Ofqual subject conditions and guidelines comparison.

https://www.gov.uk/government/consultations/subject-level-conditions-and-guidance-for-new-french-german-and-spanish-gcses

SUBJECT CONDITIONS

| **2017 MFL** | **Draft 2022 French German Spanish** | **Rationale / issues** |
| --- | --- | --- |
| Introduction:  |  |  |
| * About
 | Same |  |
| * requirements
* Languages

  | Instead of Languages – French, German and Spanish | Perhaps final version will include Subject content requirements? (Currently in guideline) |
| * Also
* assessment objectives
* tiering of assessments
* ref to Condition GCSE (MFL) 3.1
 | SameAdds: Allows for retakes in previous syllabus if original attempted before June 2025 |  |
| Appendix 1: subject content requirements (Condition GCSE 1.1) | No reference to appendix with subject content |  |
| Ref to other GCSE regulatory docs which | Same |  |
| Summary of requirements | No summary of requirements |  |
| Subject level conditions for MFL | Subject level conditions for F G and Sp |  |
| Condition 1: Compliance with content requirements | Same |  |
| 1.1 (a) comply with subject content(b) have regard to guidelines(c) interpret with regard to any publicationsf from Ofqual | 1.1 the same |  |
| 1.2 Comply with requirement and guidelines relating to assessment objectives published by Ofqual | Omitted | why omitted?? |
| Condition 2: Assessing the full range of abilities | Same |  |
| 2.1(a) Condition GCSE 1.1 does not apply (i.e. full range not required for each paper.. because tiered)(b) comply with requirements form Ofqual | Same |  |
| Condition 3: Assessment | Same |  |
| 3.1 Comply with Ofqual | Same (but changed to F G Sp) |  |
| Condition 4: Assessment of spoken language | Same |  |
| 4.1 Condition GCSE 4.1 does not apply to Speaking (ile does not have to be final exam) | Same |  |
| 4.2 NEA: AO sets, centre records, AO receives recording | Same |  |
| 4.3 (a) Condition GCSE 6.1 does not apply (ie.. speaking does not have to eb in May and June)(b) Speaking in assessment window 5 weeks April / May(c|) minimise predictability | Same |  |
| Same - but in guidance | Added here:4.4 5 week period does not have to be continuous or take place on same dates each year. | This info is in ‘guidance’ of 2017 version |
| Condition 5 Access to dictionaries | Same |  |
| 5.1 NO access during exam or in formal prepara6ton for exam5.2 definiton of formal preparation | Same |  |
| Condition 6 – Titling |  |  |
| Requirements for distinguishing |Chinese (spoken Mandarin) and Chinese (spoken Cantonese) | N/A |  |
| Condition 7 – Interpretation definitions |  |  |
| Definition of a MFL and discinction from Ancient | N/A |  |
| Assessment Objectives | Same |  |
| Assessment objectivesIn line with GCSE Condition1.2 Ofqual can specify requirements relating to objectives | same |  |
| Objectives:AO1 – L \_understand and respond 25%AO2 – Speaking – communicate and interact - 25% (10% for G)AO3 – Reading - understand and respond 25%AO4 Writing – communicate – 25%(10% for G) | ChangedAO1- Understand and respond to spoken in S and W – 35%AO2 -Understand and respond to written in S and W – 35%AO3 – Demonstrate accurate knowledge and application of the grammar and vocab prescribed – 20% | Confusing and will have to have a ‘work-around’ to allow testing in English and credit for speaking independently of listening (R/P, Picture card)Could lead to vastly different specifications / weightings for traditional skills. |
| Tiering Requirements | Same |  |
| 9 bullet points | No bullet points numbering, but same content | Why numbering removed? |
| Assessment requirements | Same |  |
| Intro referencing GCSE 3.1 allowing to specify requirements and guidance in relation to assessments, | Same |  |
|  |  |  |
| Grammar requirements | Grammar and sound-spelling correspondence requirements |  |
| Reference to subject content 2014 | Reference to subject content 2022 |  |
| Appendix to content document sets out grammar requirements | Requirement for AO to set out grammar requirements that may be assessed, including SSC and examples drawn from vocab list. |  |
| Other languages must have similar level of demand | no ref to other languages |  |
|  | In its assessment strategy, AO must set out approach to covering grammar requirements in assessments incl SSC  | What does this mean???? |
| Vocabulary lists | Vocabulary requirements |  |
| Requirements if lists published* assessments not restricted to lists
* foundation respond to common words not on the list
* higher respond to less common not on the list
 | [included in subject content] | not included in 2022 as included in subject content? |
| set out in specification | set out in qualification |  |
| not required | set out its approach to compiling list |  |
| not required | including overview of parts of speech distribution | why?Consequence? |
| not required | demonstrate its approach in covering vocab requirements in the assessment | What approach expected?Over lifetime of the award, all covered??? / None repeated??? |
| Speaking assessment | Same |  |
| Same amount of formal prep time (10-12 minutes) | same |  |
| Total taking time F: 709 mins H: 10-12 mins | same |  |
| Tasks required: |  |  |
| conversation covering more than 1 topic, only one of which may be chosen by learner in advance | n/a |  |
| 2 further tasks, must be 1 of:role play* response to picture stimulus
* response to text stimulus
* response to picture = text stimulus
 | See guidance below ‘speaking assessment’ | Other tasks not mentioned – presumably because in subject content. |
| n/a | task requiring read aloudLength of text:F: minimum 35 wordsH: minimum 50 words | How to take account differences between languages? |
| Listening assessment | Understanding spoken extracts |  |
| Requirements for L (not speaking exam)F – 35 minutes (Incl 5 mins reading)H: 45 mins (inlc 5 mins reading time) | No time requirements |  |
|  | Total number of words in extracts:F: 450-500 words [[37% - 42% of 1200] | Current AQA 2019 675 wordsHow to take account differences between languages? |
|  | H: 700-850 words [41% - 50%] | What is the rationale for the difference F/H proportions?Current AQA 2019 1202Response to teacher focus groups.What is the benefit of limiting|? Less burden on memory BUTLess opportunity to show what know understand and can do … (more ‘chance’ on what is tested)Less opportunity for texts to give more context cluesHow to take account differences between languages? |
|  | IN assessment stratgety, AO demo its approach to assessing in relation to:  |  |
|  | number of extracts | consider benefits of fewer / more extracts … (Possibly more, shorter less demanding than fewer, longer..) |
|  | number of words in each extract | consider benefits of shorter to reduce burden on memory / longer to give more contextual clues |
|  | number of marks in relation to number of words in each extract | consider if this always correlates… more word could give more clues. |
| reading time referred to above | approach to allowing learner sufficient opportunities to read the tasks before hearing the extracts |  |
|  | approach to paras 10 \_ 11 of content document re: complexity of language + questions types in assessment of spoken extracts  | 10: complexity of language - limited at F11: in English for comprehension |
| End of document | Document continues …. |  |
|  | Dictation |  |
|  | Design and set assessment of ability to take dictation:F – minimum 20 wordsH – minimum 30 words | NEW – SSCHow to take account differences between languages? |
|  | Set out its approach incl ref to SSC,  | how they cover / what percentage? |
|  | approach to different lanaguges | opportunity to address difference F/G/S |
|  | + level of accuracy required. | opportunity to accept any spelling which would reproduce sound – not necessarily accurate spelling (e.g. ce / se) |
|  | Understanding written language |  |
| No requirements on reading | Limits set on total word count, number of texts and length of texts |  |
|  | Total word count:F – 600 – 650 words [50- 55% of 1200]H: 850 – 900 words [50 – 53% of 1700] | Consider feasibility + impact cf 2019 AQA:F – 938H 1549If max words used, all words likely to have been used by 3rd year of spec. How deos this affect fairness for later years?How to take account differences between languages? |
|  | Number of texts:F – 7 – max words 100H – Max 8 tests max 160 words | 2019 AQA:F = 13 texts – none exceed 100H – 13 texts – none exceed 160How to take account differences between languages? |
|  | approach to paras 10 \_ 11 of content document re: complexity of language + questions types in assessment to spoken extracts  | 10: complexity of language );limited at F)11: in English for comprehension |
|  | Translation |  |
|  | Limit on length in prose + trans |  |
| Same – see below in guidance | F– minimum 35 wordsH – minimum 50 words | probably welcome |
|  | set out approach to 9e  |  |
|  | – ‘a range of vocab and grammar specified for reach tier’ |  |
| Similar - see guidance below | ‘an appropriate and sufficient rendering of the original language’ | Consider how flexible this can be. E.g. should pronouns be tested? (e.g. I go [there] every Saturday. |

GUIDANCE

|  |  |  |
| --- | --- | --- |
| 2016 MFL | Draft 2022 French German Spanish | Rationale / issues |
| Intro | Same |  |
| Status of document | Same, but ref to F G S only and ref to retakes. |  |
| Guidance in relation to subject content MFL | Guidance in relation to subject content for, and assessment of F G S | Because assessment is integral part of subject content, guidance and assessment are these are conflated |
| Ref to subject content MFL | Ref to subject content FGS |  |
| Requirement for AO to interpret in line with Ofqual requirements | Samee |  |
|  | In addition – FGS |  |
| Guidance with ref to Condition GCSE MFL 1.1 (c)  | Guidance with ref to Conditions FGS 1.1 (c) and 3.1 |  |
| Length of translation exercise |  |  |
| Expect.. Distinction made between languagesChinese/Japanese F 35 H 50into EnF 20 H 35 En into Ch?JapRussianF 25 H 35 into EnF 35 H 50 into RussianFGSF 35 H 50 | Same - See conditions / translation abive | Same – but now a condition, not guidance |
| Assessment strategy: approach to length  | See conditions / translation | Same – but now a condition, not guidance |
| approach to level of demand | See conditions / translation | Same – but now a condition, not guidance |
| Length of extended written text in reading assessment |  |  |
| Ref to requirement to recognise and respond to key elements in extended written text | n/a | subject content different2016 assesses Reading skill of picking out lkey elements’ – not just knowing vocab and grammar |
| Varies according to languageFGSF – minimum 90 wordsH minimum 150 words | See conditions / Understanding written languageMaximum given (F max (not minimum)Number of texts:F – 7 – max words 100H – Max 8 tests max 160 words |   |
| assessment strategy explain approach to extended written texts’  | n/a |  |
| and how approach will achieve level of demand | see conditions / Understanding written language* similar
 |  |
|  | Assessment of speaking | Included here as this is specified in DfE subject content – not independent Ofqua condition / guidance |
| *Tasks included in subject conditions**(not in subject content)* | ***Reference to subject content requirements:****The Content Document states that each GCSE Qualification in French, German or* *Spanish must require Learners to –**‘speak using clear and comprehensible language to:**i. read aloud a short written text and demonstrate understanding of it;* *ii. undertake role play(s), including asking and answering questions,* *simulating a context such as a social conversation, where instructions* *about what to say are unambiguous;* *iii. talk about one or more visual stimulus/stimuli, such as (connected)* *photographs or pictures, and extend this conversation into a short unprepared interaction.* | *Note that this was clarified after consultation* |
|  | **GUIDANCE on these elements:** |  |
| n/a – no reading aloud task | Follow up questions to the **reading aloud task** should be straightforward and may demonstrate understanding of the passage or the theme **and/or** the Learner’s own experience relating to the passage or the theme | Allows for a discussion of a theme!NB issue = what if the learner has own experience, but not the related language? How can questions be scripted which takes account of individual circumstances? Or will questions be at teacher discretion? |
| see condition: ‘response to text stimulusdetail not specified, but happened in practice | Role-plays should provide sufficient opportunity for Learners to draw on the range of vocabulary they know and not depend on the translation of individual specified items.  | Implies an open-ended functional response (e.g. say what item you want form a shop rather than say you need a roll) – promising! |
| Not specified – but happened in practice (no need to extend) HOWEVER – prompts being in assessed language meant not all learners understood information | All information required should be presented to the Learner. | Presumably info in English to ensure all information presented,No need for the learner to work out how to elaborate answers in order to achieve higher marks |
| See condition: respone to picture stimulus | The unprepared interaction may be connected to the visual stimulus/stimuli through its broad theme/topic but may also relate to the Learner’s own experience and interest. Prompts or questions supporting the interaction should be unseen. | NB issue = what if the learner has own experience, but not the related language? How can questions be scripted which takes account of individual circumstances? Or will questions be at teacher discretion? |
|  | Assessment of writing |  |
|  | Reminder of requirements: The Content Document states that each GCSE Qualification in French, German or Spanish must require Learners to –‘write text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli.’ |  |
|  | Stimuli for written tasks may include a visual stimulus, a short, simple written stimulus, and/or bullet points (either in English or the assessed language). | Not that this though this can be matched to AO2 as ‘writing in response to visual (no text) or English text’ it is **not** a demonstration of comprehension.This guidance of ‘either in English’ gives them a way out …. |
|  | Infer meaning |  |
| Inference was part of subject content | Definition from Subject content given: The Content Document states that each GCSE Qualification in French, German or Spanish must require Learners to –‘infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the Vocabulary List when they are embedded in the context of written sentences.’ | Inference at word level This avoids the previous interpretation of inferring an overall stance from a collection of different sentences e.g. positive / negative / neither P nor N.This does not preclude that sort of task as a way of testing full understanding of a text. |
|  | The words Learners are required to infer may be embedded in a reading text or assessed as a separate reading task, however, the supporting context must be clear to the Learner. | Presumably to allow for straightforward testing of vocab and grammar.,This is more possible when questions can be in English. (When in TL< need for synonyms/ distractors to test understanding) |
| n/a | Undertake dictation of short spoken extracts |  |
|  | The Content Document states that each GCSE Qualification in French, German or Spanish must require Learners to –‘Undertake dictation of short spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling.’ |  |
|  | An extract to be used in the dictation assessment may be adapted from a spoken extract that Learners have already heard. | Not sure of reason for doing this. Possibly answer qs on a text, then asked to take to dictation e.g. ‘ the last part of the phone message?’ (which must include some unknown words) |
| Guidance in relation to assessments for GCSE MFL | conflated with above |  |
| Vocabulary listsIf published – follow guidelines.Not required to publish | see ‘Assessment requirements’ above | In 2022, condition, not guidance |
| Assessment period |  |  |
| 5 week period April / May -no need to be continuous | samesee Subject level Condition / Condition 4 |  |
| Guidance on assessment objectives for GCSE Qualifications in Modern Foreign Languages | Guidance on assessment objectives for GCSE Qualifications in French, German and Spanish |  |
| Intro |  |  |
| Requirements published + weightings | Same |  |
| Aos: | How 2022 matches 207 … |  |
| AO1 Listening – understand and respond to different types of spoken language – 25% | Part of AO1 – Understand and respond to spoken language in speaking and in writing * spoken language = assessed language
* writing = English
 | Listening in one AO only |
| AO2 Speaking – communicate and interact effectively in speech. – 25% | Part of AO1 – Understand and respond to spoken language in speaking and in writingPart of AO2 Understand and respond to written language in speaking and in writing* written language = English / visual
* speaking = assessed language
 | Speaking goes across 2 AOsAO1 – interaction (emphasis on communication)AO2 - presentation |
| AO3 Reading – understand and respond to different types of written language. – 25% | Part of AO2 Understand and respond to written language in speaking and in writing* written language = assessed language.
* writing = English
 | Reading in one AO |
| AO4 Writing – communicate in writing – 25% | * Part of AO2 Understand and respond to written language in speaking and in writingWritten language = English.
* Writing = assessed language
 | Writing in one AO |
| conditions:In each of AO2 an dAO4 at least 10% of marks available for that objective must be for knowledge an daccurate application of grammar and structures prescribed. | Part of AO3Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification – 20% | Grammar, vocab and SSC discrete AO, but this can be combined with others. |
|  | AOs:  |  |
| cf AO2 – Speaking interaction (in speaking)cf AO3 – Listening (in writing English) | AO1 Understand and respond to spoken language in speaking and in writing – 35% |  |
| cf AO2 – Speaking presenting (stimulus in english, speaking in assessed languagecf AO4 – Writing (stimulus in English – writing in assessed language)cf AO3 –Reading (written language in assessed language, writing in English) | AO2 Understand and respond to written language in speaking and in writing – 45% |  |
| see conditionsIn each of AO2 an dAO4 at least 10% of marks available for that objective must be for knowledge an daccurate application of grammar and structures prescribed. | A03 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification – 20% |  |
| Sets out guidance on: | same |  |
| discrete elements within each AO | discrete strands |  |
| Coverage expectations of elements | Coverage expectations of strands |  |
| key area of emphasis \_ definitions | same |  |
| Expectation to demonstrate how they have regard to guidance developing samplesdeliver qualificationdevelop an dapply approach to sampling elements into which AOs are dividedmonitor toimake sure addresses all elements appropriately | same, but sone strands / one element |  |
|  | addition: Fr AO1 and AO2 , assessed responses in both En and assessed language as appropriate to the taskFor AO3 all assessed responses in assessed language |  |

## Detail – interpretations and definitions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AO1 | Strand | Interpretations and definitons | HEM summary | Tasks |
| Understand and respond to spoken language in speaking and in writing – **35%** | 1 – Understand and respond to spoken language in speech | * This strand covers responses in the assessed language to spoken prompts and questions in the assessed language
* The emphasis here should be on Learners’ communication skills in their use of spoken language.
* It is not possible to assess Learners’ ability to ‘understand’ and ‘respond to’ spoken language separately. Rather, students should demonstrate their understanding through their responses.
 | Stimulus: spoken assessed languageTask:**SPEAKING**- **Interactive Speaking** (which is deemed to incorporate listening, so listening is not treated as a separate skill) | **9g Speaking**Follow up conversation to read aloudRole-play ?? (unless scripted)Visual stimulus unprepared interaction |
| 2 – Understand and respond to spoken language in writing | * This strand covers responses in English to demonstrate understanding of spoken language and writing in the assessed language in response to spoken stimuli
* Responses may also include single letters, numbers and/or percentages in figures, names, and/or single words
* It is not possible to assess Learners’ ability to ‘understand’ and ‘respond to’ spoken language separately. Rather, Learners should demonstrate their understanding through their responses
 | Stimulus: spoken assessed languageTask: **LISTENING**- answers in English (to questions put in English)ANDStimulus: spoken assessed languageTask: **DICTATION** - writing in assessed language | **9b Listening****9c Dictation** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AO2 Understand and respond to written language in speaking and in writing: weighting **45%** | 1 –Understand and respond to written language in speaking | * This strand covers responses in the assessed language to written or visual prompts in the speaking assessment
* It is not possible to assess Learners’ ability to ‘understand’ and ‘respond to’ written language separately. Rather, Learners should demonstrate their understanding through their responses
 | Stimulus: written or visual elements (written not specified as being in assessed language – so can be in English e.g. RP instructions OR assessed language e.g. read aloud)Task: **SPEAKING** - presentation aspects of Role Play + Picture Card + Read aloud | **9g speaking**Read aloud (before conversation)Role play (if scripted)Picture card – talk about (before conversation) |
| 2 – Understand and respond to written language in writing | * This strand covers responses in English to demonstrate understanding of written language and writing in the assessed language in response to written or visual stimuli
* Responses may also include single letters, numbers and/or percentages in figures, names, and/or single words
* It is not possible to assess Learners’ ability to ‘understand’ and ‘respond to’ written language separately. Rather, Learners should demonstrate their understanding through their responses
 | Stimulus: written language (presumably in assessed language)Task: **READING** – responses in English and Translation into EnlgishANDStimulus: written or visual stimuli (could be in English)Task: **WRITING + Translation into assessed language** | **9a Reading****9e Translation into English****9d Writing****9e Translation into Assessed language** |
| AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification: weighting **20%** | (Single element -= no strands) | This assessment objective covers responses in the assessed language in relation to:* Knowledge and accurate application of grammar in speaking and writing tasks.
* Knowledge and accurate application of vocabulary, including demonstration of knowledge of sound-symbol correspondence in speaking and writing tasks.
* The quality of pronunciation and intonation in speaking tasks
 | Tasks:**Speaking** tasks**Writing** tasks | **9c dictation****9d writing****9a Translation into assessed language****9g read aloud + follow-up conversation?****9g Role Play + follow-up conversation****9g visual stimulus + follow-up conversation** |

**Subject content requirements – Para 9**

|  | **AOs + Strands** |
| --- | --- |
| ***Weighting*** | **35%** | **45%** | **20%** |
| ***Title*** | AO1 STRAND 1Understand and respond to spoken language in speech | AO1 STRAND 2Understand and respond to spoken language in writing [in English or assessed language] | AO2 STRAND 1Understand and respond to written language in speaking | A02 STRAND 2Understand and respond to written language in writing[in English or assessed language] | AO3Demonstrate knowledge and accurate application of the grammar and vocabulary [in assessed language] |
| ***Helen’s summary*** | (spoken interaction) | (listening + dictation) | (speaking presentation) | (Reading and writing) | (Grammar Vocab and SSC in speaking and writing |
| TASK REQUIRED |  |  |  |  |  |
| **9a: READING** * Comprehension
 |  |  |  | YES |  |
| **9b : LISTENING** questions in Enlgish |  | YES |  |  |  |
| **9c : DICTATION** (credit for accurate spelling) |  |  |  |  | YES |
| **9d : WRITING** in response to simple and familiar stimuli. |  |  |  | YES?? (prompt not assessed language) | YES |
| **9e TRANSLATION language to English**  |  |  |  | YES??(English prompt?) |  |
| **9e TRANSLATION language to assessed language** |  |  |  |  | YES |
| **9f READING** - Infer single words from outside the Vocabulary List when they are embedded in the context of written sentences. |  |  |  | YES |  |
| **9g SPEAKING** **(i) READ ALOUD** |  |  |  |  | YES |
| **+ unprepared CONVERSATION** relating to the text; | YES |  |  |  | YES? |
| **(ii) ROLE PLAY**  |  |  | YES ?? (prompt not assessed language) |  | YES |
| including **asking and answering questions,** simulating a context such as a social conversation, **where instructions about what to say are unambiguous;** | ??? |  | ???? |  | ??? |
| **(iii) VISUAL STIMULUS** talk about one or more visual stimulus/stimuli, such as (connected) photographs or pictures,  |  |  | YES?? (prompt not assessed language) |  | YES |
| and extend this conversation into a short **unprepared interaction.** | YES |  |  |  | YES |

10. Complexity1 of language: Spoken and written language (for comprehension and production) will be of limited complexity at foundation tier. At higher tier students will be expected to understand (in listening and reading) and produce (in speech and writing) language at a higher level of complexity. The complexity of the language will be in both cases appropriate to the level of study.

11.Question types: Where questions are designed to test comprehension of written and spoken texts in the assessed language, these comprehension questions will be in English. Other types of question may be in English or the assessed language as appropriate to the task. Rubrics will be in English.

**Subject content requirements – Para 9 – in full**

|  | **AOs + Strands** |  |  |
| --- | --- | --- | --- |
|  | **35%** | **45%** | **20%** |
|  | AO1 STRAND 1Understand and respond to spoken language in speech | AO1 STRAND 2Understand and respond to spoken language in writing | AO2 STRAND 1Understand and respond to written language in speaking | A02 STRAND 2Understand and respond to written language in writing | AO3Demonstrate knowledge and accurate application of the grammar and vocabulary  |
| TASK REQUIRED | (spoken interaction) | (listening + dictation) | (speaking presentation) | (Reading and writing) | (Grammar Vocab and SSC in speaking and writing |
| 9aunderstand written texts in the language. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at foundation tier. | X | X | X | YES | X |
| 9b understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions; | X | YES | X | X | X |
| 9c Undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling | X | YES | X | X | YES |
| 9d write text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. | X | X | X | YES | YES |
| 9e translate in writing short sentences or texts, from the language to English …. using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language. | X | X | X | YES | X |
| 9e translate in writing short sentences or texts, from the English to language , using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language. | X | X | X | YES | YES |
| 9f Infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the Vocabulary List when they are embedded in the context of written sentences. | X | X | X | YES | X |
| 9g speak using clear and comprehensible language to: |  |  |  |  |  |
| read aloud a short written text  | X | X | YES | X | YES |
| … and undertake a short unprepared conversation relating to the text; | YES | X | X | X | YES? |
| undertake role play(s),  |  |  | YES |  | YES |
| including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous; | ??? | X | X | X | YES |
| talk about one or more visual stimulus/stimuli, such as (connected) photographs or pictures,  | X | X | YES | X | YES |
| and extend this conversation into a short unprepared interaction. | YES | X | X | X | YES |

10. Complexity1 of language: Spoken and written language (for comprehension and production) will be of limited complexity at foundation tier. At higher tier students will be expected to understand (in listening and reading) and produce (in speech and writing) language at a higher level of complexity. The complexity of the language will be in both cases appropriate to the level of study.

11.Question types: Where questions are designed to test comprehension of written and spoken texts in the assessed language, these comprehension questions will be in English. Other types of question may be in English or the assessed language as appropriate to the task. Rubrics will be in English.