



Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 12 Autumn Term 1</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English some vocabulary from the Units of <i>'Traditional and Modern values'</i> and <i>'Cyberspace'</i> in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into Spanish some vocabulary from the Units of <i>'Traditional and Modern values'</i> and <i>'Cyberspace'</i> in both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: -Form and use the imperfect tense and imperfect continuous tense, though their accuracy may be inconsistent, or they may struggle with irregular verbs. -Form and use the perfect tense though their accuracy may be inconsistent, or they may struggle with irregular verbs. -Form and use the present and present continuous tense, though their accuracy may be inconsistent, or they may struggle with using more complex structures in this tense. -Form and use comparatives and superlatives, though their accuracy may be inconsistent.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from the Unit of <i>'Traditional and Modern values'</i> and <i>'Cyberspace'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into Spanish vocabulary from the Units of <i>'Traditional and Modern values'</i> and <i>'Cyberspace'</i> in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: -Form and use the imperfect and imperfect continuous tense accurately. -Form and use the perfect tense accurately. -Form and use the present and present continuous tense accurately, understanding and using more complex structures in this tense. -Form and use comparatives and superlatives accurately. -Form and use the future and conditional tense accurately.</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from the Unit of <i>'Traditional and Modern Values'</i> and <i>'Cyberspace'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce and translate into Spanish vocabulary from the Units of <i>'Traditional and Modern values'</i> and <i>'Cyberspace'</i> in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: - Form and use the imperfect and imperfect continuous tense accurately, incorporating it into more complex structures. -Form and use the perfect tense accurately, combining it confidently with other tenses. -Form and use the present and present continuous tense accurately, incorporating it into more complex structures. -Form and use comparatives and superlatives accurately, as well as understanding and using alternative structures. -Form and use the future and conditional tense accurately, using it with a range of clauses.</p>



-Form and use the future and conditional tense, though their accuracy may be inconsistent, or they may struggle with irregular verbs.

Skills:

- Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.
- Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.
- Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.

Respond to these Key Questions with brief responses, demonstrating a lack of confidence and inconsistent accuracy:

- How has the role of a woman in Spain changed since the dictatorship?
- How has marriage and attitudes towards marriage changed in Spain?
- How has Spanish law changed regarding homosexuality?
- Do you think that technology has increased the risk of cyberbullying?
- How has social media changed our lives?
- What can parents do to reduce cyberbullying?

Skills:

- Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.
- Complete listening and reading summary tasks, with general accuracy and without depending on their notes.
- Complete translations into English and Spanish, with general accuracy.

Respond to these Key Questions with well-developed responses, demonstrating confidence and accuracy:

- How has the role of a woman in Spain changed since the dictatorship?
- How has marriage and attitudes towards marriage changed in Spain?
- How has Spanish law changed regarding homosexuality?
- Do you think that technology has increased the risk of cyberbullying?
- How has social media changed our lives?
- What can parents do to reduce cyberbullying?

Skills:

- Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.
- Complete listening and reading summary tasks, with accuracy and without depending on their notes.
- Complete translations into English and Spanish, with accuracy.

Respond to these Key Questions with very well-developed responses, demonstrating confidence, complexity and accuracy:

- How has the role of a woman in Spain changed since the dictatorship?
- How has marriage and attitudes towards marriage changed in Spain?
- How has Spanish law changed regarding homosexuality?
- Do you think that technology has increased the risk of cyberbullying?
- How has social media changed our lives?
- What can parents do to reduce cyberbullying?





Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 12 Autumn Term 2	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Units of '<i>Gender Equality</i>' in both written and aural extracts, though there are inaccuracies or delays. -Produce and translate into Spanish some vocabulary from the Unit of '<i>Gender Equality</i>' both written and oral tasks, though there are inaccuracies or delays. <p>Grammar:</p> <ul style="list-style-type: none"> -Recognise and understand indefinite adjectives and pronouns, though there are delays. -Use the perfect and pluperfect tense though their accuracy may be inconsistent, or they may struggle with irregular verbs. - Use the future perfect and conditional perfect tense, though their accuracy may be inconsistent. 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from the Unit of '<i>Gender Equality</i>' in both written and aural extracts. Vocabulary is recognised with ease and without delay. -Produce and translate into Spanish vocabulary from the Unit of '<i>Gender Equality</i>' in both written and oral tasks. Vocabulary is produced with ease and without delay. <p>Grammar:</p> <ul style="list-style-type: none"> -Recognise and indefinite adjectives and pronouns accurately. -Use the perfect and pluperfect tense accurately. -Use the future perfect and conditional perfect tense accurately. 	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from the Unit of '<i>Gender Equality</i>' in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Produce and translate into Spanish vocabulary from the Unit of '<i>Gender Equality</i>' in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory. <p>Grammar:</p> <ul style="list-style-type: none"> -Recognise and understand indefinite adjectives and pronouns accurately, engaging wider reading. -Use the perfect and pluperfect tense accurately, using it to develop overall language variety. - Use the future perfect and conditional perfect tense accurately, using them to develop overall language variety.



	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.-Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent. <p>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</p> <ul style="list-style-type: none">- Do you think certain roles are more masculine/feminine?- Do you think there will be more gender equality in the future?- Do we live in a sexist society?	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.-Complete translations into English and Spanish with general accuracy. <p>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</p> <ul style="list-style-type: none">- Do you think certain roles are more masculine/feminine?- Do you think there will be more gender equality in the future?- Do we live in a sexist society?	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.-Complete listening and reading summary tasks, with accuracy and without depending on their notes.-Complete translations into English and Spanish, with accuracy. <p>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</p> <ul style="list-style-type: none">- Do you think certain roles are more masculine/feminine?- Do you think there will be more gender equality in the future?- Do we live in a sexist society?
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Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 12 Spring Term 1	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Unit of <i>'The influence of celebrities'</i> in both written and aural extracts, though there are inaccuracies or delays. -Produce and translate into Spanish some vocabulary from the Units of <i>'The influence of celebrities'</i> in both written and oral tasks, though there are inaccuracies or delays. -Read and understand the novel 'La Casa de Bernada Alba' narrating key events in the novel. <p>Grammar:</p> <ul style="list-style-type: none"> -Recognise and use direct and indirect object pronouns though their accuracy may be inconsistent. -Use the passive voice though their accuracy may be inconsistent. 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Unit of <i>'The influence of celebrities'</i> in both written and aural extracts. Vocabulary is recognised with ease and without delay. -Produce and translate into Spanish some vocabulary from the Units of <i>'The influence of celebrities'</i> in both written and oral tasks. Vocabulary is recognised with ease and without delay. -Read and understand the novel 'La Casa de Bernada Alba' and able to analyse key themes, characters and the plot. <p>Grammar:</p> <ul style="list-style-type: none"> - Recognise and use direct and indirect object pronouns accurately. - Form and use the passive voice accurately. 	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English some vocabulary from the Unit of <i>'The influence of celebrities'</i> in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Produce and translate into Spanish some vocabulary from the Units of <i>'The influence of celebrities'</i> in both written and oral tasks. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Read and understand the novel 'La Casa de Bernada Alba' and able to deeply analyse key themes, characters and the plot, evaluating the author's purpose and message. <p>-</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Recognise and use direct and indirect object pronouns accurately, using them to develop overall language variety. - Form and use the passive voice accurately, using them to develop overall language variety.



	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.-Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.-Produce essays on the novel, though their accuracy may be inconsistent, their variety of language limited or their essay-writing technique may require further practice. <p>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</p> <ul style="list-style-type: none">- Do celebrities have an obligation to help those in needs?- Do celebrities always have a positive influence on youngsters?- What should celebrities do in order to be a good role model?	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.-Complete translations into English and Spanish, with general accuracy.-Produce clear, well-structured essays on the novel, with a good level of accuracy, variety of language and complex structures. <p>Respond to these <u>Key Questions</u> with well-developed responses, demonstrating confidence and accuracy:</p> <ul style="list-style-type: none">- Do celebrities have an obligation to help those in needs?- Do celebrities always have a positive influence on youngsters?- What should celebrities do in order to be a good role model?	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.-Complete listening and reading summary tasks, with accuracy and without depending on their notes.-Complete translations into English and Spanish, with accuracy.-Produce well-analysed, well-structured essays on the novel, with a high level of accuracy, variety of language, complex structures and idiom. <p>Respond to these <u>Key Questions</u> with very well-developed responses, demonstrating confidence, complexity and accuracy:</p> <ul style="list-style-type: none">- Do celebrities have an obligation to help those in needs?- Do celebrities always have a positive influence on youngsters?- What should celebrities do in order to be a good role model?
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Spanish	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 12 Spring Term 2	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary: Recognise and translate into English some vocabulary from the Unit of '<i>Regional Identity in Spain</i>' in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into Spanish some vocabulary from the Unit of '<i>Regional Identity in Spain</i>' both written and oral tasks, though there are inaccuracies or delays.</p> <p>Grammar: -Form and use the present subjunctive of regular verbs, though their accuracy may be inconsistent, or they may struggle with irregular verbs. -Form and use the perfect tense in the subjunctive though their accuracy may be inconsistent, or they may struggle with irregular verbs. -Use numerals, though they may struggle with larger numbers.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from the Unit of '<i>Regional Identity in Spain</i>' in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into Spanish vocabulary from the Unit of '<i>Regional Identity in Spain</i>' in both written and oral tasks. Vocabulary is produced with ease and without delay.</p> <p>Grammar: -Form and use the present subjunctive of regular verbs accurately. -Form and use the perfect tense in the subjunctive accurately. -Use numerals accurately, even with larger numbers</p>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from the Unit of '<i>Regional Identity in Spain</i>' both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce and translate into Spanish vocabulary from the Units of '<i>Regional Identity in Spain</i>' in both written and oral tasks. Vocabulary is produced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: - Form and use present subjunctive of regular and irregular verbs accurately, incorporating it into more complex structures. -Form and use the perfect tense in the subjunctive accurately, combining it confidently with other tenses. -Use numerals accurately and frequently</p>



	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.-Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent. <p>Respond to these <u>Key Questions</u> with brief responses, demonstrating a lack of confidence and inconsistent accuracy:</p> <ul style="list-style-type: none">- Why do you think it is important to learn about the cuisine of a country?- Do you think children should be taught in their regional language or Castilian Spanish?- What are the traditions of Spanish culture?	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.-Complete translations into English and Spanish, with general accuracy. <p>Respond to <u>Key Questions</u> from the course with well-developed responses, demonstrating confidence and accuracy.</p> <ul style="list-style-type: none">- Why do you think it is important to learn about the cuisine of a country?- Do you think children should be taught in their regional language or Castilian Spanish?- What are the traditions of Spanish culture?	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.-Complete listening and reading summary tasks, with accuracy and without depending on their notes.-Complete translations into English and Spanish, with accuracy. <p>Respond to <u>Key Questions</u> from throughout the course with very well-developed responses, demonstrating confidence, complexity and accuracy.</p> <ul style="list-style-type: none">- Why do you think it is important to learn about the cuisine of a country?- Do you think children should be taught in their regional language or Castilian Spanish?- What are the traditions of Spanish culture?
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Year 12 Summer Term 1	<p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from throughout the course in both written and aural extracts, though there are inaccuracies or delays.</p> <p>-Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks, though there are inaccuracies or delays.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations, though there may be inaccuracies when produced from memory.</p> <p>Grammar: -Review and use grammar from throughout the course, though their accuracy may be inconsistent.</p> <p>Skills: -Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or</p>	<p>Students working at expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from throughout the course in both written and aural extracts. Vocabulary is recognised with ease and without delay.</p> <p>-Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks. Vocabulary is recognised with ease and without delay.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced accurately and without delay.</p> <p>Grammar: - Review and use grammar rules accurately from throughout the course.</p> <p>Skills:</p>	<p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary: -Recognise and translate into English vocabulary from throughout the course in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>-Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced instantly and without any delay, demonstrating that it is embedded in long-term memory.</p> <p>Grammar: - Review and use grammar rules accurately from throughout the course, adding complexity to oral and written responses with ease.</p> <p>Skills:</p>



	<p>their grammatical accuracy may be inconsistent.</p> <ul style="list-style-type: none">-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.-Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.-Present their IRP clearly, respond to questions and develop answers well, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.-Produce essays on the novel, though their accuracy may be inconsistent, their variety of language limited or their essay-writing technique may require further practice. <p>Respond to <u>Key Questions</u> from throughout the course with brief responses, demonstrating a lack of confidence and inconsistent accuracy.</p>	<ul style="list-style-type: none">-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.-Complete translations into English and Spanish, with general accuracy.- Present their IRP clearly, respond to questions and develop answers accurately.-Produce clear, well-structured essays on the novel, with a good level of accuracy, variety of language and complex structures. <p>Respond to <u>Key Questions</u> from the course with well-developed responses, demonstrating confidence and accuracy.</p>	<ul style="list-style-type: none">-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.-Complete listening and reading summary tasks, with accuracy and without depending on their notes.-Complete translations into English and Spanish, with accuracy.-Present their IRP clearly, respond to questions and develop answers accurately, using a wide range of vocabulary and idiom.-Produce well-analysed, well-structured essays on the novel, with a high level of accuracy, variety of language, complex structures and idiom. <p>Respond to <u>Key Questions</u> from throughout the course with very well-developed responses, demonstrating confidence, complexity and accuracy.</p>
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Year 12 Summer Term 2	<p>Students working towards expected outcomes in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from throughout the course in both written and aural extracts, though there are inaccuracies or delays. -Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks, though there are inaccuracies or delays. -Research and prepare vocabulary to enable successful Independent Research Presentations, though there may be inaccuracies when produced from memory. <p>Grammar:</p> <ul style="list-style-type: none"> -Review and use grammar from throughout the course, though their accuracy may be inconsistent. 	<p>Students working at expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from throughout the course in both written and aural extracts. Vocabulary is recognised with ease and without delay. -Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks. Vocabulary is recognised with ease and without delay. -Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced accurately and without delay. <p>Grammar:</p> <ul style="list-style-type: none"> - Review and use grammar rules accurately from throughout the course. 	<p>Students working beyond expected in Year 12 can:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Recognise and translate into English vocabulary from throughout the course in both written and aural extracts. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Produce and translate into Spanish some vocabulary from throughout the course in both written and oral tasks. Vocabulary is recognised instantly and without any delay, demonstrating that it is embedded in long-term memory. -Research and prepare vocabulary to enable successful Independent Research Presentations. Vocabulary is reproduced instantly and without any delay, demonstrating that it is embedded in long-term memory. <p>Grammar:</p> <ul style="list-style-type: none"> - Review and use grammar rules accurately from throughout the course, adding complexity to oral and written responses with ease.



	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.-Complete listening and reading summary tasks, though they may need the support of their notes, or their accuracy may be inconsistent.-Complete translations into English and Spanish, though there may be gaps in their knowledge of vocabulary, or their accuracy may be inconsistent.-Present their IRP clearly, respond to questions and develop answers well, though there may be gaps in their knowledge of vocabulary, or their grammatical accuracy may be inconsistent.-Produce essays on the novel, though their accuracy may be inconsistent, their variety of language limited or their essay-writing technique may require further practice. <p>Respond to <u>Key Questions</u> from throughout the course with brief responses, demonstrating a lack of confidence and inconsistent accuracy.</p>	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using appropriate vocabulary and giving factual examples from memory.-Complete listening and reading summary tasks, with general accuracy and without depending on their notes.-Complete translations into English and Spanish, with general accuracy.- Present their IRP clearly, respond to questions and develop answers accurately.-Produce clear, well-structured essays on the novel, with a good level of accuracy, variety of language and complex structures. <p>Respond to <u>Key Questions</u> from the course with well-developed responses, demonstrating confidence and accuracy.</p>	<p>Skills:</p> <ul style="list-style-type: none">-Respond to a stimulus, using a wide range of vocabulary and idiom, giving well-researched factual examples from memory.-Complete listening and reading summary tasks, with accuracy and without depending on their notes.-Complete translations into English and Spanish, with accuracy.-Present their IRP clearly, respond to questions and develop answers accurately, using a wide range of vocabulary and idiom.-Produce well-analysed, well-structured essays on the novel, with a high level of accuracy, variety of language, complex structures and idiom. <p>Respond to <u>Key Questions</u> from throughout the course with very well-developed responses, demonstrating confidence, complexity and accuracy.</p>
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