

ALL Speaking Endorsement Sharing Webinars

Thursday 10th December 2020

[Video of Webinar on YouTube here](#)

[Chat download here](#)

Welcome and introductions

Jane Harvey,
ALL Trustee and Past President

The story so far.....

- **July** – proposals from Ofqual to give time for teaching during COVID issued for consultation – including proposal to replace Speaking exam with Speaking teacher endorsement.
- **10th July** - ALL webinar held to discuss. Followed up by individuals responding.
- **August** – Ofqual decision published – including decision to replace Speaking exam with Speaking teacher endorsement and intention to produce Common assessment criteria

Outcome - For summer 2021 only

- The traditional Speaking Test as part of the GCSE will **not take place** in 2021.
- There will be **no official Speaking Test** for teachers to use in the classroom.
- Speaking will be reported on as a **Teacher / School Endorsement**.
- Teacher assessment will take place across the year as **part of teaching and learning**.
- There is **no requirement for recorded evidence, or for exam conditions testing**.
- The Endorsement is outside the grading system of the GCSE, and will be reported in addition to the GCSE language grade (9-1) but only by descriptors: **Pass, Merit and Distinction or not classified**.

<https://www.all-languages.org.uk/secondary/speaking-endorsement/>

The story continues ...

- **12th October** – Ofqual published more detailed proposals based on decision, including proposed Common Assessment Criteria - open to consultation
- **20th October** - ALL webinar to discuss detailed proposals - (incl proposed criteria) - individuals responded by 29th October.
- **5th November** – Ofqual published outcome to consultation, including final version of Common Assessment Criteria
- Exam boards issued joint document 'Additional speaking guidance for range of language' [See GCSE language page on exam board websites]
- **3rd December** Ofqual announcement about principles for making exams more accessible in 2021
- **10th December** Ofqual consultation on principles for making exams more accessible in 2021
- **January 2021** – Ofqual will issue more detail about putting principles into practice
- **January/February** – AQA board running support sessions for teachers about the Speaking Endorsement. [Edexcel already done]

This webinar: Sharing with you

- Up-dates about Ofqual requirements issued 5th November
- Up-dates about the joint exam board
'Additional speaking guidance for range of language'

Most importantly ...Sharing together

- Ideas about how to implement the requirements in the classroom at school level, which will be documented for reference.

GCSE subject-level conditions for 2021

Requirements in relation to spoken language assessments

November 5th

[Script for the
following slides
downloadable
here](#)

https://www.gov.uk/government/publications/gcse-subject-level-conditions-for-2021#attachment_4691411

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

Part of
[Education and childcare during coronavirus](#)

Regulation

GCSE subject-level conditions for 2021

Conditions and requirements, and corresponding guidance, applying to GCSE qualifications being awarded in 2021.

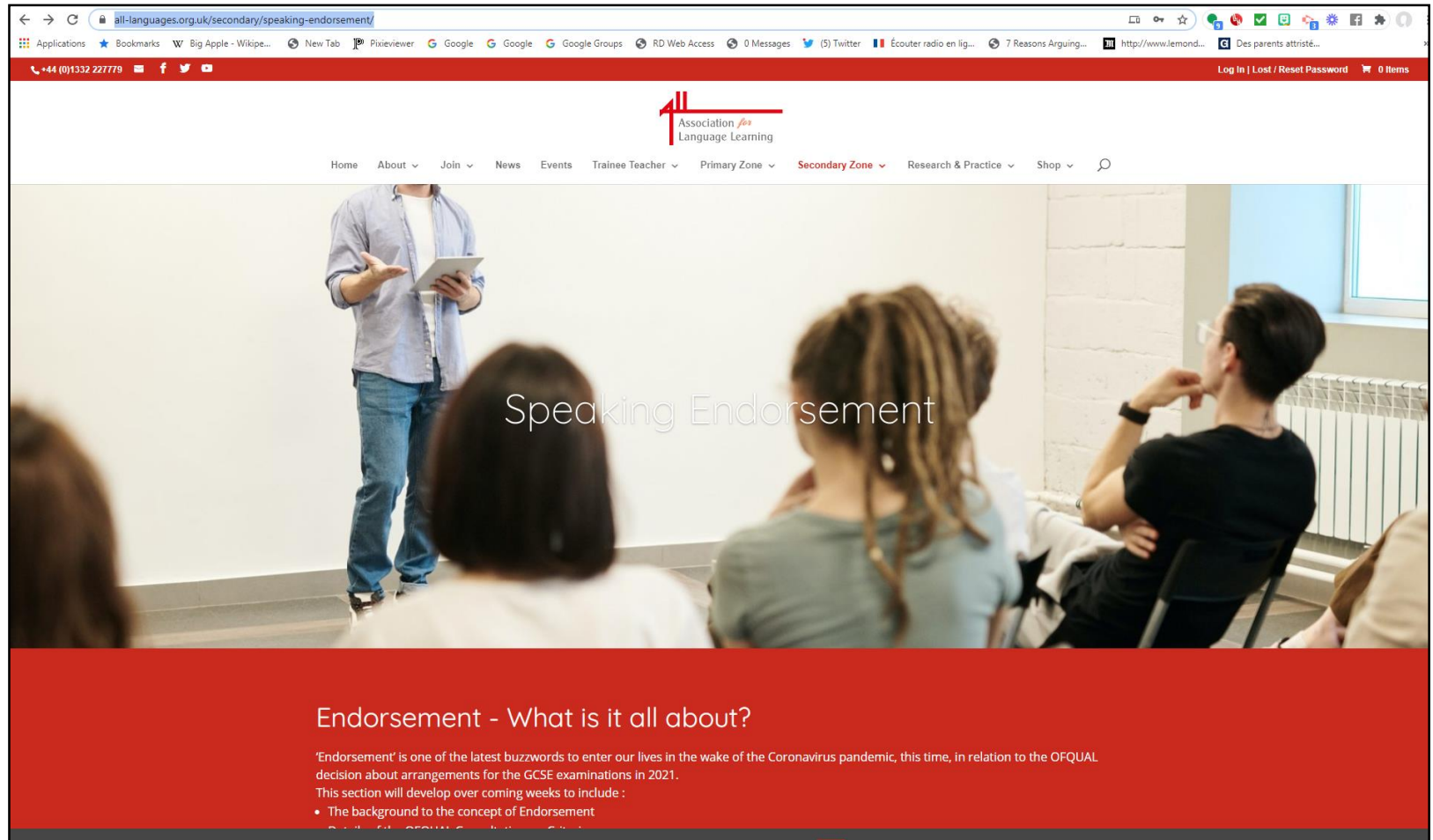
Published 5 November 2020
From: [Ofqual](#)



[GCSE Subject Level Conditions and Requirements for Modern Foreign Languages and Certificate Requirements \(2021\)](#)

Ref: Ofqual/20/6696/33
PDF, 314KB, 25 pages

ALL website section



[Direct link to Speaking Endorsement Page
curated by Steven Fawkes here.](#)

Ofqual requirements

Ref: Pages 15-16

It is really important to read the information on pages 15 and 16 of 'Ofqual subject level conditions for 2021 for Modern Languages' which give essential definitions.

The paragraphs are ready-made answers to the most Frequently Asked Questions.

The text in the following slides is a copy and paste from the document. The questions are ours!

How are pupils assessed? 1/2

- Spoken language assessment **should** but does not have to, **take place during normal teaching and learning** rather than during a one-off performance. The criteria set out below are **not** intended to be used **in a formal examination context** and there is no requirement to set up Centre-devised speaking tests to arrive at an outcome unless this is a necessary arrangement for specific Learners, e.g. for private candidates.

How are pupils assessed? 2/2

Teachers may base their judgements on the accumulation of evidence of a Learner's language performance through **everyday classroom activities over time**. This means Teachers have scope for various opportunities for Learners to demonstrate competence against the criteria set out below. There is **no requirement for an awarding organisation to review this evidence**.

Can pupils know what level they are at?

Teachers may share the criteria with their Learners as well as their 'working at' level, if they wish, to enable them to discuss, monitor and assess their own progress and to identify strengths and areas for improvement.

How broad should the evidence base be?

Teachers should arrive at judgements taking into account a Learner's strengths and weaknesses in performance across a range of

- contexts
- themes and
- activities with different purposes

How can we cover a range of **themes** in speaking?

Themes are those broad **themes** which will be taught in order to cover the requirements for **Listening, Reading and Writing** as outlined in the awarding organisation's specification

Speaking activities can be **integrated into the teaching and learning of these skills** in order to develop the skill of speaking in its own right as well as supporting the development of the other skills.

What is meant by 'different purposes'?

Different purposes may cover for example,

- conversations,
- presentations,
- transactions,
- formal and informal settings,
- descriptions and
- narrations.

These suggestions are neither prescriptive nor exhaustive

What is meant by 'different contexts'?

Learners **can** demonstrate their speaking skills in relation to different purposes in

- a whole class context,
- working in pairs and groups or
- in a one-to-one interaction with the Teacher.

*Specified levels of attainment in
spoken language assessments and
their application*

Putting the principles above into the
assessment criteria

What are the levels of attainment and the criteria?

In relation to each spoken language assessment, an awarding organisation must ensure that –

- (a) the specified levels of attainment are **Pass, Merit and Distinction**,
- (b) the **criteria used** by Assessors to determine whether each Learner will be awarded a Pass, Merit or Distinction are those set out in **Table 1** below, and
- (c) a Learner who does not meet the criteria to be awarded a Pass, Merit or Distinction, or who has not been exempted on grounds of disability from the assessment but who does not take it, is issued a result of '**not classified**'.

What range of activities to pupils need to take part in?

To be awarded a Pass, Merit or Distinction a Learner must –

- (a) take part in **different tasks** that are varied across **different themes**,
- (b) use language for **different purposes** and using **different registers**, and
- (c) meet **all of the criteria** at the level for the **Communication and interaction** aspect and **all of the criteria** at the same level for at least **two of the three other aspects of assessment with one aspect permissible at the level below**. This includes awarding a pass to Learners who fail to meet the criteria for one of Range of language, Accuracy or Pronunciation and intonation.

NB definition of these terms in pages 15-16 – hence need to be aware of preceding section!

Is there a difference between Foundation and Higher?

The criteria below are to be applied to Learners entering at **either the foundation or higher tier.**

Do they have to demonstrate all criteria in each activity?

- The criteria are **not** intended to be **a mark scheme** but have been devised to provide an **overall description** of a Learner's performance **covering different aspects** at a particular level by the end of the course.
- The criteria for Pass, Merit and Distinction **do not relate to specific tasks**, but are designed to be used **across a range** of contexts, purposes and teaching situations.

Common Assessment Criteria:

Table 1: The criteria for Pass, Merit and Distinction

Grade	Communication and interaction	Range of language	Accuracy	Pronunciation and intonation
Pass	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> gives some relevant information in generally short responses. conveys simple opinions. asks some straightforward questions. may not always understand questions asked, but responses to those which are understood are comprehensible. demonstrates a basic level of interaction. 	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> uses mostly simple grammatical structures. uses a limited range of familiar vocabulary and expressions. makes reference to present and past and/or future events with occasional success. 	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> is mainly correct when using familiar vocabulary and simple grammatical structures. is likely to make errors, which sometimes impede communication. 	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> uses pronunciation that is mostly understandable. makes errors that sometimes impede communication. there may be frequent native language interference.
Merit	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> conveys mainly relevant information with occasional longer responses. expresses opinions with some simple justification. asks some varied questions to obtain information. responds to questions and develops some answers. demonstrates a good level of interaction. 	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> manipulates straightforward grammatical structures with some variation and occasional complex structures. uses relevant and some varied vocabulary and expressions. is generally successful in making reference to present, past and future events. 	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> uses a generally good level of accuracy when using straightforward vocabulary and grammatical structures. is likely to make errors, particularly when more complex language is attempted. Such errors sometimes hinder clarity of communication. 	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> uses generally good pronunciation and intonation but with some inconsistency. makes some errors that occasionally impede communication. there may be some native language interference.
Distinction	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> communicates detailed and relevant information, including extended responses. expresses a variety of opinions with justification. asks a variety of questions using a range of question forms. responds to a variety of questions, often developing their answers. demonstrates a very good level of interaction. 	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> manipulates a variety of grammatical structures including some complex structures. uses a range of relevant vocabulary and a variety of expressions. is mostly successful in making references to present, past and future events. 	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> uses predominantly accurate language using a range of relevant vocabulary and some complex grammatical structures. is likely to make errors that are usually minor or occur when complex structures and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication. 	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> uses pronunciation and intonation that are overall accurate and intelligible. makes errors which rarely impede communication. there may be only isolated native language interference.

An alternative 'formative' version:

Communication and Interaction			
<i>Strands</i>	Pass	Merit	Distinction
<i>Relevance and detail of information</i>	gives <u>some</u> relevant information	conveys <u>mainly</u> relevant information	communicates <u>detailed</u> and relevant information,
<i>Length of response</i>	<u>in</u> generally short responses.	<u>with</u> occasional longer responses.	including <u>extended</u> responses.
<i>Opinions and justifications</i>	<u>conveys</u> simple opinions.	expresses <u>opinions</u> with <u>some</u> simple justification.	expresses a <u>variety</u> of <u>opinions</u> with <u>justification</u> .
<i>Questions</i>	<u>asks</u> some straightforward questions.	<u>asks</u> some varied <u>questions</u> to obtain information.	<u>asks</u> a <u>variety</u> of <u>questions</u> using a <u>range</u> of question forms.
<i>Development of response</i>	may not always understand questions asked, but responses to those which are understood are comprehensible	responds to questions and <u>develops</u> some answers.	responds to a variety of questions, <u>often</u> <u>developing</u> their answers.
<i>Level of interaction (Code: coping with unpredictable/unexpected?)</i>	<u>demonstrates</u> a <u>basic</u> level of interaction.	<u>demonstrates</u> a <u>good</u> level of interaction.	<u>demonstrates</u> a <u>very</u> <u>good</u> level of interaction.

[Link to download from Helen Myers' Google Drive](#)

✚ *Range of language [refer to grammar requirements set out in the awarding organisation's specification.]

<i>Strands</i>	Pass	Merit	Distinction
<i>Grammatical structures</i>	uses <u>mostly simple</u> grammatical structures.	manipulates straightforward grammatical structures with some variation and occasional complex structures	manipulates a variety of grammatical structures including <u>some complex</u> structures.
<i>Vocabulary and expressions</i>	uses a limited range of familiar vocabulary and expressions.	uses relevant and some varied vocabulary and expressions	uses a range of relevant vocabulary and a variety of <u>expressions</u> .
<i>Tenses</i>	makes reference to present and past and/or future events <u>with occasional success</u> .	is generally successful in making <u>reference to present, past and future</u> events.	is mostly successful in making references <u>to present, past and future</u> events.

Accuracy

<i>Strands</i>	Pass	Merit	Distinction
<i>Accuracy</i>	is mainly correct when using familiar <u>vocabulary</u> and simple grammatical structures.	uses a generally good level of accuracy when using straightforward <u>vocabulary</u> and grammatical structures.	uses predominantly accurate language using a range of relevant vocabulary and some complex <u>grammatical</u> structures.
<i>Impact of errors on communication</i>	is likely to make errors , which sometimes impede communication	is likely to make errors , particularly when more complex <u>language</u> is attempted. Such errors sometimes hinder <u>clarity</u> of communication.	is likely to make errors that are usually minor or occur when complex <u>structures</u> and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication.

Pronunciation



<i>Strands</i>	Pass	Merit	Distinction
<i>Comprehensibility</i>	uses <u>pronunciation</u> that is mostly understandable .	uses generally good <u>pronunciation</u> and <u>intonation</u> but with some inconsistency.	uses <u>pronunciation</u> and <u>intonation</u> that are overall accurate and intelligible .
<i>Impact of errors on communication</i>	<u>makes</u> errors that sometimes impede communication.	makes some errors <u>that occasionally impede</u> communication.	makes <u>errors</u> which rarely impede communication.
<i>Accuracy of pronunciation</i>	<u>there</u> may be frequent native language interference.	<u>there</u> may be some native language interference.	there may be only isolated native language interference

STUDENT GUIDE TO SPEAKING - Criteria for Pass, Merit and Distinction.

What is your speaking like? You could use this chart to keep a record of how you are getting on.

Tick the boxes if you think you can say that 'on a good day I can do this pretty consistently' ...so NOT as a 'one-off' in a single task on a single occasion.

Communication and Interaction

Strands	Pass	Merit	Distinction
<i>Relevance and detail of information</i>	gives some relevant information	conveys mainly relevant information	communicates detailed and relevant information.
<i>Length of response</i>	in generally short responses.	with occasional longer responses.	including extended responses.
<i>Opinions and justifications</i>	conveys simple opinions.	expresses opinions with some simple justification.	expresses a variety of opinions with justification.
<i>Questions</i>	asks some straightforward questions.	asks some varied questions to obtain information.	asks a variety of questions using a range of question forms.
<i>Development of response</i>	may not always understand questions asked, but responses to those which are understood are comprehensible	responds to questions and develops some answers.	responds to a variety of questions, often developing their answers.
<i>Level of interaction</i>	demonstrates a basic level of interaction.	demonstrates a good level of interaction.	demonstrates a very good level of interaction.

*Range of language [refer to grammar requirements set out in the awarding organisation's specification.]

Strands	Pass	Merit	Distinction
<i>Grammatical structures</i>	uses mostly simple grammatical structures.	manipulates straightforward grammatical structures with some variation and occasional complex structures	manipulates a variety of grammatical structures including some complex structures.
<i>Vocabulary and expressions</i>	uses a limited range of familiar vocabulary and expressions.	uses relevant and some varied vocabulary and expressions	uses a range of relevant vocabulary and a variety of expressions.
<i>Tenses</i>	makes reference to present and past and/or future events with occasional success.	is generally successful in making reference to present, past and future events.	is mostly successful in making references to present, past and future events.

Themes covered:

Task Types done:

Accuracy

Strands	Pass	Merit	Distinction
<i>Accuracy</i>	is mainly correct when using familiar vocabulary and simple grammatical structures.	uses a generally good level of accuracy when using straightforward vocabulary and grammatical structures.	uses predominantly accurate language using a range of relevant vocabulary and some complex grammatical structures.
<i>Impact of errors on communication</i>	is likely to make errors, which sometimes impede communication	is likely to make errors, particularly when more complex language is attempted. Such errors sometimes hinder clarity of communication.	is likely to make errors that are usually minor or occur when complex structures and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication.

Pronunciation

Strands	Pass	Merit	Distinction
<i>Comprehensibility</i>	uses pronunciation that is mostly understandable.	uses generally good pronunciation and intonation but with some inconsistency.	uses pronunciation and intonation that are overall accurate and intelligible.
<i>Impact of errors on communication</i>	makes errors that sometimes impede communication.	makes some errors that occasionally impede communication.	makes errors which rarely impede communication.
<i>Accuracy of pronunciation</i>	there may be frequent native language interference.	there may be some native language interference.	there may be only isolated native language interference

Requirement to reach level:

Communication and Interaction + 2 others at same or higher level

NB - This NOT a mark scheme for specific tasks. It is an overall description of a Learner's performance covering different aspects at a particular level by the end of the course.

[Link to download from Helen Myers' Google Drive](#)

How do you define 'range'?

Applying the criteria for range of language should have regard for the **grammar requirements set out in the awarding organisation's specification.**

**SEE RANGE CHART ISSUED JOINTLY BY EXAM
BOARDS**

Document issued AQA Edexcel + Eduqas



Notes and guidance: Additional speaking guidance for range of language (French)

This additional guidance is common to all exam boards. It should be used alongside the common criteria for assessment when deciding on a level for Range of Language. The exemplification of grammatical structures should not be seen as a checklist, but rather as an indication of the type of grammatical structures required to fulfil the requirements of the level.

Learners may use rephrasing/repair strategies, eg adjusting the message, asking for clarification/repetition, self-correction.

Grammatical structures - Pass

Grammatical structures at Pass might include	Suggested examples of structures at this level
<ul style="list-style-type: none"> Short sentences with mostly single main clauses with basic word order 	<ul style="list-style-type: none"> <i>Je joue au foot le weekend.</i> <i>J'ai un chien noir.</i> <i>Il s'appelle Dude.</i> <i>Il y a un magasin.</i> <i>C'est intéressant.</i>
<ul style="list-style-type: none"> Familiar, common structures such as singular and plural noun forms, some appropriate use of articles and gender, basic negative expressions, common question words, possessive adjectives (1st person only) 	<ul style="list-style-type: none"> Singular and plural forms <i>un frère deux sœurs.</i> Appropriate use of articles <i>J'aime les maths et la géo.</i> Basic negative expressions <i>Je n'aime pas mon prof de physique. Il est strict.</i> Common question words <i>Quand, où, qui, que, qu'est-ce que, quel âge, combien, pourquoi, et vous, et toi ?</i> Possessive adjectives <i>mon, ma, mes</i>
<ul style="list-style-type: none"> Regular verbs and common irregular verbs in mainly the first and third person singular 	<ul style="list-style-type: none"> Common regular verbs <i>aimer, manger, jouer, préférer, regarder, écouter, adorer, détester, penser, parler, commencer, porter, finir</i> Common irregular verbs <i>avoir</i> (including <i>il y a</i>), <i>être, aller, faire, prendre, vouloir, pouvoir</i> and <i>devoir</i> (the latter particularly used with <i>on</i>)
<ul style="list-style-type: none"> Basic formations of present and past and/or future to make reference to present, past and/or future events 	<ul style="list-style-type: none"> <i>Je fais mes devoirs dans ma chambre.</i> <i>Je vais souvent à la piscine.</i> <i>J'aime la natation.</i> <i>J'ai regardé la télé hier soir.</i> <i>J'ai fini mes devoirs à sept heures.</i> <i>Je vais au cinéma samedi.</i>
Grammatical structures at Pass might include	Suggested examples of structures at this level
	<ul style="list-style-type: none"> <i>Après le film, je vais manger une pizza avec mes copains.</i> <i>J'écouterai de la musique ce soir.</i>

SENTENCES

STRUCTURES

VERBS

TENSES

Grammatical structures - Merit

Grammatical structures at Merit might include	Suggested examples of structures at this level
<ul style="list-style-type: none"> A mixture of short and longer sentences using connectives <div>SENTENCES</div>	<ul style="list-style-type: none"> Connectives such as: <i>et, mais, car, parce que, cependant</i> <i>J'aime beaucoup les maths mais mon prof n'est pas toujours sympa. Cependant, ma matière préférée est l'histoire parce que c'est intéressant.</i>
<ul style="list-style-type: none"> More demanding structures such as subordination, pronouns, less common question words, and negative expressions, comparative adjectives. <div>STRUCTURES</div>	<ul style="list-style-type: none"> Subordination such as: <i>Quand je suis en vacances j'aime aller au jardin public et jouer au tennis. Je ne peux pas sortir le soir si j'ai des devoirs.</i> Object pronouns such as: <i>J'aime beaucoup mon frère parce qu'il m'aide avec mes devoirs.</i> Less common question words such as: <i>comment, avec qui, quel/quelle/quels/quelles, combien de temps, à quelle heure ?</i> Less common negative expressions such as: <i>ne...rien, ne...jamais, ne...personne, ne...plus</i> Comparatives such as: <i>plus jeune que, aussi difficile que</i>
<ul style="list-style-type: none"> Less common regular and irregular verbs, reflexive verbs, different persons of the verb, singular and plural, use of common modal verbs with infinitives 	<ul style="list-style-type: none"> Regular verbs such as: <i>passer, dépenser, pratiquer, étudier, utiliser, travailler, voyager, acheter, aider, partager</i>

Grammatical structures at Merit might include	Suggested examples of structures at this level
<div>VERBS</div>	<ul style="list-style-type: none"> Irregular verbs such as: <i>ouvrir, partir, sortir, lire, écrire, offrir, dormir</i> Reflexive verbs such as: <i>se lever, se coucher, s'habiller, s'intéresser à, s'entendre avec, se disputer avec</i> <i>Je me couche à dix heures pendant la semaine. Je me dispute avec mon père quelquefois.</i> Different persons of the verb: <i>Mes parents et moi, nous allons ... Mon ami et moi jouons ... Mes amies n'aiment pas ... elles préfèrent ...</i> Modal verbs with the infinitive such as: <i>Je voudrais travailler à l'étranger à l'avenir. Nous ne pouvons pas utiliser notre portable en classe. Nous ne devons pas courir dans les couloirs.</i>
<ul style="list-style-type: none"> The formation of present, past and future tenses to make reference to present past and future events <div>TENSES</div>	<ul style="list-style-type: none"> A range of all three main tenses or time-frames: <i>Je vais en ville tous les samedis. Hier soir je suis allé au cinéma avec mes copains. Nous avons regardé un film d'horreur. Samedi prochain je ferai du shopping en ville.</i>

Grammatical structures - Distinction

Grammatical structures at Distinction might include	Suggested examples of structures at this level
<ul style="list-style-type: none"> Extended sentences and sequences of speech, sometimes with more than one clause using complex word order including conjunctions <div>SENTENCES</div> <ul style="list-style-type: none"> More demanding structures such as less common pronouns, infinitive clauses, less common constructions <div>STRUCTURES</div>	<ul style="list-style-type: none"> Use of relative pronouns <i>qui, que</i> <i>Ma correspondante qui habite en France s'appelle Magali.</i> Use of conjunctions such as: <i>comme, puisque, à cause de</i> <i>Comme elle n'apprend pas l'anglais, on parle français.</i> Use of disjunctive pronouns such as: <i>avec lui, chez moi</i> Use of emphatic pronouns such as: <i>Moi, je n'aime pas le rap.</i> Use of verb + infinitive structures such as: <i>Nous avons décidé d'aller en ville demain.</i> <i>J'ai commencé à apprendre la guitare.</i> <i>Ma copine a choisi d'étudier le théâtre l'année prochaine.</i> <i>J'ai oublié d'acheter un cadeau d'anniversaire pour ma sœur.</i> Use of comparative and superlative of adjectives and adverbs such as: <i>Je trouve l'espagnol plus facile que le français.</i> <i>Ma meilleure copine est plus petite que moi.</i> <i>La physique est la matière la plus difficile, selon moi.</i> Use of less common pronouns such as: <i>Ma sœur s'est cassé la jambe.</i> <i>Mes amis sont restés chez eux.</i> Use of less common constructions such as: adverbial expressions such as: <i>d'un côté ... de l'autre côté</i> <i>Il s'agit de</i> <i>ça me plaît beaucoup, énormément</i> (as alternative for <i>j'aime</i>)

Grammatical structures at Distinction might include	Suggested examples of structures at this level
<ul style="list-style-type: none"> More complex verb structures <div>VERBS</div> <ul style="list-style-type: none"> Use of modal verbs in a range of tenses 	<ul style="list-style-type: none"> More complex verb structures as in these examples: <i>Nous venons de déménager.</i> <i>Nous habitons maintenant à la campagne où c'est beaucoup plus calme.</i> <i>J'apprends le français depuis cinq ans.</i> <i>Après avoir fini mes examens je vais faire la fête avec mes copines.</i> <i>Je préfère faire mes devoirs en écoutant de la musique.</i> Use of modal verbs in a range of tenses as in these examples: <i>J'ai dû faire mes devoirs hier soir avant de sortir.</i> <i>Je n'ai pas pu acheter une nouvelle robe parce que je n'avais pas assez d'argent.</i>
<ul style="list-style-type: none"> The formation of present, past and future tenses to make reference to present past and future events with a range of tenses; this might include less common examples of conditional and imperfect tenses and some use of the pluperfect <div>TENSES</div>	<ul style="list-style-type: none"> <i>D'habitude je viens au collège en vélo mais hier, à cause du mauvais temps, j'ai pris le bus.</i> <i>Je ne sais pas quel travail je voudrais faire quand je serai plus âgé.</i> <i>Si j'avais le choix, je ne porterais pas l'uniforme scolaire; je mettrais un jean et un pull.</i> <i>Puisque j'avais gagné un peu plus d'argent que d'habitude, j'ai acheté une nouvelle veste.</i>

A formative version ...

(1) Sentences

<p>Short sentences with mostly single main clauses with basic word order</p> <ul style="list-style-type: none"> • <i>Je joue au foot le weekend.</i> • <i>J'ai un chien noir.</i> • <i>Il s'appelle Dude.</i> • <i>Il y a un magasin.</i> • <i>C'est intéressant.</i> 	<p>A mixture of short and longer sentences using connectives</p> <p>Connectives such as: <i>et, mais, car, parce que, cependant</i></p> <ul style="list-style-type: none"> • <i>J'aime beaucoup les maths mais mon prof n'est pas toujours sympa. Cependant, ma matière préférée est l'histoire parce que c'est intéressant.</i> 	<p>Extended sentences and sequences of speech, sometimes with more than one clause using complex word order including conjunctions</p> <ul style="list-style-type: none"> • Use of relative pronouns <i>qui, que</i> <i>Ma correspondante qui habite en France s'appelle Magali.</i> • Use of conjunctions such as: <i>comme, puisque, à cause de</i> <i>Comme elle n'apprend pas l'anglais, on parle français.</i>
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(2) Structures

<p>Familiar, common structures such as singular and plural noun forms, some appropriate use of articles and gender, basic negative expressions, common question words, possessive adjectives (1st person only)</p> <ul style="list-style-type: none"> • Singular and plural forms: <i>un frère deux sœurs.</i> • Appropriate use of articles: <i>J'aime les maths et la géo.</i> • Basic negative expressions: <i>Je n'aime pas mon prof de physique. Il est strict.</i> • Common question words: <i>Quand, où, qui, que, qu'est-ce que, quel âge, combien, pourquoi, et vous, et toi ?</i> • Possessive adjectives <i>mon, ma, mes</i> 	<p>More demanding structures such as subordination, pronouns, less common question words, and negative expressions, comparative adjectives.</p> <ul style="list-style-type: none"> • Subordination such as: <i>Quand je suis en vacances j'aime aller au jardin public et jouer au tennis.</i> <i>Je ne peux pas sortir le soir si j'ai des devoirs.</i> • Object pronouns such as: <i>J'aime beaucoup mon frère parce qu'il m'aide avec mes devoirs.</i> • Less common question words such as: <i>comment, avec qui, quel/quelle/quels/quelles, combien de temps, à quelle heure ?</i> • Less common negative expressions such as: <i>ne...rien, ne...jamais, ne...personne, ne...plus</i> • Comparatives such as: <i>plus jeune que, aussi difficile que</i> 	<p>More demanding structures such as less common pronouns, infinitive clauses, less common constructions</p> <ul style="list-style-type: none"> • Use of disjunctive pronouns such as: <i>avec lui, chez moi</i> • Use of emphatic pronouns such as: <i>Moi, je n'aime pas le rap.</i> • Use of verb + infinitive structures such as: <i>Nous avons décidé d'aller en ville demain.</i> <i>J'ai commencé à apprendre la guitare.</i> <i>Ma copine a choisi d'étudier le théâtre l'année prochaine.</i> <i>J'ai oublié d'acheter un cadeau d'anniversaire pour ma sœur.</i> • Use of comparative and superlative of adjectives and adverbs such as: <i>Je trouve l'espagnol plus facile que le français.</i> <i>Ma meilleure copine est plus petite que moi.</i> <i>La physique est la matière la plus difficile, selon moi.</i> • Use of less common pronouns such as: <i>Ma sœur s'est cassé la jambe.</i> <i>Mes amis sont restés chez eux.</i> • Use of less common constructions such as: adverbial expressions such as: <i>d'un côté ... de l'autre côté</i> <i>Il s'agit de ça me plaît beaucoup, énormément</i>

(3) Verbs

<p>Regular verbs and common irregular verbs in mainly the first and third person singular</p> <ul style="list-style-type: none"> • Common regular verbs <i>aimer, manger, jouer, préférer, regarder, écouter, adorer, détester, penser, parler, commencer, porter, finir</i> • Common irregular verbs <i>avoir</i> (including <i>il y a</i>), <i>être, aller, faire, prendre, vouloir, pouvoir</i> and <i>devoir</i> (the latter particularly used with <i>on</i>) 	<p>Less common regular and irregular verbs, reflexive verbs, different persons of the verb, singular and plural, use of common modal verbs with infinitives</p> <ul style="list-style-type: none"> • Regular verbs such as: <i>passer, dépenser, pratiquer, étudier, utiliser, travailler, voyager, acheter, aider, partager</i> • Irregular verbs such as: <i>ouvrir, partir, sortir, lire, écrire, offrir, dormir</i> • Reflexive verbs such as: <i>se lever, se coucher, s'habiller, s'intéresser à, s'entendre avec, se disputer avec</i> <i>Je me couche à dix heures pendant la semaine.</i> <i>Je me dispute avec mon père quelquefois.</i> • Different persons of the verb: <i>Mes parents et moi, nous allons ...</i> <i>Mon ami et moi jouons ...</i> <i>Mes amies n'aiment pas ... elles préfèrent ...</i> • Modal verbs with the infinitive such as: <i>Je voudrais travailler à l'étranger à l'avenir.</i> <i>Nous ne pouvons pas utiliser notre portable en classe.</i> <i>Nous ne devons pas courir dans les couloirs.</i> 	<p>More complex verb structures as in these examples:</p> <p><i>Nous venons de déménager.</i> <i>Nous habitons maintenant à la campagne où c'est beaucoup plus calme.</i> <i>J'apprends le français depuis cinq ans.</i> <i>Après avoir fini mes examens je vais faire la fête avec mes copines.</i> <i>Je préfère faire mes devoirs en écoutant de la musique.</i></p> <p>Use of modal verbs in a range of tenses as in these examples:</p> <p><i>J'ai dû faire mes devoirs hier soir avant de sortir.</i> <i>Je n'ai pas pu acheter une nouvelle robe parce que je n'avais pas assez d'argent.</i></p>
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(4) Time Frames

<p>Basic formations of present and past and/or future to make reference to present, past and/or future events</p> <ul style="list-style-type: none"> • <i>Je fais mes devoirs dans ma chambre.</i> • <i>Je vais souvent à la piscine.</i> • <i>J'aime la natation.</i> • <i>J'ai regardé la télé hier soir.</i> • <i>J'ai fini mes devoirs à sept heures.</i> • <i>Je vais au cinéma samedi.</i> • <i>Après le film, je vais manger une pizza avec mes copains.</i> • <i>J'écouterai de la musique ce soir.</i> 	<p>The formation of present, past and future tenses to make reference to present past and future events</p> <ul style="list-style-type: none"> • A range of all three main tenses or time-frames: <i>Je vais en ville tous les samedis.</i> <i>Hier soir je suis allé au cinéma avec mes copains.</i> <i>Nous avons regardé un film d'horreur.</i> <i>Samedi prochain je ferai du shopping en ville.</i> 	<p>The formation of present, past and future tenses to make reference to present past and future events with a range of tenses; this might include less common examples of conditional and imperfect tenses and some use of the pluperfect</p> <ul style="list-style-type: none"> • <i>D'habitude je viens au collège en vélo mais hier, à cause du mauvais temps, j'ai pris le bus.</i> • <i>Je ne sais pas quel travail je voudrais faire quand je serai plus âgé.</i> • <i>Si j'avais le choix, je ne porterais pas l'uniforme scolaire; je mettrais un jean et un pull.</i> • <i>Puisque j'avais gagné un peu plus d'argent que d'habitude, j'ai acheté une nouvelle veste.</i>
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Example of formative use ...1/2

(pasted in Class Notebook)

You could highlight structures you are comfortable with- where 'on a good day' you can consistently produce the structures without excessive memorisation. .

A good strategy would be to talk to me by for example asking me a question, and being ready with an impressive answer when I ask you the same question back!

You could pick out a few areas where you are 'nearly comfortable' and where some revision would help.

SENTENCES

<p>Short sentences with mostly single main clauses with basic word order</p> <ul style="list-style-type: none"> • Je joue au foot le weekend. • J'ai un chien noir. • Il s'appelle Duda. • Il y a un magasin. • C'est intéressant. 	<p>A mixture of short and longer sentences using connectives</p> <p>Connectives such as: et, mais, car, parce que, cependant</p> <ul style="list-style-type: none"> • J'aime beaucoup les maths mais mon prof n'est pas toujours sympa. Cependant, ma matière préférée est l'histoire parce que c'est intéressant. 	<p>Extended sentences and sequences of speech, sometimes with more than one clause using complex word order including conjunctions</p> <ul style="list-style-type: none"> • Use of relative pronouns qui, que Ma correspondante qui habite en France s'appelle Magali. • Use of conjunctions such as: comme, puisque, à cause de Comme elle n'apprend pas l'anglais, on parle français.
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AMT

STRUCTURES

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MEW

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MEW

Structured Sharing Ideas

How can we implement this at school level?

Suggested aspects / issues

Pupil awareness

1. How will you share the criteria with the pupils?
2. How will you share their 'working at' level with the pupils so that they can use the criteria formatively?

Teaching and learning

3. What speaking opportunities are there in your scheme of work over the next 4 months?
4. Anything else?

1. How will you share criteria?

Format

Location

2. How will you share their 'working at' level with the pupils so that they can use the criteria formatively?

Process

3. What speaking opportunities are there in your scheme of work over the next 4 months?

What would you normally do – even if there were no speaking test?

Can this provide opportunity for required range of purposes, themes and contexts?

Do you need to add anything else / to have as fall-back?

If there are COVID restrictions affecting your usual practice, what tweaks would you need to make?

Context: 9-1 Focus

Productive elements
highlighted in red

Writing

- Picture question (F)
- 4 BP question (F)
- 90-word (F/H)
- 150-word
- Translation (F+H)

Criteria: Communication + Quality of language

Listening + Reading

- Variety of texts
- Responses in English and TL

Criteria: Vocab, structures, grammar

Communication

What speaking do you and pupils do when preparing for these tasks?

Are there opportunities for pupils to demonstrate

- Communication and Interaction,
- Range,
- Accuracy and
- Pronunciation

A Practising / modelling task

B Revising vocab, structures, grammar and tenses [Drills / Games]

C Classroom routine - use of TL

D Other

Consider synchronous / asynchronous as opposed to online vs in class

