



Assessment grid			
Subject: <b>French</b>		Year: <b>8</b>	
Topic/module/theme: <b>GCSE CULTURE, HOLIDAYS: FOOD RESTAURANT AND HEALTHY EATING PART 2</b>			
KS4 target direction	4	6	8(9)
<b>Advanced</b>	Enrichment/extension – reaching, or part of, next pathway → Features of work may include: use familiar verbs in different time	Enrichment/extension– reaching, or part of, next pathway → Features of work may include: recognise points of view, attitudes	Enrichment/extension Features of work may include: To convey a consistently clear message albeit with some errors
<b>Secure</b>  <i>Students must achieve competence in <b>all</b> statements before being judged ‘Secure’</i>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>Know basic vocabulary and grammar related to <b>FOOD RESTAURANT AND HEALTHY EATING 2</b> topic.</li> <li>Can understand/structure simple language about <b>FOOD RESTAURANT AND HEALTHY EATING 2</b></li> <li>Can offer/understand short but relevant answers to questions about <b>FOOD RESTAURANT AND HEALTHY EATING 2</b></li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>Can offer/understand semi extended relevant answers to questions about <b>FOOD RESTAURANT AND HEALTHY EATING 2</b></li> <li>The ability to use “because”.</li> <li>Can use manipulate verbs about <b>FOOD RESTAURANT AND HEALTHY EATING 2</b> in at least 2 tenses (including the present)</li> </ul>	<b>Secure</b> Competency statements: <ul style="list-style-type: none"> <li>Can offer/understand extended relevant answers to questions about <b>FOOD RESTAURANT AND HEALTHY EATING 2</b></li> <li>Answers are mainly spontaneous/natural with mistakes that do not impede communication.</li> <li>Can use/understand manipulate verbs about <b>FOOD RESTAURANT AND HEALTHY EATING 2</b> in at least 3 tenses (including the present). May use the subjunctive mood and perfect tense.</li> </ul>
<b>Developing</b>	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
<b>Beginning</b>	Significant gaps: inaccuracies occasionally impair clarity of communication. Below par verb decoding.	Significant gaps: regularly distinguish between past, present and future events.	Significant gaps: show a fair understanding of a variety of spoken language