

## Assessment rationale: Year 11 GCSE French

1	<ul style="list-style-type: none"> <li>• Students in this subject have covered the curriculum in order to allow them to progress to further study</li> <li>• Students have been assessed on the content that they have been taught</li> <li>• Teacher Assessed Grades reflect the standard at which the student has performed</li> <li>• Evidence has been drawn from across the duration of the course</li> </ul>
2	<p>This subject has been taught by two experienced teachers who have been able to draw upon their work with students in previous years in order to be able to award reliable grades.</p>
3	<p>The AQA GCSE French consists of three externally assessed exams and one internally conducted oral exam which is marked externally. All exams are normally equally weighted, but Speaking has been revised by the DfE as explained below:</p> <p>Grade 1-9: Listening/Reading/Writing          Pass, Merit, Distinction: Speaking - <i>Due to COVID-19, AQA have confirmed that students will be assessed on their speaking ability by their teachers and Language Assistant. A separate Speaking endorsement grade of Pass, Merit, Distinction will be issued to students, alongside their final GCSE grade for the other three skills.</i></p>
4	<p>Drawn from the components in section 3 (above), teachers have used a range of evidence to make grade judgements. In this subject, this evidence includes:</p> <p><b>Students' responses to materials provided by the exam board:</b></p> <ul style="list-style-type: none"> <li>• Secure past papers completed in the classroom (Reading, listening and writing)</li> <li>• Formal assessment using selected questions from past papers</li> <li>• AQA published mini-assessments</li> </ul> <p><b>Students' responses to school-devised work that reflects the specification, and marked in a way that reflects exam board mark schemes:</b></p> <ul style="list-style-type: none"> <li>• School-internal assessments</li> <li>• Internal speaking sessions with <i>Language Assistant</i> and teacher on 29th, 30<sup>th</sup> and 31<sup>st</sup> March</li> </ul> <p>Records of each student's progress and performance have been kept by teachers over the course of study</p>
5	<p>Within this subject, Teacher Assessed Grades have been based upon evidence in the following order of importance:</p> <ol style="list-style-type: none"> <li>1. Students' responses to secure past paper assessments during Spring and Summer term 2021.             <ol style="list-style-type: none"> <li>a) Reading, and listening paper</li> <li>b) Reading and writing paper</li> </ol> </li> <li>2. Students' responses to short assessments consisting of selected exam board questions, taken under teacher-controlled conditions in the classroom. NB: these assessments will only be used only if provided by the Exam Board on time and deemed appropriate.</li> <li>3. Students' performance in speaking tasks throughout the Spring term of 2021 including a planned teacher assessment conversation with each student and those carried out through remote learning. (This is only for the separate speaking endorsement: Pass, Merit, Distinction)</li> <li>4. Students' performance in speaking tasks throughout the Autumn term of 2020 and Spring term of 2021 including general conversation on specific topics undertaken with our FLA (Foreign Language Assistant) (This is only for the separate speaking endorsement: Pass, Merit, Distinction)</li> </ol>
6	<p>In this subject, internal quality assurance processes have been applied in order to ensure standardisation.</p>
7	<p>Access arrangements have been applied in line with a student's requirements. These may include planned support, such as extra-time, use of a reading pen, headphones and materials printed on coloured paper.</p>