

Year 9: Assessment statements

Subject: French/German/Spanish



	Communication	Range/quality and accuracy of language	Curriculum strand 3 – Understanding written and spoken language
<p>Excellence</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"> • Students are able to write and speak confidently about a range of topics with minimal support. • They are able to use creative language to narrate events. • They use a selection of idioms to make work more authentic. • They always express and justify and develop their own and other people's opinions, positive and negative, about a variety of topics. • They can write and speak in extensive details on a range of topics with minimal support or prompting. • They can use regular and irregular verbs with a variety of subject pronouns (I/he/she/we/they) • They can confidently refer to present, past, future, and conditional events. • Students can use vocabulary and structures from a variety of previous topics to write and speak about new topics, with minimal prompting or support. • They can initiate conversation, when speaking, and develop their answers when writing and speaking without prompting. • They can answer "unknown" questions in detail with minimal hesitation. • Students can write and ask a variety of questions about a range of topics. 	<ul style="list-style-type: none"> • Students can write and speak confidently in 4 tenses (present, past, future and conditional tense) about a variety of people, with a variety of verbs on a range of topics. • They can use regular and irregular verbs in the 4 tenses equally as accurately. • Students always justify their or other people's opinions with a range of reasons, a range of intensifiers and varied alternatives to "because". • Students consistently use a wide range of complex structures in a variety of topics, such as complex opinions, complex connectives, infinitive structures, time phrases, set complex structures using the subjunctive, direct object pronouns, verbs using prepositions, 2 or 3 verbs together. • Students attempt to avoid repetition by using synonyms. • Students can write and speak with minimal minor errors, but the intended meaning is always clear. 	<ul style="list-style-type: none"> • Students can understand nearly all the main points and extra details from longer written and spoken texts which include some unfamiliar vocabulary. • Students can understand the language in a written and spoken passages on a range of topics. • Students demonstrate a good understanding of moderate difficulty texts which include some more complex structures. • Students can read and listen for gist in extended passages. • Students demonstrate a comprehensive understanding of longer written and spoken passages including familiar and unfamiliar vocabulary on a variety of topics. • Students can accurately identify a wide range of points of views with a variety of reasons for different people. • Students can confidently identify 4 tenses in texts in present, past, future, and conditional tense, in a variety of subject forms. (I/he/she/we) • Students can decipher unfamiliar vocabulary when surrounded with familiar vocabulary. • Students consistently demonstrate resilience and resourcefulness when facing a longer text with unknown vocabulary.
<p>Secure</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"> • Students are able to write and speak about a small range of topics. • Students display an ability to write creatively without loss of comprehension although with some inaccuracies. • They use common structures accurately throughout their work with occasional evidence of creative language. • They consistently express and justify their own and someone else's opinions, positive and negative, about a variety of topics. • They can write and speak in some details on a small range of topics with some support or prompting. • They can use the 1st and 3rd person of regular and some irregular verbs, with some inaccuracies. 	<ul style="list-style-type: none"> • Students can write and speak confidently in 3 tenses, in the 1st and 3rd subject form, on a small range of topics, attempting to use regular and irregular verbs. • They can display some inaccuracies when using irregular verbs in all 3 tenses. • Students consistently justify their own and someone else's opinions with reasons and intensifiers, sometimes using alternatives to "because". • When justifying opinions, students use a variety of adjectives and reasons. • Students occasionally use complex structures, such as complex opinions, 	<ul style="list-style-type: none"> • Students can understand the main points and some extra details from an intermediate difficulty written or spoken text on a small range of topics. • Students demonstrate a good understanding of moderate difficulty texts which include a few complex structures. • Students can understand some unfamiliar language from familiar contexts when accompanied by more familiar vocabulary. • Students can identify varied points of views and reasons from extended written and spoken texts. • Students can identify 3 tenses in written and spoken passages within familiar contexts. • Students can understand when present, past or future events are described.

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	<ul style="list-style-type: none"> • They can refer to present, past, and future or conditional events with reasonable accuracy. • With support and prompting, students can sometimes use familiar vocabulary and structures from some previous topics to write and speak about new topics. • They can answer “unknown” questions using simple language with some hesitation and prompting. • Students can write and ask some questions about a range of topics. • 	<p>complex connectives, infinitive structures, time phrases, set complex structures using the subjunctive, direct object pronouns, verbs using prepositions, and 2 or 3 verbs together.</p> <ul style="list-style-type: none"> • There is some variation of common phrases to avoid repetition. • Students can write and speak with some minor errors, and sometimes major errors, but the intended meaning is usually clear. 	<ul style="list-style-type: none"> • Students sometimes show resilience and resourcefulness when faced with unknown vocabulary.
<p>Developing</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"> • Students are able to write and speak about a few topics, with support or prompting • They use well known structures and phrases and rarely attempt to be creative • They frequently express and justify their own opinions, positive and negative, about some topics. • Students can develop their responses, giving more information than a basic response, but lacking detail. • Students can use the 1st and 3rd person of some set phrases or verbs. • They can only refer to present and past OR conditional events. • Their answers to “unknown” questions are inconsistent and sometimes inaccurate. • Students can write and ask a few questions from familiar topics. • 	<ul style="list-style-type: none"> • Students can write and speak accurately in 2 tenses (present and past OR future OR conditional), in the 1st person singular and plural, on familiar topics. • They use regular verbs only. • Students regularly justify their own and someone else’s opinions with reasons and sometimes using intensifiers. • Students sometimes attempt to use complex structures, such as complex opinions, complex connectives, direct object pronouns. • Common vocabulary is repeated with frequency • When writing or speaking, there may be some major and minor errors, which sometimes impedes the intended meaning. 	<ul style="list-style-type: none"> • Students can understand the main points and some details from shortened written or spoken texts on a small range of topics. • Students demonstrate good understanding of familiar language when used in contexts. • They can identify opinions and reasons in the 1st and 3rd person in a written and spoken passage. • They can identify 2 tenses within a familiar context. • They can identify short phrases from memory. • Students need prompting to use resources when faced with unknown vocabulary.
<p>Foundation</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"> • Students can write and say short sentences with support about a familiar topic, with mistakes. • They can express opinions and basic reasons on a familiar topic, but they are infrequently expressed • They can provide simple answers to a range of questions on familiar contexts • Students can use the 1st person of a small range of set phrases or verbs in the present tense. • They can only refer to present and conditional events. • They can write and ask a few simple questions. 	<ul style="list-style-type: none"> • Students can write and speak with support in the present tense, in the 1st person, and using a few set sentences in the conditional tense. • Students can express opinions when prompted, sometimes with basic reasons. • They sometimes use simple and complex connectives. • There is a limited range of vocabulary with repetition of common phrases. • When writing or speaking, there may be frequent major and minor errors, which often impedes the intended meaning, and sentence structure are inconsistent. 	<ul style="list-style-type: none"> • Students can identify key words from a written or spoken text with the help of prompts. • Students can identify only the main points expressed in familiar language • Students can identify opinions in the 1st person in a written and spoken passage. • Students demonstrate little understanding of unfamiliar language within a familiar context. • Misunderstanding of written and spoken texts occur when connectives are being used • Students need prompting and support using resources when faced with unknown vocabulary.