



Extending

Speaking

A speaker who develops responses in sequences of speech. Describes events when asked to do so. Conveys information clearly most of the time, giving and explaining opinions.

Very good use of language with some variety of linguistic structures and an interesting range of vocabulary. References to present and near future events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.

Consistently good pronunciation and intonation throughout.

Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.

Writing

A very good response covering all aspects of the task which is relevant and detailed. Communication is clear with almost no ambiguity and a lot of information is conveyed. Opinions are expressed and justified. Ideas are well developed and there is extensive and appropriate use of connectives with a mostly clear structure.

The style and register are appropriate. Very good use of language with some variety of linguistic structures and an interesting range of vocabulary. References to present and near future events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted. The intended meaning is almost always clear.

Secure

Speaking

Replies to most questions clearly and develops a few answers. Can describe events **briefly** when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, **some** of which are explained.

Generally good use of language which involves **mainly simple** linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. References to present and near future tense are made with **some** success. Although there may be errors, they do not generally impede comprehension.

Quite good pronunciation and intonation but some inconsistency at times.

Generally good exchange, but can also rely on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.

Writing

A **good** response covering **most** aspects of the task. Communication is **usually** clear although there may be **some** ambiguities. Opinions are expressed and **most** are justified. Longer sentences are attempted, using **some** connectives, often successfully.

Generally good use of language which involves **mainly simple** linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. References to the present and near future tenses are made with **some** success. Although there may be errors, they do not generally impede comprehension.

Developing

Speaking

Can answer questions in a conversation or following a presentation. There may be a few occasions when unable to answer questions in a discussion. Gives quite short responses.

Involves **mainly simple** linguistic structures and vocabulary, with some repetition. References to present are made with **some** success. Gives some opinions.

There may be errors which impede comprehension.

Little spontaneity often pre-learnt responses. Frequent hesitation and slow response. Pronunciation may not be accurate but meaning is mostly clear.

Writing

A **short** response covering **some** aspects of the task. Communication can be **unclear** and there are likely to be some ambiguities which hinder clarity of communication and prevent meaning. **A few** opinions are expressed. Short, simple sentences are attempted and may not be properly constructed. **Minimal** extra detail is given.

Involves **mainly simple** linguistic structures and vocabulary, with some repetition. There may be errors which impede comprehension. References to present are made with **some** success.

Beyond

Students will achieve excellent marks consistently across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will regularly meet and exceed the criteria above for speaking and writing for their training group.

Expected

Students will achieve good marks consistently across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will regularly meet the criteria above for speaking and writing for their training group.

Not yet

Students will achieve inconsistent marks across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will not meet the criteria above for speaking and writing for their training group.



Extending

Speaking

A speaker who develops responses in sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly most of the time, giving and explaining opinions.

Very good use of language with some variety of linguistic structures and an interesting range of vocabulary. References to past and near future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted. Verbs and tense forms are secure. Consistently good pronunciation and intonation throughout.

Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.

Writing

A very good response covering all aspects of the task which is relevant and detailed. Communication is clear with almost no ambiguity and a lot of information is conveyed. Opinions are expressed and justified. Ideas are well developed and there is extensive and appropriate use of connectives with a mostly clear structure.

The style and register are appropriate. Very good use of language with some variety of linguistic structures and an interesting range of vocabulary. References to past and near future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted. The intended meaning is almost always clear. Verbs and tense forms are secure.

Secure

Speaking

Replies to most questions clearly and develops a few answers. Can describe events **briefly** when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, **some** of which are explained.

Generally good use of language which involves **mainly simple** linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. References to present and another tense are made with **some** success. Although there may be errors, they do not generally impede comprehension.

Quite good pronunciation and intonation but some inconsistency at times.

Generally good exchange, but can also rely on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.

Writing

A good response covering **most** aspects of the task. Communication is **usually** clear although there may be **some** ambiguities. Opinions are expressed and **most** are justified. Longer sentences are attempted, using **some** connectives, often successfully.

Generally good use of language which involves **mainly simple** linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. References to the present and another tense are made with **some** success. Although there may be errors, they do not generally impede comprehension.

Developing

Speaking

Can answer questions in a conversation or following a presentation. There may be a few occasions when unable to answer questions in a discussion. Gives quite short responses.

Involves **mainly simple** linguistic structures and vocabulary, with some repetition. Although there may be errors, they do not generally impede comprehension. References to present tense are made with **some** success. Gives some opinions.

Little spontaneity often pre-learnt responses. Frequent hesitation and slow response.
Pronunciation generally understandable with some intonation.

Writing

A **short** response covering **some** aspects of the task. Communication can be **unclear** and there are likely to be some ambiguities which hinder clarity of communication and prevent meaning. **A few** opinions are expressed. Short, simple sentences are attempted and may not be properly constructed. **Minimal** extra detail is given.

Involves **mainly simple** linguistic structures and vocabulary, with some repetition. References to present are made with **some** success.

Beyond

Students will achieve excellent marks consistently across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will regularly meet and exceed the criteria above for speaking and writing for their training group.

Expected

Students will achieve good marks consistently across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will regularly meet the criteria above for speaking and writing for their training group.

Not yet

Students will achieve inconsistent marks across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will not meet the criteria above for speaking and writing for their training group.

*It is important to note that students will be starting the 3-year GCSE course in Year 9 in MFL.

Extending

Speaking

A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.

Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.

Good pronunciation and intonation with only occasional lapses.

Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.

Writing

A very good response covering all aspects of the task which is relevant and detailed. Communication is clear with almost no ambiguity and a lot of information is conveyed. Quite extended prose of several paragraphs containing student's own ideas and justified opinions as well as those of others and where appropriate, a balanced argument. There is extensive and appropriate use of connectives with a mostly clear structure.

The style and register are usually appropriate. Very good use of language with a variety of linguistic structures and vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors may occur when complex structures and/or vocabulary are attempted, but the intended meaning is nearly always clear. Verbs and tense forms are secure.

Secure

Speaking

Replies to most questions clearly and develops some answers.

Usually gives **quite short** responses but **occasionally** gives extended responses. Occasionally narrates events **briefly** when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, **some** of which are explained.

Generally good use of language which involves **mainly simple** linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors, they do not generally impede comprehension.

Generally good pronunciation and intonation but some inconsistency at times. **Generally** good exchange in which the speaker shows **some** spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.

Writing

A good response covering **most** aspects of the task. Communication is usually clear although there may be some ambiguities. Opinions are expressed and most are justified. Longer sentences are attempted, using **some** connectives, often successfully.

The style and register are usually appropriate. **Mainly common** language is used with some variety of linguistic structures and vocabulary. References to past and future, as well as present, events are made confidently, although there may be a few errors. More complex structures and/or vocabulary are attempted, but errors may occur. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear.

Developing

Speaking

Can give a short prepared talk, expressing opinions and answering simple questions about it, using a variety of structures. Short responses provided and pronunciation may be difficult to understand.

May be a few occasions when unable to answer questions in a discussion. Refers to two time frames.

May be frequent errors which occasionally impede communication.

Little spontaneity often pre-learnt responses. Frequent hesitation and slow response.

Writing

A **short** response covering **some** aspects of the task. Communication can be **unclear** and there are likely to be some ambiguities which hinder clarity of communication and prevent meaning. **A few** opinions are expressed. Short, simple sentences are attempted and may not be properly constructed. **Minimal** extra detail is given.

Involves **mainly simple** linguistic structures and vocabulary, with some repetition. References to two tenses are made, although these may not be successful.

Beyond

Students will achieve excellent marks consistently across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will regularly meet and exceed the criteria above for speaking and writing for their training group.

Expected

Students will achieve good marks consistently across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will regularly meet the criteria above for speaking and writing for their training group.

Not yet

Students will achieve inconsistent marks across the four MFL skills of Listening, Speaking, Reading and Writing relating to their training group. Students will not meet the criteria above for speaking and writing for their training group.