

# Year 8: Assessment statements

## Subject: French/German/Spanish



	Communication	Range/quality and accuracy of language	Curriculum strand 3 – Understanding written and spoken language
<p><b>Excellence</b></p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>• Students are able to write and speak confidently about a range of topics with minimal support.</li> <li>• They are able to use creative language to narrate events.</li> <li>• They always express and justify their own and other people's opinions, positive and negative, about a variety of topics.</li> <li>• They can write and speak in extensive details on a range of topics with minimal support or prompting.</li> <li>• They can use regular and some irregular verbs with a variety of subject pronouns (I/he/she/we/they)</li> <li>• They can confidently refer to present, past, future and conditional events.</li> <li>• Students can use vocabulary and structures from a variety of previous topics to write and speak about new topics, with minimal prompting or support.</li> <li>• Students can write and ask a variety of questions about a range of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can write and speak confidently in 4 tenses (present, past and future tense, with a working knowledge of the conditional tense) about a variety of people, with a variety of verbs on a range of a variety of topics.</li> <li>• Students always justify their or other people's opinions with a range of reasons and a range of intensifiers.</li> <li>• Students consistently use a wide range of complex structures in a variety of topics, such as complex opinions, complex connectives, infinitive structures (opinion in the present/past/conditional + verb/I), time phrases.</li> <li>• Students attempt to avoid repetition by using synonyms.</li> <li>• Students can write and speak with minimal minor errors, but the intended meaning is always clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can understand nearly all the main points and extra details in a written and spoken passage on a range of topics.</li> <li>• Students demonstrate a very good understanding of texts which include more complex structures.</li> <li>• Students can read for gist in extended pieces of writing.</li> <li>• Students demonstrate a comprehensive understanding of longer written and spoken passages including familiar and unfamiliar vocabulary on a variety of topics.</li> <li>• Students can confidently identify texts in 4 tenses (present, past and future/conditional tense) in a variety of subject forms. (I/he/she/we/they)</li> <li>• Students can decipher unfamiliar vocabulary when surrounded with familiar vocabulary.</li> <li>• Students can accurately identify a wide range of points of views with a variety of reasons for different people.</li> <li>• Students consistently demonstrate resilience and resourcefulness when facing a longer text with unknown vocabulary.</li> </ul>
<p><b>Secure</b></p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>• Students are able to write and speak about a small range of topics.</li> <li>• Students display an ability to write creatively without loss of comprehension although with some inaccuracies.</li> <li>• They consistently express and justify their own and someone else's opinions, positive and negative, about a variety of topics.</li> <li>• They can write and speak in some details on a small range of familiar topics with some support or prompting.</li> <li>• They can use the 1<sup>st</sup> and 3<sup>rd</sup> person of regular and some irregular verbs, with some inaccuracies.</li> <li>• They can refer to present, past, and conditional events with reasonable accuracy.</li> <li>• With support and prompting, students can sometimes use familiar vocabulary and structures from some previous topics to write and speak about new topics.</li> <li>• Students can write and ask some familiar questions about a range of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can write and speak confidently in 3 tenses, in the 1<sup>st</sup> and 3<sup>rd</sup> subject form, on a small range of topics, although the least practised tense will be less secured.</li> <li>• Students consistently justify their own and someone else's opinions with reasons, and sometimes with intensifiers.</li> <li>• Students consistently use simple connectives, complex connectives, some complex opinions, and some time phrases, but in a familiar topic. Students can write and speak with some minor errors, and sometimes major errors, but the intended meaning is usually clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can understand the main points and some extra details from a written or spoken text on a small range of topics.</li> <li>• Students demonstrate a good understanding of texts which include some more complex structures.</li> <li>• Students can understand familiar language in written and spoken texts in unfamiliar contexts.</li> <li>• Students can identify 3 tenses (present, past and future OR conditional) in the 1<sup>st</sup> and 3<sup>rd</sup> person in written and spoken passages within familiar contexts.</li> <li>• Students can understand when present, past or future events are described.</li> <li>• Students can identify opinions and a variety of reasons in the 1<sup>st</sup> and 3<sup>rd</sup> person</li> <li>• Students sometimes show resilience and resourcefulness when faced with unknown vocabulary.</li> </ul>

# Year 8: Assessment statements

## Subject: French/German/Spanish



<p><b>Developing</b></p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>• Students are able to write and speak about a few topics with support or prompting.</li> <li>• They frequently express and justify their own opinions, positive and negative, about some familiar topics.</li> <li>• Students can develop their responses, giving more information than a basic response, but lacking detail.</li> <li>• Students can use the 1<sup>st</sup> and 3<sup>rd</sup> person of familiar verbs.</li> <li>• They can only refer to present and past OR conditional events.</li> <li>• Students can write and ask a few questions from familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can write and speak with support in 2 tenses (present and future OR past), in the 1<sup>st</sup> person, on familiar topics.</li> <li>• Students can express their own opinions and reasons on a small range of topics.</li> <li>• Students confidently use simple connectives, and some complex connectives.</li> <li>• When writing or speaking, there may be some major and minor errors, which sometimes impedes the intended meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can note the key points from a short written or spoken text or a short series of phrases.</li> <li>• Students demonstrate a reasonable understanding on texts on a range of topics.</li> <li>• They can identify 2 tenses (present and past OR future OR conditional) in the 1<sup>st</sup> person within a familiar context.</li> <li>• They can identify opinions and reasons in the 1<sup>st</sup> person in a written and spoken passage.</li> <li>• They can identify familiar short phrases from memory.</li> <li>• Students need prompting to use resources when faced with unknown vocabulary.</li> </ul>
<p><b>Foundation</b></p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<ul style="list-style-type: none"> <li>• Students can write and say short sentences with support about a topic, with mistakes.</li> <li>• They can express opinions and basic reasons on a familiar topic</li> <li>• They can provide simple answers to a range of questions on familiar contexts.</li> <li>• Students can use the 1<sup>st</sup> person of a small range of set phrases or verbs in the present tense.</li> <li>• They can only refer to present events.</li> <li>• They can write and ask a few simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can write and speak with support in the present tense, in the 1<sup>st</sup> person, using a few set sentences.</li> <li>• Students can express opinions when prompted, sometimes with basic reasons.</li> <li>• They sometimes use simple connectives.</li> <li>• When writing or speaking, there may be frequent major and minor errors, which often impedes the intended meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can identify key words from a written or spoken text with the help of prompts.</li> <li>• Misunderstanding occurs when the text is in more than 1 tense.</li> <li>• Students can identify opinions in the 1<sup>st</sup> person in a written and spoken passage.</li> <li>• Students can identify words from memory on one familiar topic</li> <li>• Students need prompting and support using resources when faced with unknown vocabulary.</li> </ul>