



MODERN FOREIGN LANGUAGES

EXAM BOARD: AQA

Subject Assessment Grid

	SKILL: LISTENING (AO1) <i>Understand and respond to different types of spoken language</i>	SKILL: SPEAKING (AO2) <i>Communicate and interact effectively in speech</i>	SKILL: READING (AO3) <i>Understand and respond to different types of written language</i>	SKILL: WRITING (AO4) <i>Communicate in writing</i>	SKILL: GRAMMAR
+ 9 -	<p>Draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures (including some grammar up to and including the 9th Grade) and a range of uncommon vocabulary spoken clearly.</p>	<p>Consistently initiate, develop, sustain and expand long conversations and discussions independently.</p> <p>Consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions.</p> <p>Consistently use appropriate register.</p> <p>Use a very wide range of uncommon vocabulary, complex grammatical structures (covering some grammar up to and including the 9th Grade) and a range of tenses including less common tenses such as the conditional and pluperfect.</p> <p>Interact naturally, with minimal hesitation.</p> <p>Use pronunciation and intonation which would be understood by a native speaker.</p>	<p>Recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style.</p> <p>Respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple complex tenses, complex structures (covering some grammar up to and including the 9th Grade) and unfamiliar material.</p> <p>Translate into English longer passages containing a wide range of less common vocabulary and complex grammatical structures.</p>	<p>Write coherent, fluent, extended texts, manipulating language and using a wide variety of tenses (including less common tenses such as the conditional and pluperfect) and complex grammatical structures (covering some grammar up to and including the 9th Grade) with secure control.</p> <p>Translate into the target language longer passages containing a wide range of less common vocabulary and complex grammatical structures.</p> <p>Linguistic structures are accurate throughout and inaccuracies are isolated.</p>	<p>Understand and use:</p> <ul style="list-style-type: none"> • The imperfect tense of <i>soler</i> • Indirect object pronouns (me, te, le, nos, os, les) • The present subjunctive: imperative, affirmation and negation; future after conjunctions of time (cuando), after verbs of wishing, request, emotion and to express purpose (para que) • The pluperfect tense • The imperfect continuous tense (e.g. <i>estaba hablando</i>) • Reflexive constructions (se necesita, se habla, no se permite) • Comparative and superlative adverbs • Relative pronouns (quien, lo que, el que, etc) • Possessive pronouns (el mío, la mía) • Possessive adjectives: long form (mío) and relative (cuyo) <p>Understand only:</p> <ul style="list-style-type: none"> • Use of <i>desde hace</i> with the imperfect tense • The imperfect subjunctive in <i>quisiera</i> and after <i>si</i> (e.g. <i>si tuviera bastante dinero</i>)



Subject Assessment Grid

+ 8 -	<p>Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures (including some grammar up to and including the 8th Grade) and some uncommon vocabulary.</p> <p>Draw conclusions and identify opinions.</p>	<p>Use language creatively to exchange and justify a range of thoughts and opinions.</p> <p>Initiate, develop, sustain and expand longer conversations and discussions independently. Use appropriate register.</p> <p>Use a wide range of less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 8th Grade) and a range of tenses including less common tenses such as the conditional.</p> <p>Interact naturally, with occasional hesitation. Use mostly accurate pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.</p> <p>Respond effectively to unpredictable questions.</p>	<p>Draw inferences and organise and present relevant details from a range of longer texts, including extracts from literary texts.</p> <p>Respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures (covering some grammar up to and including the 8th Grade) and some unfamiliar material.</p> <p>Translate into English longer passages containing a range of less common vocabulary and more complex grammatical structures.</p>	<p>Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences.</p> <p>Expand on the main points, using a wide variety of vocabulary and grammatical structures (covering some grammar up to and including the 8th Grade), with frequent examples of complex structures and a range of tenses (including less common tenses such as the conditional) and less common language.</p> <p>Explain and justify opinions.</p> <p>Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures.</p> <p>Mostly accurate, with isolated minor errors.</p>	<p>Understand and use:</p> <ul style="list-style-type: none"> • The future tense of regular and irregular verbs (e.g. tener, decir, poder, salir, haber)" • Other demonstrative adjectives: eso, aquello tan + adjective, tanto / tanta / tantos / tantas + noun Lo + adjective (e.g. lo bueno, lo malo, lo mejor, lo peor) The conditional of regular and irregular verbs <p>Understand only:</p> <ul style="list-style-type: none"> • The passive voice and avoidance of the passive, using se (e.g. La fiesta se celebra...)" • The preterite of reflexive verbs" • Absolute superlatives (e.g. buenísimo) • Infinitive constructions (e.g. para (hacer), sin (dormir), al (llegar), antes de (hablar)
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Subject Assessment Grid

+ 7 -	<p>Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures (including some grammar up to and including the 7th + Grade) and some less common vocabulary.</p> <p>Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some more complex grammatical structures (covering some grammar up to and including the 7th - Grade) and less familiar vocabulary, spoken clearly.</p>	<p>Use language creatively to exchange and justify a range of thoughts and opinions. Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics.</p> <p>Use a range of less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 7th + Grade) and a range of tenses including less common tenses such as the imperfect and the present continuous.</p> <p>Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.</p> <p>Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary, more complex grammatical structures (covering some grammar up to and including the 7th - Grade) and at least three tenses.</p> <p>Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate.</p> <p>Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.</p>	<p>Draw inferences from longer texts, including extracts from literary texts.</p> <p>Respond to information in texts, including authentic sources containing occasional unfamiliar material (e.g. international news articles, factual websites), which include a combination of complex tenses, complex grammatical structures (covering some grammar up to and including the 7th + Grade) and less common vocabulary.</p> <p>Translate into English longer passages containing some less common vocabulary and more complex grammatical structures.</p> <p>Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (covering some grammar up to and including the 7th - Grade and some less common vocabulary.</p> <p>Understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays).</p> <p>Translate into English longer passages containing a range of tenses and grammatical structures, including grammar up to and including the 7th - Grade</p>	<p>Use language creatively to express individual thoughts, ideas and points of view.</p> <p>Use a range of grammatical structures and a combination of tenses (including less common tenses such as the imperfect, or the present continuous / gerund).</p> <p>Translate into the target language longer passages containing some less common vocabulary and more complex grammatical structures (covering some grammar up to and including the 7th + Grade).</p> <p>Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.</p> <p>Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, using at least three tenses.</p> <p>Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively.</p> <p>Translate into the target language longer passages containing a variety of vocabulary and grammatical structures (covering some grammar up to and including the 7th - Grade).</p> <p>Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.</p>	<p>7th + Grade Understand and use:</p> <ul style="list-style-type: none"> • Disjunctive pronouns: conmigo, para mí • The different uses of ser and estar • Indefinite pronouns: algo, alguien • Preposition: the personal a • The present tense of soler + infinitive • The imperfect tense (full paradigm), including the irregular verbs ser, ir and ver. The perfect tense of regular verbs, plus common irregular verbs (e.g. hecho, visto) • The present tense of acabar de + infinitive • Indefinite adjectives: cada, otro, todo, mismo, alguno, demasiado, cierto <p>7th - Grade Understand and use:</p> <ul style="list-style-type: none"> • Expressions of opinion to refer to different people, in different tenses (e.g. le gusta, me interesa, nos encantó, no les gustaron) • Comparative and superlative adjectives, including mejor, peor, mayor, menor, tan...como... • Other negatives: no...nadie, no...ni...ni..., no...ningún / ninguna..., tampoco • Plural possessive adjectives: nuestro, vuestro, su • Direct object pronouns with compound tenses and with the infinitive (e.g. Lo voy a hacer, puedo verlos.) • Para + infinitive • The present continuous tense (e.g. estoy hablando, está lloviendo) and the gerund used alone (e.g. pasé una semana trabajando en...) • Combinations of different tenses (present, preterite, future, imperfect)
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Subject Assessment Grid

+ 6 -	<p>Deduce meaning and demonstrate understanding of overall message, key points and details in a range of longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, language and grammatical structures (covering some grammar up to and including the 6th+ Grade), spoken clearly.</p> <p>Demonstrate understanding of a range of short and longer passages which include opinions with reasons, details and reference to the present, the past and the future, spoken clearly (covering some grammar up to and including the 6th- Grade).</p> <p>Transcribe sentences.</p>	<p>Initiate and develop conversations on a variety of topics. Use and adapt language for new purposes and narrate events.</p> <p>Occasionally use some less common vocabulary and some more complex grammatical structures (covering some grammar up to and including the 6th+ Grade) and using at least three tenses.</p> <p>Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate.</p> <p>Begin to use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.</p> <p>Take part in conversations, using a range of common vocabulary and grammatical structures (covering some grammar up to and including the 6th- Grade, referring to the present, the past and the future.</p> <p>Demonstrate spontaneity by asking unsolicited questions and expand answers.</p> <p>Use increasingly accurate pronunciation and intonation.</p>	<p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, justified opinions, some unfamiliar, as well as familiar, language and some more complex structures (covering some grammar up to and including the 6th+ Grade).</p> <p>Use reading strategies to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts and adapted or abridged short stories).</p> <p>Translate into English short passages containing a range of tenses and grammatical structures, including grammar up to and including the 6th+ Grade.</p> <p>Demonstrate understanding of a range of short and longer texts which include justified opinions and refer to the present, the past and the future (covering some grammar up to and including the 6th- Grade).</p> <p>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>Translate short passages into English, showing awareness of grammar up to and including the 6th- Grade, especially tenses.</p>	<p>Write coherent longer texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, using at least three tenses.</p> <p>Link sentences and paragraphs, and structure ideas.</p> <p>Translate into the target language short passages containing a variety of vocabulary and grammatical structures (covering some grammar up to and including the 6th+ Grade).</p> <p>Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings.</p> <p>Translate into the target language short passages (covering some grammar up to and including the 6th- Grade) containing a range of familiar words and grammatical structures.</p> <p>Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</p>	<p>6th + Grade Understand and use:</p> <ul style="list-style-type: none"> • The preterite tense of verbs with a spelling change in the first person singular (jugar, sacar, tocar, empezar) • Direct object pronouns with non-compound tenses: lo / la / los / las • Se debe / No se debe + infinitive • Me duele / Me duelen + noun • Se debería + infinitive • The imperfect tense of haber, tener, estar and ser (3rd person singular only) • Adverbs of time and place (e.g. aquí, allí, antes, ahora) • Tener que and hay que + infinitive • Use of desde hace with present tense <p>6th - Grade Understand and use:</p> <ul style="list-style-type: none"> • The preterite tense of regular -ar, -er and -ir verbs • The preterite tense of ir, ser and hacer • Time expressions for use with the preterite (e.g. el año pasado, ayer, el fin de semana pasado...) • Three tenses together (present, preterite and near future) • Comparative adjectives (más ... que..., menos...que...) and superlative adjectives (el / la / los / las más...) • Other negatives: nunca, no...nada • The present tense of reflexive verbs (full paradigm) • Demonstrative adjectives: este/esta/estos/estas • Se puede(n) + infinitive • The imperative (tú form only) • The simple future tense of common verbs • Si clauses using the present and the future (e.g. Si hace sol, iré a la playa)
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Subject Assessment Grid

<p>+ 5 -</p>	<p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures (including some grammar up to and including the 5th Grade) spoken clearly.</p>	<p>Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions. Use a range of common vocabulary and grammatical structures (covering some grammar up to and including the 5th Grade), referring to the present and the future. (Note: once students have covered the preterite and associated grammar, such as past time expressions, the 5th Grade may include reference to the present and the past.)</p>	<p>Demonstrate understanding of main points, details, overall message and opinions with reasons, in short written texts, referring to the present and the future (covering some grammar up to and including the 5th Grade). (Note: once students have covered the preterite and associated grammar, such as past time expressions, the 5th Grade may include reference to the present and the past.) Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages, short conversations). Translate longer, more complex sentences into English, showing awareness of grammar up to and including the 5th Grade.</p>	<p>Write short texts for different purposes, referring to the present and the future. Express and justify opinions. Translate into the target language longer sentences (covering some grammar up to and including the 5th Grade) containing familiar words and grammatical structures. (Note: once students have covered the preterite and associated grammar, such as past time expressions, the 6th Step may include reference to the present and the past.) Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.</p>	<p>Understand and use:</p> <ul style="list-style-type: none"> • The preterite tense of regular -ar, -er and -ir verbs" • The preterite tense of ir, ser and hacer • Time expressions for use with the preterite (e.g. el año pasado, ayer, el fin de semana pasado...) • Three tenses together (present, preterite and near future) • Comparative adjectives (más ... que..., menos...que...) and superlative adjectives (el / la / los / las más...) • Other negatives: nunca, no...nada • The present tense of reflexive verbs (full paradigm) • Demonstrative adjectives: este/esta/estos/estas • Se puede(n) + infinitive • The imperative (tú form only) • The simple future tense of common verbs • Si clauses using the present and the future (e.g. Si hace sol, iré a la playa.)
<p>+ 4 -</p>	<p>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some grammar up to and including the 4th Step). Transcribe short sentences.</p>	<p>Take part in simple conversations, referring to the present or the future. Describe and give information in a range of short dialogues using familiar vocabulary and a range of common grammatical structures (covering some grammar up to and including the 5th Step). Exchange opinions and give simple reasons. Begin to speak spontaneously (e.g. by giving an unsolicited opinion).</p>	<p>Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present or the future (covering some grammar up to and including the 4th Grade). Use a bilingual dictionary or glossary to look up unfamiliar words. Understand short texts written for target-language learners (e.g. songs, simple poems). Translate longer sentences into English, showing awareness of grammar up to and including the 4th Grade.</p>	<p>Write short texts for different purposes using mainly memorised language, referring to the present or the future. Exchange opinions and give simple reasons. Translate into the target language simple sentences (covering some grammar up to and including the 5th Step) containing familiar words and structures. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.</p>	<p>Understand and use:</p> <ul style="list-style-type: none"> • Common regular and irregular verbs (full paradigm) • The present tense of estar, used for location Hay / No hay... unos, unas, muchos, muchas • The near future tense (ir + infinitive) • The preterite tense of regular -ar, -er and -ir verbs" • The preterite tense of ir, ser and hacer • Time expressions for use with the preterite (e.g. el año pasado, ayer, el fin de semana pasado...)



Subject Assessment Grid

<p>+ 3 -</p>	<p>Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future (including some grammar up to and including the 3rd Grade). Transcribe short phrases.</p>	<p>Ask and answer a range of simple questions. Take part in a range of brief dialogues, using short phrases referring to the present. Take part in simple conversations, referring to the present. Exchange opinions. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures.</p>	<p>Demonstrate understanding of main points and opinions in short texts using a range of familiar vocabulary, short phrases and common verbs in the present tense. Translate short sentences into English, showing awareness of grammar up to and including the 3rd Grade.</p>	<p>Write several short-linked sentences to give information and express simple opinions, referring to the present. Translate familiar short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.</p>	<p>Understand and use:</p> <ul style="list-style-type: none"> • Other connectives: porque, cuando, o, además • Questions using ¿Cuántos...?, ¿Cuándo...?, ¿Por qué...? • Opinions using (no) me gusta / me gustan + the definite article • The present tense of -er and -ir verbs (singular forms only) • Possessive adjectives: mi / mis, tu / tus, su / sus
<p>+ 2 -</p>	<p>Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. Transcribe familiar words. Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.</p>	<p>Ask and answer simple questions. Exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present. Use mainly understandable intonation and pronunciation. Answer simple questions. Give basic information and opinions, using familiar vocabulary. Begin to show awareness of sound patterns.</p>	<p>Demonstrate understanding of main points and opinions in a sequence of related sentences using familiar language. Translate short, simple sentences into English, showing awareness of grammar up to and including the 2nd Grade. Demonstrate understanding of a range of familiar written phrases and opinions. Match sound to print by reading aloud words and phrases. Translate familiar short phrases into English.</p>	<p>Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs. Translate familiar words into the target language. Increasing accuracy in using straightforward language and meaning is clear, but there may be major errors. Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. Write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear.</p>	<p>Understand and use:</p> <ul style="list-style-type: none"> • Common patterns of adjectival agreement (singular and plural): -o, -a, -os, -as plus -e or consonant in singular changing to -es in plural • Intensifiers / Qualifiers: muy, bastante, un poco • The present tense of key irregular verbs (hacer, ser, tener) and the stem-changing verb jugar (singular forms only) • Expressions of frequency (e.g. a veces, todos los días) • Regular adjectival agreement (singular forms only): -o, -a • Dates • Simple questions: ¿Cómo te llamas?, ¿Qué tal?, ¿Dónde vives?, ¿Tienes (hermanos / mascotas)? • Simple negative using no with regular verbs • Simple connectives: y, pero, también • Simple opinions using me gusta and no me gusta + infinitive • The present tense of regular -ar verbs (singular forms only)



Subject Assessment Grid

+ 1 -	Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary.	Say single words and short phrases with support. Imitate a model of correct pronunciation and intonation.	Demonstrate understanding of familiar written words and phrases. Read them aloud. Translate familiar words into English.	Write or copy simple words correctly. Label items. Complete short phrases or sentences.	Understand the following grammatical terms in English: <ul style="list-style-type: none"> • Noun, article, adjective, pronoun, verb, tense" Understand and use: <ul style="list-style-type: none"> • Nouns (singular and plural) Gender and articles: definite and indefinite articles (masculine, feminine and plural) • Key high-frequency verb forms: tengo, soy, es • Numbers
+ WT -	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.