

Year 8: Assessment statements

Subject: French/German/Spanish



	Communication	Range/quality and accuracy of language	Curriculum strand 3 – Understanding written and spoken language
Mastering (Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).	<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 always express and justify 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 some 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. 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 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. Students always justify their or other people's opinions with a range of reasons and a range of intensifiers. 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. 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 in a written and spoken passage on a range of topics. Students demonstrate a very good understanding of texts which include more complex structures. Students can read for gist in extended pieces of writing. Students demonstrate a comprehensive understanding of longer written and spoken passages including familiar and unfamiliar vocabulary on a variety of topics. 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) Students can decipher unfamiliar vocabulary when surrounded with familiar vocabulary. Students can accurately identify a wide range of points of views with a variety of reasons for different people. Students consistently demonstrate resilience and resourcefulness when facing a longer text with unknown vocabulary.
Advancing (Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).	<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 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 familiar topics with some support or prompting. They can use the 1st and 3rd person of regular and some irregular verbs, with some inaccuracies. They can refer to present, past, and 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. Students can write and ask some familiar questions about a range of topics. 	<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, although the least practised tense will be less secured. Students consistently justify their own and someone else's opinions with reasons, and sometimes with intensifiers. 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. 	<ul style="list-style-type: none"> Students can understand the main points and some extra details from a written or spoken text on a small range of topics. Students demonstrate a good understanding of texts which include some more complex structures. Students can understand familiar language in written and spoken texts in unfamiliar contexts. Students can identify 3 tenses (present, past and future OR conditional) in the 1st and 3rd person in written and spoken passages within familiar contexts. Students can understand when present, past or future events are described. Students can identify opinions and a variety of reasons in the 1st and 3rd person Students sometimes show resilience and resourcefulness when faced with unknown vocabulary.

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<p>Securing</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 frequently express and justify their own opinions, positive and negative, about some familiar 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 familiar verbs. • They can only refer to present and past OR conditional events. • Students can write and ask a few questions from familiar topics. 	<ul style="list-style-type: none"> • Students can write and speak with support in 2 tenses (present and future OR past), in the 1st person, on familiar topics. • Students can express their own opinions and reasons on a small range of topics. • Students confidently use simple connectives, and some complex connectives. • 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 note the key points from a short written or spoken text or a short series of phrases. • Students demonstrate a reasonable understanding on texts on a range of topics. • They can identify 2 tenses (present and past OR future OR conditional) in the 1st person within a familiar context. • They can identify opinions and reasons in the 1st person in a written and spoken passage. • They can identify familiar 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 topic, with mistakes. • They can express opinions and basic reasons on a familiar topic • 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 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, using a few set sentences. • Students can express opinions when prompted, sometimes with basic reasons. • They sometimes use simple connectives. • When writing or speaking, there may be frequent major and minor errors, which often impedes the intended meaning. 	<ul style="list-style-type: none"> • Students can identify key words from a written or spoken text with the help of prompts. • Misunderstanding occurs when the text is in more than 1 tense. • Students can identify opinions in the 1st person in a written and spoken passage. • Students can identify words from memory on one familiar topic • Students need prompting and support using resources when faced with unknown vocabulary.