

| Assessment grid | | | |
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| Subject: French Year: 7 Topic/module/theme: GCSE Theme: Identity & Culture (CITY/LOCAL AREA/ENVIRONMENT PART 2) | | | |
| KS4 target direction | 4 | 6 | 8(9) |
| Advanced | Enrichment/extension – reaching, or part of, next pathway → Features of work may include: convey a clear message albeit with regular errors | Enrichment/extension– reaching, or part of, next pathway → Features of work may include: identify main points, details and points of view and draw simple conclusions | Enrichment/extension Features of work may include: show a consistent understanding of a variety of spoken language including some complex structures |
| Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i> | Secure Competency statements: <ul style="list-style-type: none"> • Know basic vocabulary and grammar related to “CITY/LOCAL AREA/ENVIRONMENT PART 2” topic. • Can understand/structure simple language about “CITY/LOCAL AREA/ENVIRONMENT PART 2” • Can offer/understand short but relevant answers to questions about “CITY/LOCAL AREA/ ENVIRONMENT PART 2” | Secure Competency statements: <ul style="list-style-type: none"> • Can offer/understand semi extended relevant answers to questions about “CITY/LOCAL AREA/ENVIRONMENT PART 2” • The ability to use “because”. • Can use manipulate verbs about “CITY/LOCAL AREA/ENVIRONMENT PART 2” in at least 2 tenses (including the present) | Secure Competency statements: <ul style="list-style-type: none"> • Can offer/understand extended relevant answers to questions about “CITY/LOCAL AREA/ENVIRONMENT PART 2”. • Answers are mainly spontaneous/natural with mistakes that do not impede communication. • Can use/understand manipulate verbs about “CITY/LOCAL AREA/ENVIRONMENT PART 2 ” in at least 3 tenses (including the present). May use the subjunctive mood and perfect tense. |
| Developing | Mostly secure – one or more gaps | Mostly secure – one or more gaps | Mostly secure – one or more gaps |



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| Beginning | Significant gaps:take part in simple conversations with regular prompting | Significant gaps: although inaccuracies occasionally impair clarity of communication; produce some accurate sequences of language | Significant gaps: distinguish between past, present and future events with varied success. |
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