

## Year 9: Assessment statements

### Subject: French/German/Spanish



	<b>Communication</b>	<b>Range/quality and accuracy of language</b>	<b>Curriculum strand 3 – Understanding written and spoken language</b>
<p><b>Mastering</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 use a selection of idioms to make work more authentic.</li> <li>• They always express and justify and develop 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 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>• They can initiate conversation, when speaking, and develop their answers when writing and speaking without prompting.</li> <li>• They can answer "unknown" questions in detail with minimal hesitation.</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, future and conditional tense) about a variety of people, with a variety of verbs on a range of topics.</li> <li>• They can use regular and irregular verbs in the 4 tenses equally as accurately.</li> <li>• Students always justify their or other people's opinions with a range of reasons, a range of intensifiers and varied alternatives to "because".</li> <li>• 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.</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 from longer written and spoken texts which include some unfamiliar vocabulary.</li> <li>• Students can understand the language in a written and spoken passages on a range of topics.</li> <li>• Students demonstrate a good understanding of moderate difficulty texts which include some more complex structures.</li> <li>• Students can read and listen for gist in extended passages.</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 accurately identify a wide range of points of views with a variety of reasons for different people.</li> <li>• 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)</li> <li>• Students can decipher unfamiliar vocabulary when surrounded with familiar vocabulary.</li> <li>• Students consistently demonstrate resilience and resourcefulness when facing a longer text with unknown vocabulary.</li> </ul>
<p><b>Advancing</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 use common structures accurately throughout their work with occasional evidence of creative language.</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 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> </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, attempting to use regular and irregular verbs.</li> <li>• They can display some inaccuracies when using irregular verbs in all 3 tenses.</li> <li>• Students consistently justify their own and someone else's opinions with reasons and intensifiers, sometimes using alternatives to "because".</li> <li>• When justifying opinions, students use a variety of adjectives and reasons.</li> <li>• Students occasionally use complex structures, such as complex opinions,</li> </ul>	<ul style="list-style-type: none"> <li>• Students can understand the main points and some extra details from an intermediate difficulty written or spoken text on a small range of topics.</li> <li>• Students demonstrate a good understanding of moderate difficulty texts which include a few complex structures.</li> <li>• Students can understand some unfamiliar language from familiar contexts when accompanied by more familiar vocabulary.</li> <li>• Students can identify varied points of views and reasons from extended written and spoken texts.</li> <li>• Students can identify 3 tenses in written and spoken passages within familiar contexts.</li> <li>• Students can understand when present, past or future events are described.</li> </ul>

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

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