London Branch
Association for Language Learning

A Webinar with Helen Myers: Getting to grips with the new GCSE

London Branch
Association for Language Learning

Introductions

- Moderating team: David Blow and ALL London committee members
- Presenter – Helen Myers

London Branch

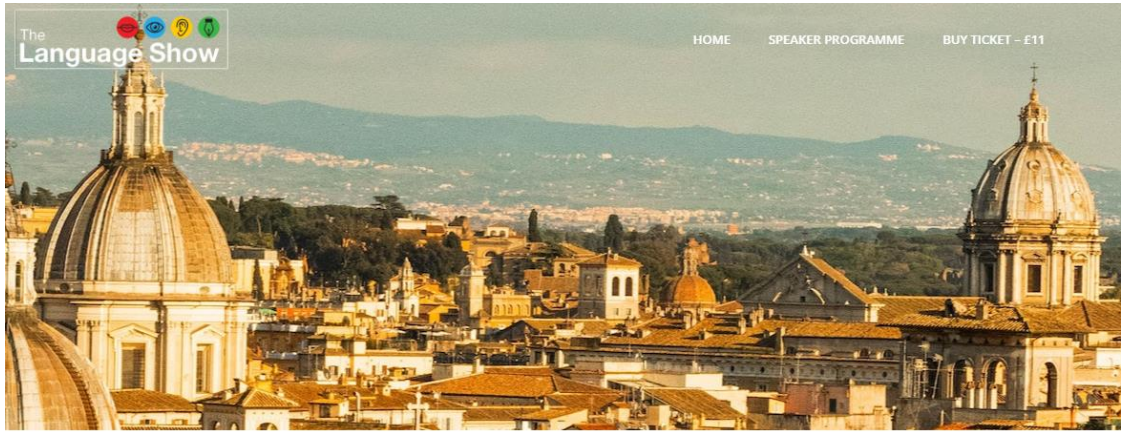
Association for Language Learning

https://www.all-languages.org.uk/join/

Who is already a member?

London Branch
Association for Language Learning

Coming soon ….. 11th November



The Language Show
10th-12th November 2023
Virtual Event
brought to you virtually through the support of Linguascope

Welcome to the Language Show, the UK's number one event for language learners, language teachers and everyone who loves languages.

Brought to you through the support of Linguascope.

https://languageshowlive.co.uk/

Saturday 15.00-15.45: GCSE 2024 - French German Spanish update.

Now that the new GCSE specifications have bee accredited and are available for first teaching from September 2024 and first testing in Summer 2026, Helen Myers, former President of ALL, current member of ALL's management board and Chair of the ALL London branch, will offer an objective reflection on the changes from the current GCSE, the differences between the exam boards, and a reflection on KS3 and practical ideas.

Saturday 17.00-18.15: Language Teachers' 'Show and Tell'.

A very popular and regular feature of the Language Show, presented by Helen Myers and Joe Dale of the Association for Language Learning London Branch, teacher participants (MFL and TEFL) are invited to speak for a maximum of 5 minutes about their top tip for classroom practice including teaching ideas, pupil activities and resources.

London Branch
Association for Language Learning

Coming soon .....

http://tinyurl.com/alljanevent24

London Branch

Association for Language Learning

http://tinyurl.com/alljanevent24

- 'Getting ready for the new GCSE'
- Exam board stands
- Advice for current GCSE
- Extra curricular projects / day trips / residentials / exchanges
- Trainee teacher CV sessions

ASSOCIATION FOR LANGUAGE LEARNING: LONDON REGION BRANCH
www.all-london.org.uk

All are invited to come along to:

The ALL London January Event 2024

http://tinyurl.com/alljanevent24

on

Saturday January 13th 2024 9.30 -2.30

including the

Annual General Meeting (free) 14.10 – 14.30

Venue: **BFI (British Film Institute)**

Belvedere Road, South Bank, London SE1 8XT

http://www.bfi.org.uk/

visit tfl.gov.uk for travel directions or http://tinyurl.com/ewbp7am

Waterloo (South Bank exit), Embankment and Charing Cross (cross Hungerford Bridge to reach the South Bank).
By bus: Routes 1, 4*, 26, 68, 76, 77, 139*, 168, 171, 172, 176, 188, 211, 243*, 341, 381, 507*, 521*, RV1.

Provisional Outline Programme as at 20/10/23

For more detail about sessions, biographies and up-dates Check;
https://all-london.org.uk/all-events/the-all-london-january-event-2024/

NB We will follow any government guidelines regarding COVID.
Please bring your own mug if possible!

0930	The Blue Room: Registration & tea/coffee and biscuits – the committee will be there to welcome you! ***Opportunity for Job offers + seekers to match up!***
10.00	NFT3: Introduction, welcome and essential up-dates from ALL and BFI (**Helen Myers (ALL Chair), Nick Mair (ALL Vice Chair)+ Carol-Mei Barker (BFI education)**) incl encouragement to match Job offers + seekers
10.20	NFT3 **'Getting ready for new GCSE 2026'** Presentation of latest information and panel discussion about realistic, practical ways for preparing. Chair: **David Blow (ALL Fellow)** Presenters and discussants: **Helen Myers (ALL), Adam Lamb (Head of Learning Area Languages). Supported by representatives of Awarding Organisations: AQA and Pearson** (Eduqas tbc). **OR** Studio Cinema: **Primary + KS3 focus: Sharing good practice.** Led by the ALL London Primary Hub Quartet: **Cara Bleiman, Nadine Chadier, Jayne Gill & Miriam Paridjanian**
11.30- 12.00	The Blue Room: Comfort break / top-up of coffee / chance to 'network' / view info from corporate members (incl AOs), speakers, and our sponsors and to soak up the feeling of being in a beautiful venue by the Thames! Job offers and seekers encouraged to meet up! Please bring own mug if possible to save the environment!
	The following sessions are all about how to motivate students beyond the classroom, whether far or near! We have invited practitioners to share their experiences and top tips!
1200 - 12.30	NFT3: **'Running residentials' featuring Eva Lamb, Chair at ALL Yorkshire, HOD King Edward VII School, Sheffield; Sarah Hau, HOD Newstead Wood School and other experienced colleagues**
	OR Studio Cinema: **'School-based extra curricular / linguistic experiences Cara Bleiman, Mary Heath, David Shanks and other colleagues**
1235- 13:05	NFT3: **'Running exchanges' contributions from experienced colleagues** **OR** Studio Cinema: **Day trips, UK and abroad incl BFI film days Nadine Chadier, Mary Heath, Wanda Marshall, Judith Rifeser, David Shanks and other colleagues**
13:15 - 14.00	The Blue Room: **'Getting your Years 10 and 11 ready for current GCSE: An Update for Teachers' /Examiner report feedback. Judith Rowland-Jones,** Head of Curriculum: Languages, AQA; others tbc OR **Job Application Clinic for Students. 'What are schools looking for?'** [then join GCSE session] with **Nick Mair,** Director of Languages, Dulwich College, ISMLA, Vice Chair ALL London. A 'Must' for trainee teachers preparing CVs, applications and interviews from an experienced and inspiring teacher and manager!
14.10 - 14.30	**AGM working lunch!** Annual General Meeting - Chaired by **Helen Myers** 1. Election /confirmation of committee members; 2. Reports from the Chair, Secretary, Treasurer; 3. Response to issues raised by Management Board; 4. Issues to be raised with the Management Board (please give advance notice of issues you wish to raise in writing before the event if possible); 5. AOB
& next?	*Why not book to see one of the films being shown in the afternoon?*

MAXIMUM CAPACITY 130. BOOK EARLY TO AVOID DISAPPOINTMENT!

EARLY BIRD BEFORE MIDNIGHT TUESDAY 9TH JANUARY '24: (Thereafter, £5 extra)

£1 [Pay £11 and get a £10 refund if you attend]- Students, and 'first-timer' Primary teachers and Community languages teachers [We will refund your registration fee if you attend - you only pay the admin fee

£10 ALL individual members (incl retired) or people who join on the day. **£20** - group members, **£35** - non-members.

As refreshments will be provided, it would be very helpful to know how many people are intending to attend. Please register on Eventbrite: https://tinyurl.com/alljanevent24send or email the application form below to Helen Myers, by Tuesday January 11th; otherwise send an email with the information to her. We do not take invoices.

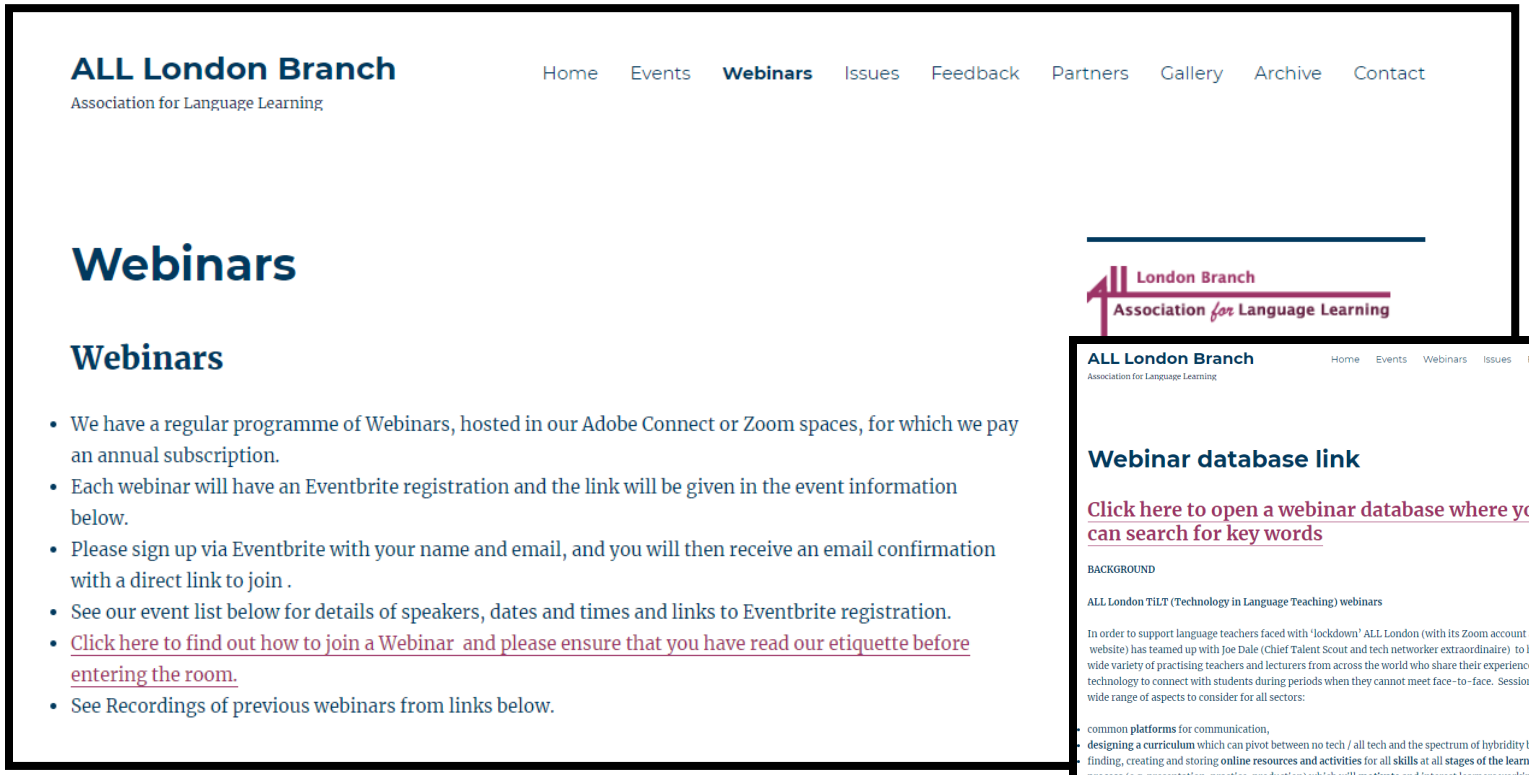
PLEASE NOTE: To cut down costs and administration time, we won't send confirmation unless you particularly ask for it... if you have paid, assume you have a place unless you hear otherwise!
If you need any more information, please ask. Thanks See next page for application form if paying by cheque.
COVID: We will follow government guidelines.

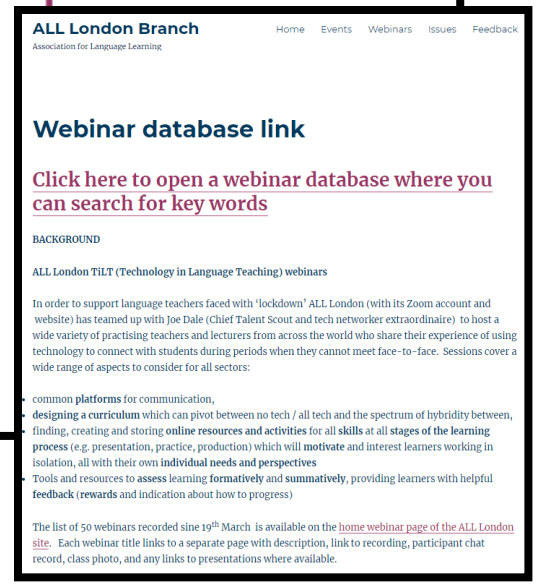
Annual conference

Save the date 8-9 March 2024

- The ALL Language World Conference is a great event for hearing speakers and replenishing enthusiasm
- 10% discount on 1 Year's Membership for those who join the Association and then register to attend Language World

Please see the link in the chat window for a link to where this recording will be stored and a list of our future webinars: https://all-london.org.uk/webinars/





London Branch
Association for Language Learning

Getting to grips with the new GCSE

Helen Myers
Association for Language Learning Volunteer

Focus: The exam papers using Sample Assessment Materials [SAMS] and mark schemes

1. To what extent do they have the same or different requirements compared with current?
2. To what extent do the exam boards have a common or different approach?
3. To what extent are there implications for your scheme of work?

Sections:

A Introduction

B Context: Documents, Timeline, Messages, Grading

C Subject Content: Vocabulary / Themes, Grammar & Phonics

D Exam Tasks: Reading; Translation into English; Listening; Dictation; Speaking; Writing; Translation into French

A: Introduction

Who am I?

ASSOCIATION FOR LANGUAGE LEARNING

Helen Myers

ALL Volunteer https://www.all-languages.org.uk

Chair of ALL London Branch

https://all-london.org.uk/

Invited Trustee and Former ALL President

www.all-languages.org.uk

X (formerly Twitter): @HelenMyers

LinkedIn https://www.linkedin.com/in/helen-myers-6111148/

Facebook
https://www.facebook.com/helen.myers.75033

YouTube https://www.youtube.com/helenmyers

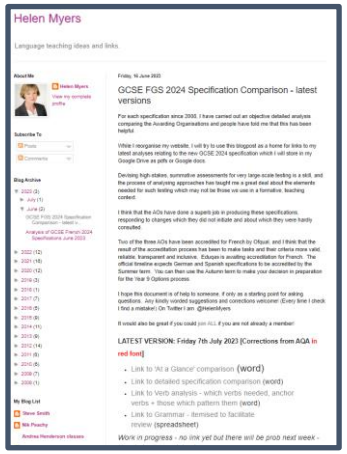
Blogspot http://helenmyers.blogspot.com/

Email helenmyers007@gmail.com

Key document

My ongoing analysis

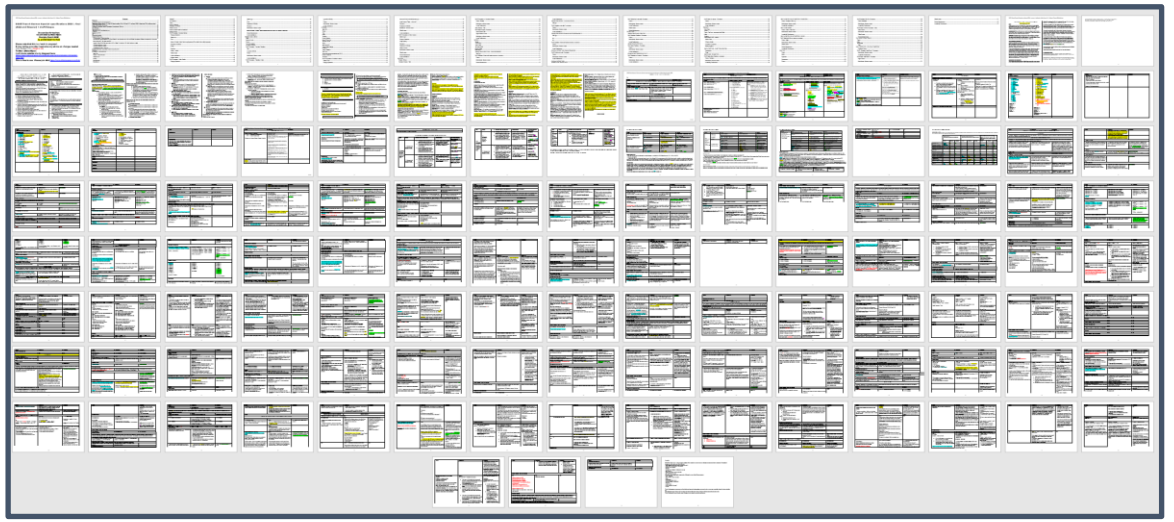
- Stored in my Google Drive
- Link via a page on my blog
- Up-dates announced via blog, Twitter + FB
- Detailed videos on YouTube!



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

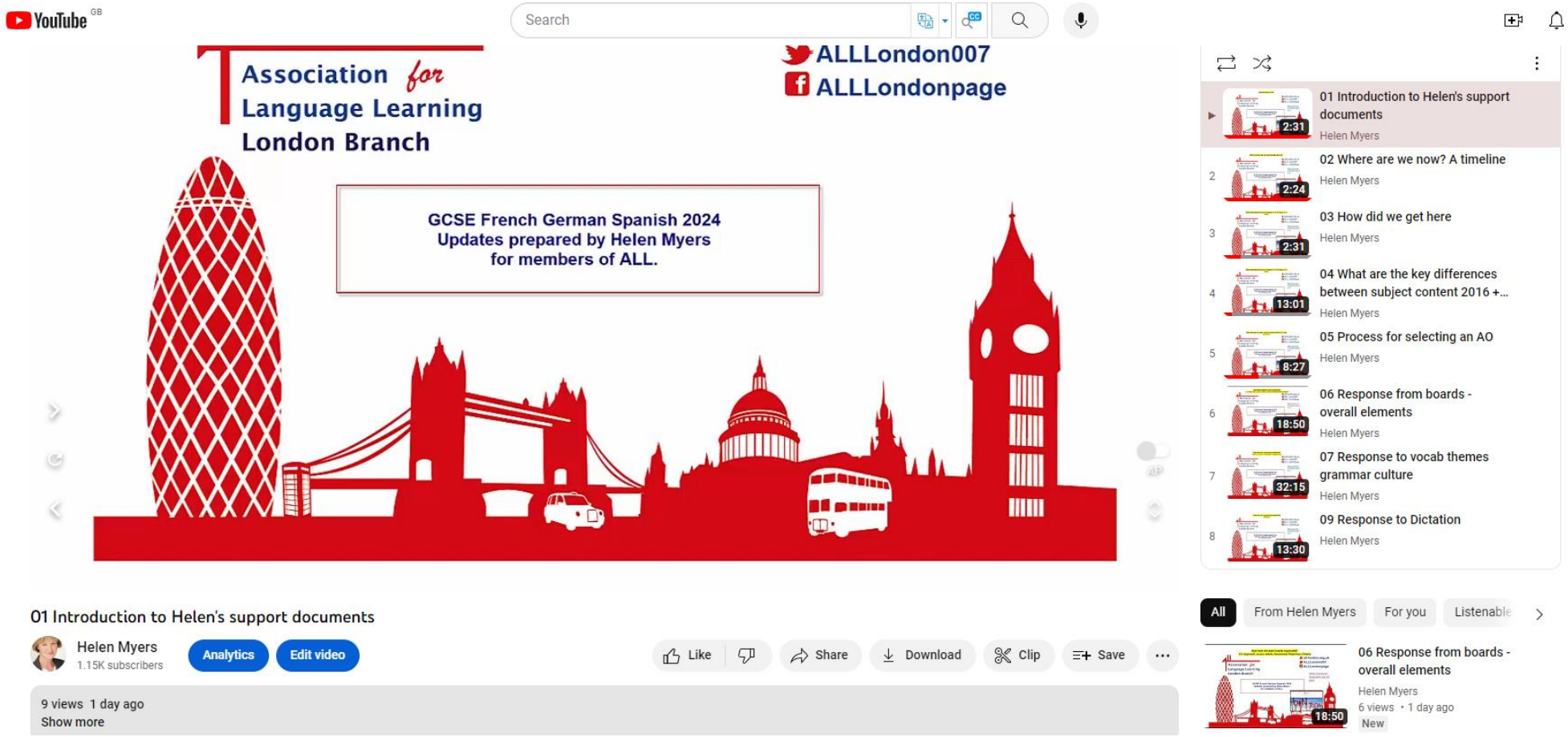
An overview for teachers
Co-ordinated by Helen Myers
Example: French GCSE
As at 09/07/2023 16:15:00

Please note that this is a 'work in progress'.
It may not be accurate; I welcome any advice on changes needed
[AQA checked 7/7/23 – changes in red]
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/



Helen Myers' YouTube channel: Playlist

https://tinyurl.com/GCSE2024Playlist



B: Context

ALL will continue to give full analysis and run webinars etc.

Timeline

DfE and Ofqual have specified what content must be tested (and how) for GCSE French, German and Spanish in new exams for first teaching from September 2024 and first testing in 2026 (i.e. to students entering Y9).

Exam boards have produced draft associated new specifications and Sample Assessment Materials (SAMs).

At the time of writing those for AQA and Edexcel in French have been approved by Ofqual (2nd Eduqas draft French just published); all examples in this talk are consequently in French.

AQA and Edexcel have published draft German and Spanish specifications and are awaiting approval.

Autumn 2023 Decision on selecting exam board ready for option evenings in Spring 2024. Plan schemes of work to ensure prepared for new exam.

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

Main messages from the outset!

1. There are changes in formal requirements of the GCSE Subject content BUT there is less change in the actual exam experience. So, ask yourself: 'How much do I really need to change?' [Try out the SAMs on your Year 11]
2. An 'easier' exam does not mean fairer grades. [Bunched marks = narrower closer grade boundaries = less discrimination]
3. An 'easier' exam does not mean higher grades. Grading decided by comparable outcomes (set by Ofqual, not exam board): overall outcome will be the same, whatever changes we make in pedagogy or assessment. [See next 3 slides]
4. Teaching and learning should surely be broader and richer than the actual exam, building on the requirements for KS3 in the National Curriculum Programme of Study. It's really important to keep separate the TEACHING AND LEARNING from the final ASSESSMENT.

Severe grading

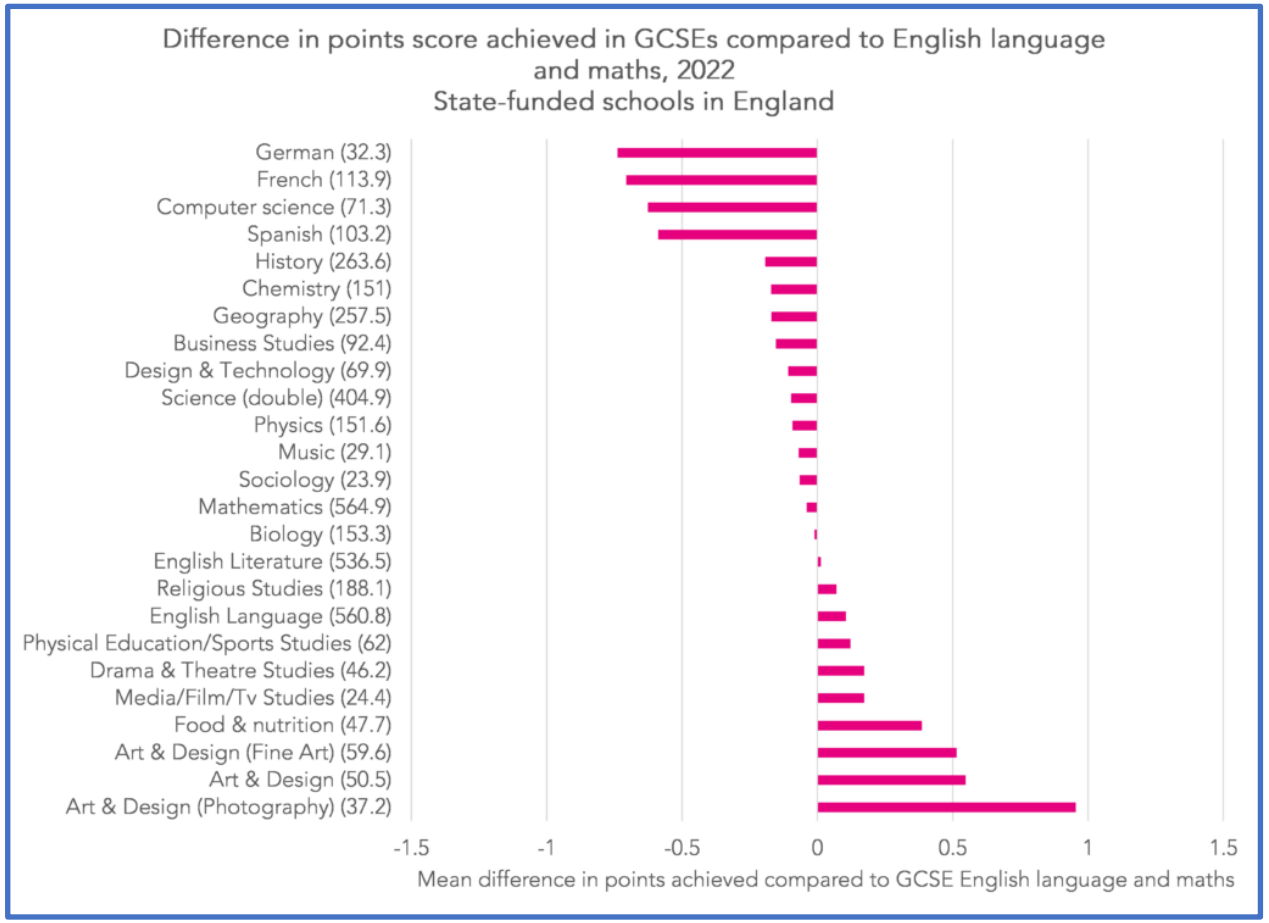
- Grading determined by comparable outcomes by Ofqual [Not exam boards]
- Grading in French, German and Spanish is still severe relative to other EBacc subjects [FFT post + David Blow article – next 2 slides]

Recent FFT reminder

FFT Revisiting subject difficulty at Key Stage 4

https://ffteducationdatalab.org.uk/2023/06/revisiting-subject-difficulty-at-key-stage-4/

The rank order remains similar to the last time we looked at this in 2019. Grades in English language tend to be slightly higher than those in maths.
Pupils who enter art and design tend to achieve half a grade or more higher than in English and maths.
By contrast, pupils who enter French, German, Spanish and computer science tend to achieve half a grade lower than in English and maths.
Despite efforts to bring French and German in line with Spanish, they still seem more severely graded.
And Spanish is still more severely graded than other subjects anyway.



ALL London ongoing news items

ALL London

Events Webinars Issues Feedback

Severe Grading

LATEST NEWS

11/03/23 "LT Extra: Standing up for fairness on exams" Languages Today Issue 43 Winter 2023: article + additional content and references

11.4.17: TO SEE THE SEVERE GRADING PAGE OF OUR PRE-APRIL 2017 SITE, FOLLOW THIS LINK TO THE ARCHIVE PLEASE!

LINKS SINCE APRIL 2017 LISTED BELOW THIS DEFINITION, MOST RECENT FIRST.

Languages Today article on Severe Grading Winter 2023

Including additional content and references

David Blow (ALL Fellow) has written the following article which appeared in the Winter 2023 edition of the ALL magazine for members 'Languages Today'.

ALL has kindly agreed that an expanded version of the article with full references can be made more widely available in view of the importance of this issue.

Here is a downloadable pdf version: Languages Today severe grading article Winter 23 extra – for sharing

The article and references are pasted below:

LT Extra: Standing up for fairness on exams

David Blow, ALL Fellow and Executive Headteacher

https://all-london.org.uk/languages-today-article-on-severe-grading-winter-2023/

C: Subject Content

Vocabulary / Themes

Composition of vocabulary content 1/2

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

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

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

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

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

Unfortunately, the source used is based on official language rather than that likely to be used in everyday life by teenagers.

Composition of vocabulary content 2/2:Extras

Extras

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

AQA

Theme 1: People and lifestyle
Topic 1: Identity and relationships with others
Topic 2: Healthy living and lifestyle
Topic 3: Education and work

Theme 2: Popular culture
• Topic 1: Free-time activities
Topic 2: Customs, festivals and celebrations
• Topic 3: Celebrity culture

Theme 3: Communication and the world around us
Topic 1: Travel and tourism, including places of interest
• Topic 2: Media and technology
• Topic 3: The environment and where people live

HEADLINE:
Explicit differences in themes:
AQA: Celebrity Culture
Edexcel: Shopping

Edexcel

1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism

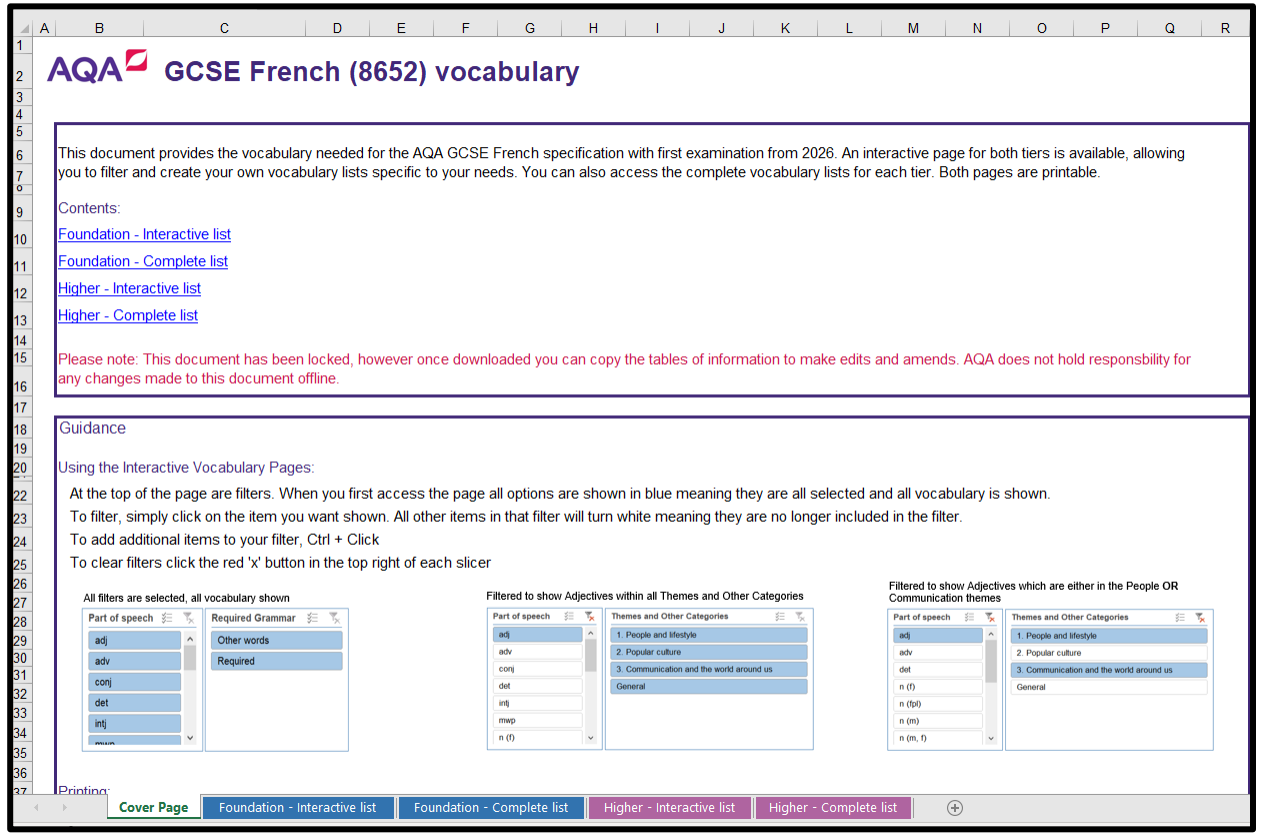
Possible subjects within any of the contexts: HEM has highlighted principle traditional context)

- family
- friends
- relationships
- equality
- physical well-being
- mental well-being
- food and drink
- sports
- places in town
- shopping
- transport
- the natural world
- environmental issues
- social media and gaming
- future opportunities (e.g. work, travel)
- school
- music TV and film
- accommodation
- tourist attractions

Eduqas

Revision in progress

Interactive vocabulary spreadsheets from AOs: AQA



AQA GCSE French (8652) vocabulary

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

Contents:

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

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

Guidance

Using the Interactive Vocabulary Pages:

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

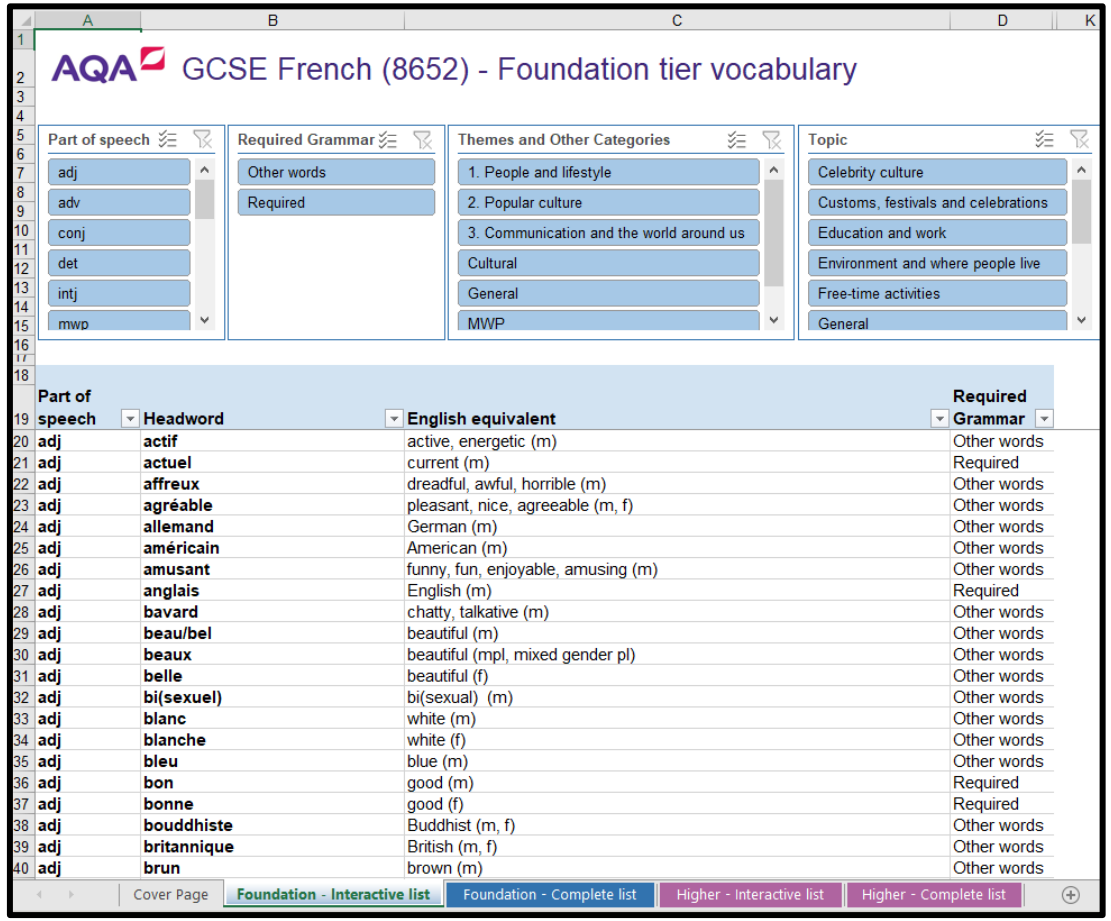
All filters are selected, all vocabulary shown

Filtered to show Adjectives within all Themes and Other Categories

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

Printing

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



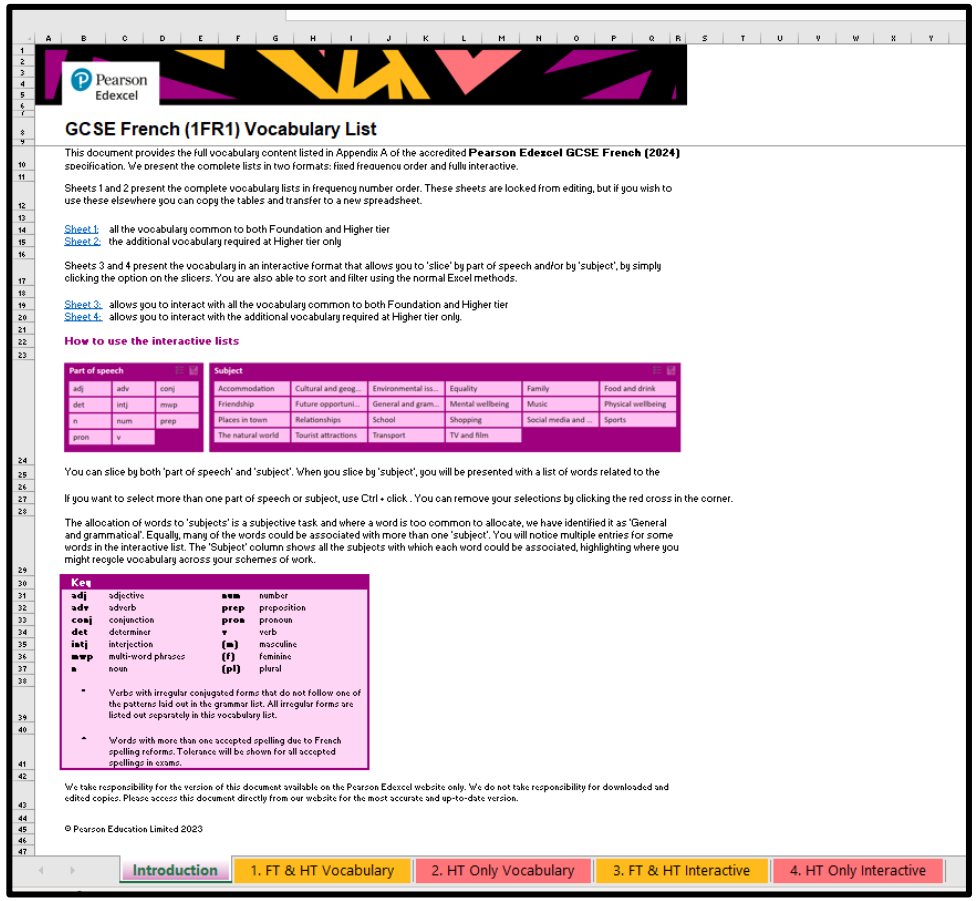
AQA GCSE French (8652) - Foundation tier vocabulary

Part of speech	Required Grammar	Themes and Other Categories	Topic
adj	Other words	1. People and lifestyle	Celebrity culture
adv	Required	2. Popular culture	Customs, festivals and celebrations
conj		3. Communication and the world around us	Education and work
det		Cultural	Environment and where people live
intj		General	Free-time activities
mwp		MWP	General

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

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

Interactive vocabulary spreadsheets from AOs: Edexcel



Pearson Edexcel

GCSE French (1FR1) Vocabulary List

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

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

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

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

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

How to use the interactive lists

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

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

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

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

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

Key

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

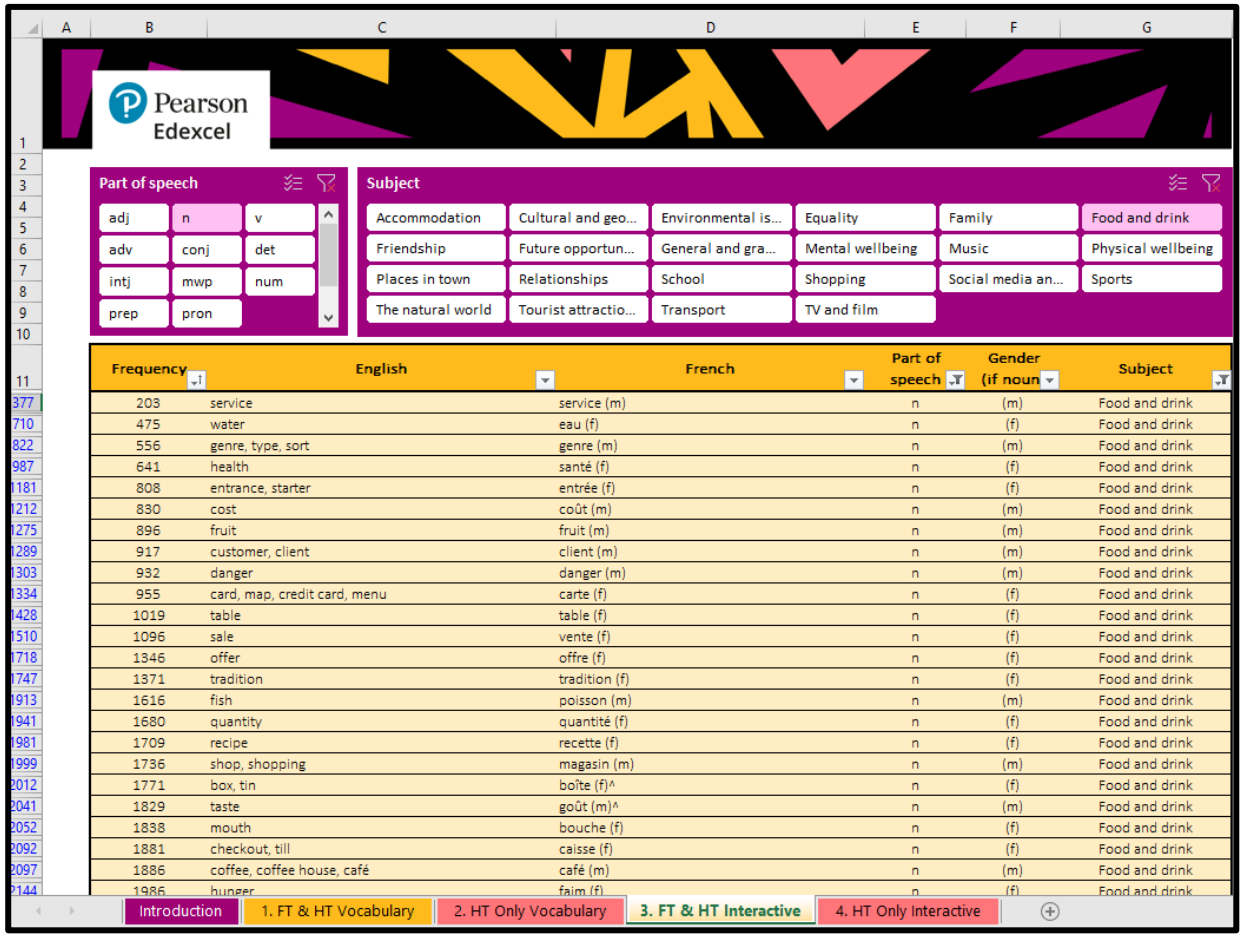
" Verbs with irregular conjugated forms that do not follow one of the patterns laid out in the grammar list. All irregular forms are listed out separately in this vocabulary list.

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

We take responsibility for the version of this document available on the Pearson Edexcel website only. We do not take responsibility for downloaded and edited copies. Please access this document directly from our website for the most accurate and up-to-date version.

© Pearson Education Limited 2023

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



Pearson Edexcel

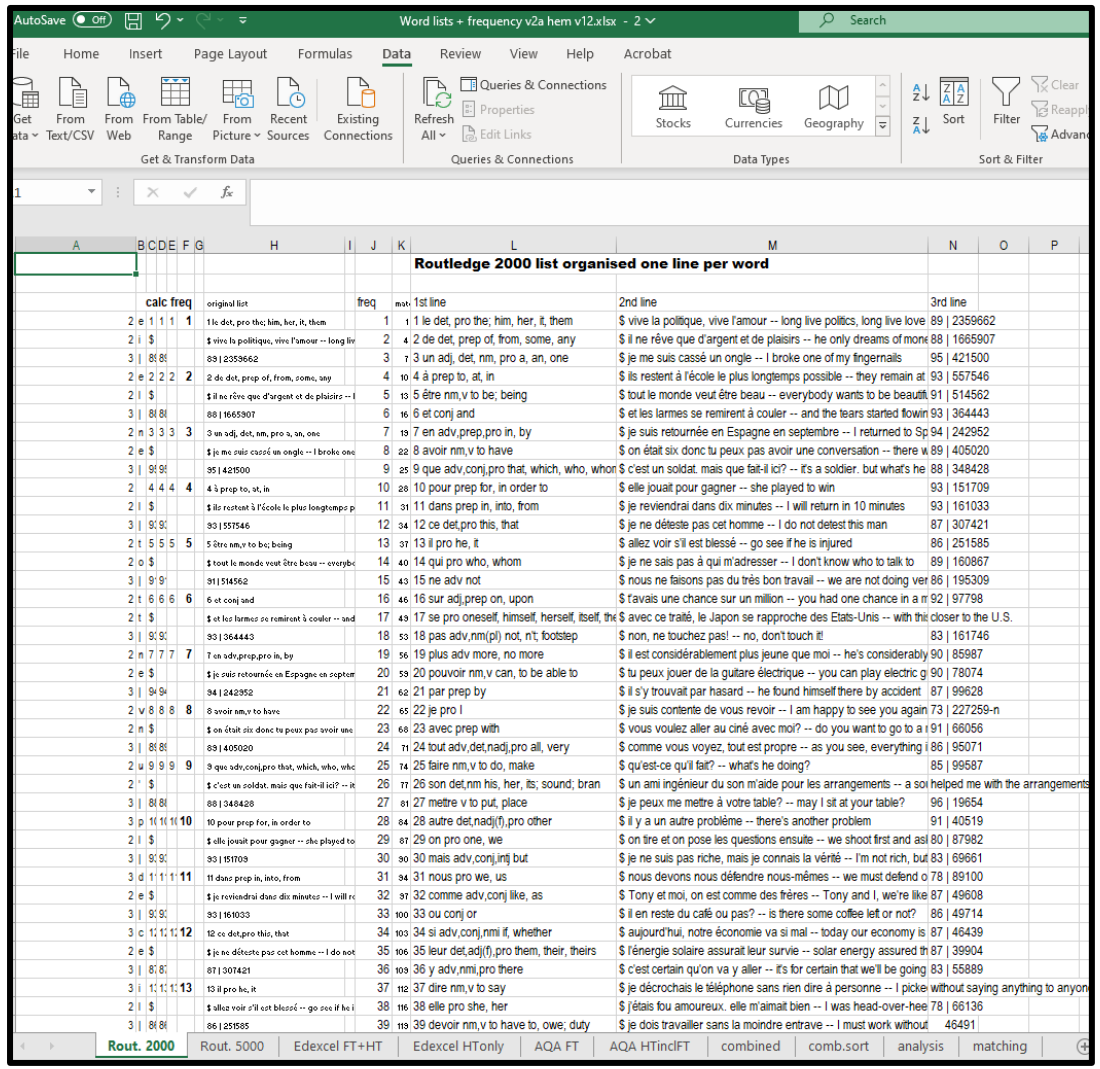
Part of speech: adj, n, v, adv, conj, det, intj, mwp, num, prep, pron

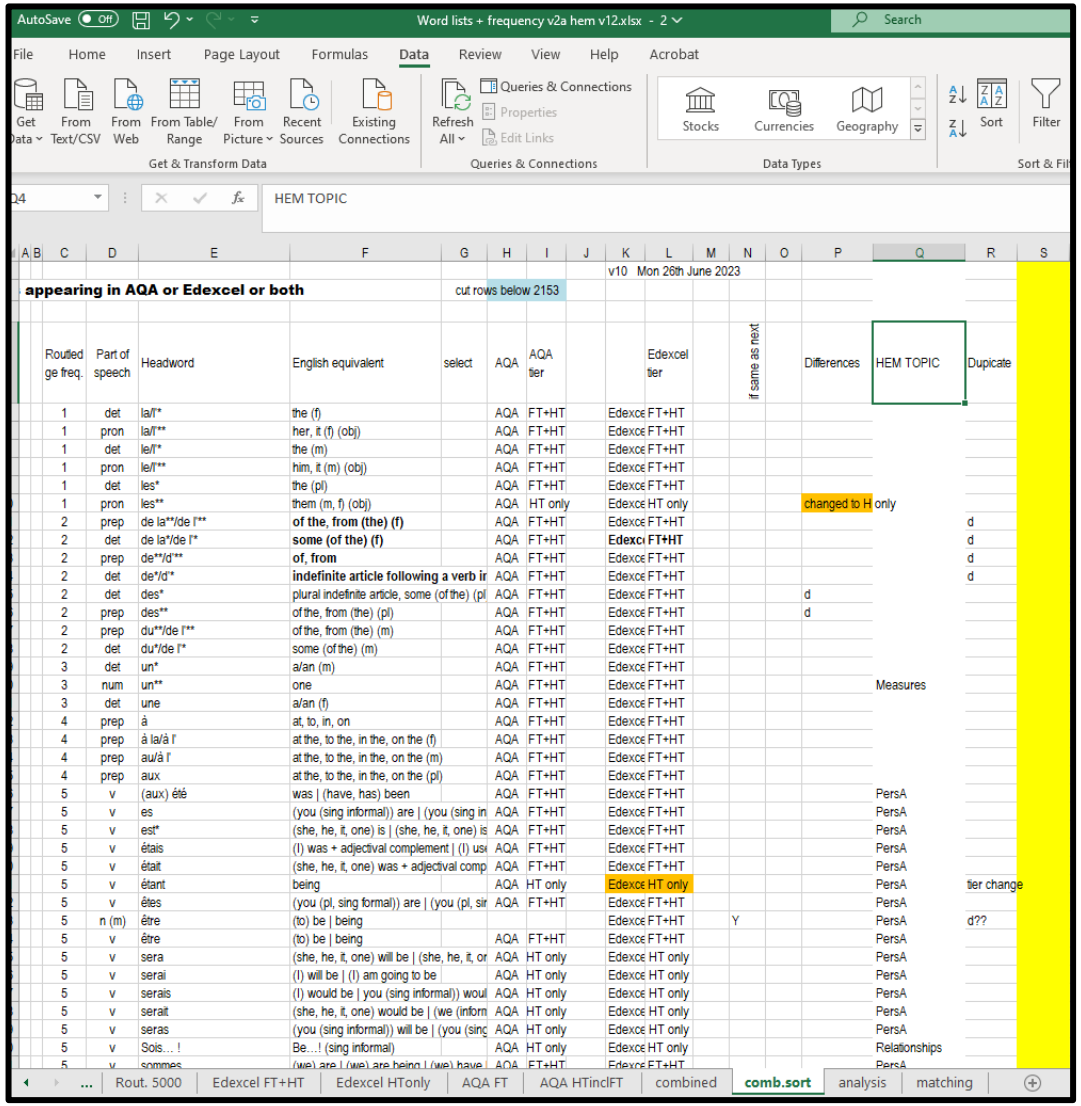
Subject: Accommodation, Cultural and geo..., Environmental is..., Equality, Family, Food and drink, Friendship, Future opportun..., General and gra..., Mental wellbeing, Music, Physical wellbeing, Places in town, Relationships, School, Shopping, Social media an..., Sports, The natural world, Tourist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

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

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

Work in progress: combined vocab s/sheet (Link on my blogpost)





Culture +20

HEADLINES

AQA

- incl religious festivals (Christian + Muslim)
- Countries rather than continents

Edexcel:

- Continents
- Category rather than specific (francophonie/ France d'Outre-mer)

NB All can add cultural words in main list.

All must gloss proper names not in vocab list.

AQA	**Edexcel**
Cultural words(20)	
	FOUNDATION
1. Belgique 2. Fête Nationale 3. France 4. La Réunion 5. Manche 6. Méditerranée 7. Saint Valentin 8. Suisse 9. Alpes 10. Pyrénées 11. Aïd 12. baccalauréat/bac 13. Canada 14. le Tour de France 15. Maroc 16. Noël 17. Pâques 18. Paris 19. Québec **20.** Sénégal **Countries : 7** **DROM : 1** **Seas : 2** **Mountains : 2** **Customs : 6** **Cities : 1** **System : 1**	1. 14 juillet (m) 2. Afrique (f) (AQA n HT) 3. Algérie (f) 4. Amérique (f) 5. Angleterre (f) [AQA noun] 6. Asie (f) (AQA n HT) 7. Canada (m) 8. Europe (f) (AQA n HT) 9. France (f) 10. France d'Outre-mer (f) 11. francophonie (f) 12. Madagascar (m) 13. Martinique (f) 14. nouvel An (m) 15. Paris (m) 16. Royaume-Uni (m) 17. Saint-Sylvestre (f) 18. la Tour Eiffel (not classified in s/s) 19. La fête de la musique (not classified in s/s) 20. Tour de France (not classified in s/s) **Countries : 6** **Continents: 4** **DROM : 1** **Customs : 5** **Cities : 1** **Francophone / political ref : 2** **Monument: 1**

Routledge – examples – pets!

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

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

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

Implications

Audit your KS4 SoW against vocabulary and themes listed in the Exam board specification. *[Note that some KS4 vocabulary may not be appropriate for KS3. There is time to cover new vocabulary in KS4]*

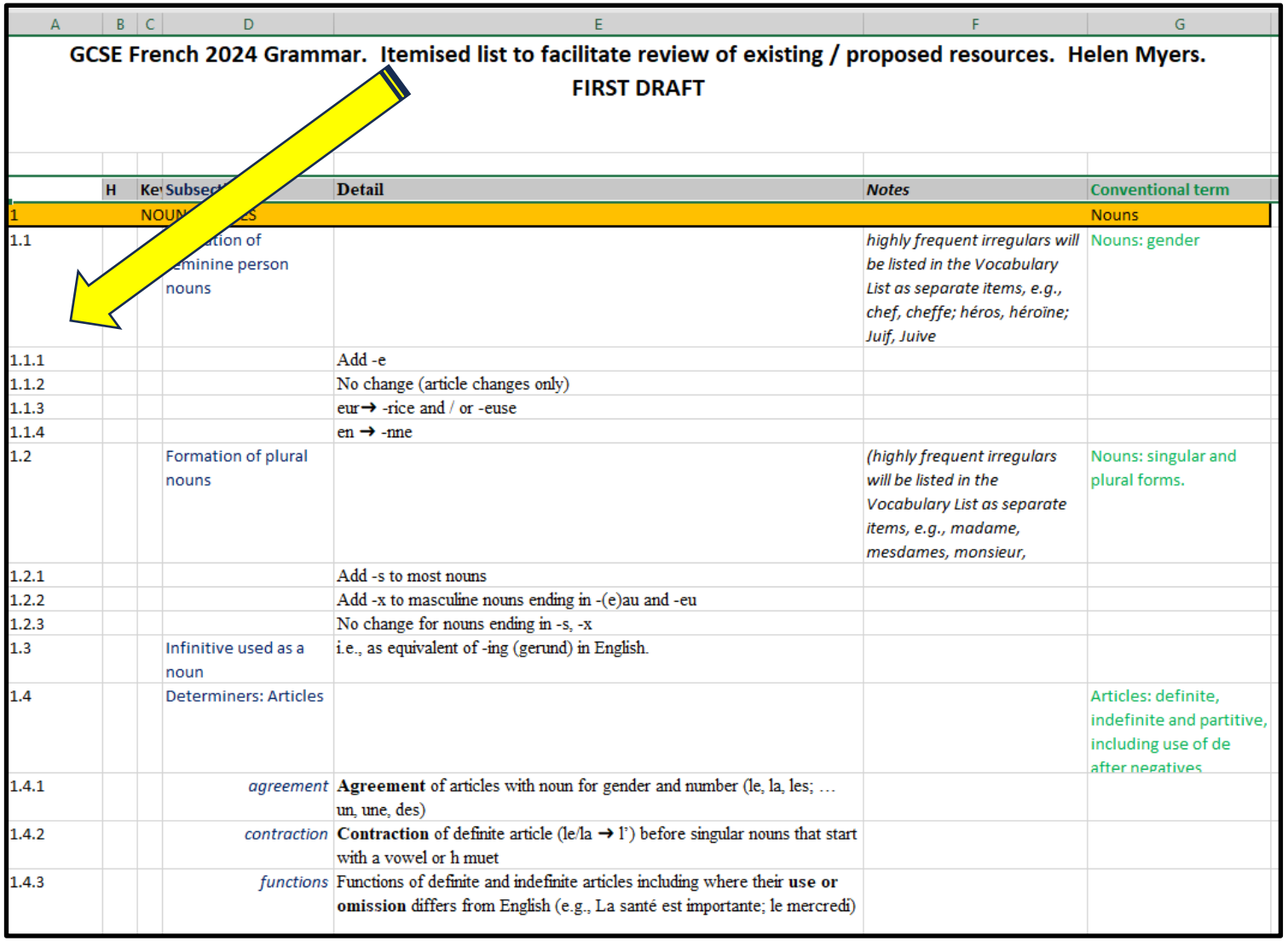
- **Add** vocabulary especially cultural words) through planned activities and reference booklets (Texts / transcripts / vocabulary booklets / vocabulary interactive activities) esp. for use in **receptive Listening and Reading**
- **Retain** vocabulary which pupils may need for **productive** tasks of speaking and writing about their **own contexts**, but signpost as 'on a need to know' basis.

Grammar + Phonics

Grammar : Required

Helen's spreadsheet

Available to download from blogpost



GCSE French 2024 Grammar. Itemised list to facilitate review of existing / proposed resources. Helen Myers.
FIRST DRAFT

	H	Ke	Subsect	Detail	Notes	Conventional term
1			NOUN S			Nouns
1.1			tion of eminine person nouns		*highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., chef, cheffe; héros, héroïne; Juif, Juive*	Nouns: gender
1.1.1				Add -e		
1.1.2				No change (article changes only)		
1.1.3				eur➔ -rice and / or -euse		
1.1.4				en ➔ -nne		
1.2			Formation of plural nouns		*(highly frequent irregulars will be listed in the Vocabulary List as separate items, e.g., madame, mesdames, monsieur,*	Nouns: singular and plural forms.
1.2.1				Add -s to most nouns		
1.2.2				Add -x to masculine nouns ending in -(e)au and -eu		
1.2.3				No change for nouns ending in -s, -x		
1.3			Infinitive used as a noun	i.e., as equivalent of -ing (gerund) in English.		
1.4			Determiners: Articles			Articles: definite, indefinite and partitive, including use of de after negatives
1.4.1			*agreement*	**Agreement** of articles with noun for gender and number (le, la, les; … un, une, des)		
1.4.2			*contraction*	**Contraction** of definite article (le/la ➔ l') before singular nouns that start with a vowel or h muet		
1.4.3			*functions*	Functions of definite and indefinite articles including where their **use or omission** differs from English (e.g., La santé est importante; le mercredi)		

Includes

Derivational morphology (for reading only)

6 strategies for Foundation
Additional strategy for higher

This technical phrase is used in the documentation to describe the skill of working out meanings of other related words based on core words by adding prefixes / suffixes.

6			DERIVATIONAL MORPHOLOGY	
6.1				Uniformly applicable derivational morphology that changes meaning
6.1.1			*ordinal*	Ordinal numbers created by adding -ième (or by dropping -e and adding -ième) to cardinal numbers, e.g., deux - deuxième; quatre - quatrième. Irregular forms premier and première will be listed in the Vocabulary List.
6.2.1			*Prefixes*	Other highly frequent patterns:Morphology that changes meaning Prefixes:
6.2.1.1			*-in*	Adding in- to adjectives, adverbs, and nouns, only where the English equivalent is un- or in-, or means 'opposite of', e.g., également ? inégalement; sécurité ? insécurité;
6.2.1.2			*-im*	Adding im- to adjectives, adverbs, and nouns, only where the English equivalent is un- or in-, or means 'opposite of', e.gpossible ? impossible
6.2.2			*Suffixes*	Other highly frequent patterns:Morphology that
6.2.2.1			*-able*	Adjectives created by adding -able or -eable to the verb stem, only where the English equivalent is -able or -ible, e.g., porter ? portable; changer ? changeable
6.2.2.2			*- tion*	Nouns created by adding -ion or -ation to the verb stem, only where the English equivalent is -ion or -ation, e.g.,progresser ==> progression préparer ==> préparation;
6.2.2.3H	H		*- eur*	Agent nouns created by adding -eur or -ateur to a verb stem, e.g., porter ? porteur; consommer ? consommateur
6.2.2.4			*- ment*	Adverbs ending in -ment, only where the English equivalent is -ly, created by: o adding -ment to the feminine form of adjectives e.g., première → premièrement o by dropping -ant(e) /-ent(e) from an adjective and adding -amment /-emment e.g., courant → couramment; patient → patiemment)

Grammar focus: Verbs 1/3

Downloadable from blogspot

Draft – to be checked!!!

GCSE 2024 Subject Content:
French Grammar Appendix
Verbs

KEY
All persons singular and plural listed only as infinitives in the Vocabulary list unless otherwise specified:
V = Conjugations in vocab list
Mwp = Multi-word phrase in vocab list
Sg = singular
Pl = plural
1st = 1st person
2nd = 2nd person

Type	Foundation Verbs	Foundation persons+ tense	Higher verbs [added to F]	Higher persons + tense[added to F]
Regular -er	e.g. parler	Present **2nd** Imperative (not reflexive) Perfect Periphrastic future **Sg** Imperfect sg Reflexive		Future **Sg:** Conditional (check – sg/pl?) Imperfect pl **1st pl** Imperative Present participle (en +pp)
Regular non -er **High frequency pattern** **7 clusters:** *4 -ir* *3 -re*	1. choisir 2. partir 3. venir 4. ouvrir 5. entendre 6. prendre 7. traduire	Present **2nd** Imperative(not reflexive) Perfect Periphrastic future Sg imperfect sg Reflexive	8. Connaitre 9. Écrire	Present participle (en +pp) 1st pl Imperative
High frequency irregular	faire	**V:** 2nd Imperative (not reflexive) **V:** Perfect - Irreg past participle Periphrastic future **V:** Imperfect sg		Imperfect pl **V :** Present participle (en +pres part) **V:** Sg conditional

Type	Foundation Verbs	Foundation persons+ tense	Higher verbs [added to F]	Higher persons + tense[added to F]
High frequency irregular	être	**V:** Present **V:** Perfect - Irreg past participle Periphrastic future **V: Sg** Imperfect		**V: Sg** Future **V:** Imperative Passive [par] **V:** Sg conditional Imperfect pl **V :** Present participle (en +pres part)
High frequency irregular	aller	**V:** Present **V:**Imperative (not reflexive) Perfect Periphrastic future Imperfect sg		**V: Sg** Future **V:** Sg conditional Imperfect pl Present participle (en +pres part)[I assume]
High frequency irregular	avoir	**V:** Present **V:** Perfect - Irreg past participle Periphrastic future **V:** Imperfect sg **V:** Il y aura		**V: Sg** Future **V:** Sg conditional **V :** Present participle (en +pres part) Imperfect pl
9 High frequency verbs	1. boire 2. connaître 3. courir 4. croire 5. écrire 6. recevoir 7. rire 8. suivre 9. voir	**V:** Sg Present **V:** Past participles V: Imperative (not reflexive) V: Infinitives		
Impersonal verbs:	*Avoir* *Faire* *Falloir* *être*	**Mwp** : il y a, Mwp : il y avait Mwp : il y aura V/mwp: il fait + weather Il faut + inf Il est + time	Il est + adj (e.g. difficile / facile/ interdit) de + inf Il manque Il vaut mieux/la peine de +inf	
Modals	Devoir, pouvoir, savoir, vouloir + inf (V)	**V** : Present V : Conditional sg vouloir only	]	Perfect – **V :** Past participles
Reflexive		Singular Not imperative	Reflexive with reflexive and reciprocal	Plural

Grammar focus: Verbs 2/3

Downloadable from blogspot

Type	Foundation Verbs	Foundation persons+ tense	Higher verbs [added to F]	Higher persons + tense[added to F]
			meanings e.g. s'écrire, se parler, se regarder	
Periphrastic time	x	x	Être en train de + inf Venir de + inf	
Depuis	x	x		Present
Passive present	x	x	all verbs	Present - All persons
Infinitive as noun				
Négation		Ne… Pas/jamais/rien/personne		Ne.. plus, ni/ni, encore, que

Notes
Imperfect : sense of 'used to' or 'was -ing'. Other uses in vocab l:oist e.g. é™ait was avait had/was/were
Verbs with stem changes not credit bearing
Note : connaitre (reformed spelling does not require an accent)

7 FOUNDATION + 2 HIGHER 'ANCHOR VERBS' FOLLOWED BY VERBS WHICH FOLLOW THEIR PATTERN

1. Choisir:

agir	to act					Edexcel	HT only
choisir	(to) choose | choosing		AQA	FT+HT		Edexcel	FT+HT
réussir (à + infinitive) (à + noun)	(to) succeed (in + verb), pass (an exam) | succeeding (in + verb), passing (an exam)		AQA	FT+HT		Edexcel	FT+HT
finir (de + infinitive)	(to) end, finish | ending, finishing; (to) finish (+ verb) | finishing (+ verb)		AQA	FT+HT		Edexcel	FT+HT
fournir	to provide, supply, give					Edexcel	HT only
remplir	(to) fill (up), (in) | filling (up) (in)		AQA	FT+HT		Edexcel	HT only
réunir	to gather, meet, reunite					Edexcel	FT+HT
définir	(to) define, defining		AQA	HT only			
réagir	(to) react | reacting		AQA	HT only			
réfléchir (à + noun)	(to) reflect (on), think (about) | reflecting (on), thinking (about)		AQA	HT only		Edexcel	HT only
nourrir	(to) feed | feeding		AQA	HT only			
unir	(to) unite, join | uniting, joining		AQA	HT only			
grandir	(to) get bigger, get taller, grow | getting bigger, getting taller, growing		AQA	HT only			
punir	to punish					Edexcel	HT only

2. Partir

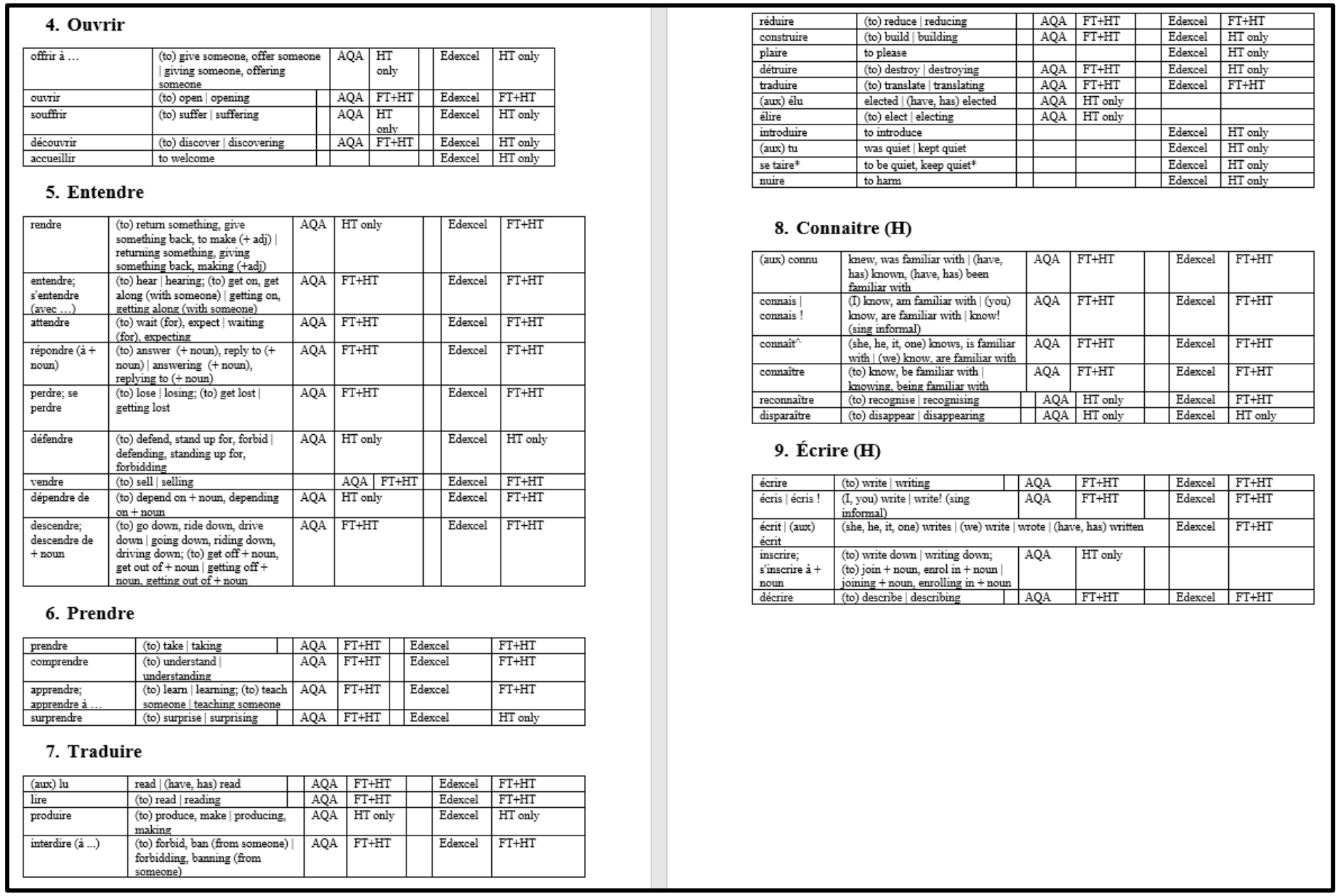
partir	(to) leave | leaving		AQA	FT+HT		Edexcel	FT+HT
sortir	(to) go out, exit, take out, release | going out, exiting, taking out, releasing		AQA	FT+HT		Edexcel	FT+HT
sentir; se sentir	(to) smell | smelling; (to) feel | feeling		AQA	HT only		Edexcel	HT only
dormir	(to) sleep |sleeping		AQA	FT+HT		Edexcel	FT+HT
mentir	(to) lie | lying		AQA	HT only			

3. Venir

venir	(to) come | coming		AQA	FT+HT		Edexcel	FT+HT
tenir	(to) hold | holding		AQA	HT only		Edexcel	FT+HT
devenir	(to) become | becoming		AQA	FT+HT		Edexcel	FT+HT
revenir	(to) come back, return | coming back, returning		AQA	FT+HT		Edexcel	FT+HT
appartenir	(to) belong | belonging		AQA	HT only		Edexcel	HT only
se souvenir (de + noun)	(to) remember (+ noun) | remembering (+ noun)		AQA	FT+HT		Edexcel	HT only
contenir	(to) contain, include | containing, including		AQA	HT only		Edexcel	HT only
prévenir	(to) let know, warn | letting know, warning		AQA	HT only		Edexcel	HT only

Grammar focus: Verbs 3/3

Downloadable from blogspot



4. Ouvrir

offrir à …	(to) give someone, offer someone | giving someone, offering someone		AQA	HT only		Edexcel	HT only
ouvrir	(to) open | opening		AQA	FT+HT		Edexcel	FT+HT
souffrir	(to) suffer | suffering		AQA	HT only		Edexcel	HT only
découvrir	(to) discover | discovering		AQA	FT+HT		Edexcel	HT only
accueillir	to welcome					Edexcel	HT only

5. Entendre

rendre	(to) return something, give something back, to make (+ adj) | returning something, giving something back, making (+adj)		AQA	HT only		Edexcel	FT+HT
entendre; s'entendre (avec …)	(to) hear | hearing; (to) get on, get along (with someone) | getting on, getting along (with someone)		AQA	FT+HT		Edexcel	FT+HT
attendre	(to) wait (for), expect | waiting (for), expecting		AQA	FT+HT		Edexcel	FT+HT
répondre (à + noun)	(to) answer (+ noun), reply to (+ noun) | answering (+ noun), replying to (+ noun)		AQA	FT+HT		Edexcel	FT+HT
perdre; se perdre	(to) lose | losing; (to) get lost | getting lost		AQA	FT+HT		Edexcel	FT+HT
défendre	(to) defend, stand up for, forbid | defending, standing up for, forbidding		AQA	HT only		Edexcel	HT only
vendre	(to) sell | selling			AQA FT+HT		Edexcel	FT+HT
dépendre de	(to) depend on + noun, depending on + noun		AQA	HT only		Edexcel	FT+HT
descendre; descendre de + noun	(to) go down, ride down, drive down | going down, riding down, driving down; (to) get off + noun, get out of + noun | getting off + noun, getting out of + noun		AQA	FT+HT		Edexcel	FT+HT

6. Prendre

prendre	(to) take | taking		AQA	FT+HT		Edexcel	FT+HT
comprendre	(to) understand | understanding		AQA	FT+HT		Edexcel	FT+HT
apprendre; apprendre à …	(to) learn | learning; (to) teach someone | teaching someone		AQA	FT+HT		Edexcel	FT+HT
surprendre	(to) surprise | surprising		AQA	FT+HT		Edexcel	HT only

7. Traduire

(aux) lu	read | (have, has) read		AQA	FT+HT		Edexcel	FT+HT
lire	(to) read | reading		AQA	FT+HT		Edexcel	FT+HT
produire	(to) produce, make | producing, making		AQA	HT only		Edexcel	HT only
interdire (à ...)	(to) forbid, ban (from someone) | forbidding, banning (from someone)		AQA	FT+HT		Edexcel	FT+HT
réduire	(to) reduce | reducing		AQA	FT+HT		Edexcel	FT+HT
construire	(to) build | building		AQA	FT+HT		Edexcel	HT only
plaire	to please					Edexcel	HT only
détruire	(to) destroy | destroying		AQA	FT+HT		Edexcel	HT only
traduire	(to) translate | translating		AQA	FT+HT		Edexcel	FT+HT
(aux) élu	elected | (have, has) elected		AQA	HT only			
élire	(to) elect | electing		AQA	HT only			
introduire	to introduce					Edexcel	HT only
(aux) tu	was quiet | kept quiet					Edexcel	HT only
se taire*	to be quiet, keep quiet*					Edexcel	HT only
nuire	to harm					Edexcel	HT only

8. Connaitre (H)

(aux) connu	knew, was familiar with | (have, has) known, (have, has) been familiar with		AQA	FT+HT		Edexcel	FT+HT
connais | connais !	(I) know, am familiar with | (you) know, are familiar with | know! (sing informal)		AQA	FT+HT		Edexcel	FT+HT
connaît^	(she, he, it, one) knows, is familiar with | (we) know, are familiar with		AQA	FT+HT		Edexcel	FT+HT
connaître	(to) know, be familiar with | knowing, being familiar with		AQA	FT+HT		Edexcel	FT+HT
reconnaître	(to) recognise | recognising		AQA	HT only		Edexcel	FT+HT
disparaître	(to) disappear | disappearing		AQA	HT only		Edexcel	HT only

9. Écrire (H)

écrire	(to) write | writing		AQA	FT+HT		Edexcel	FT+HT
écris | écris !	(I, you) write | write! (sing informal)		AQA	FT+HT		Edexcel	FT+HT
écrit | (aux) écrit	(she, he, it, one) writes | (we) write | wrote | (have, has) written					Edexcel	FT+HT
inscrire; s'inscrire à + noun	(to) write down | writing down; (to) join + noun, enrol in + noun | joining + noun, enrolling in + noun		AQA	HT only			
décrire	(to) describe | describing		AQA	FT+HT		Edexcel	FT+HT

Phonics – common requirements

- The **phonics** required are identical. Examples of each sound are drawn from the defined list, so may vary.

AQA

6 Appendix 1: Sound symbol correspondences (SSCs)

Examples of words demonstrating the sound symbol correspondences (SSCs).

Sound symbol correspondence	Example 1	Example 2
silent final consonant	sommes	effort
a	arriver	avec
i/y	physique	public
eu	deux	(un) peu
e	le	de
au/eau/closed o/ô	sauf	beau
ou	sous	toujours
u	dur	connu
silent final e	jeune	chaque
é (-er, -ez)	moitié	région
en/an/em/am	immédiatement	grand
on/om	tomber	compétence
ain/in/aim/im	matin	faim
è/ê/ai	vrai	collège
oi/oy	mois	moyen
ch	chose	marché
ç (and soft 'c')	façon	français
qu	banque	informatique
j	jusque	jeunesse
-tion	construction	application
-ien	ne…rien	canadien
s-liaison	nos	les
t-liaison	tout	petit
n-liaison	bon	mon
x-liaison	faux	nouveaux
h	homme	hôpital
un	lundi	emprunter

Sound symbol correspondence	Example 1	Example 2
-gn-	campagne	gagner
r	rester	comprendre
open eu/œu	leur	cœur
open o	porte	alors
-s-	chanson	sensible
th	bibliothèque	thème
-ill-/-ille	brouillard	famille
-aill-/ail	taille	travail

Edexcel

Sound-symbol correspondence	Example
silent final consonant	tout
a	aller
i/y	il/stylo
eu	peu
e	je
au/eau/closed o/ô	autre/eau/nos/tôt
ou	vous
u	tu
silent final e	elle
é/-er/-ez	été/parler/avez
en/an/em/am	entendre/dans/temps/jambe
on/om	mon/combien

Sound-symbol correspondence	Example
ain/in/aim/im	pain/fin/faim/important
é/ê/ai	collège/être/faire
oi/oy	moi/moyen
ch	cher
ç/soft 'c'	reçu/cette
qu	qui
j	jouer
-tion	pollution
-ien	bien
s-liaison	vous avez
t-liaison	on peut aller
n-liaison	on a
x-liaison	deux heures
h	hôtel
un	un
-gn-	gagner
r	rien
open eu/œu	leur/sœur
open o	notre
-s-	faisons
th	théâtre
-ill-/-ille	billet/famille
-aill-/ail	travailler/travail

Implications

Audit your KS4 SoW against requirements for productive command of grammar and phonics as listed in the Exam board specification.

- Add grammatical content where needed (e.g. High Frequency anchor verbs (7F+2H), High Frequency Verbs (9F). Explicitly introduce students to the defined list of '**derivational morphology**' strategies for reading tasks
- Consider removing **grammatical** content which is unnecessarily complex for the new GCSE (but retain and signpost as 'advanced' if in your context students can cope with extra and may be considering A level).
- Ensure **pronunciation** is covered at KS3 relating it to **phonics** elements where appropriate and continue to reinforce throughout KS4. Adapt approach according to language taught (FGS have different demands)

C:Tasks *Looking at the Sample Assessment Materials*

A mix of Foundation and Higher across all elements

AQA and Edexcel only (Eduqas not approved at time of writing)

14 tasks to cover in the remaining time!

1 READING

Reading: AQA Foundation Q1

Section A

Reading comprehension

Jobs

These French students are talking about jobs.

Eglantine

Le week-end, je suis serveuse.

Patricia

Je veux être chanteuse.

Leila

Je travaille à la caisse dans un supermarché.

Which job does each student mention?

Write the correct letter in each box.

A	actor
B	shop worker
C	singer
D	teacher
E	waitress

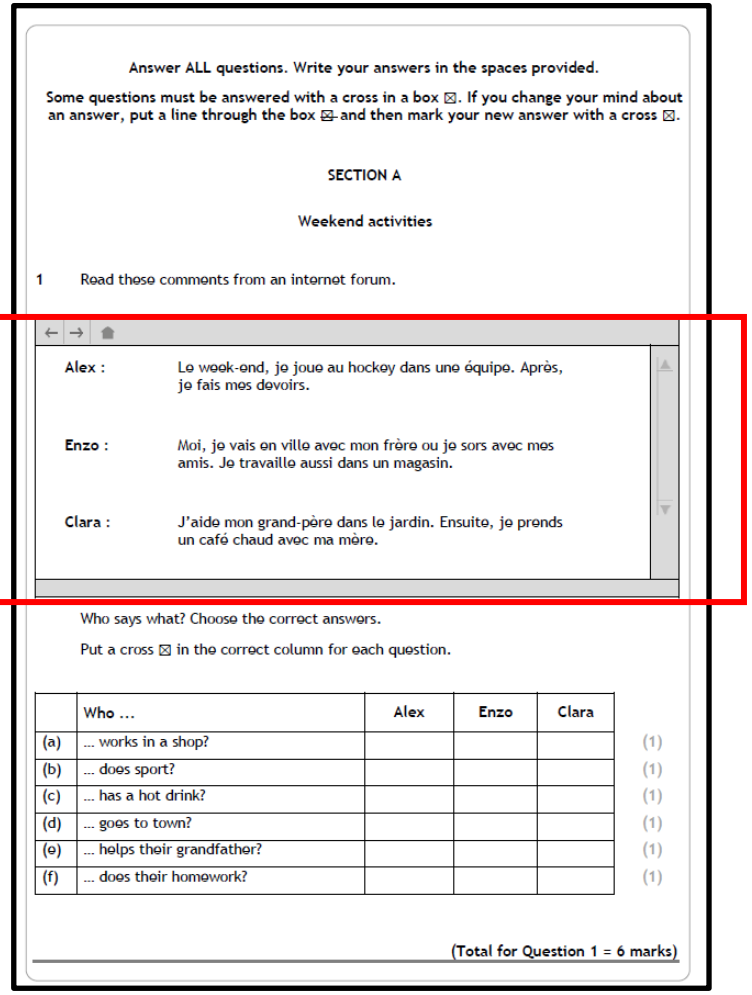
0 1 Eglantine ☐ [1 mark]

0 2 Patricia ☐ [1 mark]

0 3 Leila ☐ [1 mark]

3

Reading: Edexcel Foundation Q1



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

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

SECTION A

Weekend activities

1 Read these comments from an internet forum.

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

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

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

Who says what? Choose the correct answers.

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

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

(Total for Question 1 = 6 marks)

AQA

Edexcel

Reading for inference: e.g. F/H Overlap SAMS

A town in Togo

You see an article by Essie, a young girl who lives in Togo, a country in Africa.

She describes her town, Sokodé.

Sokodé se situe au centre du pays. Sokodé est la deuxième ville du pays. Pour moi, il y a deux avantages de vivre ici. Nos voisins sont toujours heureux. Il y a de très jolis bâtiments au centre-ville.

Par contre, il y a des inconvénients. Il fait toujours trop chaud, même le soir. C'est difficile à supporter. J'adore acheter des vêtements avec mon frère mais les magasins sont trop loin de chez nous.

A Sokodé, il faut essayer **le veyi**, c'est riche en légumes et avec ça, je prends une boisson froide.

Read the last sentence again. What would you do with **le veyi**?

Write the correct letter in the box.

A	Clean it.
B	Eat it.
C	Wear it.

☐

[1 mark]

Helping people

2 Read Maxime's blog about her future career plans.

Je m'appelle Maxime et bientôt, je vais avoir quinze ans. À treize ans, j'ai commencé à m'intéresser aux questions de société.

On a déjà trouvé quelques solutions contre le sexisme et le racisme mais la sécurité est encore un problème. Dans mon quartier, il y a de la violence. Les jeunes qui n'ont pas de travail ont peu d'argent mais beaucoup de rêves !

Mon ambition est de lutter pour l'égalité. Je voudrais étudier les droits de l'enfant à l'université et un jour, devenir ***avocate***.

(b) Which of these is the best translation for the word ***avocate***?

Put a cross ☒ in the correct box.

☐	**A**	university
☐	**B**	kind
☐	**C**	lawyer

Implications

Review internal assessments against vocabulary and grammatical requirements, and question types of SAMs

- Test comprehension in English.
- Target words and grammar listed in subject content, including cultural words.
- Give practice in question-types including multichoice inference
- Give practice in using derivational morphology strategies

2. READING/ TRANSLATION INTO FRENCH

Translation: AQA Higher

Do not write outside the box

Section B

Translation into English

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

C'est les vacances ! Ma sœur est contente.

[2 marks]

Je suis fatigué. Je monte dans ma chambre.

[2 marks]

Je vais étudier les langues à l'avenir.

[2 marks]

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

[2 marks]

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

[2 marks]

END OF QUESTIONS

10

Section B Translation into English

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

Translation: Edexcel Higher

SECTION B

Translation

My plans

9 Translate the following paragraph into English.

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.

(10)

SECTION B: TRANSLATION INTO ENGLISH

Question 9

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

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

Question number	Model response
9	I'm doing vocational training in sixth form this year. In the future, I would like to open my own restaurant. My parents and I dream of living in Canada. We are going to Montréal next year and I have already found a job! I will work in a fast food restaurant which needs young people who speak French.

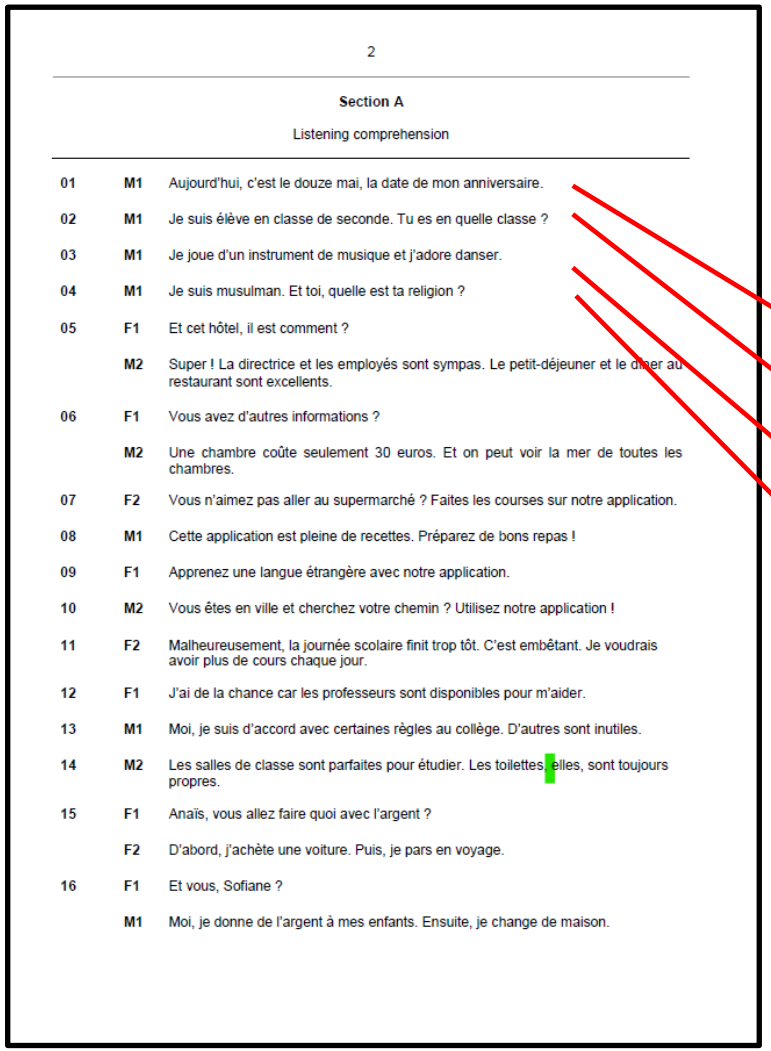
Implications

Review internal assessments against vocabulary and grammatical requirements, and question types of SAMs

- Adjust mark schemes for translations to reward appropriate translations and reduce demoralising effect of demanding mark schemes.
- Target words and grammar listed in subject content, including cultural words.

3 LISTENING

Listening: AQA Foundation Q1 Transcript + Question paper

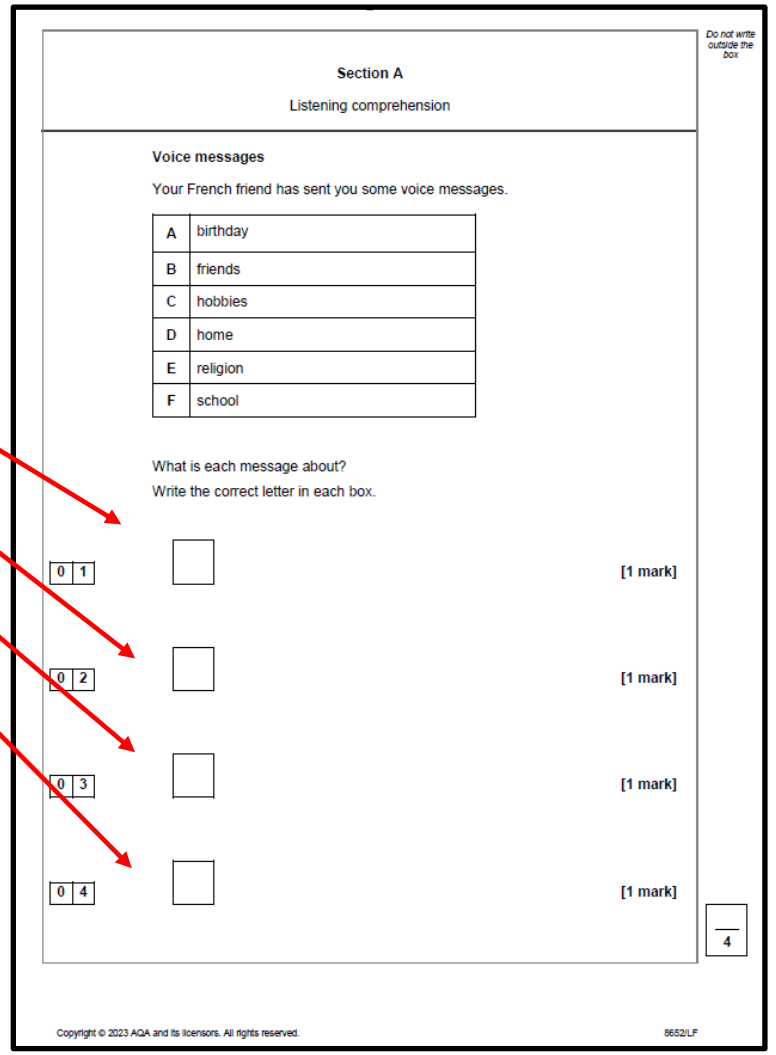


2

Section A

Listening comprehension

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



Do not write outside the box

Section A

Listening comprehension

Voice messages

Your French friend has sent you some voice messages.

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

What is each message about?

Write the correct letter in each box.

0 1 [1 mark]

0 2 [1 mark]

0 3 [1 mark]

0 4 [1 mark]

4

Copyright © 2023 AQA and its licensors. All rights reserved.

8652/LF

Cultural context: Your French friend has sent you some voice messages

[No name]

Played twice

1 recording = 1 question

Listening: Edexcel Foundation Q1 Transcript + Question paper

SECTION A: LISTENING COMPREHENSION

Shopping

Question 1

F2: Ahmed

M1: Je fais les courses au supermarché.

F2: Myriam

F1: Il y a une boulangerie dans ma ville.

F2: Clément

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

Food and drink

Question 2

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

Le poisson est mon repas préféré ici.

Je prends aussi du fromage, merci.

Social media

Question 3

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

School

Question 4

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

4

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

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

SECTION A: LISTENING COMPREHENSION

Shopping

1 Ahmed, Myriam and Clément are talking about shopping.

What do they say?

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

(a) Ahmed is at the ...

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

(1)

(b) Myriam is talking about a ...

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

(1)

(c) Clément is buying a ...

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

(1)

(Total for Question 1 = 3 marks)

10

Food and drink

2 Emma is at her local French restaurant.

Which items does she mention?

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

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

(3)

(Total for Question 2 = 3 marks)

Ahmed, Myriam and Clément are talking about shopping

Culture: names

Played three times

1 recording = 3 questions

Implications

Review assessments:

- Test comprehension in English.
- Target words and grammar listed in subject content, including cultural words.
- Avoid over-demanding, demoralising assessments e.g. allow 3 hearings of longer passages (Edexcel) and/or devise shorter passages with fewer questions (AQA).

4. LISTENING / DICTATION

Dictation: AQA Foundation

Section B

Dictation

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

Poulet and chemise outside defined list

Section B

Dictation

You will now hear 4 short sentences.

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

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

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

[8 marks]

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Section B

Dictation

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

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

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

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

Notes

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

Dictation: Edexcel Foundation

SECTION B: DICTATION

Instructions

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

Question 12

You are going to hear someone talking about music.

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

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

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

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

Violon and radio outside defined list

SECTION B: DICTATION

12 You are going to hear someone talking about music.

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

Example:

Le _groupe_ est _excellent_.

1. Ma _____ aime la _____.
2. Je _____ du _____.
3. Mon _____ adore le _____.

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

Example:

La chanson est excellente.

4. _____.
5. _____.
6. _____.

(Total for Question 12 = 10 marks)

SECTION B: DICTATION (10 marks)

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

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

Rewardable words encompass the following categories:

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

Non-rewardable words encompass the following categories:

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

Implications

- Expose students to opportunities to listen and follow written transcript as much as possible (to get used to SSC and be exposed to words likely to be used in test.
  NB: There will never be more than 2 words not on the defined list.
- Give students experience of the test-type.
  NB Do not necessarily introduce task type to KS3 or use as a discriminator for setting, as this can be demoralising for those with dyslexia.

SPEAKING

5 SPEAKING – ROLE PLAY

AQA Role Play Foundation

Part 1 – Role-plays

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

Instructions to candidates

You are talking to your French friend.

Your teacher will play the part of your friend and will speak first.

You should address your friend as *tu*.

When you see this – **?** – you will have to ask a question.

In order to score full marks, you must include a verb in your response to each task.

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

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

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

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

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

ROLE-PLAY 1 (FOUNDATION TIER)

TEACHER'S ROLE

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

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

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

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

Part 1 – Role play

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

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

Assessment criteria for each role-play task

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

Notes

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

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

Edexcel Role Play Foundation

Candidate card STIMULUS FRP1
Setting: At the hotel

Scenario:

- You are in a hotel in Switzerland, and you are reporting a problem.
- Your teacher will play the part of the receptionist and will speak first
- Your teacher will ask questions **in French** and you must answer **in French.**
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Describe the problem with your room.
2. Say where your room is.
3. Say how many nights you are staying for.
4. Give your opinion about the town you are staying in.
5. Ask a question about the restaurant at the hotel.

Teacher card STIMULUS FRP1
Setting: At the hotel

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

Begin the role play with the following introduction:

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

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

Assessment criteria for the Foundation tier – Task 2

Role play – Foundation tier (10 marks)
There is one mark grid to be applied to this task. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

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

10 role play settings and finite functions

- 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

- 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.

6 SPEAKING – READ ALOUD

Read aloud: AQA Foundation

Part 2 – Reading aloud

FOUNDATION TIER

CANDIDATE'S CARD

Reading aloud Task 1

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

Le collège commence à huit heures.

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

A la récréation, je parle avec mes amis.

Mon copain est très intelligent.

Plus tard, il veut travailler en France.

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

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

Part 2 – Reading aloud task

The Reading aloud task has two elements:

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

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

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

Reading aloud of the text (5 marks AO3)

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

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

Foundation Tier

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

Higher tier

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

Notes

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

Read aloud: Edexcel Foundation

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

Read aloud

Sarah, your friend from Belgium, has sent you some information about herself.
Read out the text below to your teacher.

J'ai seize ans.

Mon anniversaire, c'est le trois mai.

J'aime faire la fête avec ma famille.

Mon père prépare un bon gâteau au chocolat.

Normalement, je mange à la maison et je regarde la télévision.

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

Assessment criteria for the Foundation tier – Task 1

Read aloud – Foundation tier (12 marks)

Part 1 Read aloud (8 marks)

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

Part 1 – Read aloud – Foundation tier

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

7 Read aloud question/answer

Read aloud
AQA Foundation: 4 unseen Qs

FOUNDATION TIER

TEACHER'S ROLE

Reading aloud Task 1

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

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

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

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

Response to compulsory questions (10 marks AO1)

Foundation and Higher tiers

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

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

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

Marking guidance

As regards clarity of response:

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

As regards development of answers:

Extended response	A response which contains at least three clauses (a piece of information that includes an appropriate verb): - What do you do at the weekend? - I go to the cinema with my friends and we watch action films. I love action films.
Developed well	A response which contains two clauses (a piece of information that includes an appropriate verb): - What do you think about social media? - I don't like social media because it's boring.
Developed minimally	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: - What do you eat in order to stay healthy? - (I eat) vegetables and fruit.
Limited response	A response which answers the question without any extra information: - How many subjects do you study? - (I study) ten (subjects).

Read aloud
Edexcel Foundation: 2 unseen Qs

Follow-on questions

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

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

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

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

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

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

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

Guidance on application of mark grid
To exemplify application of the marking criteria for the short interaction, read aloud FRA1 has been selected to demonstrate a possible range of performance. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Question 1: Qu'est-ce que tu aimes faire pour ton anniversaire ?

Mark	Possible responses	Application of mark descriptor
2	J'aime faire la fête avec mes amis.	Response fully communicated.
1	Un gâteau au chocolat.	Some ambiguity; the response does not fully communicate what the student likes to do on their birthday but implies that they like eating chocolate cake so one mark is awarded.
0	J'aime ton anniversaire.	No rewardable material.

Question 2: Qu'est-ce que tu penses de la télévision ?

Mark	Possible responses	Application of mark descriptor
2	La télévision, c'est génial	Response fully communicated.
1	Je pense nul.	Ambiguity; whilst *nul* communicates a negative reaction, the absence of *c'est* creates some ambiguity of meaning.
0	Déteste.	A one-word answer is insufficient for communication here.

8 SPEAKING – PHOTO DESCRIPTION + CONVERSATION

Photo card AQA Foundation: Q/A free choice within theme

Part 3 – Photo cards

FOUNDATION TIER

Card A Candidate's Photo card

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

Photo 1

Photo 2

FOUNDATION TIER

Card A Teacher's Notes

Theme: People and lifestyle

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

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

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

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

- Parle-moi des photos.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Edexcel Picture card – 2 compulsory unseen Qs + one guided + rest free choice in thematic context

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

Picture 1

Source: Image no AL1286811 / Pearson Asset Library

Picture 2

Source: Image no AL1000726 / Pearson Asset Library

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

Your description must cover:

- people
- location
- activity.

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

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

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

57

F COMPUSORY: BOTH PRESENT

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

Picture 1

Source: Image no AL1286811 / Pearson Asset Library

Picture 2

Source: Image no AL1000726 / Pearson Asset Library

Picture description

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

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

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

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

Compulsory questions related to pictures

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

Questions for Picture 1

(a) Quel est ton repas préféré ?

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

Questions for Picture 2

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

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

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

Please turn over for instructions for the conversation.

59

Follow-on conversation on the broader thematic context

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

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

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

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

HIGHER COMPUSORY: 1 PRES, 1 PAST

Compulsory questions related to pictures

Once the candidate has finished their description, you should ask **two** questions depending on which picture the candidate has chosen to describe.

Questions for Picture 1

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

(b) Qu'est-ce que tu as mangé hier soir ?

Questions for Picture 2

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

(b) Qu'est-ce que tu as fait sur ton portable hier ?

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

Please turn over for instructions for the conversation.

Implications

- For both boards, broadly retain existing resources and methods for preparing photo card and conversations following up read-aloud and photo card. Check that all themes are covered. (e.g. Celebrity culture for AQA.)
- Role play: Add formal and transactional examples with reference to Edexcel specification.
    - The topics covered in the Edexcel role play, though not tested formally in AQA role play, are covered in AQA's reading, listening and writing papers.
    - Practising social contexts in role play, though not required for this test type by Edexcel, prepares well for the conversation that follows reading aloud and photocard description.
- Read aloud: Give students experience of the test-type using familiar vocabulary and 2 'new' words as per SAMs. *NB Do not necessarily use test as a discriminator for setting, as this can be demoralising for those with dyslexia.*
- Prepare criteria which can be used formatively and positively to prepare students for exam.

WRITING

9 WRITING SINGLE SENTENCES

Single sentence task– AQA Foundation

Section A

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

What is in this photo?

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

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]

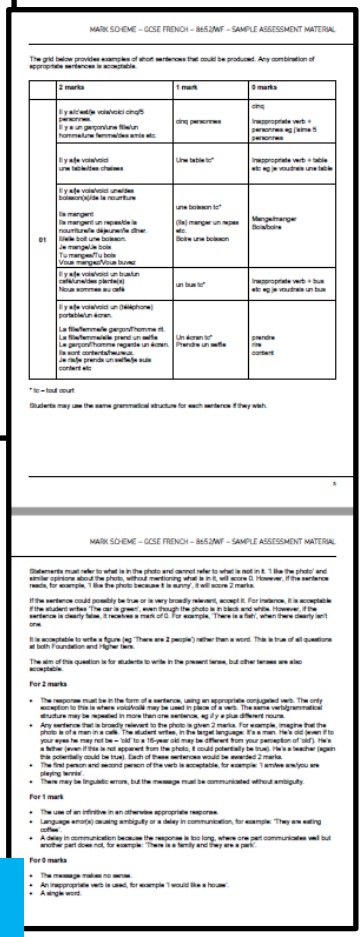
0 1 . 5

[2 marks]

Question 01

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

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



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

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

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

* to – tout court

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

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

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

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

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

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

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is where voici/voilà may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man. He's old' (even if to your eyes he may not be – 'old' to a 15-year old may be different from your perception of 'old'). 'He's a father' (even if this is not apparent from the photo, it could potentially be true). 'He's a teacher' (again this potentially could be true). Each of these sentences would be awarded 2 marks.
- The first person and second person of the verb is acceptable, for example: 'I am/we are/you are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

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

For 0 marks

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

1st or 3rd person accepted

Single sentence task– Edexcel Foundation

(Source: Pearson Asset Library AL1517457)

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

..... (2)

..... (2)

..... (2)

..... (2)

Question 1 – Foundation tier (8 marks)

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

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

Guidance on application of mark grid for Question 1 Foundation tier

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

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

Specific guidance for Question 1

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

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

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

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

Errors (AO3 grids: all questions)

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

Minor errors – may or may not hinder clarity

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

Major errors – prevents meaning being conveyed

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

10 WRITING PARAGRAPHS / LINKED SENTENCES

Paragraphs task –AQA Foundation (5BPs: All present tense)

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

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

Mention:

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

[10 marks]

Question 02

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

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

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

Paragraphs task –Edexcel Foundation [3BPs: 2 pres 1 future]

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

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

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

You **must** include the following points:

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

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

(14)

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

You **must** include the following points:

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

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

(14)

Question 2 – Foundation tier (14 marks)

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

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

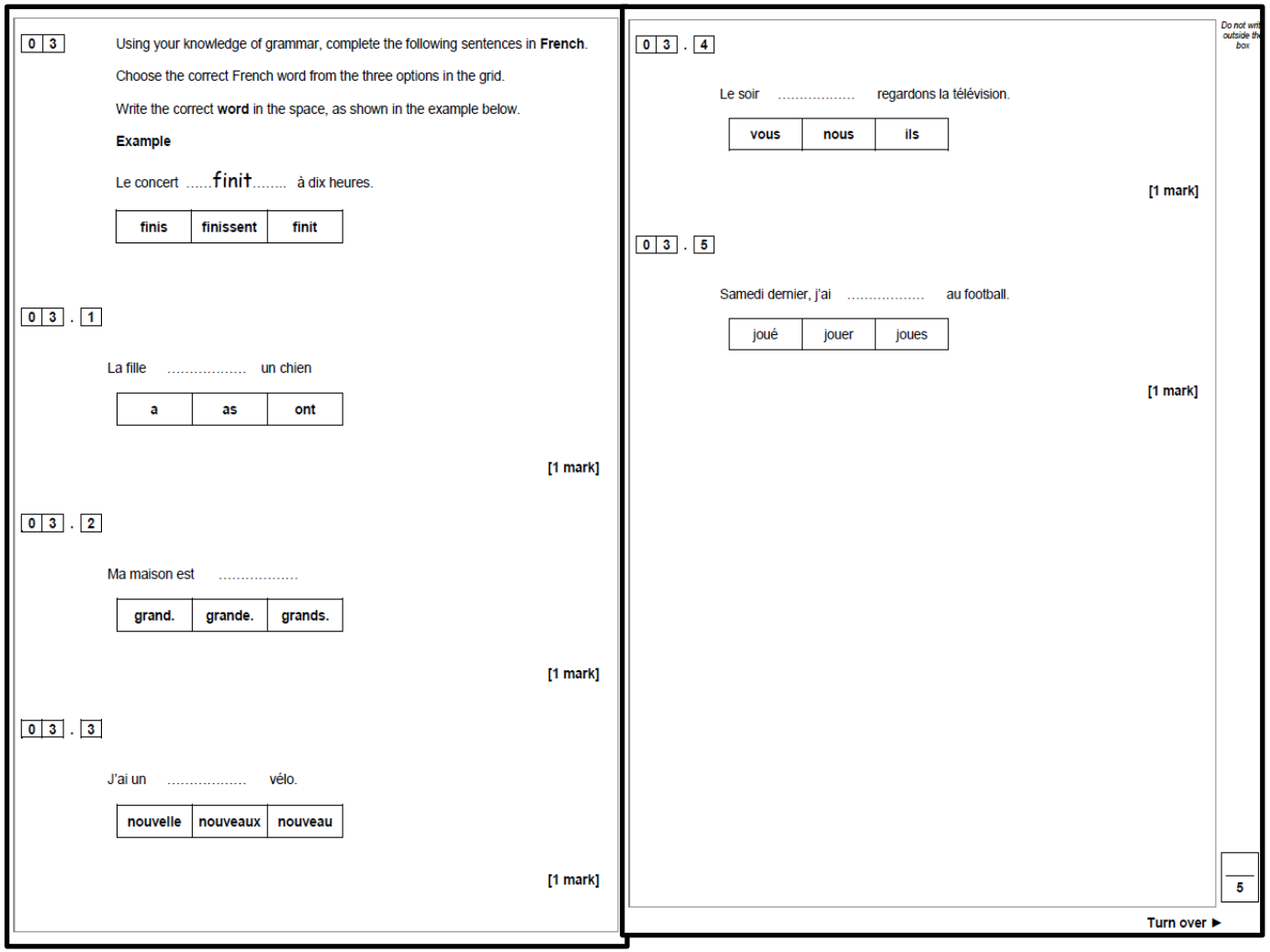
This question contains three bullet points that form part of the task. Examiners must use the Additional guidance, the Exemplification of the mark scheme, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

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

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

11 GRAMMAR MULTICHOICE – AQA Foundation ONLY

Grammar task – AQA Foundation only



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

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

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

Example

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

finis	finissent	finit

0 3 . 1

La fille ..... un chien

a	as	ont

[1 mark]

0 3 . 2

Ma maison est .....

grand.	grande.	grands.

[1 mark]

0 3 . 3

J'ai un ..... vélo.

nouvelle	nouveaux	nouveau

[1 mark]

0 3 . 4

Le soir ..... regardons la télévision.

vous	nous	ils

[1 mark]

0 3 . 5

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

joué	jouer	joues

[1 mark]

Do not write outside the box

5

Turn over ►

Question 03

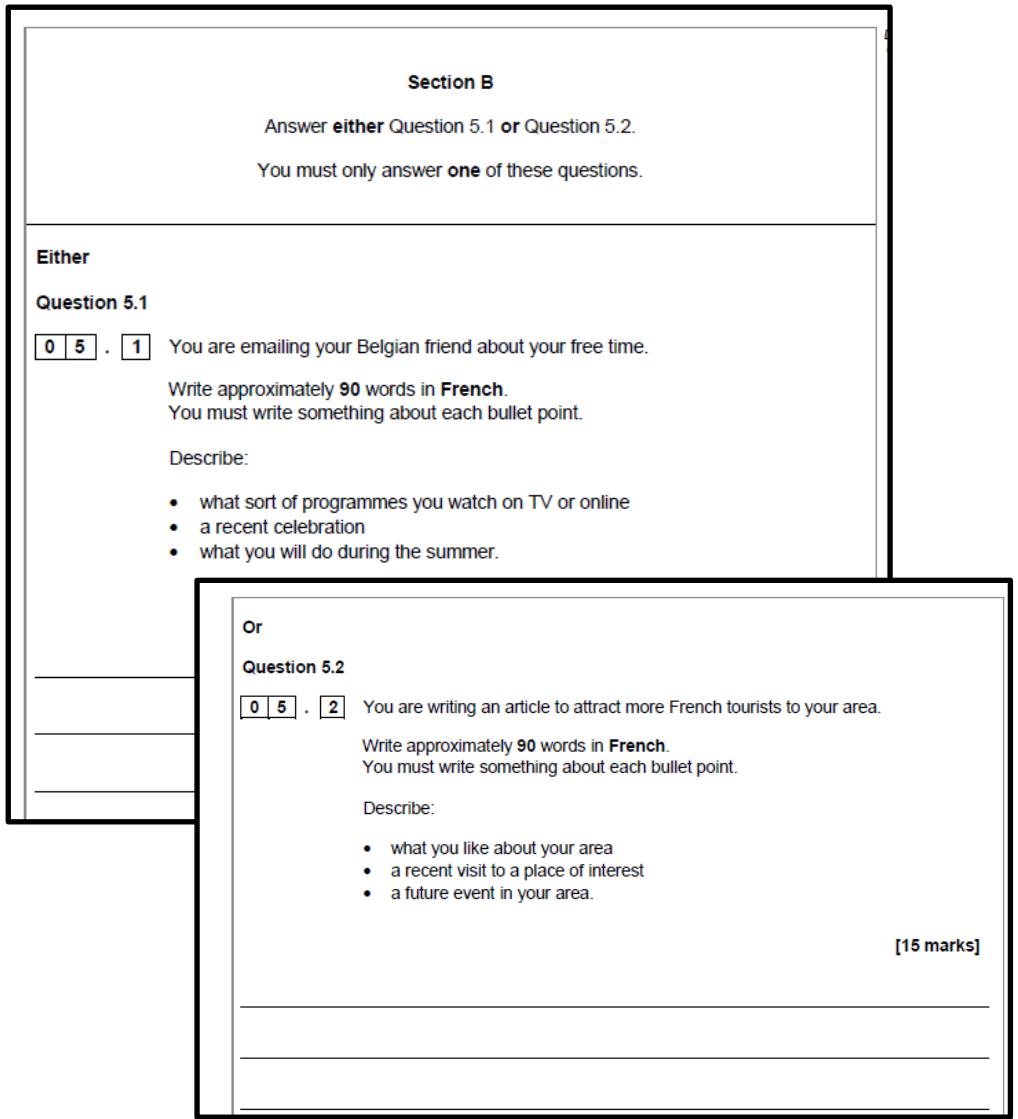
Students are required to complete five sentences by writing the correct word to complete the short sentence, using their knowledge of grammar. There are three words to choose from for each of the five sentences. There are 5 marks for AO3.

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

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

12 WRITING F/H OVERLAP TASK

F/H overlap task AQA [3 time frames]



Section B

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

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

Either

Question 5.1

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

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

Describe:

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

Or

Question 5.2

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

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

Describe:

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

[15 marks]

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

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

F/H Overlap task Edexcel [3 time frames]

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

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

3 (a) Write to your friend about shopping.

You **must** include the following points:

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

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

(18)

(b) Write to your friend about transport.

You **must** include the following points:

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

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

(18)

Question 3 – Foundation tier (18 marks)

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

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

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

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

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

13 WRITING HIGHER ONLY TASK

Higher only task – AQA [2 tenses]

Section C

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

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

Either

Question 3.1

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

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

Describe:

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

[25 marks]

Or

Question 3.2

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

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

Describe:

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

[25 marks]

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

Grid one: Range and use of language

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

Grid two: Accuracy

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

H – Higher only task Edexcel [3 tenses]

Formal context

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

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

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

You **must** include the following points:

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

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

(b) Write about schools for an online magazine.

You **must** include the following points:

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

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

(22)

Question 2 – Higher tier (22 marks)

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

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

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

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

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

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

21

Implications

- For both Boards, broadly retain existing resources and practices for preparing the photo description and answering bullet points. Check that all themes are covered. (e.g. Celebrity culture for AQA)
- Give pupils experience of grammar multichoice test type. [Though this only features in AQA exam, it can be useful for all].
- Give pupils experience of selecting from 2 options. Consciously bear in mind inclusivity.
- Prepare criteria which can be used formatively and positively to prepare students for exam.

14 WRITING - TRANSLATION

Translation AQA Foundation [AO3 5+AO3 5]

6

0 4 Translate the following sentences into **French**.

[10 marks]

Do not write outside the box

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.

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

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

Grid One: Rendering of the original meaning

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

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

Grid Two: Knowledge of vocabulary and grammar

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

11

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

Translation:Edexcel Foundation AO2 6+ AO3 4

4 Translate the following five sentences into French. (10)

(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.

.....

Question 4 – Foundation tier translation (10 marks)

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

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

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

AO2: Response to stimulus	
Mark	**Descriptor**
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.
0	No rewardable material.

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

Exemplification of the mark scheme: Translation

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

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

Example Response 1

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

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

Example Response 2

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

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

Example Response 3

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

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

Implications

Edit existing resources or create new ones to match grammar requirements and exam board vocabulary lists.

Prepare criteria which can be used formatively and positively to prepare students for exam.

Reminder: Main messages!

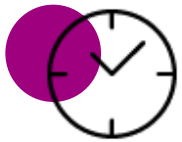
1. There are changes in formal requirements of the GCSE Subject content BUT there is less change in the actual exam experience. So ask yourself: 'Do I really need to change?' [Try out the SAMs on your Year 11]
2. An 'easier' exam does not mean fairer grades. [Bunched marks = narrower closer grade boundaries = less discrimination]
3. An 'easier' exam does not mean higher grades. Grading decided by comparable outcomes (set by Ofqual, not exam board): overall outcome will be the same, whatever changes we make in pedagogy or assessment.
4. Teaching and learning should surely be broader and richer than the actual exam, building on the requirements for KS3 in the National Curriculum Programme of Study. It's really important to keep separate the TEACHING AND LEARNING from the final ASSESSMENT.

GCSE reform update from AQA

- **GCSE French is accredited** and all materials can be found on the French webpage.
- You can find our **draft German and Spanish** specifications and sample assessment materials on our website, including the interactive vocabulary lists for each language in the Teaching Resources tab.
- As we continue to work closely with Ofqual on our draft GCSE German and Spanish specifications, we have lots of support and resources to help your planning. German and Spanish have been developed using the same principles and assessment approach as our accredited French materials, so you can be confident in the model.
- As soon as we hear back from Ofqual that the German and Spanish specifications are accredited, the draft specification and sample assessment materials for each language will be replaced by the accredited versions on our website. We will also contact all schools and colleges to confirm when this has happened.
- This resources roadmap outlines some of the **new and updated resources** that will be available for the new French, German and Spanish GCSEs. **It was designed with feedback from over 1,000 teachers to ensure that we meet all of your needs and to help you prepare your students with confidence** in the run up to first teaching in 2024 and first assessment in 2026.
- Recording of our **new GCSE launch meeting** is now available to watch and to download the materials here
- Prepare to teach meetings for each language (online and F2F) will take place next term and bookings available very shortly.
- Get in touch with us if you need more information **mfl@aqa.org.uk**
- **OUP Foundation and Higher books** for new specification GCSE French, Spanish and German and accompanying online resources delivered via Kerboodle. You can also register your interest to sign up for printed sample content here .
- **Exampro** will have online vocabulary assessments for KS3 and KS4 as well as online question banks to help prepare students. Also included are Learner, class, school and MAT level reports, including population analysis to track progress.

Copyright © AQA and its licensors. All rights reserved.

Pearson Edexcel GCSE (9-1) French, German, Spanish



Access Training

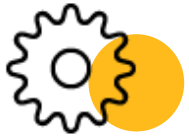
Autumn 2023 full day Getting Ready to Teach:

- Face to Face in a city near you
- 3 x Online (post-school)

More will be added for 2024 soon!

Keep up to date

- Sign up for Rebecca Waker's Subject Advisor updates
- Register your interest in our qualification



Explore our new guides

- Vocabulary and Grammar Guide (French)
- Paper 2
- Paper 3
- Paper 4

Pearson Edexcel

Final message!

- Please keep in touch.
- Share ideas and resources generously via organisations / networks
- Support the publishers / sponsors who can make our lives and preparation easier.

ASSOCIATION FOR LANGUAGE LEARNING

Helen Myers

ALL Volunteer https://www.all-languages.org.uk

Chair of ALL London Branch

https://all-london.org.uk/

Invited Trustee and Former ALL President

www.all-languages.org.uk

X (formerly Twitter): @HelenMyers

LinkedIn https://www.linkedin.com/in/helen-myers-6111148/

Facebook
https://www.facebook.com/helen.myers.75033

YouTube https://www.youtube.com/helenmyers

Blogspot http://helenmyers.blogspot.com/

Email helenmyers007@gmail.com