Phonics

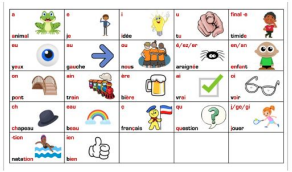
What we would like to see more of…

- **specifically teaching phonics as a stand-alone lesson episode** (focusing on the sounds that will come up in the lesson)
- **phonics embedded in most lessons** (quick recap of covered phonics withing the lesson)
- **dedicated tasks aimed at practising phonics**
- **regular revision of sounds previously covered**

Mr Lamb.MOV

Ms Akin phonic





CPD:

What do we already do?

What do we want to see more of?

Laying the foundations:

Familiarising the team with the SSCs we have decided upon as a team as a part of CPD:

1) Agreeing as a team on our own set of SSCs that we think are the most important (based on those laid out by NCELP/exam boards)

2) Model examples of how we expect phonics to be taught

3) Deliberate examples and observation

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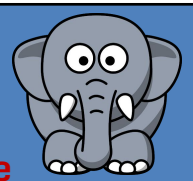
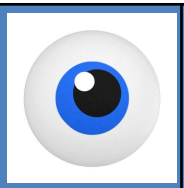
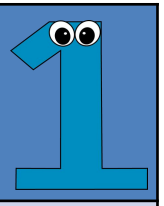
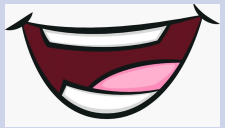
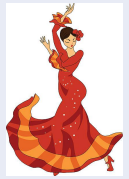
a araña 	e elefante 	i idea 	o ojo 	u uno 
l libro 	ll lluvia 	ca/co boca 	cu cuello 	z/ce/ci cierto
gu/ga/go garganta 	j/ge/gi bruja 	ñ España 	n nariz 	b/v vomitar
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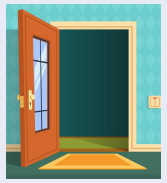
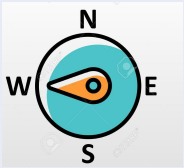
ei reina 	ie abierto 	oe oeste 	eo boxeo 	ao bacalao

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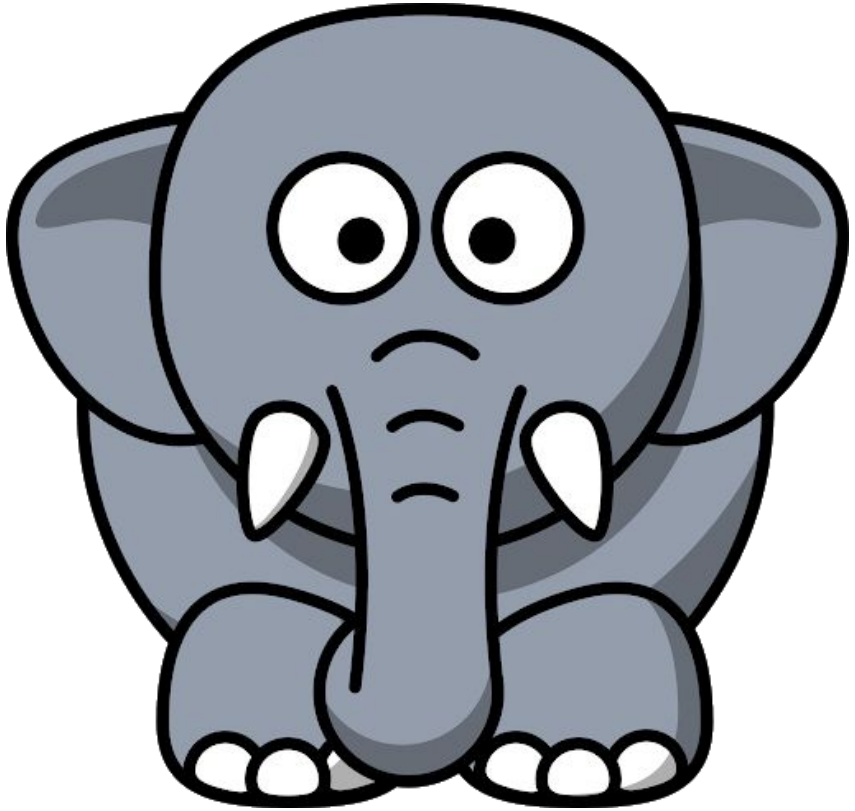

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Phonics

Task

In your groups come up with 1 (or more) exercise focused on practice of phonics and 1 focused on dictation, that you can use next week!

Juliette, Cathia, Ayfer – Y7 / Y8 French / Turkish

Sabela, Matt, Miren – Year 7

Karolina, Hannah, Leonor – Year 8

Jodie, Catherine, Armend – Year 9

Adam - float

Ideas:

- Whole class activity
- Pair/group work
- Using listening transcript
- Using reading exercises
- Translation

Please save your contributions here: Resources

Any comments or improvements also welcome

Creating the building blocks

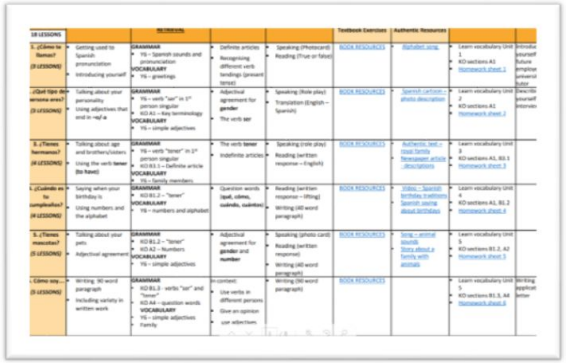
What have we got that works? What can we alter whilst we are still awaiting resources?

Phonics Audit

Phonics Audit

1. Take the phonics posters for your relevant language and a copy of Viva/Dynamo

2. On Scheme of Work – annotate 2 main sounds and opportunities for recap for each unit in red



Running phonics through the current schemes of work.

Feedback on the teaching of phonics by the team.

Staff subject knowledge (Spec)

Looking further ahead:

Bigger choices, bigger changes.

Textbook choices

Order of learning for repetition and interleaving.

Exam board sessions – looking at grading.

Olly

- **Oliver Hopwood (ISMLA),**

Westminster School

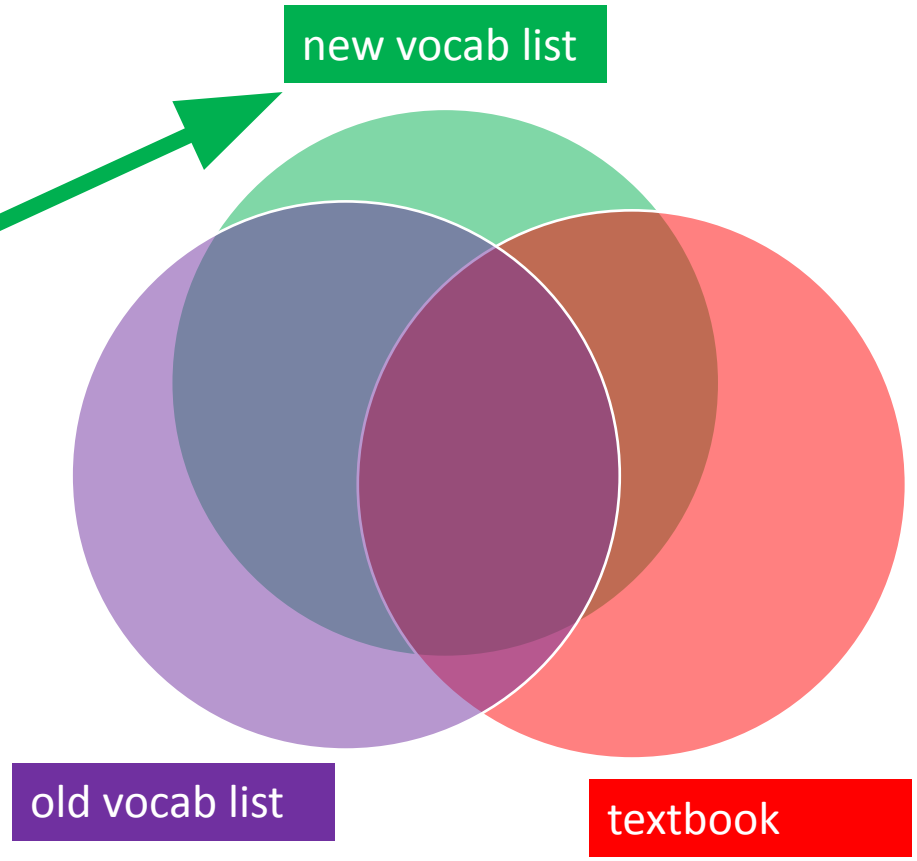
Vocabulary in the new GCSE

My motivation

- Have we really been teaching useless words?
- What is the risk of teaching a whole load of new words?
- What words are they?
  - how difficult are they?
  - how will I integrate them?
  - how will my pupils learn them?
- What are they at risk of <u>not</u> learning if I change everything now?

My analysis

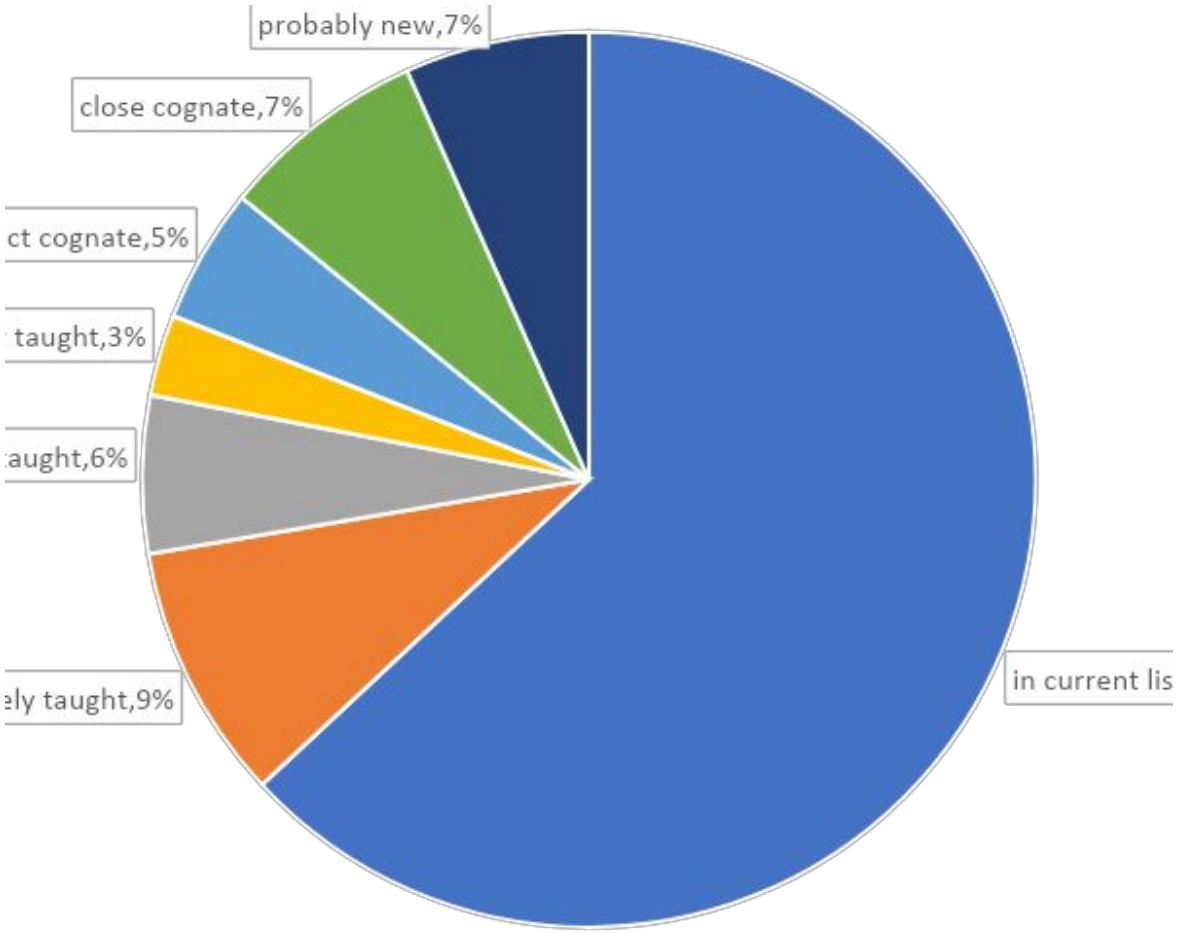
- Foundation and Higher lists
- Compared them with a major textbook (vocab lists) and existing exam board list
- Did a sense check for words which <u>do</u> appear on the new list, but not in textbook / existing list: do my pupils learn these words?



My sense check categories

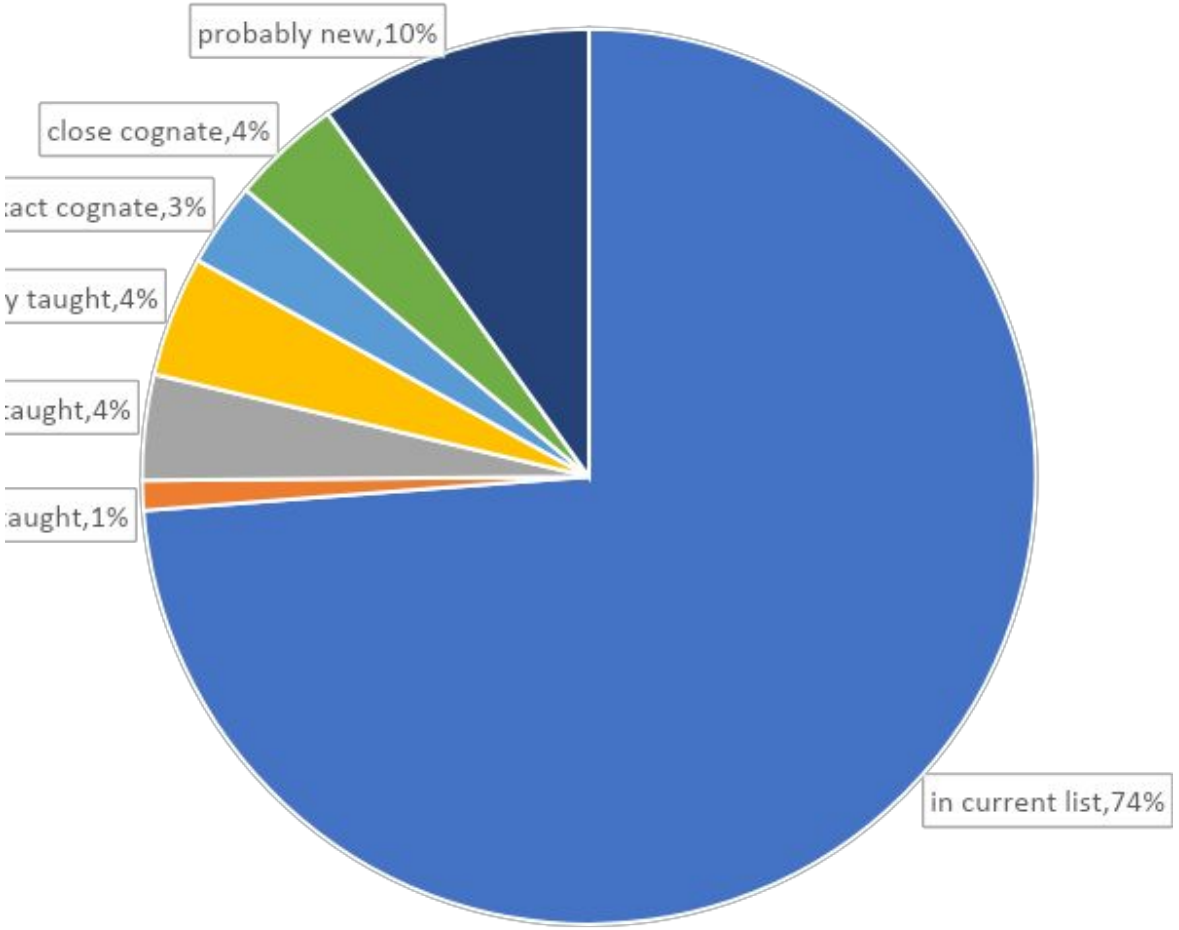
Words definitely taught (but not on existing vocab lists, textbook vocab lists)	donner, petit, famille, simple, train, histoire, aimer, samedi, quinze, restaurant, pain, supermarché, au revoir
Words probably taught	coeur, rapidement, lumière, pont, oreille, polluer, bruit, terrible, rentrer
Words possibly taught	gout, diminuer, défi, inquiétant, ressembler, fier, améliorer
Exact cognates – not much teaching needed	solution, importance, message, excellent, surprise, strict, participation, Canada, selfie, queer, cigarette
Close cognates – easy to learn for passive knowledge	historique, régional, actif, décision, âge, activité, lettre, secrétaire, futur

Foundation GCSE
1238 items



- 82 words which are pretty new
- 23 hours of learning
- 11 weeks of teaching
- one term?

Higher GCSE
1749 items



- 167 words which are pretty new
- 47 hours of learning
- 23 weeks of teaching
- two terms?

What are the new words like? Some examples

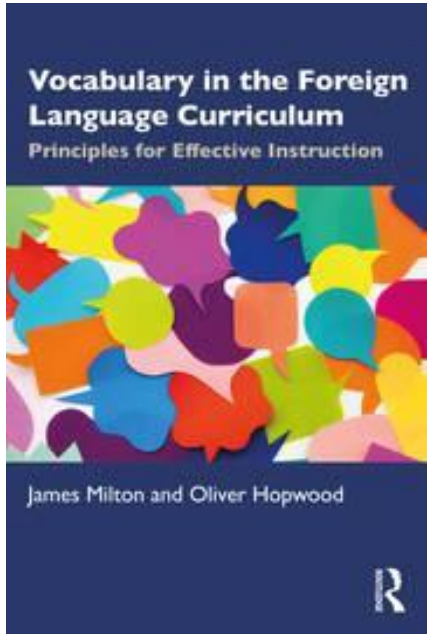
Foundation

niveau
exprimer
signifier
rechercher
disponible
entretien
souci
découverte
aidant
prêter

Higher

amener
renvoyer
taux
prévenir
échelle
foi
essai
avouer
souffrance
oser
interrompre

Closing thoughts



- We teach most of the words already
- We risk teaching a lot less than we currently teach
- How will students respond?
- No major changes to KS3:
  - focus on concrete, tangible words which are easier to learn
  - meet pupils at the intersection of their expectations and motivations
  - emphasis on speaking, communicating, building level-appropriate sentences and exchanges
  - train them to recognise cognates and close cognates
- Cross the KS4 bridge when we need to. The new words are … not ones I would choose for young learners at CEFR A2.

Any questions?

The National Curriculum Context / Ofsted Issues

REMINDER!!!
Ofsted emphasis should be on National Curriculum – summary re KS2 and KS3

HEM

NB Reminder only – key points of contrast to be drawn out later.

Role of The National Curriculum

EIF Inspectors' Handbook Paragraph 200

- 200. All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationships and sex education.[footnote 52] Academies are expected to offer all pupils a broad curriculum that should be similar in breadth and ambition.

Confirmation from HMI

- We have heard that Ofsted inspectors are coming in armed with the Ofsted Research review 'High quality may; statements and asking for evidence with reference to THIS document rather than the National Curriculum 'should' statements. Asking questions like 'how do you prepare for the 3 pillars?'.

- We have asked an Ofsted HMI about this and he has told us emphatically that it is in terms of the national curriculum that we should be judged NOT the curriculum research.
- I have shared your email and links with colleagues in our curriculum unit.
- They reiterated the message that I gave during my presentation that schools will be judged against the relevant inspection handbook and not the research reviews. The advice in the research review is definitely written in terms of what schools 'may' do and definitely not a list of 'should' statements. I hope that is helpful?
- **Lee Selby** | Senior Her Majesty's Inspector Schools| South East

National Curriculum Languages Programmes of Study: KS2

Department for Education

Languages programmes of study: key stage 2

National curriculum in England

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Published: September 2013

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

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Reference: DFE-00174-2013

National Curriculum Languages Programmes of Study: KS3

Department for Education

Languages programmes of study: key stage 3

National curriculum in England

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Schools are not required by law to teach the example content in [square brackets].

Published: September 2013

Subject content

Key stage 3: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

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Reference: DFE-00195-2013

Purpose + Aims shared across KS2 + KS3

Purposes:

- Learning a foreign language is a liberation from insularity and provides an opening to other cultures.
- A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.
- The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.
- It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.
- Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Highlighted phrases in yellow are where there seems to be a discrepancy with the Ofsted Curriculum Review. We will not discuss them at this stage but will discuss as we go through the curriculum review.

Purpose + Aims shared across KS2 + KS3

Aims:

The national curriculum for languages aims to ensure that all pupils:

LISTENING + READING

understand and respond to spoken and written language from a variety of authentic sources

SPEAKING

- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

WRITING

- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

READING

- discover and develop an appreciation of a range of writing in the language studied.

Attainment Targets: Grammar, Vocabulary and Competences *which 'should' (not may) be taught*

GRAMMAR

Highlighted phrases in cyan highlight progression expected from KS2 to KS3
* = not for ancient languages

KS2	KS3
• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	• identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate • use accurate grammar, spelling and punctuation.

Attainment Targets: Grammar, Vocabulary and Competences *which 'should' (not may) be taught*

VOCABULARY

KS2	KS3
• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	• develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues • use accurate grammar, spelling and punctuation.

Attainment Targets: Grammar, Vocabulary and Competences *which 'should' (not may) be taught*

COMPETENCIES: LISTENING

KS2	KS3
• listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language	• listen to a variety of forms of spoken language to obtain information and respond appropriately • transcribe words and short sentences that they hear with increasing accuracy

Attainment Targets: Grammar, Vocabulary and Competences *which 'should' (not may) be taught*

COMPETENCIES: SPEAKING

KS2	KS3
• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • describe people, places, things and actions orally* and in writing	• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation

Attainment Targets: Grammar, Vocabulary and Competences *which 'should' (not may) be taught*

COMPETENCIES: READING

KS2	KS3
• read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	• read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

Attainment Targets: Grammar, Vocabulary and Competences *which 'should' (not may) be taught*

COMPETENCIES: WRITING

KS2	KS3
• write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing	• write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Attainment Targets: KS2 SPECIFIC
which 'should' (not may) be taught

[SOUND SPELLING CORRESPONDENCES]

KS2	KS3
• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	

National Curriculum KS2 + KS3 - Summary

Currently focus on communication + 4 skills Reminder:

Purpose of study - e.g. opportunities to communicate for practical purposes

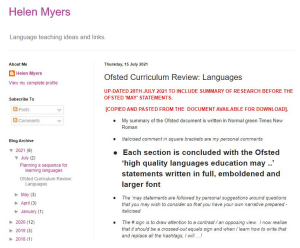
Aims

- e.g. respond to a variety of authentic sources,
- e.g. emphasis on increasing attainment

Attainment targets – *holistic skills rather than discrete components*

- e.g. developing the breadth and depth of pupils 'competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.
- e.g. enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Continued in Ofsted Part 2 webinar PPT f required….

- This time, focus on the ‘high quality languages education may’ statements.

- I will click through the slides relatively quickly (you can read the review and access these slides + my script later. I will also include a link to my blogpost on this subject.
- *In particular, I will draw attention to any CONFLICTS between ‘may’ statements + NC / Other research, perspective*
- Do remember that there will be follow up webinars to go through ‘questions to ask yourself’ to form your own narrative