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| **GCSE GRADE** | **3** | **4** | **5** | **6** | **7** | **8** |
| **Listening** | Demonstrate understanding of a range of short passages which include opinions with basic reasons -**either** the present **and** the past, **or** the present **and** the future | Demonstrate understanding of short and longer passages which include opinions with reasons present, the past **and** the future | Deduce meaning and demonstrate understanding of overall message and key points. At least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures  | 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, opinions and some more complex grammatical structures | 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 and some less common vocabulary. | 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 and some uncommon vocabulary. |
| **Speaking** | -Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. -Ask some unsolicited questions.-Refer to the past or future, as well as the present-Use increasingly accurate pronunciation and intonation. | Take part in longer conversations, expressing and justifying opinions, giving detail Refer to the present, the past and the futureDemonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. | Begin to initiate and develop conversations and narrate.Refer to the past, present and future.Demonstrate spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. Accurate pronunciation and intonation. | Initiate and develop discussions on a wide variety of topics. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures. Refer to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers. Use coping strategies to deal with unknown words and phrases. Pronunciation and intonation mostly accurate. | Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures using a range of tenses including less common tenses such as the conditional. 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.  | Initiate, develop, sustain and expand longer conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use appropriate register. Use a wide range of less common vocabulary and more complex grammatical structures using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition. |
| **Reading**  | Demonstrate understanding of a range of short and longer texts which include opinions Refer to the past or future as well as the present. Translate longer sentences into English, showing awareness of familiar grammar especially tenses. | Demonstrate understanding of a range of short and longer texts which include opinions Refer to the present, the past and the future. Read short authentic texts Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. | Understand overall message and key points of a range of texts, including extracts from literary texts. At least three tenses.Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy. | Deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures) and some less common vocabulary. Understand longer authentic texts. Translate short passages, containing more complex language and grammar, accurately into English with occasional errors. | Draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). Translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors. | Draw inferences from a range of longer texts, including extracts from literary texts. 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 and some unfamiliar material. Translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors |
| **Writing** | Write short texts giving and seeking information and opinionsRefer to the past or future as well as the present. Translate sentences into the target language. Mostly accurate but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). | Write short texts giving and seeking information and opinions Refer to the present, the past and the future. Translate longer sentences into the target language.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).  | Write longer texts for different purposes, giving descriptions, narrations and personal opinions with some justificationRefer to the past, present and future. Translate longer sentences into TL. Mostly accurate and meaning is clear, but with some minor errors and some errors with more complex structures. | Write extended texts on a variety of topic areas, detailed descriptions, narrations and justified personal opinions. Past, present and future. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Translate a short passage containing more complex language structures into the target language.  | Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses and structures. Translate a passage containing a range of complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors and occasional errors with complex structures. | Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning. Mostly accurate, with isolated minor errors. |