

GCSE French German Spanish specifications 2024 – final (AQA and Edexcel) + draft Eduqas

**An overview for teachers
Co-ordinated by Helen Myers
Example: French GCSE
As at 29/06/2023 07:13:00**

Please note that this is a ‘work in progress’.

It may not be accurate; I welcome any advice on changes needed

Twitter: @HelenMyers

I will share updates via my blogpost here:

<https://helenmyers.blogspot.com/2023/06/gcse-french-2024-spec-comparison-latest.html>

This is free to use. Please join ALL! <https://www.all-languages.org.uk/join/>

Contents

Contents	2
INTRODUCTION TO THIS DOCUMENT	13
Talk given by Helen Myers to HMC Nov 2022 and from ISMLA 2018 and CILT conference 2008! [Updated June 2023 to reflect accredited difference in Edexcel + AQA]	14
ANALYSIS OF SPECIFICATIONS	22
Availability of languages, dates for examination & awards using 2024 spec	22
Core references	22
Themes and Topics	23
Themes and Topics – highlighted by topic	24
Vocabulary	26
Grammar (incl SSC)	27
SSC	28
Additional appendices	28
Assessment Objectives	29
AO requirements + Ofqual guidelines	29
My observation post-accreditation of AQA and Edexcel: my predictions were in line with Ofqual interpretations. Drafts were changed to be in line with these predictions (!) But what a minefield!	31
Anomaly: Edexcel Role Play was moved to AO1 by Ofqual. No idea why. AO1 Mark distribution in tasks	31
AO2 Mark distribution in tasks	33
AO3 Mark distribution in tasks	34
AO distribution by task – Overview	36
SUBJECT CONTENT: REQUIRED TASKS (PARAGRAPH 9)	37
READING	37
INFERENCE – READING ONLY	37
Exam Title	37
Themes + Genres [Register]	37
Question types	38
Overlap	38
Stimulus length	38
Stimulus type	38
Tasks/skill	39

Test Conditions	39
Timing	39
Number of questions	39
Organisation of difficulty	39
Glossing / support	39
Number of marks (Overall incl translation)	39
Number of words	39
SAMS Commentary: Foundation Reading	40
Grouping of questions	40
Question type	40
Cloze	40
Number of ‘chunks’ clearly linked to single questions [Other chunks link to multiple questions]	40
Organisation of difficulty	40
Overlap	40
Distractors	41
Inference - method	41
Relevant to countries / communities?	41
Relevant to students' current and future needs and interests,	41
Access considerations	41
Indicative content	42
SAMS Commentary - Higher Reading	42
Grouping of questions	42
Question type	42
Cloze	42
Organisation of difficulty	42
Distractors	43

Mark schemes: Indicative content	43
Access considerations	43
Translation French to English.....	43
Marks	43
Number of words	43
Criteria	44
Prompt for translation	44
Approach to difficulty	44
SAMS Commentary – Foundation Translation	44
Task	44
Approach to difficulty	45
Criteria	45
Mark schemes: Indicative content	45
Access considerations	45
SAMS Commentary – Translation: Higher	46
Task	46
Approach to difficulty	46
Criteria	46
Mark schemes: Indicative content	47
Relevant to countries / communities?	47
Relevant to students' current and future needs and interests,	47
Access considerations	47
LISTENING.....	48
Exam Title	48
Themes	48
Time	48
Marks	48

Weighting	48
Overlap Questions	48
Nature Of Recording	48
Recording Format	49
Range	49
Examples given?	49
Timing Of Each Question	49
Note taking	49
Length of Passages	49
Task Types	50
How are the questions organised across F & H?	50
Number of questions	50
Wordcount	51
SAMS: Commentary on Foundation Listening	51
Question Type	51
Grouping of questions	51
Instructions / rubrics recorded (see transcript)	51
Length / spacing (Clause = with a verb)	51
Distractors	52
Organisation of difficulty	52
Markscheme : Indicative content	52
Access considerations	52
SAMS: Commentary on Higher Listening	53
Question types	53
Grouping of questions	53
Length / spacing	53
Distractors	54

Organisation of difficulty	54
Number of words:	54
Mark schemes: Indicative content	54
Access considerations	55
DICTION.....	55
Dictation: Delivery	55
Foundation Dictation – Task	55
SAMS Commentary on Foundation Dictation	56
Criteria - Dictation	56
Mark scheme: indicative content	58
Access Considerations	58
Higher Dictation – Task	58
SAMS Higher Dictation: Commentary	58
Higher Dictation Task	58
Higher Dictation Criteria	59
Mark scheme: indicative content	59
Access Considerations	59
WRITING.....	60
Themes	60
Title Of Paper	60
Length of task	60
How many marks?	60
Number of tasks	60
Mark scheme	60
FOUNDATION WRITING TASK 1 -SINGLE SENTENCES	61
Task Type	61
SAMS Foundation Writing single sentences response: commentary	61

Criteria	62
Mark schemes: Indicative content	62
Access Considerations	62
FOUNDATION WRITING - PARAGRAPHS TASK	63
Task type	63
SAMS Foundation writing task 2: commentary	63
Criteria - F	64
Mark schemes: Indicative content	65
Access considerations	65
FOUNDATION WRITING GRAMMAR MULTICHOICE (aqa ONLY)	66
Task Type	66
n/a	66
n/a	66
SAMS Foundation Writing single sentences response: commentary	66
Criteria	66
Mark schemes: Indicative content	66
Access Considerations	66
OVERLAP WRITING TASK FOUNDATION/HIGHER	66
SAMS Overlap writing task: Commentary	66
Criteria	67
Mark schemes: Indicative content	68
Access Considerations	69
OVERLAP WRITING TASK 1	69
HIGHEST LEVEL WRITING TASK	69
SAMS Highest level writing task: Commentary	69
Criteria	71

Mark schemes: Indicative content	72
Access Considerations	73
TRANSLATION.....	73
FOUNDATION TRANSLATION TASK	74
SAMS Foundation Translation: Commentary	74
Criteria	74
Mark schemes: Indicative content	76
Access Considerations	76
HIGHER TRANSLATION TASK	76
SAMS Higher Translation - Commentary	76
Criteria	77
Mark schemes: Indicative content	78
Access considerations	78
GRAMMAR MULTICHOICE (AQA ONLY)	79
SAMS Foundation m/c grammar - Commentary	79
Criteria	79
Mark schemes: Indicative content	79
Access considerations	79
SAMS Higher m/c grammar - Commentary	79
Criteria	79
Mark schemes: Indicative content	79
Access considerations	79
SPEAKING.....	80
Title of Paper	80
Themes	80
Timing - Total time – requirements from Ofqual	80
Marks	80

Weighting	81
Arrangements for NEA - speaking	81
Number of sets	81
Allocation of tasks	81
Invigilation of preparation	81
Student preparation	81
READ ALOUD TASK + SHORT CONVERSATION	82
Requirements	82
Timing	83
READ ALOUD - FOUNDATION	83
SAMS Reading aloud Foundation: commentary	83
Criteria - Foundation	83
Mark scheme: Indicative content	84
Accessibility Considerations	84
READ ALOUD FOLLOW-UP QUESTIONS - FOUNDATION	85
Criteria – Foundation Follow Up	85
Mark schemes: Indicative content	86
Accessibility considerations	86
READ ALOUD HIGHER	87
Criteria – Higher – Read Aloud	87
Mark schemes: Indicative content	88
Accessibility Considerations	88
READ ALOUD FOLLOW UP QUESTIONS - HIGHER	88
SAMS Read aloud follow-up questions: commentary	88
Criteria - Higher	89
Mark schemes: Indicative content	90

Accessibility Considerations	90
ROLE PLAY.....	91
Timing	91
Marks	91
Preparation	91
Requirements	91
Criteria	91
SAMS Foundation Role Play: Commentary	92
Criteria - foundation	93
Mark schemes: Indicative content	93
Accessibility Considerations	93
SAMS Higher Role Play: Commentary - Higher	94
Higher Criteria	95
Mark schemes: Indicative content	95
TALK ABOUT VISUAL STIMULI.....	95
Timing	95
Marks	96
Requirements	96
Tasks	96
TASK: DESCRIPTION + FOLLOW-UP QUESTIONS.....	96
Foundation Criteria	97
SAMS – Foundation Visual Stimuli: Commentary	97
Mark schemes: Indicative content	103
Accessibility Considerations	104
SAMS Higher Visual Stimuli: Commentary	104
Higher Criteria	106

Mark schemes: Indicative content	109
Accessibility Considerations	110

INTRODUCTION TO THIS DOCUMENT

Helen Myers June 2023

AIM

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

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

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

THE SOURCES ANALYSED

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

This document analyses the specifications as they stand. Where they are draft, it is extremely important to be aware that these may change, and so no definite decisions should be made on the basis of these. However they may give an indication of the AOs’ overall approach to testing the new subject content with new conditions and guidelines. [Eduqas update June 2024: draft spec removed from website; ‘after receiving feedback from Ofqual, we have decided to make changes to our previously submitted draft specification’. Highlights feature of retaining optionality in Component 4 writing (choice between 3 themes) + extension of time allocation (FT 1h20, HT 1h35)]

SEQUENCE OF CONTENTS

The document starts with a summary of talks I have given which gives a context for the changes and summarises the DfE and Ofqual instructions which bind the

AOs.[HMC conference Nov 22, ALL London Jan 23 + June 23, ALL for North East Feb 23, ALL Brighton June 23.]

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

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

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

Areas which I know I need to check and a few personal questions are highlighted in are highlighted in grey.

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

A PERSONAL VIEW

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

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

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

Talks given by Helen Myers Nov 22 - June 2023 [based on talks to ISMLA 2018 and CILT conference 2008!] [Updated June 2023 to reflect accredited differences in Edexcel + AQA]

(Reference: PowerPoint presentation available)

Timeline

Summer 2023: Ofqual accrediting specifications – first French then German + Spanish [AQA + Edexcel accredited. Edquas being revised]
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

Varied agendas

- Which spec is going to 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 dept?
- 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?!!!!

- ... NB .. no outright recommendations here ... more of a process with hopefully a useful summary / indicators
- SHOULD be .. What's best for OUR PUPILS

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?')

Recommended process for selecting Specification

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

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

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

Context

- T&L Pedagogy review [Bauckham 2016]; GCSE Review; Ofsted Curriculum Research [June 2021] '3 pillars of language learning'
 - Parents of pupils already been through KS4 / colleagues will have an idea of what to expect.
 - DfE produce the GCSE criteria to which the boards write draft specifications then Ofqual approves specifications
 - these are NON-NEGOTIABLE
 1. **GCSE qualification criteria**(for all subjects)
 2. **GCSE subject criteria for modern foreign languages**
- Introduction

- Subject Aims
- Subject content
- Appendix: grammar requirements
- 3. **Ofqual subject level conditions and requirements for French, German and Spanish**
- 4. **Ofqual subject level guidance for French, German and Spanish**

Key areas which are common to all boards

DfE subject content January 2022

Subject aims As before: Linguistic, cultural, communicate, authentic purposes. New emphasis: **Content MAY be developed through a range of broad themes and topics.** Linguistic content largely though not exclusively determined by frequency. **Cf para 12: Specifications SHOULD identify (..) themes**

Subject content:

- Use Vocabulary, grammar + apply principles of SSC to spelling and pronunciation
- All language BOTH receptive AND productive – range of audience, purpose, different genres, formal, informal relevant to student's current and future needs and interests, regard to wide social range, different situations, move between French and English.
- Required tasks: (I deliberately include familiar skill headings, tho' these are studiously avoided by the writers of the document for whom knowledge of Vocab Grammar +SSC is paramount)
 - Reading
 - Listening (pace no faster than moderate)
 - Dictation (incl vocab off the list) – credit for accurate spelling
 - Writing (lexical and grammatical accuracy)

- Translation into English and into the language (appropriate and sufficient)
- Infer meaning of words outside the list (Ofqual limited to overlap/higher reading and defined nature of inference)
- Speaking: tasks specified in Subject content (not by Ofqual as before): (i) Read aloud + unprepared conversation relating to text (ii) Role play(s) incl ask and answer question simulating e.g. social conversation – instructions about what to say are unambiguous (iii) talk about 1 or more visual stimuli e.g. connected photos, extend conversation to short unprepared interaction.

NB for all tasks, expected language from defined content but equal credit to beyond defined content

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

Ofqual subject level conditions and requirements January 2022 amended June 2022

● **Assessment Objectives**

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

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

- **Dictation (new)**
 - F: 20 words minimum H: 30 words minimum
 - Set out approach to assessment incl. SSC, approach to different languages and level of accuracy required.
- **Reading (new) ['understanding written language']**
 - F: 600-650 (max single text 100 words] H: 850-900 words (Max single text 160 words) words
 - Set out approach to complexity of language + question types
- **Translation**
 - F: 35 words minimum H: 50 words minimum
 - Set out approach to range of vocab + grammar and 'appropriate and sufficient rendering of the meaning'

Ofqual Guidance

- **Speaking**

Subject content requirements pasted in the following extras:

 - **Following the reading aloud task**, the unprepared conversation should be straightforward. Learners may demonstrate understanding of the passage or the theme and/or the Learner's own experience relating to the passage or the theme. Prompts or questions supporting the conversation should be unseen.
 - **Role-plays** should provide sufficient opportunity for Learners to draw on the range of vocabulary they know and not depend on the translation of individual specified items. All information required should be presented to the Learner.
 - **Visual stimulus task** The unprepared interaction may be connected to the visual stimulus/stimuli through its broad theme/topic but may also relate to the Learner's own experience and interest. Prompts or questions supporting the interaction should be unseen.
- **Writing**

- Stimuli for written tasks may include a visual stimulus, a short, simple written stimulus, and/or bullet points (either in English or the assessed language).

- **[Reading] Infer meaning**

The words Learners are required to infer may be embedded in a reading text or assessed as a separate reading task, however, the supporting context must be clear to the Learner. ***Infer meaning***

- **Dictation**

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

- ***Assessment objectives – interpretations and definitions (essential, otherwise illogical as they stand ...!)***

AO1 Understand and respond to spoken language in speech and writing. [35%]

Broken down into 2 strands:

- (1) [SPEAKING] Understand and respond to spoken language in speech - Response to spoken prompts and questions in the language. Emphasis on communication (!)
- (2) [LISTENING + DICTATION] Understand and respond to spoken language in writing – can be single letters / numbers / names / single words

AO2 Understand and respond to written language in speech and writing.[45%]

Broken down into 2 strands:

- (1) [SPEAKING] Understand and respond to written language in **speaking** - Response to written prompts in assessed language OR English, or to visual prompts
- (2) [READING + WRITING!!!] Understand and respond to written language in **writing** –
 - a. Responses in English to show understanding of written language (READING)
 - b. Writing in assessed language in response to written prompts in assessed language / English / visual stimuli. [WRITING]

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

Explicit inclusion of SSC in this AO

- Knowledge and accurate application of grammar in spoken and written language.
- Knowledge and accurate application of vocabulary, including demonstration of knowledge of sound-symbol correspondence in spoken and written language.
- The quality of pronunciation in speaking tasks.

Elements to consider when selecting the board:

Which boards available to me for my subject?

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

When are awards available?

- Sep 2024

- What do the networks advise?

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

- What support is available from the board?

Availability of people to help you

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

Dialogue with teachers

Publication of results

Teacher notes

On-line help for preparation and planning

Dedicated / bespoke resources

Sample assessment papers

Training and workshops

[Comment: does size / proximity matter?]

- What are the resource implications of this board?

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

What is your experiences of the authors / publishers of the endorsed text books ? (AQA: Oxford; Edexcel: Pearson – HEM TO CHECK)

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

NB Context:

- Common grammar lists + SSC lists
- All have tight constraints over vocabulary choice, so likely to be very similar
- All share constraints on speaking tasks (incl. read aloud), dictation, translation, question types
- Do any of the boards 'stand out;' as having a more suitable approach to topics for your school

Different vocab

Topic headings / organisation may be more appealing to you

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

External assessments – sample papers

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

- marks (as above)

ASSESSMENT FEATURES:

Criteria – do these reflect the descriptors of the subject criteria? Are they clearly expressed and understandable such that your dept could easily moderate using the criteria? (And could you easily explain them to the pupils?) Do mark schemes exemplify the criteria with helpful indicative content which you can share with your pupils?

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

SPECIFICATION HEADLINES

Assessment Objectives

The 3 AOs are open to interpretation, and there are many different approaches. Headlines:

AQA: **Lower** weighting to **dictation** – This is a defined task, so relatively more demanding on AO3

Edexcel: **Lower** weighting to **speaking interaction** [4 defined, unseen questions – so relatively more demanding on AO3) + Slightly **higher** weighting to **read aloud** SSC (possibly seen as less demanding, as no need to produce language]

Eduqas: **Lower** weighting to translation [Defined text to translate – so relatively more demanding on AO3)

Consider which weighting would suit your students better. Edexcel gives more weighting to read aloud + dictation - relatively less to open-ended tasks (so more weighting to communication in open-ended tasks)

Themes/Topics:

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

Theme/Topics: Many overlaps. Following are explicit in spec, but I note that SAMS of all boards cover these themes!

AQA: Celebrity Culture

Edexcel: Shopping

Eduqas: Global matters, historical stories

Edexcel + Eduqas: Issues of equality

Comment:

Best combination for your situation: If successful with current methods/resources, which offers continuity? If you need a change, which is most attractive?

Best approach for your students: Do they benefit from security of knowing there will be named themes/topics in the exam? Or is the range daunting – would they prefer not to feel under pressure to prepare for fixed scenarios?

SKILLS HEADLINES

READING

Headlines:

Length: Eduqas combines Reading with writing in a 2-hour paper.

Texts: Eduqas: fewer texts, each one longer. No visuals. AQA and Edexcel more texts, varied length, visuals.

Questions: Eduqas favours open-ended questions in English and multichoice at both levels; AQA and Edexcel favour Matching and multichoice

Layout: Eduqas – condensed. AQA and Edexcel- split up.

Difficulty profile: AQA peaks + troughs; Edexcel + Eduqas – increasing difficulty

Translation:

AQA criteria targeted by chunks; Edexcel + Eduqas =- holistic criteria..

Eduqas relatively lower weighting for AO3 in translation

Comment: Opportunity to show as much as they can?

Best length of time for your pupils to concentrate?

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

Concentration needed to focus on text: fewer or shorter? Variety of difficulty or increasing difficulty?

Best layout / appearance which will appeal to your pupils?

Balance precise criteria with holistic criteria: which is fairer for your pupils?

LISTENING

Listening question types

Length: Edexcel longer paper (all items heard three times). 45mins/60 mins. AQA allows 2 minutes at end of test to check.

Marks/weighting: AQA Foundation has fewer questions (weighting applied later).

Familiarity: Edexcel limits proper names used to an Appendix. Eduqas does not specify range of sources

Variety of question types: AQA favours limiting question types. Eduqas and Edexcel use greater range. (Eduqas used several types for one stimulus) Eduqas favours open ended qs in English and multichoice at both levels AQA and Edexcel favour Matching and multichoice

Number of questions per extract: AQA favours fewer questions per audio extract. Eduqas has the most questions per extract.

Audio content -intro + length: Eduqas adds additional French in intro to questions.

Number + Length of extracts: AQA favours highest number of extracts + shorter extracts. Eduqas favours fewer extracts, longer:

Criteria: AQA favours more precise in translations [translation by chunk] Edexcel more precise in read aloud + Eduqas favour holistic.

Dictation Task type: AQA free; Edexcel part scaffolded, part free; Eduqas: free.

Dictation criteria: AQA includes communication (AO1) AQA and Eduqas criteria combine SSC + grammar. Edexcel focusses on SSC discretely. Edexcel precise; AQA, + Eduqas: holistic.

Comment: Opportunity to show as much as they can?

Best length of time for your pupils to concentrate over (a) whole paper (b) individual questions

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

Balance expectation of familiar contexts / ability to cope with unexpected

Best layout / appearance which will appeal to your pupils?

Balance precise criteria with holistic criteria: which is fairer for your pupils? Which do you find easier to use?

Balance longer text, scaffolding of gapped spaces to transcribe [less burden on memory?] vs shorter text and no scaffold [more authentic task?].

Which is more straightforward for the range of pupils you have in your school?

Balance rewarding SSC and grammar combined (AQA + Edexcel) with rewarding SSC discretely (Eduqas) Which approach will support your T&: approach? What will seem fairer / more straightforward to your pupils?

WRITING

Headlines:

Length: Eduqas combines with reading in overall 2 hour paper. (So relatively less time for higher level)

Criteria vary considerably - wording, levels/bands, relative weighting. Mark schemes/indicative content vary in illustrating what is expected at each level.

Tasks: AQA and Edexcel provide continuity from former specifications (familiar settings, bullet points to scaffold content; photo prompt for most basic task). Eduqas introduces new task-type where candidates can draw on a 90-word stimulus/model to carry out a task. (Though penalised if over reliant on it)

AQA and Edexcel offer choice in tasks. Eduqas offers no choice.

Weighting: AO2 and AO3 marks weighted differently e.g. AQA and Eduqas translation AO3 (G&V) = 10 marks (20% of marks for the paper) ; Edexcel = 4 marks (8% of marks for the paper)

Balance benefit of taking paper in combination with reading (so scope for referring to models) with disadvantage of sustaining concentration for longer

How clearly can you/your dept/pupils understand and apply the assessment criteria in preparing for the exam?

In which tasks are your pupils likely to be able to best demonstrate AO3(grammar/vocab): in comparison with rest of cohort: more predictable (open-ended tasks allowing for personal approach)/ less predictable (translation)?

Balance tasks with bullet points to guide structure / tasks with text to imply structure + supply key words. For which can you prepare your pupils most easily? In which would they feel most comfortable in the exam?

Balance task with more bullet points to guide structure (less imagination needed) with fewer bullet points (more scope)

Balance possibility to choose questions (more likely to be able to relate real experiences/ideas etc., less need for imagination)) with fixed questions (remove anxiety over choosing, allow for direct comparison in moderation) Is there a house style/ layout which is more appealing to you/your students? (e.g. spacing, scaffolding)

SPEAKING

Headlines:

Nature of tasks very similar as defined by Subject content.

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

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

Criteria: vary considerably. Find the descriptions which you understand the best in order to prepare your students. Following Ofqual accreditation, AA and Edexcel both transparent. .

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

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

Read aloud prep: AQA none, but allows correction during exam; Edexcel allows annotation of card + 1 minute aloud, Edqas: 'subvocally' in prep room.

Read aloud questions: Edexcel fewer questions (2), relatively lower weighting. Eduqas includes one comprehension question. Eduqas higher = most complex (variety of tenses, no pattern).

Read aloud criteria: AQA + Eduqas holistic; Edexcel specific focus on sounds.

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

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

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

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

Balance anticipation of fixed themes/topics [AQA and Edexcel] which may lead to over preparation / learning off by heart but may bring comfort in a high stakes exam situation vs not knowing the likely context / being able to demonstrate spontaneity, ability to think on your feet but which may heighten anxiety [Eduqas]

How clearly can you/your dept/pupils understand and apply the assessment criteria in preparing for the exam?

Balance possibility for examiner to tailor questions (more likely to be able to relate real experiences/ideas etc., less need for imagination, allows more natural development and real conversation) with fixed questions (remove anxiety over choosing, allow for direct comparison in moderation)

Is there a house style/ layout which is more appealing to you/your students? (e.g. spacing, scaffolding)

How can the exclusion of full sentences in preparative note-taking help / hinder the candidate?

END OF TALK

ANALYSIS OF SPECIFICATIONS

Co

AQA	Edexcel	Eduqas DRAFT
Availability of languages, dates for examination & awards using 2024 spec		
French 2024 draft; German 2024 + Spanish 2024 pending	French 2024 accredited ; German 2024 + Spanish 2024 pending	French 2024 draft; German 2024 + Spanish 2024 pending
Other languages - 2018 spec:		
Bengali, Chinese (Mandarin), French, German, Italian, Modern Hebrew, Punjabi , Polish, Spanish, Urdu	Arabic Biblical Hebrew, Chinese* (accommodates Mandarin or Cantonese), French, German, Greek, Gujarati, Italian, Japanese, Persian, Portuguese, Greek, Russian, Spanish, Turkish, Urdu	None
Core references		
https://www.aqa.org.uk/subjects/languages/gcse/french-8652	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html	
Associated publishers		
Oxford	Pearson	

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

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

AQA 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.	Edexcel 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.	Eduqas DRAFT Themes intended to support Teaching and Learning. Explicit approach that themes will not be explicitly identified in texts selected for final assessment. [NB – this is a cornerstone of the NCELP approach.]
HEADLINES - HEM AQA + Edexcel: Deliberate use of themes for T&L and to give familiarity in exam situation Eduqas: Deliberate absence of reference to themes in assessment		

AQA	Edexcel Vocabulary	Eduqas
Presentation of vocabulary in specification		
Separate files 3 elements: 1. Foundation tier listed by rank order (order given): part of speech, word, translation, category (required grammar / other) 2. Higher tier listed by rank order: part of speech, word, translation, category (required grammar / other) 3. Interactive spreadsheet with 2 tabs per tier (1) complete list (2) interactive to allow for filtering by Part of speech, Required grammar, themes/cultural/general/MWP and Topic	Appendix 1 of specification 2 elements: 1. Alphabetical by English Words + translation Sequence: • Basic vocabulary • Cultural + Geographical words • Short phrases • Grammatical function Within each, foundation + higher listed, first, then higher 2. Nouns grouped thematically alphabetical by English Words + translation 3. Interactive, editable resource for every word on website. 4 tabs: F+H list; Higher only list; F+H interactive; H only interactive. .Categories: Part of speech, subject	Appendix B Set out in order of frequency (frequency number not given) 3 columns: Headword, English, Tier I think Page 73 onwards is an alphabetical list of the culture words followed by multi word phrases – not signalled as such....will check
Content- to be analysed		
HEADLINES: Constraint of 85% of top 2000 from same source will mean very similar. [Work in progress: I am doing a precise comparison] S+W still allow for personal language (esp. encouraged by AQA and Edexcel)		

AQA	Edexcel	Eduqas
Grammar (incl SSC)		
Subject Content 3.2 Grammar	Appendix 2 Grammar	Appendix A
3.2.1 – Foundation (6 subsections) 3.2.2 - Higher(6 subsections) Wording very close to Subject Content Appendix	Presented in a table Sections delineated by rows. 2 columns – additional higher requirements in right hand column. Helpful layout – separated by bullet points rather than commas Examples given for many features (but not for some which have them in subject content e.g. contraction of definite article) Familiar explanations given e.g. not preverbal, but ‘position of x before the verb’ e.g. interrogatives and questions – well laid out. Not Noun phrases / verb phrases.. just nouns, verbs – so familiar terminology as used in regular teaching + text books Not ‘inflectional morphology’ – but ‘verbs: tenses’ Verb section very clear – not using terms of ‘clusters’ Does not use description ‘the wh- pronouns’,,, <i>understandable, as this can be confusing when que can be ‘that’</i> Does not refer to items which are in the vocab list only – could make it clearer	Layout and content exactly the same as GCSE Subject Content Grammar Appendix
HEADLINES Edexcel presents grammar using familiar wording. Edexcel gives illustrations of the grammar required		
SSC		
Final part of grammar section + Appendix 1	Appendix 2	Appendix A

AQA	Edexcel	Eduqas
2 examples given for each SSC HEM note:: immédiatement not best example of en/an/em/am Nos a good example for liaison – always used.	Part of grammar section SSC + 1 example words for each sound Includes examples of liaison [example for t = on peut aller... would this be required for the read aloud? Peut-être would have been more straightforward? Um missed out [note that silent p still not there!!!]	SSC + examples of words (required to supply examples) No examples for liaisons .. Check - UM – NUMÉRO when it is meant to be the um/un e.g. parfum
Additional appendices		
	Appendix 3 – Names of people used in assessments 23 girls 23 boys 10 unisex Appendix 4 Transferable skills Appendix 5 Codes	Appendix B FAMILIES OF REGULAR INFLECTED WORDS FOR EACH LANGUAGE
HEADLINES All SSC as defined in subject content. AQA has more examples. (HEM comment - note that there are common SSC missing from DfE subject content ... e.g., est (silent s in the middle) / sept (silent p)).		

Assessment Objectives

AO requirements + Ofqual guidelines

A reminder of Ofqual guidance and my predictions!

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

AO2	Strand	Interpretations and definitions	<i>HEM summary</i>	<i>Tasks – My prediction prior to drafts!</i>
AO2 Understand and respond to written language in speaking and in writing: weighting 45%	1 – Understand and respond to written language in speaking	- This strand covers responses in the assessed language to written or visual prompts in the speaking assessment - It is not possible to assess Learners' ability to 'understand' and 'respond to' written language separately. Rather, Learners should demonstrate their understanding through their responses	Stimulus: written or visual elements (written not specified as being in assessed language – so can be in English e.g. RP instructions OR assessed language e.g. read aloud) Task: SPEAKING - presentation aspects of Role Play + Picture Card + Read aloud	9g speaking Read aloud (before conversation) [none : all assigned this to AO3] Role play (if scripted) (AQA and Eduqas . Ofqual moved Edexcel to AO1 for some reason!) Picture card – describe (before conversation) (all)
	2 – Understand and respond to written language in writing	- This strand covers responses in English to demonstrate understanding of written language and writing in the assessed language in response to written or visual stimuli - Responses may also include single letters, numbers and/or percentages in figures, names, and/or single words - It is not possible to assess Learners' ability to 'understand' and 'respond to' written language separately. Rather, Learners should demonstrate their understanding through their responses	Stimulus: written language (presumably in assessed language) Task: READING – responses in English and Translation into English AND Stimulus: written or visual stimuli (could be in English) Task: WRITING + Translation into assessed language	9a Reading [all] 9e Translation into English [all] 9d Writing [all] 9e Translation into Assessed language [Edexcel only. Others assign all marks to AO3]

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

My observation post-accreditation of AQA and Edexcel: my predictions were in line with Ofqual interpretations. Drafts were changed to be in line with these predictions (!) But what a minefield!

Anomaly: Edexcel Role Play was moved to AO1 by Ofqual. No idea why.

AO1 Mark distribution in tasks

35%	AQA	Edexcel	Eduqas
AO1: Understand and respond to spoken language in speech	Paper 2 speaking	Paper 1 Speaking	Component 1 (Speaking): 15%
<i>[Speaking: Communication + Interaction]</i>		10 – *Role Play	5 – *Role Play
	10 – Read aloud q/a	4 Read aloud follow up q/a	10 – ***Read aloud follow-up questions
		4 – picture description Part 2 – 2 unseen questions	
	15 - Photo discussion	12 – Picture card discussion	15 - photo discussion
AO1: Understand and respond to spoken language in writing**	Paper 1 Listening	Paper 2 Listening	Component 2 (Listening)
<i>[Listening Comprehension]</i>	40 – L/C 5 – Dictation	40 – L/C	40 – L/C
	TOTAL: 70 marks 70/200 = 35%	TOTAL = 70 70/200 = 35%	TOTAL: 70 70/200 = 35%

HEM observations:

*Role play does not require understanding spoken language – so should be AO2 [Ofqual outcome: R/P = AO2 or AO1??]

**Writing is in English

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

HEADLINES

Role Play does not match the criteria for AO1 (no requirement to understand the speech / interact) but **Edexcel** includes this. RP more suited to AO2 strand 1 (respond to written English in speaking). Ofqual moved AQA RP to AO2 – but, strangely, moved Edexcel RP to AO1!! The demand of 2-way interaction in speaking (Q/A) is, I believe, more demanding than the demand of presenting a prepared sentence (RP). It seems unfair that Edexcel can assign RP to this category. A knock-on effect is that this has allowed them to give relatively more credit for the communication in writing. Have I got this right? Read aloud follow-up questions match AO1. AQA and Edexcel includes this. However, the Eduqas task draws on comprehension of written French, so should include AO2.

Dictation can demonstrate understanding as well as SSC. Only **AQA** includes this.

AO2 Mark distribution in tasks

45%		AQA	Edexcel	Eduqas
AO2 Understand and respond to written language in speaking and in writing: weighting 45%	1 – Understand and respond to written language in speaking	Paper 2 – speaking	Paper 1 (Speaking) 2 %	Component 1 (speaking)
		10 - *Role play - was AO1		5 - Role play * communication –
	2 – Understand and respond to written language in writing	5 – Picture card description	4 – Picture card description (was AO1)	5 -Picture card description **
		Paper 3 – reading	Paper 3 – reading	Component 3 - Reading
		50 – R/C	50 – R/C	50 – R/C
		Paper 4 – writing	Paper 4 – writing	Component 3 - writing
		10 - 5 sentences [F]	FT: 8 – 4 sentences	6 – Form filling prompt = English writing][F]
		10 - 40 word [F]	FT: 9 – 40-word	9 – 80-word [F]
		10 - 90-word [F/H]	FT + HT:13 – 90-word	15 – 110 word [F+H]
		20 - 150-word [H]	HT: 17 150-word	15 – 170 word [H]
			FT + HT: 6 - translation	
TOTAL		90 45%	90 marks 45%	90 45%

HEM observations

*Role play responds to written English. No ‘understanding’ needed.- so fits here better than AO1

** Photo card responds to a picture. No ‘understanding’ needed so fits here better than AO1 Accredited Edexcel demonstrates that Ofqual categorises picture as ‘written language’ – visual stimulus I suppose’.

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

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

One task types here allow for this:

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

HEM HEADLINES

Writing tasks allocated as expected.

Reading aloud follow-up task mixes 3 skills: understanding text (Reading), understanding question (Listening) and speaking. Ofqual has assigned this to AO1

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

AO3 Mark distribution in tasks

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

HEM observations.

This matches current requirement for 20% of marks to be assigned to grammatical accuracy, but this now includes accuracy in application of phonics. Is a particular difference from 2016 spec that accuracy marks can be assigned to words spelt phonetically. (Traditionally, ability to do this would be assigned to ability to communicate, despite lack of accuracy).

There are differences in the tasks to which these marks are attached and their weighting.

AQA: **Lower** weighting to **dictation (5)** – This is a defined task, so relatively more demanding on AO3 [though note that AQA criteria combines SSC transcription and grammar – not discrete SSC as with Edexcel] **Lower** weighting to **speaking (10)** - **Higher** weighting to **writing**

Edexcel: **Higher** weighting to **speaking interaction** [4 allocated to 2 defined, unseen questions following Picture card – so relatively more demanding on AO3) + Slightly **higher** weighting to **read aloud** SSC (less demand, as no need to produce language] + Higher SSC to dictation. **Lower weighting** to writing
Overall, SSC gives credit is given for words spelt using SSC, even if they are non-existent or ungrammatical] Edexcel is apportioning 18/40 marks to SSC and 22/40 to grammar. Unintended consequence of pedagogical review? Predictable consequence of woolly AOs.

Eduqas: **Lower** weighting to translation [Defined text to translate – so relatively more demanding on AO3)

Consider which weighting would suit your students better.

	AQA	Edexcel	Eduqas
Vocabulary + Grammar -Speaking	5 (was 10) (questions are not defined)	4 – describing picture 4 – discussion follow-up to picture (questions not defined)	5 (defined task – 5 question)
Vocabulary + Grammar -Writing open ended	10	10 – 2 open ended tasks	10

Grammar multichoice	5 (new)		
Vocabulary + Grammar -Writing translation	10	4	10
SSC – speaking (read aloud)	5	8	5
SSC – writing (dictation)	5	10	10
TOTAL	40	40	40

AO distribution by task – Overview

Analysis by skill! * = scaled

All exam boards mark out of a total of 200 raw marks, and each paper is out of 50 except for AQA Foundation Listening where 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	Edexcel	Eduqas	AQA	Edexcel	Eduqas	AQA	Edexcel	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						
Speaking – Role Play		10	5	10 (was AO1)		5			
Speaking – Photo card - description				5	4	5		4	
Speaking – Photo card scripted questions (Edexcel)		4							
Speaking – Photo card –q/a	15	12	15				5	4	5
Reading – incl translation				50	50	50			
Writing – short sentences				FT: 10	FT: 8	6			2
Writing – 40 word				FT: 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: 15	HT: 17	15	HT: 10	5	5
Writing - translation					FT+HT: 6		10	4	10
TOTAL	70 35%	70 35%	70 35%	90	90	90	40	40	40

AQA	Edexcel	Eduqas
SUBJECT CONTENT: REQUIRED TASKS (PARAGRAPH 9)		

AQA	Edexcel	Eduqas
READING		
Reference: Paragraph 9a: understand written texts in the language. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at foundation tier;		
INFERENCE – READING ONLY		
Reference: 9f - infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the Vocabulary List when they are embedded in the context of written sentences;		
Students will also be required to infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences.	Students need to infer meanings of two single words per tier (1 mark per word) that are not listed in Appendix 1: Vocabulary	Learners should be able to infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list. Inference will be assessed in question 5 in each tier. For this question, learners will be assessed on their understanding of written French through responses in French. [M/C synonym]
Exam Title		
Paper 3	Paper 3	Component 3/ Section A
Themes + Genres [Register]		
Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities.	The contexts of the reading texts will be taken from any of the thematic contexts. Content of the reading texts will sample vocabulary across the qualification content	The themes will not be specifically identified in texts selected for terminal assessments [P6]
[Taken from Subject content aims:] Different types of written language stimuli will be used for a range of audiences and purposes, in different genres and in formal and informal contexts	Students are assessed on their understanding of written French across a range of genres and in both formal and informal contexts	<i>[Reference to genres and contexts is in generic ‘subject content’. No separate clarification in the component description.]</i>
which are relevant to students' current and future needs and interests, having regard to the likely experiences of a wide social range.	Scenarios in the texts are set either at home or, more frequently, in a French-speaking country, allowing students to develop appropriate cultural awareness and understanding. When specific	<i>[Reference to culture is in generic ‘subject content’. No separate clarification in the component description.]</i>

AQA	Edexcel	Eduqas
	cultural features are mentioned, we will include an image to ensure all students can have equal understanding of the cultural feature	
	To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in Appendix 3.	
Question types		
.. students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English.	All questions in this section are set in English, using the following question types: multiple choice, multiple response and short open response questions.	For questions 1-4 and 6-7, learners will be given a series of texts in French and will respond in English to a range of questions in English. Question types may include multiple-choice; gap-fill with a letter, number or word; match-up; single word/short answers.
Overlap		
The tests will contain some items which are common to both tiers	In Section A, there are three crossover questions between the Foundation Tier and the Higher Tier papers.	2 overlap questions (Questions 6 and 7 in the foundation tier appear as questions one and two in the higher tier.)
Stimulus length		
The test at both tiers will consist of a variety of short and longer texts, predominantly focussing on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier.		Not specified
Stimulus type		
from items such as public notices and advertisements, extracts from brochures, newspapers, magazines, email and websites.	Texts have been created to reflect the following authentic reading scenarios: blogs, internet forums, advertisements, tourist brochures, newspaper or magazine articles, emails, extracts from a diary or school project.	Not specified
Tasks/skill		

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

AQA	Edexcel	Eduqas
SAMS Commentary: Foundation Reading		
Grouping of questions		
9 pieces of texts, ranging from Q1 - 3 sentences to Q8 – 2 paragraphs about the end of slavery. All presented as paragraphs, each followed by question types (3 types used).	11 pieces of text, all presented as paragraphs. Varying length, each followed by question types (5 types used:)	7 pieces of text, (4 broken up into paragraphs, 3 presented as solid text) - each followed by an assortment of question types (6 types used)
Question type		
Multichoice 1/3 – 26 Multichoice 1/5 - 6 Open-ended in English – 8 Total: 40	Multichoice 1/3 [List] – 16 (16) Multichoice 1/3 [cloze/ cloud] - 6 (6) Multichoice 3/6 – 2 (6) Open ended in English – 12 (12) Total: 40	Multichoice 1/ 2 - 5(easy cloze – grammar limits choice) (5) Multichoice 4/8 – 1 (4) Multichoice 1/3 – 3 (3) Multichoice 1 /4 [grid] – 6 (6) Open-ended in English – 23 (23) Find synonyms – 3 (3) TOTAL: 44
Cloze		
No Cloze used in this sample	Cloze – number of options mean choice of 3, so valid	Note that cloze exercises and some matching exercises are simpler than they may seem, as meaning in English limit choice (1b) 2b 6a
Number of ‘chunks’ clearly linked to single questions [Other chunks link to multiple questions]		
15	15	CHECK
Organisation of difficulty		
Peaks and troughs: L = L – LM – M – L – H – H – H - H	Increasing difficulty	Increasing difficulty
Overlap		

AQA	Edexcel	Eduqas
Foundation 29-31,32-35, 36-38 = Higher 9-11, 22-25, + 1-3 (peaks and troughs)	F q6 q7 q8 = h q1 q2 q3	Last 2 F = First 2 H
Distractors		
Most m/c have distractors (to check real understanding)	Most m/c have distractors (to check real understanding)	M/c have distractors
Inference - method		
Give word from text Task: identify context for this word – MC 1/3 e.g. Where would; you expect to find a table de chevet? Bedroom / kitchen / office	2 questions ‘what is the best translation for...’ – M/C 1/3	‘Find the equivalent in the text for’ – Then 3 French words given
Relevant to countries / communities?		
Relevant to students' current and future needs and interests,		
Access considerations		
Clear instructions; options emboldened Low level task to start with to give confident start and layout Visuals to support texts where appropriate Texts divided into paragraphs to make more accessible. Clear box drawn around the target text Conscious use of distractors in m/c (e.g. higher level)	Clear instructions; options emboldened Low level task to start with to give confidence Where specific cultural features mentioned, will include an image so students have equal understanding of cultural feature Layout designed to look more authentic (e.g email / internet form / blog / diary ./ newspaper article Spacing Conscious use of distractors in m/c (e.g. higher level)	Clear in the tests. 1 st task has one m/c component No visuals Kept plain. Conscious use of distractors in m/c (e.g. higher level), but more open-ended responses in English.

AQA	Edexcel	Eduqas
Numbered questions rather than number + subquestion Any unfamiliar proper nouns given clear context to ensure understanding (e.g. q4 picture of Morocco) See commentary Examples of features covered in commentaries on F+H:	Proper nouns limited to those in Vocabulary spec + the appendix for names on a prescribed list (e.g. Brighton Q5) See P30 Content'	Proper names sometimes explained (e.g. TV stations 14), sometimes not (e.g shop names q2, Camille Boudard (q5) Stromae (q6) + Lycée Voltaire (q7)
Indicative content		
Mark schemes for open ended responses give instructions : key idea / accept / reject	Mark schemes for open ended responses give instructions : accept and occasionally include 'reject'	Mark schemes for open ended responses give options + 'credit any valid response'
SAMS Commentary - Higher Reading		
Grouping of questions		
9 pieces of texts, ranging from Q1 - 5 headlines to Q9 – an article about Marseilles. All presented as paragraphs, each followed by question types (4 types used).	11 pieces of text, all presented as paragraphs. Varying length, each followed by question types (6 types used)	7 pieces of text, (all quite dense – not broken up into paragraphs) - each followed by an assortment of question types (7 types used)
Question type		
Multichoice 1/3 (27) Multichoice 1/5 (3) Open-ended English (10) Total: 40	Multichoice 3/7 [cloud] -2 (6) [multi response?] Multichoice 1/3 –11 (11) Multichoice 2/4 - 2 [easy cloze] (2) Multichoice 3/6 –1 (3) [multi response?] Open ended in English – 18 (18) Total: 40	Multichoice 6/8 x1 (6) Multichoice 1 / 2 x2 2 [easy cloze (2) Multichoice 3/6 x1 (3) Multichoice 4/8 x1 (4) Multichoice 1/3 x2 (2) Open-ended English 23 Find equivalent French 3 Total: 44
Cloze		

AQA	Edexcel	Eduqas
Cloze – all nouns, so understanding context, not grammar	Options always choice of 3 rather than 2 now.	Note that cloze exercises are simpler than they may seem, as meaning in English limit choice
Organisation of difficulty		
Peaks and troughs: L = L – LM – M – L – H – H – H - H	Increasingly difficult	Increasingly difficult
Inference Give word from text Task: identify context for this word – MC 1/3 2 questions [11 + 37] Word to be inferred is highlighted What would you do with le veyi? 3 options given in English (eat it, clean it, wear it)	Word to be inferred is highlighted Which of these I the best translation of the word doué? 3 options in English given.	5b – Find the equivalent in the text for .. [3 French words] So word to be inferred deliberately not highlighted
Overlap Foundation 29-31,32-35, 36-38 = Higher 9-11, 22-25, + 1-3 (peaks and troughs)	F q6 q7 q8 = h q1 q2 q3	Last 2 Foundation = 1 st 2 Higher F8 = H1 , F7 = H2,
Distractors		
Most m/c have distractors (to check real understanding)	Most m/c have distractors (to check real understanding)	Most m/c have distractors (to check real understanding)
Mark schemes: Indicative content		
Mark schemes for open ended responses give instructions : key idea / accept / reject	Mark schemes for open ended responses give instructions : accept - and occasionally include 'reject'	Mark schemes for open ended responses give options + 'credit any valid response'
Access considerations		
As Foundation- Clear instructions;	As Foundation Clear instructions;	As Foundation
Translation French to English		
Reference Paragraph 9e: translate in writing short sentences or texts, from the language to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language;		
Marks		
10 marks	10 marks	Not defined in spec

AQA	Edexcel	Eduqas
Number of words		
F: minimum 35 words H: minimum 50 words	Number of words not defined in spec,	F: 35-40 words H: 50-55
Criteria		
In this context, translation means an appropriate and sufficient rendering of the meaning of the original language.	Students need to demonstrate an ability to transfer meaning accurately into English by translating from written French into English. [content page 28] NB – this does not match subject content requirement, and final criteria do not require only accuracy.	Translation into English will use a range of the vocabulary and grammar specified for each tier. Translation in this context means an appropriate and sufficient rendering of the meaning of the original language.
Prompt for translation		
Translation of sentences (Number not specified)	F: five sentences to translate from French into English. H: One passage	Not specified
Approach to difficulty		
Increasing in difficulty	Not specified	
SAMS Commentary – Foundation Translation		
Task		
1. C'est les vacances ! Ma sœur est contente. 2. Je suis fatigué. Je monte dans ma chambre 3. Je vais étudier les langues à l'avenir 4. je m'entends avec mon père. On ne se dispute jamais. 5. Hier nous avons écouté de la musique ensemble dans le salon.	(a) J'aime les comédies à la télévision. (b) Mon frère est acteur dans une série. (c) Je déteste les tragédies, je préfère les films d'action. (d) Hier, j'ai regardé les informations. (e) Si j'ai le temps, je vais au cinéma.	Ma meilleure amie est très importante pour moi. Je peux lui parler de tous mes problèmes. La semaine dernière nous sommes sorties manger ensemble en ville. C'était mon anniversaire donc elle a payé l'addition !
5 sentences, from the same theme	5 linked sentences with 7 clauses	4 linked sentences with 6 clauses

AQA	Edexcel	Eduqas
10 elements. 1 mark per element • 4 present – not complex (2xje, 2x3rd sg) • 1 immediate future (je) • 2 reflexive (je + on) • 1 perfect tense (nous) • 2 development without verb	5 present tense (4xje 1x 3 rd) 1 past 1 future timeframe (tho' not future verb)	1 present (3 rd sg) 1 modal + indirect pronoun (je) 2 past + (1st pl + 3 rd sg) 1 infinitive 1 imperfect
Approach to difficulty		
Increasing - L/M/H	Increasing difficulty.	All sentences have complex elements (superlative, indirect pronoun, perfect + infinitive, imperfect)
Criteria		
For each of 10 elements: Indicative content / acceptable renderings / reject Exact translation not required e.g. fatigué – any appropriate reference to being tired	AO2: Global mark 10 marks – 4 bands Transfer of meaning + clarity (absence of error) The meaning of the language is appropriately transferred [mostly/parts/only isolated] Any [occasional, some, frequent] errors do not detract from [affect] the overall clarity of the message	Global mark – 6 – 3 bands Grammatical accuracy+ vocabulary accuracy + clarity of meaning • Grammatical structures are generally [with some lapses, with frequent lapses] translated accurately. • Vocabulary is mostly [sometimes, attempted] translated accurately. • The meaning is conveyed clearly . [occasionally clearly, occasionally]
Mark schemes: Indicative content		
Included in criteria. Indicative content ./ acceptable renderings / Reject	Appropriate response +3 of example responses 9, 5 and 3/10 to give 'appropriate approaches to translating sentences' 'any alternative appropriate wording will-also be rewarded	Perfect answer given.
Access considerations		
Clear instructions – English emboldened.	Clear instructions – into English emboldened.	Clear instructions – English emboldened.

AQA	Edexcel	Eduqas
Sentences separated with clear space below for translation.; Low level task to start Sentences divided into paragraphs to make more accessible. Clear space with 2 lines below each set for translation.	Sentences separated with clear space below for translation.; Low level task to start Sentences divided into paragraphs to make more accessible. Clear space with 1 line below each set for translation.	Sentences separated in a table. Sentences in column one. Space for translation in column 2 Lower level task to start. Table format: Sentences in column one. Space for translation in column 2
SAMS Commentary – Translation: Higher		
Task		
1. Malheureusement il pleut depuis 3 jours. 2. Mes parents me disent souvent que je mange trop de viande. 3. Je vais acheter un cadeau pour mon meilleur ami. 4. Quand mon frère quittera l'école il cherchera un boulot à l'étranger. 5. Après avoir fini son travail elle a décidé de se reposer un peu.	Je fais une formation professionnelle au lycée cette année. Plus tard, je voudrais ouvrir mon propre restaurant. Mes parents et moi rêvons de vivre au Canada. Nous partons donc l'année prochaine à Montréal et j'ai déjà trouvé un poste ! Je travaillerai dans un fastfood qui a besoin de jeunes qui parlent français.	Depuis tout petit j'ai toujours voulu être policier. C'est un métier incroyable mais parfois dangereux. Il faut faire une formation de 18 mois, après avoir réussi aux contrôles physiques et un examen écrit. Une fois accepté, il y aura un bon choix de carrières. Protéger le public, c'est mon but.
5 sentences 10 elements. Covers all contexts. • 3 present – (1st, 2nd + 3rd person) complex BUT complexity not requiring an exact translation (e.g. depuis, object pronoun) • 1 immediate future (1st person) • 2 simple future (3rd person) • 2 past – complex BUT complexity not requiring an exact translation (après avoir) • 2 development without verb (complex- - depuis)	A paragraph. 5 present (1x je, 1x 3rd , sg 2 x nous, 1x 3rd pl) 1 conditional (je) 1 perfect (je) 1 simple future (je) 2 development without verb (Final overlap sentence has 2 relative clauses)	A paragraph : 5 sentences, 8 clauses Context: Future plans 1 perfect + infinitive 2 present 1 modal 1 perfect participle Present participle Simple future (3rd sg) Infinitive
Approach to difficulty		

AQA	Edexcel	Eduqas
Increasing in difficulty	Increasing in difficulty	Mixed difficulty (no pattern)
Criteria		
2 marks per sentence. For each mark, Indicative content / acceptable renderings / reject Exact translation not required e.g. fatigué – any appropriate reference to being tired	AO2: Global mark 10 marks – 4 bands Transfer of meaning + clarity (absence of error) The meaning of the language is fully and appropriately transferred <i>[mostly/parts/intermittent parts]-</i> Any <i>[occasional, some, frequent]</i> errors do not detract from <i>[affect, prevent]</i> the overall clarity of the-message Lower bands specify types of error which affect translation: 3: incorrect/omitted words, inexact syntax 1&2: incorrect words, omitted phrases, incorrect tenses	Global mark – 6 marks – 3 bands Grammatical accuracy+ vocabulary accuracy + clarity of meaning - Grammatical structures are accurately. <i>generally, with some accuracy with some lapses]</i> - Vocabulary is translated accurately. <i>[mostly, sometimes]</i> - The meaning is conveyed clearly and consistently <i>[clearly, occasionally conveyed clearly]</i>
Mark schemes: Indicative content		
Indicative content / acceptable renderings / Reject	Example responses to give ‘appropriate approaches to translating sentences’ ‘any alternative appropriate wording should also be rewarded + 3 further exemplifications (1, 6 and 2/10)	Perfect answer given.
Relevant to countries / communities?		
Relevant to students' current and future needs and interests,		
Access considerations		
Clear instructions – English emboldened.	Clear instructions – into English emboldened.	Clear instructions – English emboldened.

AQA	Edexcel	Eduqas
Sentences divided into paragraphs to make more accessible. Clear space with 2 lines below each set for translation.	Single paragraph containing 5 sentences. 10 lines below for translation.	Paragraph in column one Space for translation in column 2 (sentences not separated into rows as they were in F).
Low level task to start	Low level task to start	Lower level task to start.

AQA	Edexcel	Eduqas
LISTENING		
Reference: Paragraph 9b understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions;		
Exam Title		
Paper 1	Paper 2	Component 2: Listening- Section A
Themes		
Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities.	This paper draws on the specified vocabulary (Appendix 1) and grammar (Appendix 2) and the focus of the passages will be taken from the thematic contexts listed in the specification	The themes will not be specifically identified in texts selected for terminal assessments [P6]
Time		
F: 35 mins approximately (incl. 5 mins reading time and 2 minutes' checking time at end of test) H: 45 mins (incl 5 mins reading time and 2 minutes' checking time at end of test)	F: 45 mins (incl. 5 mins reading time) H: 60 mins (incl 5 mins reading time)	F: 35 mins (incl. 5 mins reading time) H: 45 mins (incl 5 mins reading time)
Marks		
F: 40 marks (32 + 8 for dictation) H: 50 marks (40 + 10 for dictation)	F+ H: 50 (40 + 10 for dictation)	F+H: 50 marks (40 + 10 for dictation)
Weighting		
25% of GCSE	25% of GCSE	25% of GCSE
Overlap Questions		

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

AQA	Edexcel	Eduqas
Length of Passages		
Variety of short + long, vocab + grammar =- will not place undue burden on memory at any time	short and medium-length recorded scenarios involving one or more speakers.	Not specified
Task Types		
a range of comprehension question in English requiring non-verbal responses in English	students respond to multiple choice multiple response and short answer open response questions	Question types may include multiple choice with non-verbal and written responses; gap-fill one-word answers; selecting correct/false statements; and short answer responses. Learners will be assessed on their understanding of spoken French through responses in English.
identify the overall message, key points, details and opinions from items such as announcements, short conversations, bulletins, podcasts and spoken descriptions.	identify and respond to key points, details and opinions • recognise the relationship between past, present and future events • undertake a short dictation in the target language. newsflashes, newsclips, weather forecasts, public announcements, advertisements, monologues, conversations, podcasts, extracts of talks or presentations and short reports.	Detail not specified
How are the questions organised across F & H?		
Peaks and troughs (See commentary)	Increasing difficulty – check this	The spoken extracts will increase in complexity as learners progress through the paper.
Number of questions		
Not stated	F: 12 questions H: 10 questions	5 L/C tasks with nonverbal + written responses One dictation

AQA	Edexcel	Eduqas
Overlap F/H		
Not specified?	4 questions common to F and H	Not specified?
Wordcount		
Ofqual conditions: F: The total word count of texts used in the paper ranges between 450 and 500 words. 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	Multichoice 1/3 (14 = 14 marks) Multichoice 3/6 (3 = 9 marks) Multichoice 3/7 – cloud (3 marks) Multichoice 5/11 – cloud (5 marks) Open-ended answers in English (9) TOTAL: 40 MARKS	Multichoice 3/6 - 2 (Total 6) Multichoice 1/3 – 18 (Total 18) Multichoice 8/8 -1 Total 8 marks) Open-ended English – 8 (Total 8) Total: 40
Grouping of questions		
TOTAL = 32 MARKS 1 recording – 1 question = 12 (12 marks) 1 recording – 2 questions = 8 (16 marks) 1 recording – 4 questions = 1 (4 marks) TOTAL = 32 MARKS See AQA commentary – 2 part conversations do not place undue burden on memory	1 recording – 2 questions = 1 (total = 2 marks) 1 recording – 3 questions = 7 (total = 21 marks) 1 recording for 4 questions = 3 (total = 12 marks) 1 recording for 5 questions = 1 (total = 5 marks) TOTAL: 40 MARKS	1 recording – 4 questions = 2 (8 marks) 1 recording – 3 questions = 2 (6 marks) 1 recording – 5 questions = 2 (10 marks) 1 recording – 8 questions = 2 (16 marks) TOTAL = 40 MARKS
Instructions / rubrics recorded (see transcript)		
Transcript does not apparently include instructions or French context before each question. - CHECK	Transcript does not apparently include instructions or French context before each question. - 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.

AQA	Edexcel	Eduqas
Length / spacing (Clause = with a verb)		
F: Within each section 1 clause –1 2 clauses: 10 3 clauses: 6 4 clauses : 1 8 clauses: 1 10 clauses 2 Approx 71 clauses [clause – part of sentence with a verbal phrase in it]	3 clauses: 3 5 clauses: 3 6 clauses: 3 7 clauses: 1 8 clauses : 1 10 clauses: 1 Approx 60 clauses [clause – part of sentence with a verbal phrase in it]	2 clauses : 1 5 clauses : 2 6 clauses : 1 7 clauses : 3 13 clauses : 1 15 clauses : 1 Approx 67 clauses (but setting scene adds more)
Distractors		
7 questions have distractors – mainly those at higher level	11 questions have distractors – mainly those at higher level	10 questions have distractors across range of levels– including the first one
Organisation of difficulty		
Peaks + troughs 8 low – 4 medium – 4 high (overlap) – 2 medium – 2 low – 8 high (overlap) – 4 low	Increasing difficulty – ends with 4 overlap questions	Increasing difficulty – check
Markscheme : Indicative content		
Key idea / accept / reject for open ended.	Alternatives given for open-ended	Answer given + ‘credit any other valid response’
Access considerations		
Clear instructions; options emboldened Low level task to start with to give confident start and layout More than one prompt to inform correct answer at lower levels	Clear instructions; options emboldened Low level task to start with to give confident	Clear instructions Low level task to start with to give confident start.

AQA	Edexcel	Eduqas
Audio spaced to avoid cognitive overload (so not needing to retain answer to several questions after one clip). Clear break before each sentence. Conscious use of distractors in m/c (e.g. higher level) No cloze exercise For selection from a grid exercises, options aligned in one column	Conscious use of distractors in m/c (e.g. higher level) For cloze exercises, grouped to make options clearer e.g. Q8 3 lines grouping options for 3 gaps	For cloze exercises, answers are in a box at the top of the exercise (not alphabetical)
SAMS: Commentary on Higher Listening		
Question types		
Multichoice 1/3 – 20 = Total 20 marks Multichoice 2/4 – 3 = Total 6 marks Multichoice 2/6 – 2 = Total 4 marks (spread over 2 questions have same grid) Open-ended answers in English 10 TOTAL: 40 MARKS	Multichoice 1/3 – 13 (13 marks)) Multichoice 3/6 – 2 (6 marks) Multichoice 5/11 – cloud- 5)) Multichoice 3/7 – cloud- 3 Open-ended answers in English – 13 (13 marks) TOTAL: 40 MARKS	Multichoice 1/3 – 4 (4 marks) Multichoice 2/5 – 2 (4 marks) Multichoice 8/1 – 1 (8 marks) Open-ended English – 24 (24 marks) TOTAL - 40 (Sometimes mixed response to same recording)
Grouping of questions		
1 recording – 1 question = 8 (total = 8 marks) 1 recording for 2 questions = 16 (total = 32 marks) TOTAL = 40 MARKS	Grouping of questions 1 recording – 3 questions = 7 (total = 21 marks) 1 recording for 4 questions = 2 (total = 8 marks) 1 recording for 5 questions = 1 (total = 5 marks) 1 recording for 6 questions = 1 (total = 6 marks) TOTAL: 40 MARKS	Grouping of questions 1 recording – 2 questions = 4 (8 marks) 1 recording – 4 questions = 1 (4 marks) 1 recording – 3 questions = 4 (12 marks) 1 recording – 8 questions = 2 (16 marks) TOTAL = 40 MARKS

AQA	Edexcel	Eduqas
Length / spacing		
2 clauses: 4 3 clauses: 4 4 clauses: 2 5 clauses: 4 6 clauses: 2 7 clauses : 2 8 clauses: 1 9 clauses: 1 10 clauses : 2 Approx 115 clauses	6 clauses : 2 8 clauses : 3 9 clauses : 1 10 clauses : 3 11 clauses : 1 15 clauses : 1 101 clauses	4 clauses : 1 5 clauses : 2 6 clauses : 1 7 clauses : 1 9 clauses : 1 10 clauses : 1 13 clauses : 1 14 clauses : 2 15 clauses : 1 16 clauses: 1 Approx 104 clauses
Distractors		
Nearly all multichoice questions have distractors – 21 /30 (2 thirds)	Overall, approx. 918/27 multichoice have distractors (2 thirds)	6/6 multichoice have distractors (mainly multiple within the question) Open-ended also have distractors
Organisation of difficulty		
Peaks + troughs 6 low (overlap)– 6 medium – 4 low (overlap) – 2 medium – 2 high – 1 medium – 2 high – 2 medium - 5 high – 6 medium - 4 low	Increasing difficulty	Increasing difficulty
Number of words:		
Mark schemes: Indicative content		
Key idea / accept / reject for open ended.	Alternatives given for open-ended Answer / reject for open ended	Answer given +sometimes ‘not accepted’ . ‘credit any other valid response’

AQA	Edexcel	Eduqas
		NB – quite specific. E.g. for ‘what does he take with him’ for ‘son propre sac’ - ‘his bag’ not accepted. Had to be ‘his own bag’
Access considerations		
Clear instructions; options emboldened Low level task to start with to give confident start and layout More than one prompt to give answer at lower levels Audio spaced to avoid cognitive overload (so not needing to retain answer to several questions after one clip). Clear break before each sentence. Conscious use of distractors in m/c (e.g. higher level) For grid exercises, answers are aligned in one column	Clear instructions; options emboldened Low level task to start with to give confident Conscious use of distractors in m/c (e.g. higher level) For cloze exercises, answers are in a box at the top of the exercise (not alphabetical) Grouped into grammatical categories	Clear instructions Demanding task from the outset Conscious use of distractors in m/c (e.g. higher level) For cloze exercises, answers are in a box at the top of the exercise (not alphabetical)
DICTATION		
Reference Paragraph 9c: undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling;		
Dictation: Delivery		

AQA	Edexcel	Eduqas
Students will hear the dictation statements three times: the first time as a full statement, the second time in short sections and the third time again as a full statement. Students will be required to transcribe the missing words into the boxes in the question paper. Pause built in to write	Each extract is played three times, with appropriate pauses between individual sentences, after each extract, and before the next question or part question. This will allow students sufficient time to process information, write down their responses and read the next question or part question	3 times with a pause between each recording
Foundation Dictation – Task		
<i>F: 20 words minimum H: 30 words minimum</i>		
SAMS Commentary on Foundation Dictation		
F: Supply 20 words in 5 sentences. (5/4/6/5 words in each sentence) Includes 2 not on vocab list (poulet, chemise) Commentary: 9/5/8/9 SSC targeted for each statement	F: Sentences 1-3: supply 2 words per sentence (Total 2/2/3 – so 7 of the 21 words) Sentences 4+5: supply whole sentence (4/5/5 – total 14) Total number of words to supply: 21 Unknown words not highlighted - check	F: 2 sentences. (7/13) Includes 2 words not on list (actives, caravane)
1M1 : J’aime bien / le cinéma. 2F1 : Ma copine / est jolie. 3M2 : Le lundi / on mange / du poulet. 4F2 : Vous portez / une belle / chemise.	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	J’adore les vacances actives en France. L’année dernière, ma famille et moi sommes resté(e)s dans une caravane formidable.
Criteria - Dictation		
AO1 - 4	n/a	n/a
AO1 communication of meaning: 4 The meaning of the spoken extracts is always or almost always communicated clearly <i>[communicated mostly, sometimes, rarely]</i>		

AQA	Edexcel	Eduqas
Notes to support examiner. E.g. 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.		
AO3 – 4	AO3 – 10	AO3 – 10
Quality of transcription + grammar Words are frequently [<i>generally, occasionally, very rarely</i>] transcribed correctly with a good [<i>reasonable, limited, very limited</i>] level of grammatical accuracy If a student leaves gaps in their transcription, you must assume that any attempt would have been highly inaccurate and award a mark for AO3 accordingly Occasional minor errors in transcription do not preclude a top level mark for AO3; perfection is not required. Examples of minor errors could include wrong accents or spelling errors which change neither the meaning of the word nor the transcription of the correct sound-symbol correspondence eg rêve for rêve; enuieux for ennuyeux. Numerous minor errors would have an impact on the mark for AO3	Quality of transcription 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. (2 words per mark) Rewardable words encompass the following categories: 1. Exact spelling 2. Grammatical/ morphological inaccuracies that do not change the pronunciation of words (e.g. deux maison, je veut) 3. Sound spellings -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. (e.g double consonants addore) extra letter (soeure) accents (peche)	Quality of transcription + grammar 4 bands – unequal spacing (2-3-3-2) Strands: Word on/outside vocab list spelt correctly, with one or two <i>errors</i> [<i>most words / most from vocab list, some off / some from the vocab list</i>] Grammatical structures accurate [<i>mostly, generally, occasionally</i>] Meaning clearly communicated [<i>mostly, generally, occasionally</i>]

AQA	Edexcel	Eduqas
	Non-rewardable words encompass the following categories: - Mis-spellings due to inaccurate application of SSC (e.g. violin) - Mis-spellings with appropriate SSC BUT so inaccurate that the words are unrecognisable seen on their own, in isolation, outside the context of the sentence. (gatto) <i>[Perhaps this is why the context is defined for Edexcel]</i>	
Mark scheme: indicative content		
Exemplification for 4 students: 4+4 = 8; 3+2 = 5; 2+1 = 3; 1+1 = 2	Exemplification given for 3 students 16, 14 and 8 /20. Words allocated to categories. <i>Note that top mark can be achieved even if not perfect.</i>	No indicative content.
Access Considerations		
Familiar topic and vocabulary	Familiar topic and vocabulary	
Open sentence	Starts with scaffolding. Ends with open sentences.	Lines.
2 nd hearing chunked to reduce need to memorise	1 st 7 words scaffolded to reduce need to memorise	
Higher Dictation – Task		
<i>H: 30 words minimum</i>		
SAMS Higher Dictation: Commentary		
Higher Dictation Task		
Transcribe 5 short sentence. Heard 3 times -first as full sentence, second in chunks, third in full sentence	Sentences 1-2: supply 3 words per sentence (Total 6/8/ – so 6 of the 14 words)	Supply all words in 2 sentences. 11/20 Total 31 words.

AQA	Edexcel	Eduqas
	Sentences 6: supply whole sentence (4/7/7/6 – total 24) Total number of words to supply: 30 <i>Heard three times. [Not chunked].</i>	
Sentence 1 - F1 : Notre chien / est noir. Sentence 2 M1 :Un ami écoute / avec attention. Sentence 3 F2 : Il faut dire / aux enfants / de manger sain. Sentence 4 M2 : J'ai mis / du jambon / dans ce plat. Sentence 5 M2 : Je serai / pilote d'avion:	1. Le meilleur fruit est la banane. 2. J'aime aussi les pêches et les poires. 3. Je veux devenir végétarien. 4. J'évite la viande et le poisson. 5. Il faut manger de la nourriture saine. 6. On doit boire beaucoup d'eau	Il est important de manger sainement et de rester en forme. Hier, nous sommes allé(e)s courir plus d'une heure et aujourd'hui, on ira au gymnase faire de la musculation.
Higher Dictation Criteria		
AO1 (AQA only) - 5		
Communication of meaning The meaning of the spoken extracts is communicated very clearly throughout [<i>almost always communicated, mostly, sometimes, rarely</i>]	n/a	n/a
AO3 - 5	AO3 - 10	AO3
Words are always or nearly always [<i>frequently, generally, occasionally, very rarely</i>] transcribed correctly with a very high [<i>good, reasonable, limited, very limited</i>] level of grammatical accuracy Guidance as for Foundation	As Foundation, but 3 words per mark out of 10 and relevant exemplification	As Foundation
Mark scheme: indicative content		
Exemplification for 4 students with mark for each AO 5+5 = 10; 4+3 = 7; 3+2 = 5; 1+1 = 2 Full range of candidates exemplified	Exemplification given for 3 students 16, 14 and 8 /20. Words allocated to categories. <i>Note that top mark can be achieved even if not perfect.</i>	No indicative content.

AQA	Edexcel	Eduqas
Access Considerations		
Familiar topic and vocabulary	Familiar topic and vocabulary	Familiar topic and vocabulary
2 nd playing s in chunks	First 2 sentences scaffolded (6 words) 2 of the 6 words tested in scaffolded part are consecutive Last 3 no scaffolding. (24 words)	No scaffolding
Clear spacing for each sentence	2 sentences: Dotted lines for each word 3 sentences: continuous lines	Continuous lines
WRITING		
Reference: 9d write text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli;		
Themes		
In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.	• Every exam series each of the writing tasks, per tier, will reflect one of the thematic contexts. • Students are free to use vocabulary from anywhere across the specified vocabulary list in their written responses. • Students may also use vocabulary from outside the vocabulary list in their written responses.	No reference coverage of themes/topics
Title Of Paper		
Paper 4	Paper 4	Component 3 Section B
Length of task		
F: 1 hour 10 minutes H: 1 hour 15 minutes	F: 1 hour 15 minutes H: 1 hour 20 minutes	F+H : part of 2 hour component (relatively less time for higher writing)
How many marks?		
F+H 50 marks	F+H 50 marks	F+H 50 marks
Number of tasks		

AQA	Edexcel	Eduqas
F: 5 (photo description, 2 open response, (choice for one) translation, grammar multichoice) H: 4 (2 open response (both have choice) , 1 translation, grammar multichoice)	F:4 (photo description, 2 open response (choice for both) + translation H: 3 (2 open response (both have choice) 1 translation)	F: 4 tasks (English prompt, 2 open (no choice) + translation H: 3 (2 open response, (no choice) 1 translation)
Mark scheme		
General guidance on using levels-based mark schemes Additional guidance is included when relevant in the question's markscheme. (Not a separate area of the document)	General guidance on using levels-based mark schemes Additional guidance: Interaction between AO2 and AO3 – all questions (they are treated separately – no limitation) Errors AO3 definition – all questions minor (may or may not hinder clarity – examples of both given in grid) major – prevents meaning being conveyed Glossary of terms: addressed, developed, comprehensible, complex, variety, differentiation terms.	
FOUNDATION WRITING TASK 1 -SINGLE SENTENCES		
Question 1	Question 1	Section B/Question 1Task 1
Task Type		
Photo + En prompt – 5 statements (AO1 – 10) ‘What is in this photo?’.	Photo prompt – 4 statements (8 marks) ‘Describe the photo’	English word prompt – 5 sentences (AO2-6+AO3-2 = 8)
SAMS Foundation Writing single sentences response: commentary		
3 people looking at photo on mobile phone sitting in café, in town, eating and drinking. So plenty to say. Likely to test 3 rd person rather than 1 st person. [Both accepted in mark scheme]	Family in a field by the sea and a tent. In colour – clear colours for items of clothing. Plenty to say. (Esp as familiar with Speaking task with structured questions). Likely to test 3 rd person rather than 1 st person. [Both accepted in mark scheme]	All require 1 st person + present tense 4 th BP incl ‘pets you have’ – <i>assumes ownership</i>

AQA	Edexcel	Eduqas
Criteria		
AO2 – 10 marks - 2 marks per sentence: Clarity/ambiguity • The relevant message is clearly communicated. • The message is relevant but has some ambiguity and causes a delay in communication. • The message is irrelevant or cannot be understood.	AO2 – 8 marks – 2 per sentence Degree of communication • Relevant information clearly communicated in a sentence or clause. • Relevant information partially communicated in a sentence or clause. Check - Q: Reference to marking crossed out work / marking only the first 4 sentences removed from final version.	AO2 (6 – 3 bands) Relevant - clear and understandable • Responses to most requests for information demonstrate an understanding of what is presented, with mainly relevant information relating to the written prompts. • Most responses are clear and understandable.
		AO3 (2 – 2 bands) Grammar and vocabulary • <i>Some accurate grammatical structures are applied.</i> • <i>Simple vocabulary is used.</i>
Mark schemes: Indicative content		
Yes – extensive Many sample responses to this specific task given and categorised as 0/1/2 marks	Yes – extensive Additional guidance	No indicative content
Access Considerations		
1 st or 3 rd person accepted – candidates can imagine they are one of the people	3 rd person, so applicable to all	1 st person only
Straightforward instructions	Straightforward instructions	
Partial communication credited	Partial communication credited	Partial communication credited
No option – avoids delay in starting the paper	No option – avoids delay in starting the paper	
Very clear spacing for answers: Layout makes length of expected response clear.	Very clear spacing for answers: Layout makes length of expected response clear.	Box for answer. No lines
FOUNDATION WRITING - PARAGRAPHS TASK		
Question 2	Question 2	Section B/ question 2

AQA	Edexcel	Eduqas
Task type		
5 bullet point prompt – 50 words (AO1 + 5 + AO3 = 15) No choice	14 marks 3 bullet point– formal context - 40-50 words Opinion, facts, present + future (choose 1 of 2)	3 bullet point prompt (60-80 words) 9+3 = 12 No choice
SAMS Foundation writing task 2: commentary		
5- BP to structure. All present tense 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.	2 options 3 BP to structure 2 present - 1 future 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. OR 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. 2 present - 1 future <i>Good idea to have reviews... authentic context, used on Trip Advisor etc. in TL.</i>	Local area: Describe / what you like / a problem All present tense
Criteria - F		
AO2: 5 (5 bands) + AO3 -5 = 15	AO2:9 + AO3 – 5 = 14	AO2: 9 + AO3:3 = 12

AQA	Edexcel	Eduqas
AO2 Coverage + Clarity 5 bands – 2 marks per band • A full coverage of the required information. [/good/reasonable / partial / minimal] • Communication is clear [mostly, perhaps occasional ambiguities / generally, likely to be ambiguities. Sometimes, instances where messages not conveyed/ often not clear, frequent instances where messages not conveyed] <i>Specific about how many BPs needed to reach each band. (So quantifiable coverage)</i> • All five (<i>at least 4, 3, 2, 1</i>) bullet points are covered. • Communication is clear. [<i>mostly – occasional lapses in clarity; generally – several lapses; sometime clear, regular lapses in clarity, often not clear, many lapses in clarity</i>)]	AO2 - 9 3 bands – 3 marks per band • All three bullet points <i>Two or more, one or more</i> addressed • Some [<i>limited, little or no</i>] development of ideas • Most of the response is comprehensible <i>some parts, few parts</i> .some messages may be unclear [<i>sometimes breaks down, often breaks down</i>] <i>Final version clearer for defining coverage and clarity.</i>	AO2 Relevance & extension, clarity, opinions & justification(9 – 3 bands) • the written response to the stimulus conveys mainly [<i>some / scant</i>]] relevant information with occasional extended responses.[<i>may be undeveloped, scant detail</i>] • Communication is comprehensible [<i>sometimes</i>] but sometimes lacks clarity. [<i>unclear / often unclear</i>] • Able to express thoughts and points of view with some justification. [<i>express a few thoughts and some points of view</i>]

AQA	Edexcel	Eduqas
AO3 –5 Attempt at Variety of vocab + Grammar structures Incidence of errors + impact on communication Although there may be errors, they do not generally impede communication <i>[may be frequent errors, occasionally impede / likely frequent errors, sometimes impede / likely frequent errors, regularly impede / likely errors in vast majority of sentences]</i>	AO3 – 5 3 bands – 2-2-1 Variety of words – variety of structures – accuracy • Some <i>(limited/ minimal)</i> variety of vocabulary and phrases • Simple <i>(simple, minimal use of)</i> grammatical structures with some <i>(limited, likely to repetitive)</i> variety, <i>some (≠ limited, no blank)</i> linking of sentences with conjunctions • Some <i>(limited, minimal)</i> accurate language, mostly minor <i>(some major / frequent both major and minor)</i> errors. <i>Note that expectation of level of accuracy has been reduced from draft</i>	AO3 Grammar (accuracy) + vocab (range) (3 – 3 bands) • Generally <i>[a few / few]</i> accurate grammatical structures applied throughout. • A range of vocabulary is <i>used [simple, very simple]</i>
Mark schemes: Indicative content		
Very detailed – specific to the task <i>NB look at indicative content in mark schemes to identify what is deemed necessary for top mark: 2 pronouns + 1 example of a multiple verb</i>	No exemplification specific to this question. Additional guidance gives definitions and examples of language used in criteria: development, complex, variety, minor error, major error, hinder clarity, prevents communication.	No indicative content
Access considerations		
Familiar context which all taking exam should be able to relate to.	Choice helpful, likely to reflect experience of teenagers.	No choice – so context fixed
Clear instructions	Clear instructions	‘A problem in your local area’
Clear spaced lines for answer: each sentence is a new line	Clear continuous spaced lines all together. No template.	Clear continuous spaced lines all together. No template.
Number of words not essential.	Number of words not essential.	Number of words not essential.
Present tense only is sufficient	Present + 1 future	Present tense only is sufficient

AQA	Edexcel	Eduqas
FOUNDATION WRITING GRAMMAR MULTICHOICE (aqa ONLY)		
Question 1	n/a	n/a
Task Type	n/a	n/a
SAMS Foundation Writing single sentences response: commentary		
Complete 5 sentences with correct word (m/c 1 out of 3)	n/a	n/a
Criteria	n/a	n/a
Correct/iuncorrect	n/a	n/a
Mark schemes: Indicative content		
Not necessary	n/a	n/a
Access Considerations		
Clear spacing.	n/a	n/a
OVERLAP WRITING TASK FOUNDATION/HIGHER		
Section B Question 5	Question 3	Section B/ question 3
3 bullet point prompt – 90 words (choice of 2) (AO2 10 AO3 5 = 15) (Overlap)	4 BP prompt –informal context - 80-90 words (choice of 2) (Overlap) 18 marks Present, past future	Task 3 (overlap) – but CRITERIA ARE DIFFERENT Open ended writing, with reference to a stimulus in French
SAMS Overlap writing task: Commentary		
EITHER Describe: • what sort of programmes you watch on TV or online • a recent celebration • what you will do during the summer. <i>Free time email</i> <i>BP1: Present tense (sorts of TV programme you watch)</i> <i>BP2: Past (recent celebration)</i>	EITHER • 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. <i>Context: shopping</i> <i>BP1: Present (types of shops in your areas)</i> <i>BP2: Present opinion+ reason (shops)</i> <i>BP3: Past What you bought recently</i> <i>BP4: Future (where you will go for next trip)</i>	No choice. Write a review of a concert or show. No guidance in English on what you could write but 98 words of French text given as a source/prompt/model.

AQA	Edexcel	Eduqas
<i>BP3: Future (what you will do in summer)</i> OR Describe: • what you like about your area • a recent visit to a place of interest • a future event in your area. <i>Local area article</i> <i>BP1: Present (what you like)</i> <i>BP2: Past (recent visit)</i> <i>BP3: Future event</i>	OR • 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. <i>Context: Travel</i> <i>BP1: Present (public transport where you live)</i> <i>BP2: present opinion + reason (of transport)</i> <i>BP3: past (how went to school last week)</i> <i>BP4: future (where you will go this summer)</i>	
Criteria		
AO2: 10 + AO3 5 = 15	AO2: 13+ AO3:5 = 18	AO2: 15 + AO3: 5 = 20
AO2 Coverage, clarity, development, relevance – 5 bands - 10 – • All three(<i>all 3, at least 2, at least 1, at least 1</i>) bullet points are covered. • Communication is clear (<i>mostly, occasional lapses in clarity / generally, likely to be lapses in clarity / sometime, regular lapses / often not , very many lapses</i>) • Ideas are regularly [<i>often, may be, n/a, n/a</i>] developed with a lot of relevant information (<i>quite a lot, some, little, very little</i>) being conveyed.	AO2 – 4 bands (4,3,3,3) Coverage, development, clarity • — All 4 bullets addressed (<i>3 or more, two or more, one or more</i>) • Frequent (<i>some/occasional/little or no</i>) development of ideas • Response is comprehensible (<i>generally, some parts, limited parts</i>), with occasional (<i>some, message sometimes breaks down, message often breaks down</i>) ambiguity.	AO2 Communication, relevance, (15 – 5 bands) The written response to the stimulus demonstrates an understanding of what is presented, with mainly relevant information relating to the task set, with the help of the written prompt. [<i>mostly + some / some+some / limited+ some / very simple</i>] • Most sentences are clear and understandable. [<i>despite lapses / with some clarity / limited_ begin to select relevant/very simple</i>] • Most sentences convey ideas and points of view clearly and appropriately to the

AQA	Edexcel	Eduqas
		text set, with the help of the written prompt <i>[some, . Simple]</i> Responses that are over-reliant on the written prompt will be limited to band 2 (6/15)
AO3 Range of Vocabulary, complexity of language & structure, timeframes, frequency of minor/major error Range of Vocabulary, complexity of language & structure, timeframes, frequency of minor/major error • A good variety (<i>variety, some, limited, very narrow</i>) of vocabulary is used. • There are regular attempts at complexity of language and structure. <i>[some, occasional, mainly simple, simple]</i> • There are references to all three time frames <i>[at least 2 / at least 2/ non /no] / which are mainly successful. [mainly, not always, no , no]</i> • Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences. <i>[mainly minor, some major / some major and minor but overall more accurate than inaccurate / frequent major and minor and generally inaccurate overall / highly inaccurate]</i>	AO3 Range of vocabulary + grammatical structures, incl complexity, timeframes, accuracy/errors • Some variety (<i>range of common, limited range of common,</i>) of vocabulary and grammatical structures, occasional complex language, some extended (<i>occasionally extended, short simple</i>) sentences • Generally (<i>some, limited</i>) successful use of past, present and future timeframes • Generally (<i>some, limited</i>) accurate language; some (<i>mostly, frequent</i>) minor (<i>mostly minor; some major</i>) errors.	AO3 Grammar (accuracy) + vocab (range), communication + clarity (5- 5 bands) • Generally accurate grammatical structures applied but with occasional lapses. <i>[some lapses / some+more frequent lapses / attempted+frequent / occasionally attempted]</i> • A range of vocabulary is selected to convey ideas and points of view. <i>[some misused vocab / straightforward range + some misused / simple / basic]</i> • The message is generally conveyed, but with occasional lapses. <i>[more frequent lapses, some parts conveyed, occasionally understandable]</i> • The structure of phrases and sentences supports the clarity of what is written. <i>[sometimes, occasionally, attempted, occasionally attempted]</i>
Mark schemes: Indicative content		
Very detailed – specific to the task 2 examples of each option given – 4 in total	Exemplification to demonstrate 3 aspects of the marks scheme: best fit; distinction between AO2/AO3 + vocabulary.	No indicative content

AQA	Edexcel	Eduqas
	2 examples for option 1 given. (Option 2 not done). <i>Personally I would award higher marks based on the criteria given.</i>	
Access Considerations		
Clear instructions Scene setting - familiar	Clear instructions Scene setting - familiar	
Choice allows for increased access to area of interest / personal experience	Choice allows for increased access to area of interest / personal experience – most have experienced public transport / shopping – and these are on the list of expected scenarios in this spec.	No choice of topic, so less likelihood of being matched to personal experience
Clear lay out – wide lines	Clear lay out – wide lines	Clear lay out – wide lines
Indicative content gives details required for full marks: multi-clauses / multiple pronouns + detail	Indicative content gives details required for full marks: multi-clauses / multiple pronouns + detail	
OVERLAP WRITING TASK 1		
Section B Question 2.1 or 2.2 See Foundation question Same criteria	Question 1a or Question 1b See Foundation Question 3 Same criteria	Section B Question 1 See Foundation question 3 Same task but different criteria: exactly the same as criteria for Q3 (see below)
HIGHEST LEVEL WRITING TASK		
Section C Question 3.1 or 3.2	Question 2a or Question 2b 22 marks	Section B Question 2 <i>NO CHOICE</i>
	ability to express pros and cons, explain and narrate, using a combination of present, past and future timeframes	
2 bullet point question – 150 words (choice of 2) (AO1 15 AO3 10 = 25)	4 bullet point question – formal context - 130-150 words (choice of 2) (AO1 17 + AO3 5 = 22]	3BP – 15-170 words (15+5 = 20)
SAMS Highest level writing task: Commentary		

AQA	Edexcel	Eduqas
EITHER Context: post for a wellness website – positive lifestyle Describe: • the importance of living healthily • how you will live a happy life in the future. BP1: Importance of living healthily <i>[statements + justification]</i> BP2: How you will live a happy life in the future <i>[Future]</i> OR Describe: • the positive aspects of being a celebrity • when you watched your favourite celebrity recently. Context: article about celebrity culture – social media post BP1: the positive aspects of being a celebrity <i>[statements and justifications]</i> BP2: when you watched your favourite celebrity recently <i>[Past]</i> <i>Because of themes/topics approach and the regular pattern for this question, candidates will be prepared for these tasks – the format and the content.</i> <i>Fewer BPs = more freedom to communicate what they can BUT less structure (e.g. prompts which would ensure complexity)</i> <i>No requirement to cover all tenses</i>	EITHER Context: Healthy living for an online magazine • • 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. BP1: what makes a healthy diet <i>[statements and justification]</i> BP2 The pros and cons of eating out <i>[statement + justification]</i> BP3: What healthy activities you did last week <i>[past tense]</i> BP4: How you will stay healthy this weekend <i>[future tense]</i> OR Context: Schools – online magazine • 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. BP1 What makes a good school <i>[statements and justification]</i> BP2: The pros and cons of single sex schools <i>[statements and justification]</i> BP3: what happened at your school recently <i>[Past]</i> BP4: your education plans for next year <i>[future]</i> Because of themes/topics approach, candidates will be prepared for these topics – the format and the content.	Article about your town: BP1: Why you like living there <i>[statement and justification]</i> BP2: What you can do in the area <i>[modal + infinitive – descriptive]</i> BP3: What you would like to change in the area <i>[conditional – negatives etc.]</i> No choice Could be written in present tense with 1 conditional. Some structure to encourage complexity. <i>More BPs = more structure to encourage complexity BUT less freedom to communicate what they can?</i>

AQA	Edexcel	Eduqas
	<i>More BPs = more structure to encourage complexity BUT less freedom to communicate what they can?</i>	
Criteria		
AO2 (20) + AO3 (5) =25	AO2 (17) + AO3 (5)	AO2 15 + AO3 5 = 20 Identical to Section B/2- including reference to the written prompt (perhaps an oversight?)
AO2 15 – 5 bands (4 3 per band) Relevant information – development – clarity of communication Excellent [v good, reasonable, basic] response • a lot[quite a lot/ adequate amount / reasonable some / limited) of information is conveyed in relation to the task • regular successful [regular attempt – mostly successful, some successful, a little, very limited) development of ideas, accounts and/or description • communication is clear [mostly/ usually/, sometimes unclear, often unclear) with little or no lapses in clarity (a few/, some/-regular,-are instances frequent ..) 1 BP only = maximum band 3 (12)	AO2 17 – 5 bands (4 – 3- 3- 3- 4) Coverage – development of ideas - comprehensibility —All 4 BP addressed-all 4, 3 or more, 2 or more, 1 or more] • Consistent [frequent, occasional, limited] development of ideas • Response is easily comprehensible [comprehensible, generally, some parts, limited parts it is rare that the message is not immediately clear [occasional message may be unclear,some messages may be unclear/difficult to understand immediately /-message sometimes breaks down, message often breaks down]	AO2 (omission at top .. written prompts in. Missing ‘English’?) 15 – 5 bands (3 per band) Understanding(?) – relevant information – clarity/understandable/engaging – extended/developed • The written response to the stimulus demonstrates a perceptive understanding of what is presented, with detailed and relevant information relating to the task set, with the help of the written prompt. [understanding, mainly / relevant / some relevant] • The written response is consistently clear, understandable and engaging. [clear+understandable not engaging / most / despite some lapses in clarity] • Responses are extended and develop ideas and points of view clearly and

AQA	Edexcel	Eduqas
		appropriately to the task set, with the help of the written prompt. <i>[Develop / convey clearly / most sentences/]</i> <i>Possible oversight? Reference to the written prompt – this goes with overlap task which shares these criteria</i> <i>Perceptive – engaging – ask how defined?</i>
AO3 –10 marks Grid one: Range and use of language (5) Very good variety of appropriate vocabulary and grammatical structures. <i>[good, some, little, very little]</i> • Complex language is regularly attempted and is often successful. <i>[regularly and generally / occasionally and sometimes / often short and simple, but regular long sentences / structures mainly simple]</i> Grid two: Accuracy (5) • The response is usually accurate <i>[generally, reasonably, more accurate than inaccurate / mostly inaccurate]</i> , although there may be occasional major and some minor errors, especially in attempts at more complex structures. <i>[several, there errors in simple and complex/ frequency major and minor/ in all sentences /</i> • Verbs and tense formations are secure. <i>[generally correct / sometimes correct / often incorrect / nearly always incorrect]</i>	AO3 – 5 marks – 3 bands (2,2,1 at top) Vocab + grammatical structures – Tenses – accuracy/incidence of errors • A wide <i>[some, occasional]</i>, variety of vocabulary and grammatical structures, frequent <i>[some, occasionally]</i> extended sentences, frequent <i>[some, occasional]</i> complex language • Consistently <i>[some, occasional]</i> successful use of past, present and future timeframes • Consistently <i>[generally, some]</i> accurate language; any errors are minor <i>[mostly minor & occasional major, frequent errors- some of them major]</i> , Discrimination by frequency NB - Top band does not allow any major error	AO3 – 5 marks Grammatical structures – vocabulary – accuracy – clarity & engagement Accurate grammatical structures applied, with few errors. <i>[some, generally+some / with occasional lapses / some lapses]</i> • An ambitious range of vocabulary is selected to convey ideas and points of view. <i>[engaging / wide range / range / some misused words and phrases]</i> <i>Ambitious – ask how defined?</i> • Consistently accurate message conveyed throughout. <i>[mostly / occasional lapses / generally conveyed / more frequent lapses]</i> • The structure of phrases and sentences consistently supports the clarity of what is written and engages the reader.

AQA	Edexcel	Eduqas
		<i>[supports / mostly supports / supports / sometimes supports] [check wording]</i>
Mark schemes: Indicative content		
Very detailed – specific to the task 2 examples for each task. 4 in total.	No exemplification. Generic additional guidance gives definitions and examples of language used in criteria: development, complex, variety, minor error, major error, hinder clarity, prevents communication.	No indicative content
Access Considerations		
Clear instructions Scene setting – familiar – with reference to themes/topics rehearsed	Clear instructions Scene setting – familiar – with reference to themes/topics rehearsed	
Choice allows for increased access to area of interest / personal experience. – all will have healthy living issues + and celebrity culture is theme which is studied, so these are on the list of expected scenarios in this spec	Choice allows for increased access to area of interest / personal experience – all will have healthy living issues + school – and these are on the list of expected scenarios in this spec.	No choice .
2 bullet points – 1 present tense requiring a judgement e.g. opinion and justification) + 1 another time frame. This can allow more freedom to develop the theme - but pupils may need to take initiative to demo features required by mark scheme Not much structure – only 2 BPs – but this is a familiar layout which AQA uses, so teachers have experience of preparing students for this style of question. No need for prompts for each tense, as this is not a requirement in AQA.	4 bullet points – gives student structure in a high stakes exam – e.g. in covering tenses which is a requirement for criteria in this task More BPs = more guidance on including complexity, but insistence on tenses may be unnatural	3 bullet points – gives some structure [present x2, condition x 1] .. but pupils may need to take initiative to demo features required by mark scheme
Clear lay out – wide lines	Clear lay out – wide lines	Clear lay out – wide lines
Indicative content gives details required for full marks: multiclauses / multiple pronouns + detail		

AQA	Edexcel	Eduqas
TRANSLATION		
DfE: Reference Paragraph 9e: translate in writing short sentences or texts, from the language to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language;		
Ofqual conditions:		
FOUNDATION TRANSLATION TASK		
Question 3	Question 4	Question 4
Translation	Translation 10 marks 5 sentences – increasing difficulty	Translation 35-40 words 4x sentences
SAMS Foundation Translation: Commentary		
5 unrelated sentences within common theme (family, weather, tech, school, activity) 4 present tense: I have, there is, X is, X is 1 past : I went Detail: month, description, opinion, transport – quantity – adjective (straightforward), preposition with transport	5 related sentences : school 6 present tense: I love, my x is, the teacher is +I learn, I work 1 past: I studied 1 modal : I can find Detail: place (at home) frequency (every evening), if 2 Adjectives – one before the noun, one after	4 related sentences (On holidays) Verbs: 3 present: I love + infinitive, I go, we stay, 1 past: we visited Detail: season, with whom, where x2(preposition – near / in) 2 adjectives – both before the noun
I have a brother There is a lot of snow in January My mobile phone is small and red In my opinion the work at school is very hard Yesterday I went to town by car	a) I love school b) My favourite subject is History c) The teacher is interesting and I learn a lot. d) Last year I studied at home every evening e) If I work well, I can find a good job.	• I love going on holiday in the summer. • Normally I go with my parents and a friend. • We stay in a large hotel near the beach. • Last year we visited a beautiful castle in the countryside.
Criteria		
[NO AO2]	AO2 – 6 marks	[NO AO2]

AQA	Edexcel	Eduqas
	Meaning + clarity 3 bands: 0, 2, 2, 2 Meaning of the original language[<i>some parts, limited parts</i>] is appropriately transferred: [<i>partially</i>] Only the occasional message may be unclear or incomplete [sometimes breaks down/incomplete, frequently unclear/incomplete] <i>Valid to include in AO2 – conveying meaning. But understandably inextricably tied up with AO3!</i>	
AO3 – 10 marks	AO3 – 4 marks	AO3 – 10 marks
Two grids, each with holistic criteria Grid one: Rendering of the original meaning (5) The meanings of all or nearly all [<i>most/some/few/very few</i>] elements of the original language are appropriately and sufficiently rendered. [Markscheme gives instructions for exact number of elements needed for each of the 5 bands e.g. 15 elements, 3 elements per band.] Grid two: Knowledge of vocabulary and grammar Very good [<i>good, reasonable, limited, very limited</i>] knowledge of vocabulary and grammar — highly accurate [<i>generally, more accurate than inaccurate, generally inaccurate, highly inaccurate</i>].	4 marks – accuracy of grammar and vocab; frequency of minor/major errors • vocabulary and grammatical structures [was ordered grammar and vocabulary] are generally (<i>sometimes, limited, minimal instances</i>) accurate; • Some (<i>some, many</i>) minor errors and may be occasional (occasional <i>some, frequent, most</i>) major error. <i>Quantified by frequency of minor/major</i> <i>Much better than draft</i>	10 marks – 4 bands: 2-3-3-2 Holistic: AO3 Grammar, vocab and communication • Grammatical structures are generally translated accurately. [<i>generally / with 1/2 errors, with some accuracy, some lapses / frequent lapses</i>] • Vocabulary is mostly translated accurately. [<i>generally, sometimes, attempted</i>] • The meaning is conveyed clearly [<i>mostly. Occasionally, conveyed occasionally</i>]

AQA	Edexcel	Eduqas
<i>Quantified by proportion communicated + frequency of accuracy</i>		
Mark schemes: Indicative content		
Yes – specific to this task. Grid identifying element of original language / indicative content / alternative acceptable renderings / reject Very detailed exemplification of mark scheme (5 examples at different levels)	Indicative appropriate transference of meaning given. 3 exemplifications: 9/10 6/10 and 3/10 General to all tasks: Additional guidance gives definitions and examples of language used in criteria: development, complex, variety, minor error, major error, hinder clarity, prevents communication.	Correct translation given
Access Considerations		
Clear lay out – 2 wide lines after each sentence	Clear lay out -1 wide line after each sentence	Clear lay out - columns
Minor inaccuracy tolerated	Minor inaccuracy tolerated	Minor inaccuracy tolerated
Clear instructions + clear English	Clear instructions + clear English	Clear lay out – columns
HIGHER TRANSLATION TASK		
Translation (AO3 – 10)	Translation (AO2 - 6+ AO3-4=10)	Translation (AO3 10)
Section A	Question 3	Question 3
Info	o Students are required to translate a short paragraph from English into French. o The individual sentences are ordered by increasing level of difficulty - linked to one of the thematic contexts listed in the specification.	Question 3
SAMS Higher Translation - Commentary		
5 separate sentences – varied contexts – school – family – environment - social -healthy living	Paragraph on single topic (free time / music) 6 clauses:	Paragraph of 8 sentences on single topic (free time)

AQA	Edexcel	Eduqas
7 clauses: Modal – 1st sg Simple future – 3rd sg Impersonal verb + infinitive Present + future 1st sg Venir de+ infinitive - pour + infinitive Detail: frequency. Time,	Present: 2 x Verb + inf – 1st singular; Present: 2x 3rd person Present : 1st person sg Past – 1st plural Detail: preposition place x2, frequency, time, conjunction, 2x object pronouns	(9 verbal clauses) Present: 3rd sg (2) / 3rd pl (3) / impersonal / Perfect: 1st pl Immediate future: 1 (1st pl) Future: 3rd sg Check: Would it be acceptable to use ‘on’ 4 times in these translations. So – no 1st sg
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.	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.	Young people always say that there is nothing to do. In my opinion <u>it's false!</u> You can become a member of a youth club. They organise activities which don't cost a lot. Last week we had an Italian cooking lesson On Saturday evening we are going to watch a film. It will be great
Criteria		
AO3: 10	AO2: 6 + AO3:4 = 10	AO3: 10
	AO2 3 bands: 0, 2, 2, 2 Meaning + clarity Meaning of the original language is consistently and appropriately [mostly, partially].transferred Any lack of clarity is rare [occasional message unclear or incomplete, message sometimes breaks down or is incomplete]	

AQA	Edexcel	Eduqas
	<i>Valid to include in AO2 – conveying meaning. But understandably inextricably tied up with AO3!</i>	
AO3: 10	AO3: 4	AO3: 10
Same as Foundation. (Discrimination is in the sentences to be translated)	4 marks – accuracy of grammar and vocab; frequency of minor/major errors • vocabulary and grammatical structures [was ordered grammar and vocabulary] are consistently (<i>generally, sometimes, limited</i>) accurate; • any errors are minor [minor errors occur, major errors are rare / errors include some major / frequent errors both major and minor] <i>Quantified by frequency of minor/major</i>	10 marks – 4 bands (2/3/3/2) First three bands equate to top 3 bands of F 10 marks – 4 bands: 2-3-3-2 Holistic: AO3 Grammar, vocab and communication • Grammatical structures are translated accurately. [<i>generally / with some accuracy, with some elapses</i>] • Vocabulary is translated accurately. [<i>mostly, generally, sometimes</i>] • The meaning is conveyed clearly and consistently [<i>clearly, mostly. Occasionally</i>] top band requires perfection Band 4: (top) Accurately Check – subject content requirement
Mark schemes: Indicative content		
Grid identifying element of original language / indicative content / alternative acceptable renderings / reject Very detailed exemplification of mark scheme (6 examples at all levels with ticks and explanations) 5+5=10 / 4+4 = 8 / 4+3 = 7/ 3+2 = 5 / 2+2 = 4 / 1+1 = 2	Indicative appropriate transference of meaning given. 3 exemplifications: 8/10 7/10 and 3/10 General to all tasks: Additional guidance gives definitions and examples of language used in criteria:	Correct translation given No examples for other bands.

AQA	Edexcel	Eduqas
Additional guidance specific to task given within this section of the mark scheme.	development, complex, variety, minor error, major error, hinder clarity, prevents communication. Full marks indicative content given.	
Access considerations		
Clear lay out – 2 wide lines after each sentence	Lines on page after paragraph.	Blank space under paragraph.
Minor errors not heavily penalised	Minor errors not heavily penalised	Top band = perfection
Straightforward English	Straightforward English	Straightforward English
GRAMMAR MULTICHOICE (AQA ONLY)		
A task testing students’ understanding and accurate application of the prescribed grammar. Students will complete five short sentences with a missing word, selected from three options.	n/a	
SAMS Foundation m/c grammar - Commentary		
	n/a	n/a
Criteria		
	n/a	n/a
Mark schemes: Indicative content		
	n/a	n/a
Access considerations		
	n/a	n/a
SAMS Higher m/c grammar - Commentary		
	n/a	n/a
Criteria		
	n/a	n/a
Mark schemes: Indicative content		
	n/a	n/a
Access considerations		
	n/a	n/a

AQA	Edexcel	Eduqas
SPEAKING		
Reference Paragraph 9g:		
Non-exam assessment (NEA)		
Ofsted conditions: Timing and length of read aloud text		
Title of Paper		
Paper 2	Paper 2	Component 1
Themes		
Reference: For spoken and written production, the expected language will be from the defined content (vocabulary, grammar, and sounds) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.		
In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.	Each of the six read aloud cards, per tier, will reflect one of the thematic contexts. Each of the six role play cards, per tier, will reflect one of the transactional settings. Each of the six picture cards will reflect one of the thematic contexts. Students will choose the thematic context for their picture task 2 weeks in advance of the assessment from a choice of 2. (There are 6 contexts). The short conversation following the picture description will be within the same pre-selected thematic context. Students are free to use vocabulary from anywhere across the specified vocabulary list in their spoken responses. Students may also use vocabulary from outside the vocabulary list in their spoken responses.	No reference to themes/topics
Timing - Total time – requirements from Ofqual		
•7—9 minutes (Foundation tier) + 15 minutes' supervised preparation time 10—12 minutes (Higher tier) + 15 minutes' supervised preparation time All: 5 weeks period April-May		
Marks		

AQA	Edexcel	Eduqas
F+H 50 MARKS	F+H 50 marks	F+H 50 marks
Weighting		
25%	25%	25%
Arrangements for NEA - speaking		
Packs can be opened up to 3 days in advance of first test	Opened no more than three days before the start of the assessment period	Recommend no more than 15 in one day
Number of sets		
9 sets per series	6 sets per series	3 sets per series
Allocation of tasks		
In advance using sequence chart -allows all three themes to be covered	Edexcel generates this in advance – takes into account pupil’s choice of theme for picture + conversation	Instructions will be provided
Invigilation of preparation		
		Prep room – with exam invigilator who is not a subject specialist No holding room – but centres must be mindful to limit opportunities for collusion in the setting of their assessment schedules’
Student preparation		
Students will not be permitted to read their passage out loud during their supervised preparation time. Students will be allowed to make notes, on Additional answer sheets (as many as needed) , during their supervised preparation time and take them into the exam room to use at any point during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain	15 minutes prep – final minute in the examination room where practise out loud (recorded) Make any notes – max 1 side A4 In addition, can directly annotate reading aloud card	Candidates should practise reading aloud sub vocally. Candidates can make notes on single side of A4– no restriction on number, but no complete or continuous sentences. Cannot write on task cards

AQA	Edexcel	Eduqas
General Guidance		
Timing		
Maximum total time. Recommended times only for separate tasks. Allows for flexibility.	Maximum total time. Recommended times only for separate tasks. Allows for flexibility.	
	Cf writing General guidance on using levels-based mark schemes Additional guidance: Interaction between AO1/AO2 and AO3 – picture task question (they are treated separately – no limitation) Errors AO3 definition – picture task only minor (may or may not hinder clarity – examples of both given in grid) major – prevents meaning being conveyed Glossary of terms: addressed, developed, comprehensible, complex, variety, differentiation terms.	AO3:5 (read aloud) + AO1: 10 (q/a) = 15
READ ALOUD TASK + SHORT CONVERSATION		
Reference: 9g(i) read aloud a short written text and undertake a short unprepared conversation relating to the text;		
Not permitted to read out loud in prep time/room.	Final minute of prep to practise aloud in exam room (recorded) Can annotate task card Must hand in stimulus card before Qs Qs can be repeated twice. No rephrasing, no supplementary.	Practise sub vocally in prep room Cannot mark card
Task 2	Task 1	Task 1
Requirements		
Read aloud passage (minimum 35 words)	Read aloud	Read aloud (5 marks)

AQA	Edexcel	Eduqas
Answer 4 unseen, scripted questions (no adjustment allowed) Compulsory questions based on text. (But not comprehension of text) Answers can be based on vocab and structures in the passage.	Answer 2 straightforward questions to elicit brief opinions on the overall content of the passage (But not comprehension of text) The follow-up questions assess the ability to express likes /dislikes /preferences / opinions related to the content of the read aloud passage. Answers can be based on vocab and structures in the passage.	Answer 3 unseen questions (10 marks)
Timing		
F: 2.5 minutes recommended H: 3.5 minutes recommended	F: 1.5-2 minutes recommended H: 2-2.5 minutes recommended	Read aloud Up to 1 minute Unprepared conversation F: 1-1.5 minutes H: 2-2.5 minutes
Marks		
AO3: 5 (read aloud) +AO1:10 (q/a) = 15	AO3: 8 (read aloud) +AO2: 4 (q/a) = 12 <i>[relatively slightly more weighting on AO3 SSC.]</i>	AO3:5 (read aloud) +AO1: 10 (q/a) = 15
READ ALOUD - FOUNDATION		
SAMS Reading aloud Foundation: commentary		
F: Text within a theme (e.g. education and work) – present tense - clear layout. Mixture of first person and 3rd person statements, sometimes 3rd person	F: Test within a theme (e,g, family) – present tense - clear layout. Mixture of first person and 3rd person statements, sometimes 3rd person	Deliberately no reference to theme
Sample Task 1 :]15 sounds tested highlighted] 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.	Sample Task 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.	Sample task : Card A1 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.

AQA	Edexcel	Eduqas
	Normalement, je mange à la maison et je regarde la télévision 1 SSC not in the subject content list?	4 SSC not in the subject content list – not sure if the ou+r should be expected
Criteria - Foundation		
AO3 – SSC - 5 <i>5 There may be minor errors and a few major errors in pronunciation.</i> <i>4 There are regular minor and some major errors in pronunciation.</i> <i>3 There are frequent minor and frequent major errors in pronunciation.</i> <i>2Pronunciation is rarely accurate.</i> <i>1Pronunciation is very rarely accurate.</i> <i>0Does not meet the standard required for Level 1 at this tier.</i>	AO3: 8 (4 bands, 2 per band) Clarity and comprehensibility of pronunciation based on knowledge of SSC: - Pronunciation is mostly generally [sometimes, occasionally, limited] clear and comprehensible, - lapses in SSCs have little or no impact [occasionally make the message unclear/difficult to understand immediately, sometimes cause the message to break down, often cause the message to break down] Guidance: : Students will not be assessed on the quality of their French accent, but on the extent to which their pronunciation is clear and comprehensible, Anglicised accents will not impact success as long as .. SSC accurate. Examiners told not to look at the text when listening – check afterwards for areas of uncertainty	AO3 /5 SSC – Pronunciation - intonation - Say most sound-symbol correspondences, with some success. [most, some] - Generally accurate pronunciation, but with occasional lapses. [More frequent lapses, some accurate pron] - Intonation of individual words, phrases and sentences supports the clarity of the message. [sometimes, occasionally]
Mark scheme: Indicative content		
Specific to the task. Sound being tested emboldened.	Guidance on application of read aloud grid given for one of the cards to exemplify impact of mispronunciation e.g. je mange – mispronunciation of verb endings impacting on the comprehensibility pf present/past/imperfect tenses	None

AQA	Edexcel	Eduqas
Accessibility Considerations		
Clear layout	Clear layout. Option to annotate and practise aloud	Same small font as the instruction
READ ALOUD FOLLOW-UP QUESTIONS - FOUNDATION		
SAMS Foundation Read aloud follow up : Commentary		
• 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 ?	Q1. Qu'est-ce que tu aimes faire pour ton anniversaire ? Q2. Qu'est-ce que tu penses de la télévision ?	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 ?]
1 open-ended (1) 2 closed (1,3) 1 opinion (Similar pattern for others) All present tense		3rd person present tense about text 2 open-ended questions for 1 st person, 1 present, 1 future
Criteria – Foundation Follow Up		
AO21: Response to compulsory questions /10 5 bands, 2 marks per band Response + clarity + extension + development • All [3,2,1] questions are answered clearly [<i>clearly, clearly, understandably, understandably</i>]	AO1/ 4 'Students are awarded for an appropriate and clearly communicated response to the teacher's question. []not relevant or appropriate. []. 0 For each message: 2 Response fully communicated.	1. Response to questions [AO1 / 10] AO1 logical – understanding spoken questions BUT criteria refer to relating to the written passage. <i>This task cannot fit neatly into any AO as it requires response to speaking AND writing</i>

AQA	Edexcel	Eduqas
• At least two <i>[1,0,0]</i> answers have an extended response and at least one other <i>[1,1,1]</i> is developed well <i>[well,minimally, minimally, limited]</i> <i>Definitions given for all terms used in the grid with examples of sentences. (Not specific to the tasks given)</i>	1 Response partially communicated, some ambiguity. 0 No rewardable communication. Guidance on application of mark grid taking one set as an example Targeted per utterance	Understanding prompt – relevant Response clear and understandable Ideas and Points of view conveyed clearly and appropriately • Replies to all questions in a way that demonstrates understanding of spoken prompts and questions, <i>[some, some, limited, x]</i> -with mainly relevant information relating to the passage or their experience of its theme. <i>[some, beginning to select / may be relevant]</i> • Most responses are clear and understandable. <i>[despite some lapses, some understandable, occasional clarity]</i> • Most responses convey ideas and points of view clearly and appropriately to the question/prompt. <i>[omit clearly / appropriately / with occasional clarity]</i>
Mark schemes: Indicative content		
Mark grid specific on quantifying response	Guidance on application of mark grid given to show difference between full / partial Some ambiguity if full subject pronoun / verb not given.	Mark grid does not quantify clearly
Accessibility considerations		
All present tense	All present tense	

AQA	Edexcel	Eduqas
Allows for personalised response to all questions; not dependent on the text)	Allows for personalised response to all questions; not dependent on the text)	1 question dependent on understanding text 2 allow for personalised response
Possible to refer to text for individual words, but not possible to lift answers from the text	Text handed in after read aloud - not available for reference during questions	1 answer can be lifted from text
Avoids double penalty of mixed skill testing: No reading comprehension tested	Avoids double penalty of mixed skill testing: No reading comprehension tested	
Question can be repeated once - check	Question can be repeated twice after first time	Question can be repeated, then paraphrased , but if paraphrases needed more than twice, cannot reach band 5.
READ ALOUD HIGHER		
SAMS Read aloud Higher: Commentary		
Samples vary – familiar / unfamiliar, 1st person/3rd person; variety of tenses / no tenses 20 sounds tested within the text, e.g.: Sample 10 Hier, j’ai quitté la maison à huit heures avec mon frère. Alors, nous sommes arrivés au collège en retard. Mon premier cours était les sciences. Heureusement, le prof est sympa. Il est toujours drôle et il aide ses élèves. A l’avenir, je voudrais travailler dans une école à Paris.	<i>Most examples are present tense – occasional immediate future /conditional. No obvious pattern.</i> Dans ma famille, nous sommes sept. J’ai des frères jumeaux qui ont huit ans et deux demi-soeurs. On aime bien passer du temps ensemble et on fait souvent la fête à la maison. Pour les anniversaires, je pense qu’organiser un grand repas chez nous est plus agréable que d’aller au restaurant.	Pour ma famille et moi, c’est très important de protéger l’environnement. Depuis des années, on ne jette presque rien à la poubelle, nous utilisons peu d’eau et je prends de plus en plus les transports en commun. On achète toujours les produits bio et hier on n’a pas mangé de viande.
	7 SCC not in subject content (and possibly ou+r not there...)	3 SCC not in subject content – and not sure about ou+r Plus : need to understand grammar in order to know whether or not to pronounce the ‘s’

AQA	Edexcel	Eduqas
Criteria – Higher – Read Aloud		
1 Reading aloud: [AO3 – SSC] 5 Pronunciation is always or nearly always accurate but there may be an occasional minor error. 4 There are a few minor errors in pronunciation. 3 There are some minor errors and very occasional major errors in pronunciation. 2 There are minor errors and a few major errors in pronunciation. 1 There are regular minor and some major errors in pronunciation. 0 Does not meet the standard required for Level 1 at this tier.	AO3 Clarity + Comprehensibility of pronunciation, impact on message Pronunciation is consistently (<i>clear, generally clear, sometime clear</i>) clear and comprehensible, any lapses in SSCs have no (<i>have minimal, little or no (???) occasionally make the message unclear/difficult to understand immediately</i>) impact on message (See F for more guidance – Anglicised OK)	[I assume strands are independently marked...] 1 Read aloud [AO3 /5] SSC – Pronunciation – intonation • Successfully say all sound-symbol correspondences.<i>[nearly all, most], most with some success, say most]</i> • Consistently accurate pronunciation throughout, possibly with some repairs. <i>[accurate, some repairs / occasional lapses / generally accurate some lapses / more frequent lapses]</i> • Intonation of individual words, phrases and sentences consistently supports the clarity of the message to engage the listener. <i>[remove to engage / mostly support clarity / supports clarity / sometimes supports clarity]</i>
Mark schemes: Indicative content		
Marking guidance. Not specific to each task. Example of major errors that affect communication: e.g, je produced as j'ai or vice versa Example of minor error e.g. initial i in words such as intéressant produced as in the English word in	As F: Guidance on application of read aloud grid given for one of the cards to exemplify impact of mispronunciation. e.g. on aimé – mispronunciation of verb endings impacting on comprehensibility of present/past/imperfect	None
Accessibility Considerations		
See Foundation comments	See Foundation comments	See Foundation comments
READ ALOUD FOLLOW UP QUESTIONS - HIGHER		

AQA	Edexcel	Eduqas
SAMS Read aloud follow-up questions: commentary		
H: Source = Text with a theme –3 tenses - clear layout. Compulsory questions based on text – answers can draw on passage. (So showing understanding). Pattern All present, usually 2 statements, 1 simple opinion (penser de) and 1 importance/advantages/opinion	All present tense and related to text	No obvious pattern, Varied demand across the three samples – eg, timeframes: A1: 3 pres tense, 1 future A2: 2 present, one past, one conditional A3: 1 present, 2 past, 1 future
• Quel est ton jour préféré au collège ? • Qu'est-ce que tu penses des règles au collège ? • Parle-moi des clubs dans ton collège. • Quelle est ton opinion d'aller à l'université ?	Comment aimes-tu fêter ton anniversaire? Quel est ton avis sur les restaurants? Note that there have been several changes to take account of sensitivities (e.g. families) <i>I am not sure why the format of q1 has been changed sometimes - no obvious regularity – mix of inverted / not inverted. Some apparently more demanding than others.</i>	1. Qu'est-ce qu'Alex fait pour protéger l'environnement ? [Que fait Alex pour l'environnement ?] 2. Qu'est-ce que tu fais pour aider l'environnement ? [Que fais-tu pour l'environnement ?] 3. Quels sont les problèmes dans ta région à ce moment ? [Il existe quels problèmes à ce moment ?] [error] 4. Qu'est-ce que tu feras de différent à l'avenir pour protéger l'environnement ? [Que vas-tu faire pour aider l'environnement ?]
		3 could be lifted
Criteria - Higher		
AO1: Response to compulsory questions /10 5 bands, 2 marks per band Same as Foundation. • All [3,2,1] questions are answered clearly [<i>clearly, clearly, understandably, understandably</i>]	AO1/ 4 [as F] 'Students are awarded for an appropriate and clearly communicated response to the teacher's question. []not relevant or appropriate. []. 0	AO1 / 10 RESPONSE: Understanding prompt – detail + relevant COMMUNICATION SKILLS: Response clear and understandable

AQA	Edexcel	Eduqas
At least two <i>[1,0,0]</i> answers have an extended response and at least one other <i>[1,1,1]</i> is developed well <i>[well,minimally, mimimally, limited]</i> <i>Definitions given for all terms used in the grid with examples of sentences. (Not specific to the tasks given)</i>	Same as Foundation: For each message: 2 Message clearly Response fully communicated. 1 Message Response partially communicated, some ambiguity. 0 No rewardable communication.	Ideas and Points of view - length, development, relevance - Replies to all questions in a way that demonstrates perceptive understanding of spoken prompts and questions, <i>[understanding/understanding/understanding / some understanding]</i> with detailed and relevant information relating to the passage or their experience of its theme. <i>[mainly detailed and relevant / relevant / mainly relevant / some relevant]</i> - Responses are consistently clear, understandable and engaging. <i>[clear and understandable / : / most / despite some lapses]</i> - Responses are extended and develop ideas and points of view clearly and appropriately to the question/prompt. <i>[extended and develop / develop clearly and appropriately / convey appropriately / most / appropriately]</i>
Mark schemes: Indicative content		
as for Foundation Mark grid specific on quantifying response	AS for foundation Guidance on application of mark grid taking one set as an example Targeted per utterance Guidance on application of mark grid given to show difference between full / partial and ambiguity	None

AQA	Edexcel	Eduqas
Accessibility Considerations		
All present tense	All present tense except for one example in theme 'studying and my future'.	Mixture of tenses
Check – can they be repeated?	Can be repeated twice after first time	Can be repeated once and paraphrased once
Text available for reference during questions, but answers cannot be lifted from it	Text must be handed back before questions put.	Most answers can be lifted from the text
ROLE PLAY		
Reference: Paragraph 9g (ii) undertake role play(s), including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous;		
Task 1	Task 2	Task 2
Timing		
F+H: 1.5 minutes recommended	F+H: 1-1.5 minutes recommended	F: 1-1.5 minutes H: 2-2.5 minutes
Marks		
AO 2: 10 marks	AO1: 10 marks	AO1 5 marks+ AO2 5 marks = 10 marks
Preparation		
Prepared immediately before in prep room.	Prepared immediately before in prep room.	Prepared immediately before in prep room.
Requirements		
Tasks in English – unambiguous One role play 5 utterances F + H: 1 question Give info and ask 1 question F: 4 present tense, 1 past or future	Tasks in English – unambiguous 1 role play 5 utterances, including F: 1 question H: 2 questions F: Present tense only H: one in future timeframe A transactional role play [functions listed] – setting from a defined list [settings listed] – see appendix to this document at the end	1 role play Written prompts in English Spoken prompts in French [no need to understand spoken prompts in order to do task]
Criteria		
F+H: 10 [AO1] Communication without ambiguity	F+H 10 [AO1]	F: AO1 [5] + AO2 [5]

AQA	Edexcel	Eduqas
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.	Response without ambiguity Communication: 0/1/2 for each of the 5 2 Response fully communicated. 1 Response partially communicated, some ambiguity.	Communication with some hesitation, mostly clearly 0/1/2 for each of 5
		H: AO1 [5] + AO2 [5] Communication with confidence, clearly without ambiguity 0/1/2 for each of 5
		AO2 = respond to written English prompt AO1 = respond to spoken prompt
SAMS Foundation Role Play: Commentary		
Role Play One of the themes 5 utterances F + H: 1 question Give info and ask 1 question F: 4 present tense, 1 past or future	Role Play One of set themes for this section (transactional) F: 5 numbered tasks 3 statements – one opinion – one question	Role Play Any topic 5 bullet points: 1 statements (often ‘je voudrais’) – no pattern, so some future, some past, come no tenses. 1 question
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.)	Context: At the hotel in Scenario: • You are in a hotel in France, 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.	Context : arranging to go out • Salut (candidate’s name) Qu’est-ce que tu fais ce soir ? What you are doing tonight [for example, I am watching TV] • Moi je fais mes devoirs (aussi). Quel jour est-ce que tu voudrais sortir ? Which day you would like to go out [for example, I would like to go out on Monday]

AQA	Edexcel	Eduqas
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.	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.	• 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 !
<i>Can key phrases can be lifted from the teacher question? - check</i>	<i>Can key phrases can be lifted from the teacher question? - check</i>	<i>Can key phrases can be lifted from the teacher question? - check</i>
Criteria - foundation		
F: 10 [AO1] Communication without ambiguity 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.	F 10 [AO1] Response without ambiguity Communication: 0/1/2 for each of the 5 2 Response fully communicated. 1 Response partially communicated, some ambiguity.	F: AO1 [5] + AO2 [5] Communication with some hesitation, mostly clearly 0/1/2 for each of 5 <i>NB no need to understand spoken French in order to do the task...]</i>
Mark schemes: Indicative content		
Clear guidance for answers for 2/1/and 0 Appendix gives exemplification of each level in detail for every role play.	Clear guidance for each utterance for 0/1/2	Indicative content for perfect answers. 'Look for and reward any valid alternatives' No guidance on partial communication.
Accessibility Considerations		
Present only – any person of the verb accepted	For statements, no need for imagination, so even if not within their experience, reasonable to ask them to use this language.	

AQA	Edexcel	Eduqas
	However, for questions, more need for imagination e.g. 'ask a question about a café'.	
Question – variety of formulations allowed	Question – variety of formulations allowed	
No defined vocabulary required	No defined vocabulary required	
Can use notes – full sentences if required [unlimited notes]	Can use notes – full sentences if required [1 side of A4 allowed for the whole test]	
		Candidates instructed to 'attempt full responses'
Predictable context: social conversation settings (as for picture task)	Predictable scenarios as listed for role play/ (formal, transactional)	Suggested answers given in English
Informal context – Tu/je used by examiner	Candidate can use 'tu' even in formal situations [but teacher will use vous, so prompt has verb conjugated with vous rather than tu)	
Partial communication rewarded	Partial communication rewarded	Partial communication rewarded
Can questions be repeated?	Questions Can be repeated twice after first hearing	Can questions be repeated?
SAMS Higher Role Play: Commentary - Higher		
Role Play One of the themes H: 4 bullet points: 2 details per BP; 1 includes an opinion; . 1 requires either future or past; 1 BP question	Role Play One of set themes for this section (transactional) H: 5 numbered tasks Incl 2 questions (1 present, 1 future) (Mostly present – occasional future)	5 bullet points 4 statements – usually in 2 parts 1 question Verbs can be picked up from Teacher prompt
1 Say what type of film you prefer and why. (Give One type and one reason.) 2 Describe your favourite actor is and describe them. (give two details.) 3 Say something you did in your free time last week. (Give two details.) 4 Give one advantages of playing sport.	1. Say what is wrong with you. 2. Say who is with you. 3. Say how long you will be staying in France. 4. Ask A question about the hospital 5. Ask a question about medication	Salut (candidate's name), quel est ton petit boulot ? What part-time job you have [for example, I work in a shop] • Moi j'ai un petit boulot aussi. Ask a question about their job [for example, where do you work?]

AQA	Edexcel	Eduqas
?5 Ask your friend a question about free time.		• Give an appropriate response (Je travaille dans un supermarché les samedis...). Quand est-ce que tu travailles ? When you work [for example, I work on Sundays] • Qu'est-ce que tu as fait après ton boulot la semaine dernière ? What you did after work last week [for example, I went swimming] • Moi, aussi. Qu'est-ce que tu voudrais faire comme métier à l'avenir ? What you want to do for work in the future [for example, I want to be a teacher] • Ça c'est intéressant.
Higher Criteria		
As Foundation H: 10 [AO1] Communication without ambiguity 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.	H 10 [AO1] Response without ambiguity Communication: 0/1/2 for each of the 5 2 Response fully communicated. 1 Response partially communicated, some ambiguity.	H: AO1 [5] + AO2 [5] Communication with confidence, clearly without ambiguity 0/1/2 for each of 5 AO2 = respond to written English prompt AO1 = respond to spoken prompt <i>(NB no need to understand spoken French in order to do the task...)</i>
Mark schemes: Indicative content		
As Foundation	As Foundation	As Foundation
Accessibility?		
As Foundation	As Foundation	As Foundation
TALK ABOUT VISUAL STIMULI		
Reference: talk about one or more visual stimulus/stimuli, such as (connected) photographs or pictures, and extend this conversation into a short unprepared interaction.		

AQA	Edexcel	Eduqas
Task 3	Task 3	
‘Photo card discussion’	Picture task with conversation	Connected photographs discussion
Timing		
F: 4-5 minutes recommended	F: 4.5-5.5 minutes recommended, of which: Picture description 1.5-2 minutes (12 marks) Broader conversation 3-3.5 minutes (16 marks)	F: 4-5 minutes
H: 6-7 minutes	H: 7-8 minutes recommended Picture description 2-2.5 minutes (12 marks) Broader conversation 5-5.5 minutes (16 marks)	H: 5-6 minutes
Marks		
AO2:5 AO1: 15 + AO3: 5 = 30	AO1: 20 + AO3: 8 = 28	AO1: 15 + AO2: 5 + AO3:5 = 25
Requirements		
Theme randomly generated by AQA. Candidate not told the theme in advance of the test.	The thematic context (there are 6 in the spec) will be pre-selected by the candidate – a choice of one from two thematic contexts randomly generated by Pearson 2 weeks before the test period. [So not possible to avoid prep for 5 out of 6 contexts over the 2-year course] The AO provides 3 cards for each thematic context. (e.g. My personal world) 3 different photos representing subjects within the context are paired in 3 combinations.	
1 photo card with 2 photos relating to one topic within one theme. (not the reading aloud theme) So candidates could concentrate on preparing 2 of the 3 themes and be sure to get one of them.	1 photo card with 2 pictures from the same Thematic context each with a different focus from within the theme. The student chooses 1 picture from 2 on the ecard) [in colour] <i>NB The student knows the thematic context 2 weeks in advance of the test, but not the subtopic.</i>	1 card with connected photos (4 on SAM)

AQA	Edexcel	Eduqas
	NB these topic areas are not defined in the spec, so not necessarily predictable.	
Tasks		
TASK: DESCRIPTION + FOLLOW-UP QUESTIONS		
Q1– describe photos Ask candidate to talk about the photos (instruction in French – ‘parle-moi des photos’)	Part 1 Part 1 Q1 – Extended description of picture - 3 compulsory BP (the people, the location, the activity) – teacher can prompt	Q1 – describe xxx (relating to the picture)
	Part 2 1 related to the photo 2 compulsory questions related to the chosen photo [usually one subject typically associated with the theme] [Can be repeated twice]	
Unseen questions for follow up. No requirement to cover specific topics within theme. teacher uses own. Can broaden to any of the three topics within the theme- - aim = to enable student to develop personalised responses. NB Spec states : As this conversation is unprepared, students must not know in advance of the Speaking test which questions, theme or topic areas will be covered in their test. It is also not permissible for teachers to narrow the scope of questions by discussing in advance with students their preferred areas for inclusion during the test.	Part 3 Opening question – compulsory subject, with suggested wording (can be adapted) [The subject will be different from the compulsory questions] Then conversation on this subject and other areas of the thematic context and interests and experience of the candidate. Three suggested questions, one for each of past, present and future tenses are provided as support,. Not compulsory. Teachers free to use alternative questions to suit the level of their candidates. Sustain a free flowing conversation – responding to what he student is saying...	3 defined unseen questions , each with an alternative paraphrase, to follow up [no other questions from examiner] (Penalty for use of over 2 paraphrases)

AQA	Edexcel	Eduqas
	Prompts for teacher in guidance notes on what students should be enabled to do (6 BPs).	
Foundation Criteria		
Describe photo + follow up (combined)	Describe photo(s)	
SAMS – Foundation Visual Stimuli: Commentary		
-1 x Photo card Theme-based (different from reading aloud themes) 1st question compulsory: Parle-moi de la photo e.g. Card A : adult + child having breakfast preparing food + Family playing football	Part 1 Describe ONE of these pictures. You will tell your teacher which one you have chosen to describe. Your description must cover: • people • location • activity e.g. FPT1 Thematic context: My personal world 1: Family finishing meal in kitchen 2:Family looking at phone outside with drinks Teacher allowed to prompt if necessary (max 3 times) As Foundation - prompts cannot be rephrased Cannot write on stimulus card (Et) les personnes ? • (Et) c’est où ? • (Et) que font-ils ? • Autre chose ?	DISCUSSION BASED ON CONNECTED PHOTOGRAPHS Use the four photographs below to describe a day at school. You will start first. PHOTOS: students arrive at school a school classroom lunchtime playing sport at school
n/a	Part 2 = 2 compulsory questions on the picture 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 th	n/a

AQA	Edexcel	Eduqas
	e quesiton. One word answers will not be sufficient to gain full marks. Qs unseen - e.g. 1: a) Quel est ton repas préféré ? (b) Qu'est-ce que tu aimes faire à la maison ? 2 : a) Qu'est-ce que tu aimes boire ? (b) Où est-ce que tu aimes aller avec tes ami(e)s ?	
Have a conversation on any or all of the prescribed topics within the theme. No specific Guidance given in booklet on questioning techniques.	Part 3 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 as detailed as possible. Examiner choice of follow-up questions. The first should relate to the content of the picture All questions can be repeated twice afterwards e.g. 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	Your teacher will then ask you five questions in French. They will ask you each question twice. You should show your understanding of the connected photographs in your response and try to give extended responses to the questions you are asked. Follow-up questions. All questions must be read twice by the teacher-examiner, if the candidate does not understand the question the second time, the paraphrased question provided in square brackets may be asked. [Penalty if more than 2 needed] 1. Qu'est-ce que tu étudies comme matières au collège ? [Que fais-tu à l'école ?] 2. Qu'est-ce que tu fais normalement comme activités avec tes amis ? [Que fais-tu avec tes copains ?]

AQA	Edexcel	Eduqas
	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 ?	3. Qu'est-ce que tu penses des cours au collège ? [Quelle est ton opinion des leçons ?] 4. Qu'est-ce que tu vas faire après l'école ce soir ? [Quelles sont tes activités ce soir ?] 2 statements 1 opinion 1 timeframe
Foundation Criteria		
Description of picture		
1. [AO2] Convey information 5 levels – 1 mark per level. • Quite a lot of information is conveyed. <i>[some, some, little, very little]</i> • Information may lack clarity from time to time <i>[repeat, and occasionally breaks down, regularly break down, barely understandable]</i>. Deduct one mark if only one photo talked about.	Part 1 – describe a picture (8+4) AO4 2: Response to a stimulus Communication content – coverage + development / Clarity (8) 4 bands – 2 1 per level • or more bullet points addressed (<i>repeat, one or more, repeat</i>) • generally developed to describe different, relevant aspects of the picture. <i>[some/occasional brief/little or no]</i> • Response is generally comprehensible (in some parts, some parts, limited parts) • <i>Some messages may be unclear [message may occasionally break down,/ sometimes breaks down, often breaks down</i>	1. AO2 Strand 1: Understand the picture in speech <i>[rather contrived -but necessary with these AOs.]</i> 0-5 5 bands – 1 mark per level Understanding – clarity of response – ideas & points of view • Responses to all stimuli demonstrate an understanding of what is presented, <i>[mostly, some, limited, very simple]</i> with mainly <i>[some/beginning to select some, / relevant information relating to the written and visual prompts.</i> • Most responses are clear and understandable. <i>[despite some lapses/some clarity/occasional clarity]</i>

AQA	Edexcel	Eduqas
		Most responses convey ideas and points of view clearly and appropriately to the written and visual prompts. [<i>convey ideas a dPoV / some convey appropriately / simple thoughts with occasional clarity / v simple info with occasional clarity</i>]
n/a No AO3 for this part]	AO3: Linguistic knowledge and accuracy (4) Variety – accuracy + type of error Some [<i>occasional., limited, minimal</i>] variety of vocabulary and grammatical structures Generally [<i>some, limited, minimal</i>] accurate use of language; <i>some minor errors, there may be an occasional major error [erros occur; some of them major; frequent errors in both major and minor; errors throughout, most of them major</i>	n/a[No AO3 for this part]
n/a	Part 2 = 2 compulsory questions on the picture	n/a
n/a]	Part 2 – 2 compulsory questions AO1: response to spoken language. 2: Response fully communicated 1: Response partially communicated, some ambiguity 0: No rewardable communication	n/a
Conversation		

AQA	Edexcel	Eduqas
	Part 3 - Conversation	
AO1 (15)	AO1: Response to spoken language - 12	AO1: 15 (spoken Interaction)
5 bands – 3 marks per band • Quite a lot of [some. Some, little, very little] information is conveyed. • Regular good [<i>some good, regular minimal, / regular minimal / occasional minimal / omitted</i>] development of responses. • Information may lack clarity from time to time. [<i>lacks / lacks + occasionally messages break down / messages regular break down / hardly anything is said</i>]	– communication, development and clarity (12) <i>4 bands – 3 per level –</i> • Some relevant response to questions. [<i>occasionally/ limited, may be times when unable to respond /-minimal, often not able to respond, often relies on rehearsed language irrelevant to the question</i>] • Develops ideas with some extended sequences of speech [<i>occasional, little or no,]</i> • Response is generally comprehensible [some parts, limited parts, isolated parts] may be unclear message may occasionally break down, sometimes, frequently]	5 levels – 3 marks per level Understanding question (relevant answers) [<i>understanding / some understanding /limited + beginning to select relevant info / may be relevant / little relevance</i>] Clarity [<i>most clear and understandable / despite lapses / some / occasional</i>] Ideas and points of view [<i>most clearly / most / some / simple thought v simple info</i>] Interaction spontaneity <i>some spontaneity but with hesitation /occasional spontaneity / interaction undeveloped / limited / little relevance</i> (belong with understanding???) / <i>need for paraphrased questions [some / :/most / : / all]</i>
AO3: Grammar, Vocabulary + SSC 5	AO3: 4 linguistic knowledge and accuracy	AO3:5 (Grammar vocabulary SSC)
5 levels – 1 mark per level Variety of Structures + vocabulary Frequency of minor / major errors 5 levels – 1 mark per level	Variety, complexity / timeframes / accuracy + errors • Some [<i>occasional, limited, basic minimal</i>] variety of vocabulary and grammatical structures, occasional use of complex language. [<i>straightforward, repetitive, isolated words</i>]	Grammar Vocabulary incl SSC Pronunciation (why separated form SSC?) • Generally accurate grammatical structures applied [<i>:/attempted / occasionally attempted</i>] but with

AQA	Edexcel	Eduqas
• Good variety of vocabulary and <i>structures</i> [some / limited / very limited / hardly any] , but with some repetition. [regular / regular / regular / omit] • There may be frequent minor errors [frequent / very frequent / in most responses/ very frequent in nearly all responses / in all responses]. Some major errors may occur even in basic language. [in most responses / in most responses / in nearly all responses / in all responses]	• Generally [some, limited] successful use of past, present and future timeframes. • Generally [some, limited, minimal] accurate use of language; some minor, occasional major [some major and minor, many major and minor, errors throughout, both major and minor]	occasional [some / more frequent / f:] lapses. • A range of vocabulary is selected to convey ideas and points of view. [some misused / straightforward / simple / basic] • Generally accurate pronunciation, but with occasional lapses. [more frequent lapses / frequent / occasionally understandable / occasionally attempted] • Intonation of individual words, phrases and sentences supports the clarity of what is said. [sometimes / occasionally / attempted / occasionally attempted] [If more than one question needs to be paraphrased, no access to top band]
Mark schemes: Indicative content		
Picture description		
None in SAMS Detailed Marking guidance on terminology, with illustrations: • answered clearly • Answered understandably (error affects communication) • Extended response [3 clauses] • Developed well [2 clauses] • Developed minimally [adds info – noun;/adjective] • Limited – no extra informatoion	General to all tasks: Additional guidance gives definition of minor [may or many not hinder clarity] and major [prevents meaning being conveyed] error and a grid exemplifying this, + definitions and examples of language used in criteria: addressed development, comprehensible, complex, variety,	None
n/a	Compulsory questions	n/a
n/a	General to all tasks	n/a
Follow up converstaion		

AQA	Edexcel	Eduqas
Detailed Marking guidance on terminology, with illustrations: Development: • Good Development well [2 clauses] • Minimal developed by [adds info – noun;/adjective] • Limited – no extra information Clarity: • lacks clarity (grammar / pron) • Messages break down (grammar . pron / vocab)	General to all tasks: Additional guidance gives definition of minor [may or many not hinder clarity] and major [prevents meaning being conveyed] error and a grid exemplifying this, + definitions and examples of language used in criteria: addressed development, comprehensible, complex, variety,	None
Accessibility Considerations		
Can write notes in prep time including sentences	Can write notes in prep time including sentences	
Follow-up Q/A can cover any aspect of the theme	Follow-up Q/A can cover any aspect of the theme	
Q/A can be tailored to pupil's interests and experience [but NB – examples ensure coverage of tenses]	2 compulsory questions + 1 compulsory starter subject followed by Q/A which can be tailored to pupil's interests and experience	
Photo can indicate time of day	Colour photo – gives more prompts about what to say	
	Choice of cards	
	Prompts give structure for description (no need to memorise PALM!) Familiar – topic will be known 2 weeks in advance of test	<i>Note that photo card is 4-5 minutes in total.</i> <i>Expectation that student will speak for 1 minute on each question?CHECK</i>
SAMS Higher Visual Stimuli: Commentary		
As Foundation	As foundation	As foundation
Describe the photo	Describe the photo	Describe the sequence
FOUNDATION AND HIGHER TIERS See Foundation	Describe ONE of these pictures. You will tell your teacher which one you have chosen to describe. Your description must cover:	Use the four photographs below to describe a day at school. You will start first.

AQA	Edexcel	Eduqas
1 x Photo card Theme-based (different from reading aloud themes) 1st question compulsory: Parle-moi de la photo e.g. Card A : adult + child preparing food + Family playing football	• people • location • activity. You will then move on to a conversation on the broader thematic context of My neighbourhood. 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.	Your teacher will then ask you five questions in French. They will ask you each question twice. You should show your understanding of the connected photographs in your response and try to give extended responses to the questions you are asked.
n/a	Part 2 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. Unseen questions e.g.: Questions for Picture 1 (a) Qu'est-ce que tu manges normalement comme fruits ou légumes ? (b) Qu'est-ce que tu as fait récemment pour être en bonne santé ? Questions for Picture 2 (a) Qu'est-ce que tu penses des sports d'équipe ? (b) Qu'est-ce que tu as fait comme sport(s) au collège récemment ? Qs cannot be rephrased. Can be repeated twice.	n/a
As foundation Have a conversation on any or all of the prescribed topics within the theme.	Part 3 follow-on questions: Compulsory starter subject e.g. You must begin the follow-on conversation by asking the candidate to talk about SCHOOL	1. Tu reçois combien de devoirs normalement ? [Tu as combien de devoirs ?] 2. Qu'est-ce que tu as fait la semaine dernière au collège ?

AQA	Edexcel	Eduqas
No specific Guidance given in booklet on questioning techniques.	SPORTS, for example: Quel est ton avis sur l'importance du sport au collège ? Then Examiner choice of follow-up questions. <i>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.</i> • Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses. <i>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.</i> <i>(Past tense) Qu'est-ce que tu as fait pour maintenir ton bien-être récemment ?</i> <i>(Future tense) Qu'est-ce que tu feras dans ta vie pour être en meilleure santé ?</i>	[Quelles étaient tes activités à l'école la semaine dernière ?] 3. Qu'est-ce que tu vas faire l'année prochaine ? [Que vas-tu faire à l'école l'année prochaine ?] 4. Tu aimerais aller à l'université à l'avenir ? [Tu voudrais aller à l'université ?] 5. Quels sont tes projets pour l'avenir ? [Qu'est-ce que tu vas faire à l'avenir ?] In this example : 1 present, 1 past 2 future, 1 conditional. No similar pattern – so may be considered invalid to compare ... <i>Up to 4 minutes – so expectation that pupils speak for a minute per questioncheck</i>
Higher Criteria		
Describe a picture	Part 1 describe a picture only	Part 1 describe a picture only
AO2: 5 0-5 marks 5 levels – 1 mark per level. • A lot of information is conveyed. <i>[a lot/ quite a lot / quite a lot / some]</i> • Information is always conveyed clearly <i>[nearly always / nearly always / may lack clarity from time to time / lacks clarity from time to time]</i> Deduct one mark if only one photo talked about.	Part 1 – describe a picture (8+4) AO 2:Response to a stimulus Communication content – coverage + development / Clarity (4) 4 bands – 1 per level • All three <i>(repeat, 2 or more, repeat)</i> bullet points addressed. • Consistent detailed development of ideas <i>(frequent development, ideas generally developed,</i>	1. AO2 Strand 1: 5: Understand the picture in speech 0-5 5 bands – 1 mark per level Understanding – clarity of response – extended & develop ideas & points of view Responses to all stimuli demonstrate a perceptive understanding of what is presented, <i>[understanding / :/:/some understanding]</i>

AQA	Edexcel	Eduqas
	<i>some development of ideas</i>) to describe different, relevant aspects of the picture. Response is easily comprehensible <i>(comprehensible, generally comprehensible, comprehensible in some parts)</i> ; it is rare that the message is not immediately clear.<i>(the occasional message may be unclear/difficult to understand immediately, Response is generally comprehensible; some messages may be unclear, Response is comprehensible in some parts; the message may occasionally break down.)</i>	-with detailed and relevant information relating to the written and visual prompts <i>[mainly / relevant / mainly relevant / some relevant]</i> . Responses are consistently clear, understandable and engaging. <i>[not engaging / :/ understandable / despite some lapses in clarity]</i> Responses are extended and develop ideas and points of view clearly and appropriately to the written and visual prompts. <i>[not extended / convey ideas and PoV / most convey ideas and PoV / not clearly, just appropriately]</i>
n/a	AO3: (4) Range of vocab + structures / accuracy / type of error Wide range of relevant vocabulary and grammatical structures <i>[a variety / some variety / occasional variety]</i> Consistently accurate use of language, [mostly / generally / some] any errors are minor <i>[some minor / some minor occasional major / some major]</i>	n/a

AQA	Edexcel	Eduqas
n/a	Part 2 – 2 compulsory questions (4) AO1: response to spoken language. 2: Response fully communicated 1: Response partially communicated, some ambiguity 0: No rewardable communication	n/a
Conversation	Part 3 conversation	Converstaion
AO1 - 15	AO1 – 12	AO2 Strand 1(spoken Interaction) 15
5 bands – 2 per band Quantity / development + extension / clarity • A lot of information is conveyed. <i>[repeat / quite a lot / repeat / some]</i> • Consistent good development <i>[repeat / repeat /regular; some]</i> with regular extended responses <i>[some / occasional / omit / omit]</i> • Information is always or nearly always conveyed clearly.<i>[but occasional lapses / generally / may lack clarity from timem to time / lacks clarity form tiem to time]</i>	4 bands – 3 per band Relevance / development + extension / clarity • Gives consistently <i>[frequently, some, occasional]</i> relevant responses to questions. • Develops ideas throughout <i>[develops, develops, develops]</i> with consistently <i>[frequently, some, occasionally]</i> extended sequences of speech. • Response is easily comprehensible <i>[comprehensible, generally comprehensible, comprehensible in some parts]</i> ; it is rare that the message is not immediately clear.<i>[occasional message unclear immediately, some message unclear, the message may occasionally break down]</i>	5 levels – 3 marks per level Understanding question (relevant answers) Clarity Ideas and points of view Interaction spontaneity/ need for paraphrased questions (belong with understanding?) Replies to all questions in a way that demonstrates perceptive understanding of spoken questions, with detailed and relevant information relating to the questions.) <i>[perceptive, detailed and relevant /understanding, mainly relevant / understanding , relevant (so higher than previous) / understanding, mainly relevant / some]</i>

AQA	Edexcel	Eduqas
		• Responses are consistently clear, understandable and engaging. [<i>:/most / most despite lapses</i>] • Responses are extended and develop ideas and points of view clearly and appropriately to the questions. [<i>not extended / not develop / most convey clearly / most convey /</i>] • Interaction features spontaneity, engaging with the listener. [<i>but with little hesitation / hesitation / some spontaneity / occasional spontaneity</i>]
Grammar, Vocabulary + SSC [AO3] 5 marks 5 levels – 1 marks per level Structures + vocabulary Frequency of error • Wide variety of vocabulary and structures. [<i>very good / good but occasional repetition / some repetition / regular repetition</i>] • There may be a few minor errors. [<i>some / quite a lot / frequent / frequent</i>] Few or no major errors when more complex language is attempted. [<i>some / occasional, not only in complex / some even in basic language / some major in most responses</i>]	AO3 -4 Range of G&V / Timeframes / accuracy • Wide range of vocabulary and grammatical structures, [<i>variety, some occasional</i>] frequent [<i>some, occasional,</i>] use of complex [<i>straightforward</i>]d language. • Consistently successful use of past, present and future timeframes. [<i>predominantly, generally, some</i>] • Consistently accurate use of language, [accurate, generally, some] any errors are minor. [<i>some, occasional major, some major errors</i>] • Wide range of vocabulary and grammatical structures [<i>variety, some, occasional</i>] , frequent use of complex language [<i>some, occasional, straightforward</i>]	AO3 (Grammar vocabulary SSC) 5 Grammar Vocabulary incl. SSC Pronunciation (why separated from SSC?) • Accurate grammatical structures applied, with few repairs. [<i>some repairs / generally accurate / with occasional lapses/ with some lapses</i>] • An ambitious range of vocabulary is selected to convey ideas and points of view. [<i>engaging range (!) / wide / range / with some misused words /</i>] • Consistently accurate pronunciation throughout, possibly with some repairs. [<i>accurate / occasional lapses / generally accurate / more frequent lapses</i>]

AQA	Edexcel	Eduqas
	- Consistently successful [<i>frequently, generally, some, occasional slip in complex constructions</i>] use of past, present and future timeframes. - Consistently accurate [<i>accurate, generally accurate, some accurate</i>] use of language, any errors are minor [<i>some minor, some minor, occasional, major / some major and minor</i>]	Intonation of individual words, phrases and sentences consistently supports the clarity of what is said to engage the listener. [<i>remove engage (/ mostly supports / supports (check order) / sometimes supports</i>]
Mark schemes: Indicative content		
No Marking guidance to terms minor + major errors with examples	No Additional guidance	No
Accessibility Considerations		
As foundation	As foundation	As Foundation

Appendix

EDEXCEL ROLE PLAY - In the role play, students will be required to give and receive information, answering and asking questions. The students' interactions could include any of the following:

- make transactions (buying tickets, ordering food etc)
- make plans, appointments or reservations
- explain or give reasons
- describe
- express likes / dislikes / preferences / opinions
- ask for advice
- make a complaint or report a problem
- ask / talk about activities.

Role plays will be transactional in nature and will always be in one of the following settings:

- Café / restaurant
- Shop / market / shopping centre
- Hotel
- Train station
- Tourist information office
- Cinema / theatre / concert hall
- Campsite
- Leisure centre
- Doctor's surgery / hospital
- In town

The role play assesses communication only and has been designed so that students can respond to the prompts using vocabulary drawn from the vocabulary list.

Each assessment series, Pearson will provide six role play stimulus cards, which will use six different settings from the above list.

The role plays are all set in a formal context. Students are not required to use the formal register.