



Appendix 3 - Judging Criteria - Second and Third Level outcomes

Group: _____

SECOND LEVEL Criteria	THIRD LEVEL Criteria	Comments	Mark (out of 4, see below)
<p><u>Video Submission</u></p> <ul style="list-style-type: none">• Evidence of research is clear in the video.• Contributions from all group members are clearly defined.• Can include a range of relevant topics, for example<ul style="list-style-type: none">○ nutrition, food and drink○ football competitions○ national teams○ famous footballers• Can speak with some confidence and can engage audience.• Uses creative contexts to showcase French, (e.g.), interview, role play, group presentation, etc.• Presentation is relevant, structured and informative.• Demonstrates engagement with, and understanding of, the topic by including references to the chosen country, for example, references to towns / stadia / kits / famous teams / footballers.			
<p><u>Use of French – Second Level</u></p> <ul style="list-style-type: none">• Delivers a short presentation in simple French, using appropriate pronunciation and intonation, and includes relevant ideas and content.• Communicates by using a range of vocabulary appropriate to BGE Second Level with support such as PowerPoint or cue cards.• Can communicate with the grammatical accuracy expected of	<p><u>Use of French – Third Level</u></p> <ul style="list-style-type: none">• Delivers a short presentation in straightforward French, using appropriate pronunciation and intonation, and includes relevant ideas and content.• Communicates by using a variety of vocabulary and language structures appropriate to BGE Third Level3 with support such as PowerPoint or cue cards.		

<p>BGE Second Level (see below) and convey meaning to a sympathetic listener.</p>	<ul style="list-style-type: none"> • Can communicate with the grammatical accuracy expected of BGE Third Level (see below) and convey meaning to a sympathetic listener. 		
<p><u>Football Drills – Second Level</u></p> <ul style="list-style-type: none"> • Drills are clearly explained and easy to follow in simple French, using appropriate pronunciation and intonation, with accuracy expected of BGE Second Level. • Uses a range of vocabulary in French in line with that of a BGE Second Level learner. • Pupils can speak clearly with confidence and can engage with audience. • Drill involves all members of the group, regardless of prior knowledge of football. 	<p><u>Football Drills – Third Level</u></p> <ul style="list-style-type: none"> • Drills are clearly explained and easy to follow in straightforward French, using appropriate pronunciation and intonation, with accuracy expected of BGE Third Level. • Uses a range of vocabulary in French in line with that of a BGE Third Level learner. • Pupils can speak clearly with confidence and can engage with audience. • Drill involves all members of the group, regardless of prior knowledge of football. 		
<p><u>Physical Education Benchmarks – Second Level</u> Demonstrates understanding of/ engagement with at least 3 Physical Education benchmarks:</p> <p><u>Cognitive Skills:</u></p> <ul style="list-style-type: none"> • Creates and adapts movement sequences independently and with others in response to stimuli. 	<p><u>Physical Education Benchmarks – Third Level</u> Demonstrates understanding of/ engagement with at least 3 Physical Education benchmarks:</p> <p><u>Cognitive Skills:</u></p> <ul style="list-style-type: none"> • Creates movement sequences with precision, independently and with others. 		

<ul style="list-style-type: none"> • Demonstrates flair, originality and imagination that contributes to a quality performance. <p><u>Personal Qualities:</u></p> <ul style="list-style-type: none"> • Initiates and works co-operatively with others providing support and encouragement. • Demonstrates planning and organisational skills which are conducive to learning. • Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. • Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments. 	<ul style="list-style-type: none"> • Demonstrates flair, originality and imagination with increasing refinement. <p><u>Personal Qualities:</u></p> <ul style="list-style-type: none"> • Demonstrates the value of positive relationships while working and learning with others. • Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. • Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. • Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately and confidently in practice and performance environments. 		
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- 4 = Excellent
- 3 = Very good
- 2 = Good
- 1 = Satisfactory