

GCSE Teaching in MFL

Session aims

- Revisit translanguageing.
- Develop understanding of the GCSE examination and marking.
- Explore the resources on WJEC website and discuss how they can support MFL teaching and learning.
- Consider implications of assessment criteria for 4 skills for teaching.

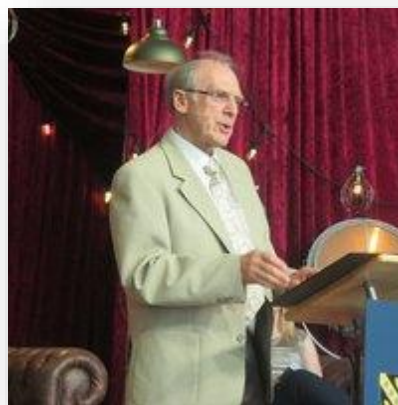


Translanguaging

Transcend the boundaries

Emerged in Wales (1980s)

- Dr Cen Williams →
- Prof Colin Baker
- Prof Ofelia García
- Prof Li Wei



→ **trawsieithu** (2)

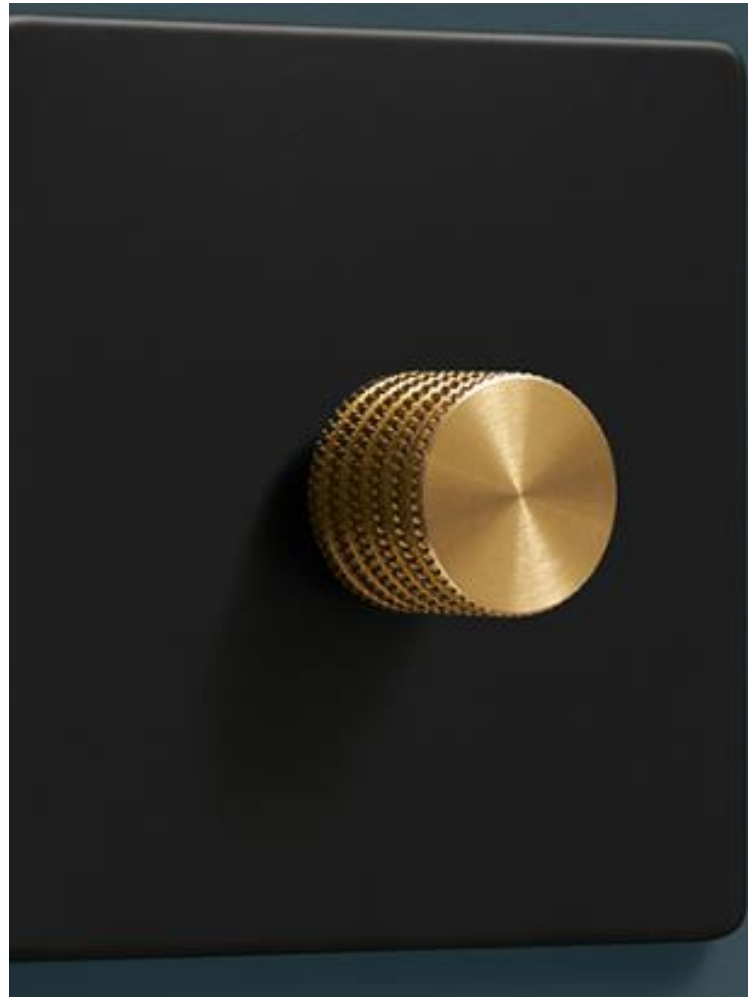
cofnodion sy'n cyfateb i
'trawsieithu'

trawsieithu **be** translanguaging
Geiriadur Termau'r Coleg Cymraeg
Cenedlaethol - Iaith a Llenyddiaeth

trawsieithu **be** purposeful
concurrent use of language
Y Termiadur Addysg

Translanguaging for inclusion & social justice

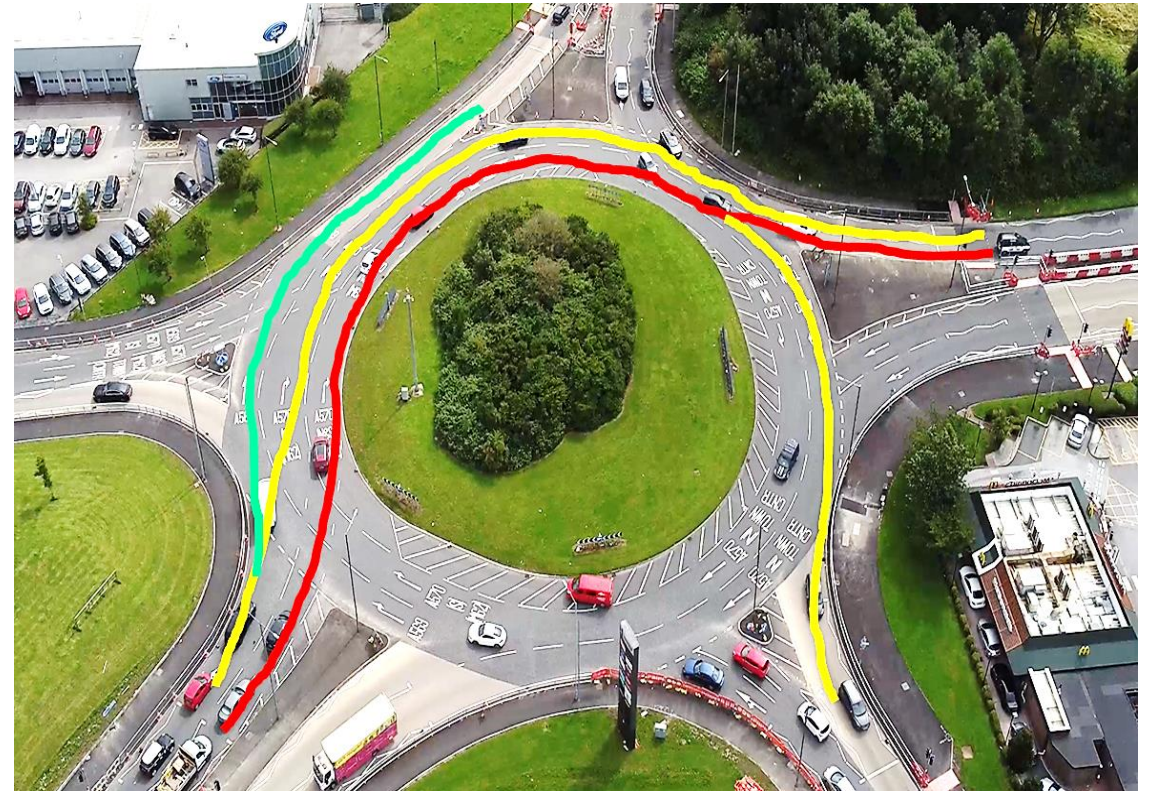




What does
it mean to
you?



What does it mean to you?

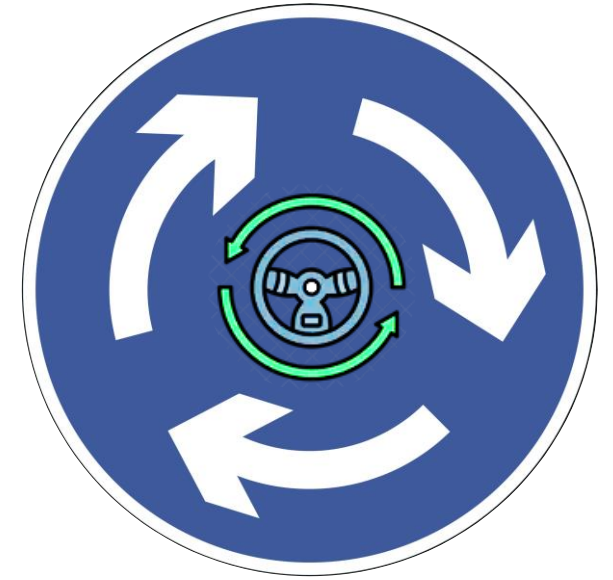
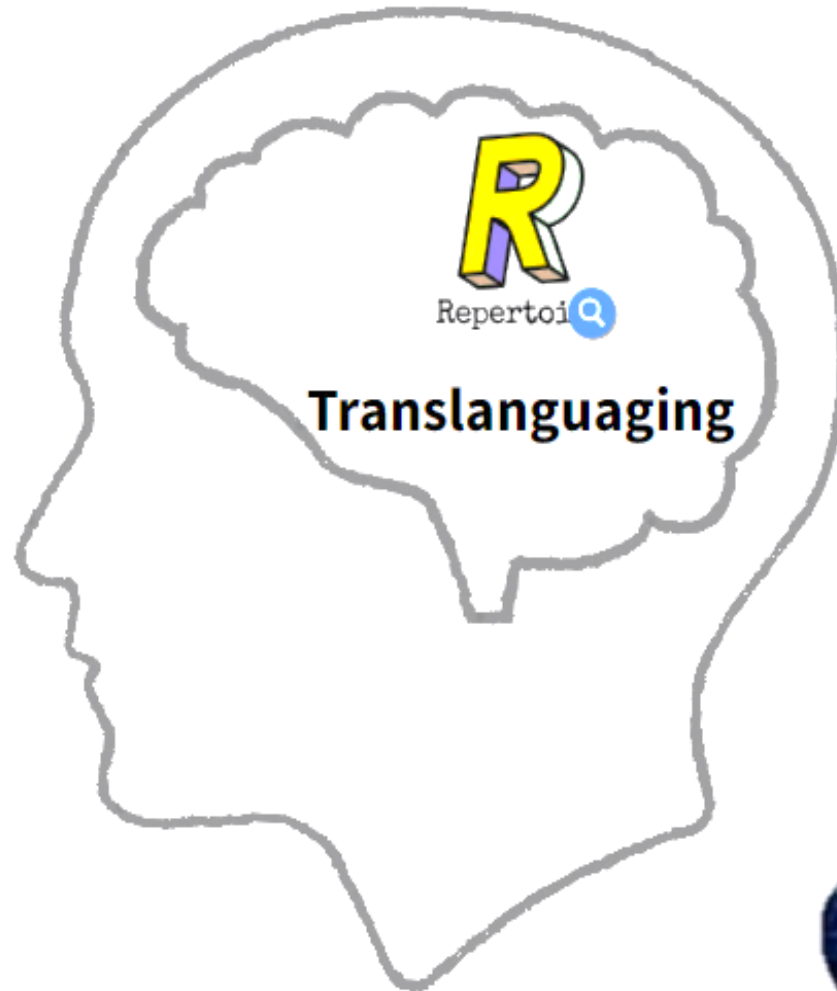
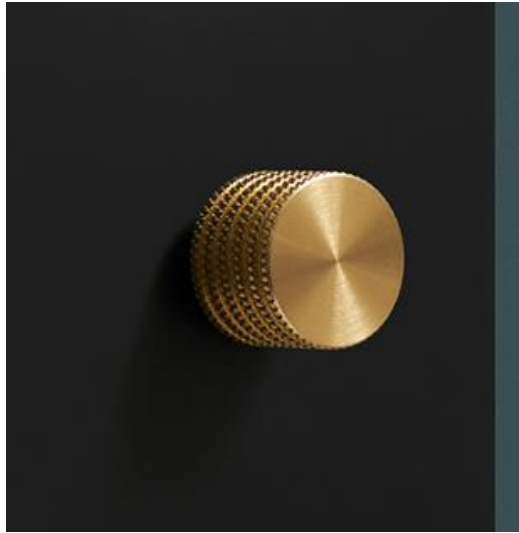




What does it mean to you?

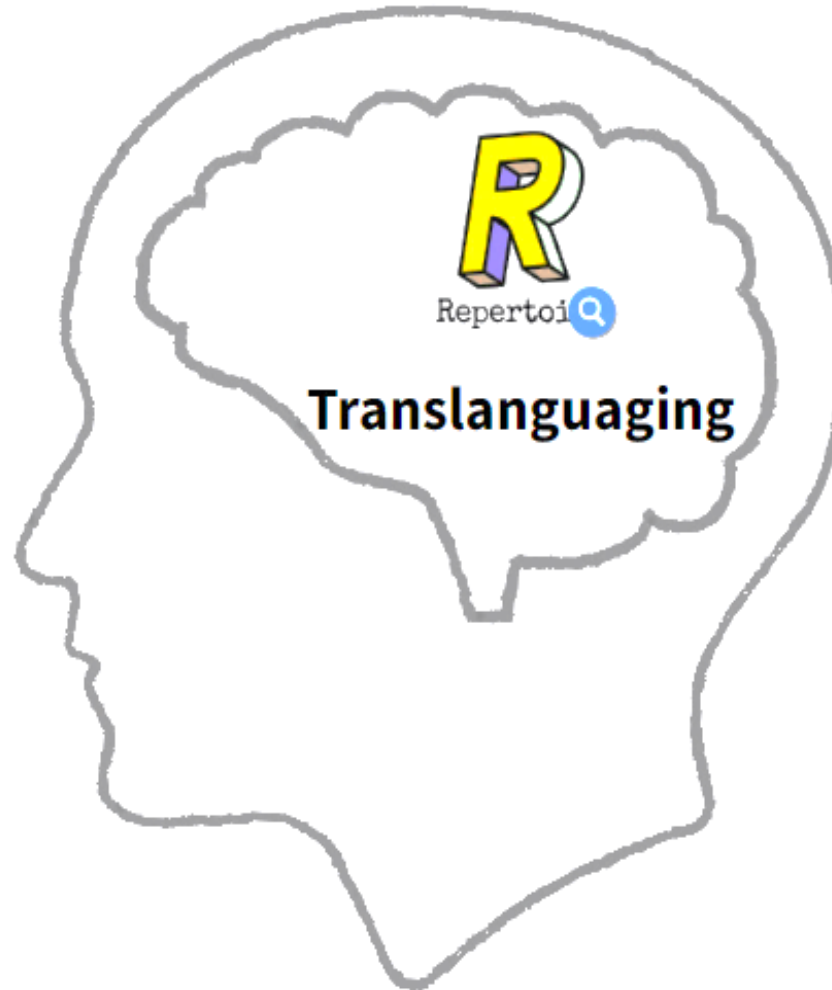
What does it
mean to you?





Say yes to:

- **Cynefin**
- Co-learning
- Transpositioning
- Inclusive classroom
- Multilingual realities
- Responsive planning
- Boundary transcending
- Dynamic bi/multilingualism



Say no to:

- Artificial boundaries of 'named languages'
- Socio-politically constructed labels
- Monolingual ideologies and cringe



Summary

Translanguaging is a pedagogical approach that involves **using multiple languages to enhance learning beyond MFL**.

It is especially valuable in **bi/multilingual education contexts** where students have proficiency in more than one language.

It utilizes **entire linguistic repertoire** of students and activates **prior knowledge to aid comprehension** and language development.

It contributes to **children's well-being, critical language awareness and positive attitudes** toward language learning.



From practice to mindset change

- The student teachers expressed **a strong belief in the importance of using the target language (TL) exclusively** in the classroom, influenced by their training and program requirements.
- However, **their perspectives evolved as they were exposed to crosslinguistic pedagogy**. They acknowledged the potential benefits of using students' native languages strategically in the classroom.



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Pedagogical translanguaging: navigating between languages at school and at the university

Edited by

- Jasone Cenoz
- Durk Gorter

Last update 23 November 2021

FEEDBACK

GCSE Wales/Eduqas Modern Foreign Languages

French/German/Spanish



Background to the development of the Specification (England and Wales)

- Based on **Department for Education (DfE)** Subject Content document for MFL.
- **Ofqual** is the regulator for England.
- **Qualifications Wales (QW)** is now the regulator for all WJEC specifications.

A screenshot of the GOV.UK website showing the 'Guidance' section for 'GCSE modern foreign languages'. The page includes a search bar, navigation links (Departments, Worldwide, How government works, Get involved, Policies, Publications, Consultations, Statistics, Announcements), and metadata for the document: 'From: Department for Education', 'First published: 9 April 2014', 'Last updated: 16 December 2015, see all updates', 'Part of: GCSE subject content', and 'Applies to: England'. The main text states: 'Subject content, aims and learning objectives for modern foreign language GCSEs for teaching from 2016.' Below this, under the 'Document' heading, there is a thumbnail image of the document cover and a link to 'GCSE subject content for modern foreign languages' with the reference 'Ref: DFE-00348-2014' and 'PDF, 486KB, 24 pages'.

[DfE MFL Subject Content](#)

4 Assessment Objectives

AO1

Listening: understand and respond to different types of spoken language

AO2

Speaking: communicate and interact effectively in speech

AO3

Reading: understand and respond to different types of written language

AO4

Writing: communicate in writing

Each assessment objective has **equal weighting within the specification
(25%)**

Summary of 4 Skills

Unit	Time	Marks	Weighting
1 Speaking	7-9 minutes - Foundation 10-12 minutes - Higher	60	25%
2 Listening	35 minutes - Foundation 45 minutes - Higher	45	25%
3 Reading	1 hour - Foundation 1 hour 15 minutes - Higher	60	25%
4 Writing	1 hour 15 minutes - Foundation 1 hour 30 minutes - Higher	60	25%

3 Themes and 8 sub-themes

Identity and culture	Wales and the World - areas of interest	Current and future study and employment
Youth Culture - Self and relationships - Technology and social media Lifestyle - Health and fitness - Entertainment and leisure Customs and Traditions - Food and drink - Festivals and celebrations	Home and Locality - Local areas of interest - Travel and Transport The Wider World - Local and regional features and characteristics of France/Germany/Spain/ French/German/Spanish-speaking countries - Holidays and tourism Global Sustainability - Environment - Social issues	Current Study - School/college life - School/college studies Enterprise, Employability and Future Plans - Skills and personal qualities - Post-16 study - Career plans - Employment

MFL Themes and sub-themes

Identity and culture	Local, national, international and global areas of interest	Current and future study and employment
Youth Culture • Self and relationships • Technology and social media Lifestyle • Health and fitness • Entertainment and leisure Customs and Traditions • Food and drink • Festivals and celebrations	Home and Locality • Local areas of interest • Transport France/Germany/Spain and French/German/Spanish-speaking countries • Local and regional features and characteristics • Holidays and tourism Global Sustainability • Environment • Social issues	Current Study • School/college life • School/college studies World of Work • Work experience and part-time jobs • Skills and personal qualities Jobs and Future Plans • Applying for work/study • Career plans

Unit 1 - Speaking

Three tasks:

1. Role play
2. Photo card discussion
3. Conversation – Part 1 and Part 2

Learners are not permitted to use dictionaries in any part of the assessment.

Task 1 – Role Play

Candidate has 5 interactions to complete:

- use prompts to reply to 3 questions
- ask 1 question
- respond to 1 unseen question.

All prompts are in English/Welsh.

Total of 15 marks available.



Task 2 – Photo Card Discussion

Three parts:

1. describe the photo
2. respond to a seen question
3. respond to 2 unseen questions.

Total of **15 marks** available.



Task 3 – Conversation

Part 1

- Candidate chooses one of the given sub-themes for discussion.
- Candidate starts the discussion.



Part 2

- Teacher asks for candidate's choice from one of the given sub-themes.
- Teacher starts the discussion.

All sub-themes are stated by WJEC.

Unit 1 - Speaking

Task 3 – Conversation

Mark scheme

There are a total of 30 marks for this task i.e. 50 % of the paper.

Weighting is as follows:

- Communication & Interaction = 0 – 15 marks
- Linguistic Knowledge and Accuracy = 0 – 10 marks
- Pronunciation and Intonation = 0 – 5 marks.



Listening and Reading – Questions in the Assessed Language (Units 2 and 3)

- Requirement to include a certain number of assessed language questions in the Reading and Listening papers.
- **Listening - 20–30%** of questions **must** be in the assessed language. This means **two questions** on both the foundation and higher tier papers.
- **Reading - 30–40%** of questions **must** be in the assessed language. This means **three questions** on both the foundation and higher tier papers.
- Where possible these questions will require non-verbal responses but they may require short answers in the assessed language e.g. filling in a table.

Unit 2: Listening

- Listening comprehension tasks with non-verbal and written responses

Learners are not permitted to use dictionaries in any part of the assessment.

Foundation and Higher Tier

- 9 questions (2 in the assessed language)

Total of **45 marks** available.



Unit 3 - Reading

- Reading tasks with non-verbal and written responses, including one translation task from French into English

Learners are not permitted to use dictionaries in any part of the assessment.

Tier	Total number of questions	Questions in assessed language	Translation
Foundation	10	3	35-40 words
Higher	9	3	50-55 words



Question styles will vary from year to year but possibilities in the assessed language include:

- *Multiple-choice questions – with pictures/symbols or words in the assessed language*
- *Matching up sentences*
- *Choosing the correct sentences from a list in the assessed language*
- *Filling in a table/grid with details (e.g. times, prices)*
- *Gap fill*
- *Choosing the correct person/letter/number to match up (e.g. which person is talking about...?)*

If a short written response is required, candidates need to answer in the same language as the question.

Unit 4: Writing

Foundation Tier

Question	Details	Marks
1	Write short text Rubrics in English/Welsh – 6 sentences	12
2	Write short text – approx. 50 words	16
3	Write extended piece (e.g. email, letter) – approx. 100 words	20
4	Translation (35 - 40 words)	12

Higher Tier

Question	Details	Marks
1	Write text (e.g. email, letter) – approx. 100 words	20
2	Write an extended piece (e.g. letter, email, web page, blog, article – approx. 150 words	28
3	Translation (50-55 words)	12

Grading and Tiers (Wales)

- The new **WJEC GCSE** specifications are **linear** – all assessments must be taken at the end of the course.
- Candidates wishing to resit will have to re-take all units although the NEA (oral) mark can be carried forward.
- All learners taking the qualification must be entered for all four units in total.
- **Grading - A*-G**, where A* is the highest grade.
- **Tiering** – this GCSE qualification offers assessment at foundation and higher tier.
- **Mixed tier entries** – centres have the option to enter candidates for a combination of foundation and higher tier units.

New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	
2	E
1	F
U	G
	U

GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

GCSE, AS and A level reforms in England

New GCSE grading structure

Reformed GCSEs will be introduced gradually over three years from September 2015. They will be graded from 9 to 1, instead of A* to G. Students taking GCSEs over this period will therefore receive a mixture of 9 to 1 and A* to G grades.

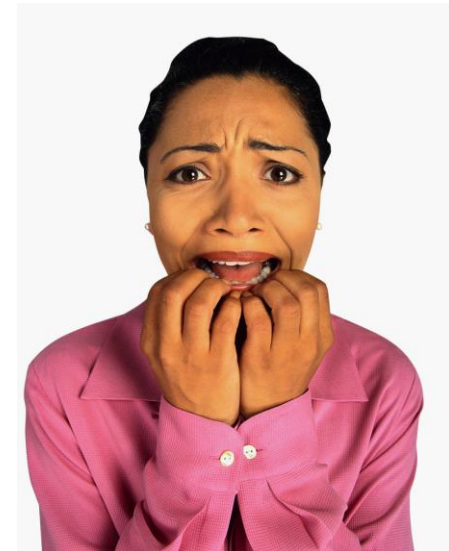


Students will not lose out as a result of the changes. We will use a statistical method (known as comparable outcomes) in 2017 so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.

What has been challenging for teachers?

- Grammar
- Translation tasks both from and into the assessed language (Reading and Writing)
- Coverage of the skills within the Scope of Study (for Listening and Reading)
- Literary-type texts (for Reading)
- Coverage of all sub-themes



Next steps (Wales)

- Qualifications Wales are working with stakeholders to develop a new curriculum for first teaching from September 2025.
- ['Qualified for the future' consultation](#)
- In the meantime, WJEC is working with centres to explore ways of **making the GCSE MFL qualifications less challenging for learners.**



- The Department for Education has convened an advisory expert panel to launch a review into the current subject content of GCSE modern foreign languages (MFL) (details [here](#)).
- WJEC Eduqas and other exam boards will work with DfE and/or Ofqual to implement any changes that will be required.

Any Questions?

Contact our specialist Subject Officers and administrative team for your subject with any queries.

Subject Officer: Amanda Roberts (French)/Naomi Taylor (German)/Karl Sage (Spanish)

Subject Support Officers: Candice Dempster and Gillian Wells

Contact: languages@wjec.co.uk

Take a tour
of the WJEC
website.



Task 1

Document	What is it?	How will it help your teaching?
Guidance for teaching		
Examiner's reports		
Online exam review		
Digital resources		
Exemplars		
Specification		

WJEC GCSE in
FRENCH
GERMAN
SPANISH

GUIDANCE FOR TEACHING

Teaching from 2016



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3 Themes

8 sub-themes

18 sub-sub-themes

Identity and culture	Wales and the World – areas of interest	Current and future study and employment
Youth Culture - Self and relationships - Technology and social media Lifestyle - Health and fitness - Entertainment and leisure Customs and Traditions - Food and drink - Festivals and celebrations	Home and Locality - Local areas of interest - Travel and Transport The Wider World - Local and regional features and characteristics of France/ Germany/Spain and French-/ German-/Spanish-speaking countries - Holidays and tourism Global Sustainability - Environment - Social issues	Current Study - School/college life - School/college studies Enterprise, Employability and Future Plans - Skills and personal qualities - Post-16 study - Career plans - Employment

Two-year mapping grid

Year 10	Term 1	Term 2	Term 3
	Introduction to GCSE MFL Grammar revision	Home and Locality	Lifestyle
	Youth Culture	Current Study	The Wider World
Year 11	Term 1	Term 2	Term 3
	Enterprise, Employability and Future Plans	Global Sustainability	Oral exam Revision
	Customs and Traditions	Enterprise, Employability and Future Plans	

Three-year mapping grid			
Year 9	Term 1	Term 2	Term 3
	Introduction to GCSE MFL	Home and Locality	Lifestyle
	Youth Culture	Current Study	The Wider World
Year 10	Term 1	Term 2	Term 3
	Enterprise, Employability and Future Plans	Global Sustainability	Revision of Identity and Culture
	Customs and Traditions	Enterprise, Employability and Future Plans	Revision of Wales and the World – areas of interest
Year 11	Term 1	Term 2	Term 3
	Revision of Current and Future Study and Employment	Revision of Wales and the World – areas of interest	Oral exam Revision
	Revision of Identity and Culture	Revision of Current and Future Study and Employment	

YOUTH CULTURE	
Self and relationships	Technology and social media
Suggested areas to cover: family relationships, friendships and peer pressure, physical appearance and self-image, beliefs, fashion and trends Examples of learning activities: talking about buying clothes, discussing self-image and celebrity culture, problems of young people and pressure to keep up with fashion	Suggested areas to cover: different types of technology, e.g. tablets, mobiles, smart watches, advantages and disadvantages of technology/ social media, impact of social media, future of technology Examples of learning activities: buying a mobile phone, discussing new technology (retina scanners, fingerprint recognition, etc.), discussing the use of technology in daily life, interview with a blogger

LIFESTYLE	
Health and fitness	Entertainment and leisure
Suggested areas to cover: healthy eating / health issues (including illnesses and allergies), unhealthy lifestyle (drugs, alcohol, e-cigarettes, etc.), sport and exercise, benefits of a healthy lifestyle Examples of learning activities: booking an activity in a gym, inviting a friend to take part in a sport, survey on sport and fitness, blog promoting healthy lifestyle, interview with a sports star	Suggested areas to cover: music, cinema and television, shopping, eating out, social activities and hobbies, work-life balance Examples of learning activities: booking/ arranging a trip to the cinema/theatre, buying something in a shop, ordering food in a restaurant, writing an email discussing hobbies and interests

CUSTOMS AND TRADITIONS	
Food and drink	Festivals and celebrations
Suggested areas to cover: regional specialities in the country/countries where the language is spoken, comparison of eating habits, cultural traditions Examples of learning activities: asking questions about regional specialities in a market, talking about what you eat for a special occasion, comparing regional foods, ordering typical local food in a restaurant in the country of study	Suggested areas to cover: annual festivals and holidays, birthdays, national and regional events, e.g. music festivals Examples of learning activities: discussing a music festival you would like to attend, inviting someone to a party, comparing regional festivals and traditions, discussing how you celebrate family occasions

HOME AND LOCALITY	
Local areas of interest	Travel and Transport
Suggested areas to cover: geographical features (including weather), local amenities, advantages and disadvantages, tourist attractions Examples of learning activities: discussing information about local facilities and attractions, comparing the local area with how it used to be, your ideal town, suggestions to improve your area, a formal letter to a local MP	Suggested areas to cover: different types of transport, advantages and disadvantages of different types, different types of journeys, comparing transport links/infrastructure, travelling for a holiday/trip Examples of learning activities: talking about your journey to school, buying a ticket at a train station, asking for information about a journey, discussing transport links in your local area, describing holiday travel

THE WIDER WORLD	
Local and regional features and characteristics of France/Germany/Spain and French-/German-/Spanish-speaking countries	Holidays and tourism
Suggested areas to cover: places of interest in the country/ countries of study, geographical features (including weather), monuments, regional characteristics Examples of learning activities: asking for information at a tourist office, discussing tourist attractions you have visited, comparing regions/ points of interest, blog promoting a region/monument	Suggested areas to cover: holiday locations/ popular resorts, different types of holiday, holiday accommodation and activities Examples of learning activities: comparing different types of holiday, reading information about a hotel/resort, discussing a previous/future holiday, a formal letter to a hotel complaining about a stay, a postcard/email to a friend

GLOBAL SUSTAINABILITY	
Environment	Social issues
Suggested areas to cover: recycling, climate change, drought, flooding, pollution, types of energy Examples of learning activities: discussing what you do at home/school to help the environment, environmental issues that concern young people, information on recycling facilities, news articles and reports on environmental problems and services	Suggested areas to cover: poverty/famine, health epidemics / water, other worldwide issues (e.g. immigration) that fall under the umbrella of Global Sustainability Examples of learning activities: discussing charity events / raising money, news articles on global problems, news report on a worldwide problem, giving personal opinions on issues such as immigration

CURRENT STUDY	
School/college life	School/college studies
Suggested areas to cover: structure of the school day, comparison of education system in the country of study, school facilities, clubs and school trips, rules and regulations Examples of learning activities: daily routine, information about facilities and clubs, advantages and disadvantages of school uniform, article for school website about extra-curricular activities, comparing schools after an exchange trip	Suggested areas to cover: option choices, subject preferences, exams, workload Examples of learning activities: interview with a careers advisor, discussing options and reasons for study choices, advantages and disadvantages of homework/exams, discussing the pressure to succeed in exams / the importance of education, giving advice on study problems

ENTERPRISE, EMPLOYABILITY AND FUTURE PLANS	
Skills and personal qualities	Post-16 study
Suggested areas to cover: personality traits, personal skills profile, skill sets for job roles, types of characteristics suited to certain jobs Examples of learning activities: job application letter, job interview, matching different jobs to the types of skills/characteristics needed, applying for a position of responsibility at school, survey on personality traits and job suitability	Suggested areas to cover: college applications, formal letters and application forms, interviews for college and university, adverts / promotional material for Post-16 study Examples of learning activities: comparing adverts / subjects / study options / courses, interviews, making a phone call to enquire about study, formal letter applying for a place at college

ENTERPRISE, EMPLOYABILITY AND FUTURE PLANS

Career plans

Suggested areas to cover: training and study options, job opportunities, working abroad, future plans, applying for work/study

Examples of learning activities: interview with a careers advisor discussing future plans, discussing the advantages and disadvantages of working abroad and learning a language, interview at an employment agency, job applications, formal letters and CVs

Employment

Suggested areas to cover: advantages and disadvantages of work experience, money (earning money, saving, budgeting, pocket money), voluntary or charity work, part-time jobs

Examples of learning activities: job interview for a summer job, making a phone call about voluntary work, blog about work experience, discussing how you spend the money you earn, comparing job adverts



Unit 1 SPEAKING

SPEAKING

Task	Approximate timings	
	Foundation tier	Higher tier
Role play	2 minutes	2 minutes
Photo card discussion	2 minutes	3 minutes
Conversation x 2	3-5 minutes total	5-7 minutes total
All tasks	7-9 minutes total	10-12 minutes total

Role Play (Foundation and Higher Tier)**(15 marks)**

Each candidate will be required to complete a role play giving five responses.

The role play will be assessed according to the following criteria:

Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

Foundation tier

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
1	Message is partially conveyed, but is ambiguous. Limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

Higher tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed, but is ambiguous. Vocabulary and grammatical structures contain frequent errors or limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

PHOTO CARD - FOUNDATION

Assessment Grid for Unit 1: Speaking Photo Card Discussion FOUNDATION TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	- Conveys relevant information with occasional extended responses to the photo and all questions. - Frequently gives points of view and opinions with justification.	5	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
4	7-8	- Conveys relevant information in response to the photo and all or nearly all questions. - Able to express points of view and opinions with some attempts at justification.	4	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
3	5-6	- Gives simple responses to the photo and most questions. - Conveys some opinions with simple justification.	3	- Basic language using simple vocabulary and grammatical structures. - Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	3-4	- Gives short simple responses to the photo and some of the questions. - Occasional attempts to convey simple opinions.	2	- Limited language with a very simple range of vocabulary and grammatical structures. - Frequent errors likely. Very little or no success in making references to past or future events.
1	1-2	- Some attempts to respond to the photo and questions with very short responses. - Few or no opinions given.	1	- Very poor language with a very limited range of vocabulary and grammatical structures. - Occasional accuracy demonstrated.
0	0	Response not worthy of credit.	0	Response not worthy of credit.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

PHOTO CARD - HIGHER

Assessment Grid for Unit 1: Speaking Photo Card Discussion **HIGHER TIER**

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	- Conveys detailed information and extended responses to the photo and all questions. - Consistently able to express and justify thoughts, points of view and exchange opinions in detail.	5	- Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. - High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	- Conveys relevant information with some extended responses to the photo and all or nearly all questions. - Able to express thoughts, points of view and exchange opinions with justification	4	- Very good language with some variety of vocabulary and grammatical structures. - Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	5-6	- Conveys mainly relevant information with occasional extended responses in response to the photo and most questions. - Able to express points of view and opinions with some attempts at justification	3	- Good language with some variety of vocabulary and grammatical structures, including some complex structures. - A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	3-4	- Conveys some information in response to the photo and questions. - Able to express some opinions with some attempts at simple justification.	2	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	- Some attempts to respond to the photo and some questions with simple responses. - Able to express some basic opinions.	1	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	Response not worthy of credit.	0	Response not worthy of credit.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

ER/SIE (he/she)	English	SIE (they)	English
geht	Is going	gehen	Are going
fährt	Is going	fahren	Are going
lernt	Is learning	lernen	Are learning
studiert	Is studying	studieren	Are studying
schreibt	Is writing	schreiben	Are writing
liest	Is reading	lesen	Are reading
arbeitet	Is working	arbeiten	Are working
spielt	Is playing	spielen	Are playing
spricht	Is speaking	sprechen	Are speaking
hat	has	haben	have
ist	is	sind	are
isst	Is eating	essen	Are eating
trinkt	Is drinking	trinken	Are drinking

Assessment Grid for Unit 1: Speaking Conversation FOUNDATION TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	- Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. - Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. - Able to express thoughts, points of view and exchange opinions with some justification. - Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions	5	Generally good pronunciation and intonation but with some inconsistency.	9-10	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
4	10-12	- Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. - Occasionally attempts longer responses to questions. Has limited success in narrating events. - Able to express thoughts, some points of view and exchange some opinions with simple justification. - Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times.	4	Pronunciation and intonation is more accurate than inaccurate.	7-8	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
3	7-9	- May need support to initiate and structure the discussion and gives short responses to most questions. Some responses may be difficult to understand or may be unclear. - Attempts made at longer responses or at narrating events but with very limited success. - Conveys simple thoughts and exchanges simple opinions with very simple justification. - Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow.	3	Pronunciation is mostly understandable with some correct intonation.	5-6	- Basic language using simple vocabulary and grammatical structures. - Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	4-6	- Gives very short responses. Many responses are unclear. - Some attempts made at slightly longer responses or at narrating events but without success. - Conveys simple thoughts and opinions - Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow.	2	Attempts to pronounce words accurately.	3-4	- Limited language with a very simple range of vocabulary and grammatical structures. - Frequent errors likely. Very little or no success in making references to past or future events.
1	1-3	- Very little information conveyed. Most responses are very unclear. - Unable to attempt slightly longer responses or narrate events. - Unable to give an opinion. - Poor interaction. Long hesitations before answering most questions. Very disjointed conversation.	1	Pronunciation is occasionally understandable.	1-2	- Very poor language with a very limited range of vocabulary and grammatical structures. - Occasional accuracy demonstrated.
0	0	Response not worthy of credit.	0	Response not worthy of credit.	0	Response not worthy of credit.

Assessment Grid for Unit 1: Speaking Conversation
HIGHER TIER
(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	- Confidently initiates and leads the conversation. Conveys detailed and relevant information - Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so. - Consistently able to express and justify thoughts, points of view and exchange opinions in detail. - Excellent interaction with natural responses and some fluency.	5	Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies.	9-10	- Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. - High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	10-12	- Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly. - Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so. - Able to express and justify thoughts, points of view and exchange opinions in some detail. - Very good interaction to questions. Usually prompt responses	4	Very good pronunciation and intonation with occasional inaccuracies.	7-8	- Very good language with some variety of vocabulary and grammatical structures. - Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	7-9	- Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly. - Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so. - Able to justify thoughts, points of view and exchange opinions. - Good interaction. There may be some hesitations but the conversation has a reasonable pace.	3	Generally good pronunciation and intonation.	5-6	- Good language with some variety of vocabulary and grammatical structures, including some complex structures. - A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	4-6	- Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. - Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. - Able to express thoughts, points of view and exchange opinions with some justification. - Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions	2	Generally good pronunciation and intonation but with some inconsistency.	3-4	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-3	- Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. - Occasionally attempts longer responses to questions. Has limited success in narrating events. - Able to express thoughts, some points of view and exchange some opinions with simple justification. - Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times.	1	Pronunciation and intonation is more accurate than inaccurate.	1-2	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	Response not worthy of credit.	0	Response not worthy of credit.	0	Response not worthy of credit.

Task 2

Create a KS4 lesson in your chosen language for 1/18 sub-sub-themes.

Focus on 1 of the 4 skills.

Use the documents we have looked at to inform your planning.

- Specification
- Teacher guidance
- Mark scheme