



### Q3 Academy Langley Assessment Record

Subject: **GCSE French**

Subject Code: **8658**

Date of Assessment	Type of Assessment	AOs covered	Rationale for Assessment	Level of Control
October 2019 – Year 10 Cycle 1.	Reading and Writing, internally produced paper.	AO3, 4.	The reading assessment covered topics taught in year 9: celebrations, identity, school and free time activities. In addition, the assessment also covered a topic taught at a basic level in KS3 (where you live). The writing assessment was a mock higher paper as classes were not split into tiers at this stage. It also included a translation into French.	Medium- the assessment was completed under strict exam conditions but students in different groups took the assessment at different times, classwork and homework done in low-level/ unsupervised conditions. Students with access arrangements were given the required arrangements including readers, scribes, extra time, coloured paper and laptop use.
February 2020 – Year 10 Cycle 2.	Listening and Speaking. The listening paper was internally produced. For the speaking assessment, AQA specimen 2018 role-play and photo cards were used.	AO1, 2.	The reading assessment covered topics taught in year 9: celebrations, identity, school and free time activities. In addition, the assessment also covered topics taught in year 10: social issues and education. The speaking assessment was split into tiers and 2/3 of the entire assessment was completed, with the omission of general conversation.	Medium- Both assessments were completed under strict exam conditions but students in different groups took the assessment at different times, classwork and homework done in low-level/ unsupervised conditions. Preparation for the speaking assessment took place under a high level of control as an invigilator was used. Gabriel Potter was given 25% extra preparation time for his Speaking assessment.
October 2020 – Year 11 Cycle 1.	June 2018 Reading and Writing past papers (Higher and Foundation).	AO3, 4.	Assessments covered all GCSE topics. The assessment was marked using the mark scheme from AQA. Grade boundaries were generated using the national 2018 grade boundaries. Moderation of assessments took place with GCSE French examiners.	Medium- the assessment was completed under strict exam conditions but students in different groups took the assessment at different times, classwork and homework done in low-level/ unsupervised conditions. Students with access arrangements were given the required arrangements including readers, scribes, extra time, coloured paper and laptop use.
December 2020 – Mocks.	GCSE 2018 Listening paper and an	AO1, 4.	Assessments covered all GCSE topics. The assessment was marked using the mark scheme	High- the mock exams were completed in exam conditions with exam invigilators. Students with

	internally produced Writing paper (Higher and Foundation).		from AQA. Grade boundaries for the Listening paper were the national 2018 grade boundaries. For the Writing, the grade boundaries were adapted from the 2018 Writing paper to reflect lost learning time over the national lockdown. Moderation of assessments took place with GCSE French examiners.	access arrangements were given the required arrangements including readers, scribes, extra time, coloured paper and laptop use.
May 2021	GCSE AQA November 2020 Reading Paper (Higher and Foundation). Internally produced Writing paper based on the sample questions produced by AQA.	AO3, 4.	The reading assessment covered all GCSE topics. For the Writing assessment, we used sample questions provided by AQA. The Foundation students completed 2 questions in the style of question 2 and question 4, with a choice from all 3 themes. The Higher students completed 2 questions in the style of question 1 and question 2, with a choice from all 3 themes. The Writing assessment did not include a translation into French. The assessment was marked using the mark scheme from AQA. For the Reading and Writing, the grade boundaries were adapted from the 2018 papers to reflect lost learning time over the national lockdown. Moderation of assessments took place with GCSE French examiners.	High - the mock exams were completed in exam conditions with exam invigilators. Students had not been exposed to these questions in advance of the exam. Students with access arrangements were given the required arrangements including readers, scribes, extra time, coloured paper and laptop use.