

MFL Writing Learning Ladders

150 word piece

As the final question on the higher tier GCSE paper, all marks are available for a 150-word question.

Productive	150 words		
9	<p>Content: An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified. Evidence of improvisation, spontaneity, creativity, personality.</p>	<p>Range: Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate. Minimum of five tenses using various subject pronouns. Advanced structures, including subordinating conjunctions. Near native range. Idiomatic expressions.</p>	<p>Accuracy: Accurate, with very few, if any, errors especially in attempts at more complex structures. Verbs and tense formations are secure. Near native accuracy.</p>
8	<p>Content: An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified. Evidence of improvisation, spontaneity, creativity, personality.</p>	<p>Range: Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate. Minimum of five tenses. Advanced structures, including subordinating conjunctions. Idiomatic expressions.</p>	<p>Accuracy: Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.</p>
7	<p>Content: A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear with few ambiguities. Opinions are expressed and justified.</p>	<p>Range: Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate. More than three tenses are used, using a variety of subject pronouns. Idiomatic and manipulated language is attempted.</p>	<p>Accuracy: Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.</p>

6	<p>Content: A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a couple of ambiguities. Opinions are expressed and justified.</p>	<p>Range: Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate. Minimum of three tenses and attempts at manipulation of language.</p>	<p>Accuracy: Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures (using wrong demonstrative pronoun etc). Verbs and tense formations are nearly always correct.</p>
5	<p>Content: A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.</p>	<p>Range: Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate. Minimum of three tenses, mostly in the first person.</p>	<p>Accuracy: Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.</p>
4	<p>Content: A good response, beyond the minimum response, which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.</p>	<p>Range: Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. Minimum variable use of three tenses.</p>	<p>Accuracy: Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.</p>
3	<p>Content: A reasonable unprepared response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.</p>	<p>Range: Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. Two tenses must be securely used.</p>	<p>Accuracy: More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.</p>

2	<p>Content: A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.</p>	<p>Range: Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register. Evidence of negative structures might show this level, although may not be necessary. There should be an attempt at two tenses, although these might not be wholly successful.</p>	<p>Accuracy: More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct. Adjectival agreement should be mostly accurate.</p>
I	<p>Content: A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.</p>	<p>Range: Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register. No attempt to vary the range through tenses or more complicated structure than subject/verb/adjective.</p>	<p>Accuracy: There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations. Adjectival agreement may not be secure.</p>
W	<p>Content: W+: A sentence with some vocabulary (cognates) associated with the task. W: Words associated with the task. W-: Nothing associated with the task. The content does not meet the standard required for Level I at this tier.</p>	<p>Range: W+: Subject/verb/adjective. W: Correct identification of words associated with the task. Gender might not be correct. W-: Little or no evidence of awareness of appropriate vocabulary or gender. The range of language produced does not meet the standard required for Level I at this tier.</p>	<p>Accuracy: W+: Spelling and accents are mostly secure. W: Some spellings are not correct and accents are missing. W-: Little awareness of spelling and no attempt at accents. The accuracy does not meet the standard required for Level I at this tier.</p>

90 word piece

The first question on the higher tier paper AND the final question on the lower tier paper. As a grade 5 is the highest possible mark on the lower tier, a grade 5 should be the highest mark for this question. However, allowance has been made for an extra grade for exceptional answers.

Productive	90 words	
9		
8		
7		
6	<p>Content: A very good response covering all aspects (all bullet points) of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed and justified.</p>	<p>Quality of Language: A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames with more than one subject pronoun, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. Attempts at manipulation of language.</p>
5	<p>Content: A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed on more than one occasion.</p>	<p>Quality of Language: A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames in the first person, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.</p>

4	<p>Content: A reasonable response covering almost all aspects of the task (four out of five bullet points). Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.</p>	<p>Quality of Language: Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.</p>
3	<p>Content: A basic response covering some aspects of the task (three out of five bullet points). Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.</p>	<p>Quality of Language: Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, and these should be mostly successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.</p>
2	<p>Content: A limited response covering some aspects of the task (two out of five bullet points). Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There is an attempt to express an opinion.</p>	<p>Quality of Language: The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. An attempt at two time frames, with varying degree of success. Little or no awareness of style and register.</p>
1	<p>Content: A limited response covering some aspects of the task (two out of five bullet points). Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There is no opinion expressed.</p>	<p>Quality of Language: The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.</p>

W

Content: W+: A sentence with some vocabulary (cognates) associated with the task. W: Words associated with the task. W-: Nothing associated with the task. The content does not meet the standard required for Level I at this tier.

Quality of language: W+: Subject/verb/adjective. W: Correct identification of words associated with the task. Gender might not be correct. W-: Little or no evidence of awareness of appropriate vocabulary or gender. The range of language produced does not meet the standard required for Level I at this tier.

4 phrases (≈40 word piece)

The first question on the lower tier paper requires four individual sentences. Without the second written question on the higher tier, a grade 5 is unobtainable, so a grade 5 is unobtainable for a written piece of forty words. Most KS3 work will be marked on this scale. +/- will be given according to accuracy.

Productive	4 phrases
9	
8	
7	
6	
5	
4	Communication: All relevant messages are clearly communicated.
3	Communication: Most relevant messages are clearly communicated.
2	Communication: The message is relevant but has some ambiguity and causes slight delay in communication.
1	Communication: The message is relevant but has some ambiguity, inaccuracy and causes a delay in communication.
W	Communication: The message is irrelevant or cannot be understood.

Translation

There is a translation from English to the target language in both higher and lower tiers and therefore all 9 grades are available for translation. Practitioners should take account of the difficulty of the task set when awarding grades and adjust the grade according to the difficulty of the translation set.

Productive	Translation	
9	Conveying Key Messages: All key messages are conveyed.	Application of Grammatical knowledge: Excellent knowledge of vocabulary and structures; virtually faultless. Near native.
8	Conveying Key Messages: All key messages are conveyed.	Application of Grammatical knowledge: Excellent knowledge of vocabulary and structures; virtually faultless
7	Conveying Key Messages: Nearly all key messages are conveyed.	Application of grammatical knowledge: Very good knowledge of vocabulary and structures; exceptionally accurate.
6	Conveying Key Messages: Nearly all key messages are conveyed.	Application of grammatical knowledge: Very good knowledge of vocabulary and structures; highly accurate.
5	Conveying Key Messages: Some key messages are conveyed.	Application of grammatical knowledge: Good knowledge of vocabulary and structures; 75% accurate.
4	Conveying Key Messages: Some key messages are conveyed.	Application of grammatical knowledge: Good knowledge of vocabulary and structures; generally accurate.
3	Conveying Key Messages: Some key messages are conveyed.	Application of grammatical knowledge: Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Conveying Key Messages: Few key messages are conveyed.	Application of grammatical knowledge: Limited knowledge of vocabulary and structures; generally inaccurate.

<p style="text-align: center;">I</p>	<p>Conveying key messages: Very few key messages are conveyed.</p>	<p>Application of grammatical knowledge: Very limited knowledge of vocabulary and structures; highly inaccurate.</p>
<p style="text-align: center;">W</p>	<p>Conveying key messages: The content does not meet the standard required for Level I at this tier.</p>	<p>Application of grammatical knowledge: The language produced does not meet the standard required for Level I at this tier.</p>