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Y10 GCSE Spanish Curriculum Intent	Year 10

At New Line Learning we believe that language learning is about more than just words: learning a language should involve learning *about* language and languages, how they work and why they are used in certain ways across place and time. Language learning is also about culture and identity: it is a window out into other ways of seeing the world, and a window in to how we think and communicate.

For this reason students will develop all four language skills (listening, speaking, reading and writing) to communicate confidently and coherently in the target language, being able to convey what they want to say with increasing accuracy; however they will also develop their social, spiritual, moral and cultural understanding and solidify their commitment to the Fundamental British Values of mutual respect and tolerance. Alongside this, they will develop positive learning habits and employability skills that will equip them for future study and employment.

In this, their first year of GCSE study, students will continue to progress through a spiral curriculum that interleaves key vocabulary, grammar structures and commonly used verbs to develop and encourage deeper thinking from pupils, and to allow them to retain information in the longer-term. With a solid foundation developed at Key Stage Three, by the end of Year 10 students will be able to deploy a range of vocabulary and structures to talk not just about themselves, but about the present, past and future of the wider Spanish-speaking world.

Term 1
Topic/Theme/Enquiry

How do regular and irregular verbs work in the present, preterite and near future tenses?
Diviértete

Big Picture
What are the main ideas and big questions in this topic?

This topic develops students' ability to communicate about their digital lives, hobbies, and leisure activities. Students build confidence in describing how they spend their free time, expressing preferences, and discussing healthy and active lifestyles using a range of familiar language.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- life online
- sports and free-time activities
- arranging to go out
- expressions of frequency

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Key grammar
- revising the present tense of regular and irregular verbs
- using the near future tense
- conjugating in the preterite

Key skills
- using a range of opinion verbs and expressions to give preferences
- narrating incidents in the past
- recognizing and combining three tenses

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This module builds upon key topics covered at Key Stage Three, including life online (Year 8 Module Unit 1), sport and free-time activities (Year 7 Module 2, Year 8 and 9 module 1, Year 9 Module 2), and arranging to go out (Year 8 Module 5).

In terms of grammatical structures, accessing the texts and tasks set at this level requires a secure understanding of present, preterit and near future verb conjugation that have been a pre-requisite throughout Year 9 following modules on holidays in Year 8 Modules 3 and 4.

Pitch Up
How will we challenge ourselves?

Students will be challenged to incorporate additional details into their writing, including four-figure numbers in the form of specific dates; comparatives; a range of verbs with 'me'
including interesar, encantar and ayudar; as well as opinion verbs in the preterit as standard.

Increasingly, students will also be challenged to problem-solve in terms of pronunciation and intonation: deducing and applying rules for the different phonetic renderings of the letters 'c' and 'g' for example.

As standard, more able, more confident and/or higher tier students will be challenged to do the following:
- Complete more challenging work in the AQA GCSE Spanish higher tier textbook.
- Complete extra and/or more challenging work in the Viva GCSE textbook (higher tier)

Wider Framework
How does this learning connect to future topics and bigger goals?

This modules links to the following "themes" and "topics" of the new GCSE curriculum:
- Theme 2 Topic 1 (Free-time activities), which will be recalled during Year 10 Module 4 and in general revision lessons from Year 11 Term 4 onwards.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from having an understanding of the Geography and Political History of Europe and South America in order to appreciate the cultural, political and geographical importance of Spanish as both a first and

• Theme 3 Module 2 (Media and technology), which will be recalled during general revision lessons from Year 11 Term 4 onwards	second language across the world. Where students do not come with this background knowledge the study of this unit will help develop this understanding and international perspective. This module's "Zona de Cultura" section focuses on increasing this appreciation and knowledge of the scope of the Spanish-speaking world, particularly the Latin American context. Students will also be challenged to apply their knowledge of online safety from their Digital Literacy and PSHEE curricula to the target language context.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This module provides students with the opportunity to rehearse key social interactions in the second language context, including invitations to social gatherings, making plans and setting boundaries. Exploring and expressing personal values also helps students to develop their moral understanding, including empathy, and the social skills of communication and learning to manage conflicts and disagreements

Many students espouse an interest in careers in the media, including social media, and this module provides a fantastic opportunity to look at labour market information for this sector as well as case studies for actors, musicians and influencers who have made it big in the Hispanic world.

Students develop **Listening**, **Speaking** and **Teamwork** by arranging social activities, negotiating preferences and responding appropriately to suggestions or boundaries. **Problem Solving** is strengthened through applying phonics rules and selecting between three time frames, while **Creativity**, **Planning** and **Leadership** are developed as students organise and narrate detailed experiences; **Adapting** is practised when plans change or communication needs to be repaired.

Resources

What books, websites, videos and materials will support our learning?

Assessment

How will we show what we know, remember and can apply?

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AQA GCSE Spanish (Foundation and Higher) textbook, Pearson **Live Worksheets** **Wordwall**	Students will sit a written assessment testing their ability to encode information in the three time frames (present, past and future). This will include the following question types: • description of the photo (10 marks) • translation into Spanish (10 marks) • gap-fill grammar task (5 marks) • 90-word writing task (15 marks) The writing assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as how much progress they have made since their last written assessment at the end of Year 9 Module 4. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 2 Topic/Theme/Enquiry		***What do healthy relationships look like?*** ***Mi gente, mi mundo***

Big Picture
What are the main ideas and big questions in this topic?

Family models and members & What makes a good friend
This topic explores different family structures and friendships while developing students' ability to describe relationships and personal qualities. Students learn to discuss the people who are important to them and explain the characteristics of a good friend using increasingly detailed language.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- different family models and members
- physical and character descriptions
- celebrity culture
- what makes a good friend
- identity and what matters to you

- talking about problems and giving advice
- family celebrations

Key grammar

- possessive adjectives
- Using *ser* for descriptions and *estar* for locations
- conjugating regular and irregular verbs in the present continuous
- Using the *he/she/it* form of the preterite tense
- Using the personal *a*
- Using reflexive verbs
- direct object pronouns
- Using *estar* to express moods
- Using *poder* and *querer* + infinitive
- indirect object pronouns

Key skills

- Using the present continuous tense to describe a photo
- Exam skill: Choosing which tense to use
- Exam skill: Listening for gist

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
This module builds upon key topics covered at Key Stage Three, including personal and family descriptions (Year 7 Modules 1 and 4), life online (Year 8 Module 1 and Year 9 Module 1), sport and free-time activities (Year 7 Module 2, Year 8 Module 1 and Year 9 Modules 1 and 2), and arranging to go out (Year 8 Module 5). In addition, grammatical structures covered at Key Stage Three include the present and preterit verb conjugation, with new emphasis on using the whole paradigm, possessive adjectives, and the uses of 'ser' and 'estar'. Whilst some gaps and misconceptions are to be expected and will be addressed in planning and assessed in lessons, there is an expectation of basic competence in the majority of this pre-requisite knowledge in order to access this module successfully.	Having been introduced to the rigours of Key Stage Four language study, students are now challenged to deploy a range of vocabulary and structures as standard, and to develop their answers in terms of both content and complexity. In this unit, this challenge takes the form of using the present continuous to describe a photograph, including comparatives as standard in descriptions, and using reflexive verbs to describe relationships. Students will also be expected to routinely incorporate more than one time phrase into their written and spoken responses. Students are challenged to incorporate new grammatical structures in order to ensure that they are embedded into their work, including the direct object pronoun and the use of 'para + infinitive'.

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	In terms of literacy and oracy, new challenges are introduced at this level, including the use of distractors, obliging students to read the text carefully rather than just skim/scan for detail. Oracy skills will also start to include the assessment of pronunciation and intonation in the read-aloud task required for the GCSE oral exam at the end of Year 11. As standard, more able, more confident and/or higher tier students will be challenged to do the following: • Complete more challenging work in the AQA GCSE Spanish higher tier textbook. • Complete extra and/or more challenging work in the Viva GCSE textbook (higher tier)

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit links into the following topics and themes of the new GCSE curriculum: • Theme 1 Topic 1 (Identity and relationships with others) • Theme 1 Topic 2 (Healthy living and lifestyle) • Theme 2 Topic 3 (Celebrity culture) • Theme 3 Topic 2 (Media and technology) These topics will be recalled and expanded in Year 11 from Module 4 onwards as part of general revision topics.	Students will benefit from recognising key famous Hispanic celebrities and their work, although this knowledge is not a pre-requisite as each module in the AQA GCSE Spanish textbook contains a "Zona de Cultura" section students can use to help increase their knowledge of cultural issues from Spanish-speaking countries.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This module builds on the Fundamental British Values of Mutual Respect, Tolerance and Individual Liberty, through exploring the description and identity of the self in relation to the family and different family models, as covered in PSHEE and RSE, enhancing the students' moral, social and cultural understanding.

Furthermore, within this module the exploration of Christmas and other family celebrations in Spanish-speaking countries will foster an understanding of the concept of spirituality and how different cultures act upon their beliefs and give meaning to their religious values. This ties to the cultural understanding of how we develop a

sense of identity and belonging within the context of a diverse society. Exploring and expressing personal values also helps students to develop their moral understanding, including empathy, and the social skills of communication and learning to manage conflicts and disagreements.

Students develop **Listening** and **Problem Solving** by identifying gist, recognising distractors and selecting appropriate tenses when interpreting descriptions, relationships and personal problems. Through photo-card work, advice-giving and discussions of healthy relationships, students strengthen **Speaking**, **Creativity** and **Teamwork**, while **Planning**, **Leadership** and **Adapting** are developed as they organise responses, support others and communicate sensitively in changing social situations.

Resources
What books, websites, videos and materials will support our learning?

AQA GCSE Spanish (Foundation and Higher) textbook, Pearson
Wordwall
Live Worksheets

Assessment
How will we show what we know, remember and can apply?

Students will sit a speaking assessment. This will consist of a read-aloud and photo card that students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication, as well as their pronunciation and intonation.
The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment at the end of Year 9 Module 3. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 3
Topic/Theme/Enquiry

What does it mean to be a member of my local community?
Mi zona

Big Picture
What are the main ideas and big questions in this topic?

The present perfect and imperfect & The conditional and simple future
This topic develops students' understanding of key verb tenses used to communicate across different time frames. Students learn to describe past experiences, discuss ongoing past events, express future plans, and talk about hypothetical situations with increasing accuracy and sophistication.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Key vocabulary

- geographic and topological description
- Using *está, temenos* and *hay*
- places and facilities in the town
- shopping preferences
- recent activities
- how your local area has changed
- how you would like to change your local area
- the town of the future

Key grammar

- using the comparative
- demonstrative adjectives
- conjugating verbs in the present perfect
- conjugating key verbs in the imperfect
- conjugating regular and irregular verbs in the conditional
- conjugating regular and irregular verbs in the simple future

Key skills

- using and giving directions
- comparing the past and present

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

The introduction of new tenses/aspects in this module pre-supposes a secure understanding of tenses/aspects studied in Key Stage Three: the present simple, the preterit and the near future.

Topic specific structures that have been covered at Key Stage Three including the use of the comparative (Year 8 Modules 1 and 5), giving directions (Year 9 Module 5), and using demonstratives (Year 9 Module 5).

Pitch Up
How will we challenge ourselves?

This module introduces a range of more challenging tenses (conditional, imperfect and simple future tenses) that all students will need to be able to identify. Being able to produce examples of these tenses in written and/or spoken work will provide those pushing for the highest marks at foundation tier to give examples of complex language, as well as helping them on the way to using the complex language required to achieve good results in the higher tier at GCSE.

More able, more confident and/or higher tier students can also complete more challenging work or additional activities in the higher tier textbooks available to them.

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Wider Framework
How does this learning connect to future topics and bigger goals?

This unit links into the following topics and themes of the new GCSE curriculum:

- Theme 3 Topic 3 (Environment and where people live)

These topics will be recalled in Year 11 Module 1 and from Year 11 Module 4 onwards as part of general revision topics.
In terms of skills, giving directions and talking about shopping also provide key structures and skills for the role play section of the speaking examination.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from the cultural capital related to travel, and an awareness and experience of modes of travel, different types of accommodation, and typical holiday experiences. Whilst these experiences may not be shared by all, lessons will give attainable concrete examples to bridge the gap. Activities related to the asking for and giving of directions also build on the life skill of orienteering, as also related to the study of Geography and Physical Education.
Students will also benefit from an understanding of different human societies as linked to Key Stage 3 Geography modules. An understanding of push and pull factors behind rural-urban migration and the cycle of development will also contribute towards the expression of informed opinions about their own local area in comparison to other places to live across the world.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Discussions around infrastructure and facilities in students' local area will be linked to local labour market information regarding job opportunities and key sectors for growth. Being able to use the future tense will also then facilitate discussion in future years of future plans, including careers and further education.

Exploring where they live, both in terms of the local area and their own homes and bedrooms, also contributes towards reflection and introspection on the part of students, in terms of the rights and privileges they enjoy as compared to others in society and around the world, fostering a sense of social and moral responsibility. Cultural understanding will also be deepened by exploration of different styles of housing in different parts of the world, and the ways in which this both reflects and informs differences in lifestyles and values.

Students apply **Problem Solving** when interpreting maps, giving directions, comparing past and present environments and selecting from an expanded range of tenses. **Creativity** and **Planning** are developed as they design and justify improvements to their local area and imagine towns of the future, while collaborative decision-making develops **Listening**, **Speaking**, **Leadership** and **Teamwork**; **Adapting** is strengthened as students respond to practical constraints and alternative community viewpoints.

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	Resources *What books, websites, videos and materials will support our learning?*		Assessment *How will we show what we know, remember and can apply?*
	AQA GCSE Spanish (Foundation and Higher) textbook, Pearson Wordwall Live Worksheets Spain Map | Detailed Maps of Spain		Students will sit a reading and listening, including a variety of questions as follows, to assess both the substantive and disciplinary knowledge developed in this and previous modules. Listening • multiple choice questions • gap-fill exercise • dictation • open answer questions • positive/negative/both questions Reading • reading comprehension (multiple choice, true false and open-answer questions) • gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill) • translation into English The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge, as well as progress made since reading and listening assessments that took place at the end of Year 9.

Terms 4 and 5 Topic/Theme/Enquiry		***How does travel enrich my personal development?*** ***Viajes***

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Big Picture
What are the main ideas and big questions in this topic?

Festivals in the Spanish-speaking world & Positive and negative travel experiences

This topic introduces students to cultural traditions and travel experiences across the Spanish-speaking world. Students develop the language needed to describe celebrations, recount holidays and trips, and express opinions about positive and negative experiences.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- travel plans
- Festivals in the Spanish-speaking world
- Saying what you did on holiday
- past tense opinions
- describing where you stayed

Key grammar

- comparatives
- Using *se puede* + infinitive
- Using the *I* and *we* forms of preterite tense verbs
- using the imperfect for descriptions

Key skills

- Using extended sentences with *if*
- Giving positive and negative opinions
- Talking about holidays using different tenses
- Using three different time frames
- Exam skill: Using strategies to work out meaning

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This module relies on a secure understanding of the vocabulary and structures covered in Year 8 Modules 2 and 3 on past and future holidays, including but not limited to knowledge of the preterit, modes of transport, holiday activities and accommodation.

Pitch Up
How will we challenge ourselves?

This topic lends itself well to cultural exploration and the development of geographic, historical and political awareness about the vast diversity of the Spanish-speaking world. Pitch it up activities will involve opportunities to develop this knowledge through a range of authentic sources and incorporate it into students' own target language.

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In terms of grammatical structures, the use of 'se puede' also has grounding in Year 8 and 9 Modules 5, and the contrasting uses of 'ser' and 'estar' from Year 7 Module 5, while past tense opinions are here being recalled and reused from Year 10 Module 2.	More able, more confident and/or higher tier students can also do the following: • Complete more challenging work in the AQA GCSE Spanish higher tier textbook. • Complete extra activities in the Viva GCSE textbook (foundation tier); and/or • Complete extra and/or more challenging work in the Viva GCSE textbook (higher tier)
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Key Stage 4: This unit links to the following "themes" and "topics" of the new GCSE curriculum: • Theme 3 Topic 1 (Travel and tourism) • Theme 3 Module 2 (Media and technology) both of which will be recalled during general revision lessons from Year 11 Module 4 onwards	Students will benefit from the cultural capital related to travel, and an awareness and experience of modes of travel, different types of accommodation, and typical holiday experiences. Whilst these experiences may not be shared by all, lessons will give attainable concrete examples to bridge the gap.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Travel and tourism are key to the economy of Spain and other Hispanic countries, with many job opportunities available in the related industries, including but not limited to the hospitality industry studied in this module. Lessons will include concrete examples of jobs available for linguists within the travel sector and pathways into these careers.

Exploration of the world around them also fosters students' sense of identity and belonging within global society, as well as encouraging cultural understanding and appreciation. Lessons will encourage the Fundamental British Values of Mutual Respect and Tolerance whilst exploring the diverse experiences available through travel, and our moral responsibilities as travellers to build positive intercultural links with people from other cultures. On the other hand, this opens up an important conversation about the moral responsibilities of environmental stewardship and the link between travel and climate change.

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Students use **Problem Solving** to infer meaning from unfamiliar authentic travel texts and combine different time frames when describing festivals and positive or negative travel experiences. Planning journeys and producing extended accounts develops **Planning**, **Creativity** and **Leadership**, while paired discussion and role-play strengthen **Listening**, **Speaking** and **Teamwork**; students develop **Adapting** by responding to unexpected travel problems and modifying plans or language to maintain communication.

Resources
What books, websites, videos and materials will support our learning?

AQA GCSE Spanish (Foundation and Higher) textbook, Pearson
Spanish Tourism | Tourist information on Spain | spain.info
Visit Mexico
Guía oficial de turismo para conocer Colombia | Colombia Travel

Assessment
How will we show what we know, remember and can apply?

Students will sit a written assessment testing their ability to encode information in the three time frames (present, past and future). This will include the following question types:

- description of the photo (10 marks)
- translation into Spanish (10 marks)
- gap-fill grammar task (5 marks)
- 90-word writing task (15 marks)

The writing assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as how much progress they have made since their last written assessment at the end of Module 1. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Terms 5 and 6
Topic/Theme/Enquiry

How do educational experiences differ around the Spanish-speaking world?
¡A clase! Mi escuela

Big Picture
What are the main ideas and big questions in this topic?

Using impersonal verbs & Translating effectively into English
This topic develops students' understanding of impersonal verb structures while strengthening their translation skills. Students learn to recognise and apply grammatical patterns accurately, improving their ability to interpret and translate Spanish into clear and natural English.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- a typical school day
- school subjects and opinions
- educational pathways for careers
- school rules and how you would change them
- describing and evaluating teachers
- school trips and enrichment opportunities

Key grammar

- giving opinions in the third person
- using the preterite tense
- Using the conditional tense (*me gustaría* + infinitive*)*
- Using impersonal verbs (*hay que* and *se debe*) with an infinitive
- using a range of negatives
- Using adjectives and adverbs
-

Key skills

- forming questions (including yes/no questions)
- Exam skills: Translating into English effectively
- Exam skill: Identifying false friends

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

At this stage, students are expected to have secured their knowledge of the full range of question words in order to not only answer but also form and ask a range of questions. Key vocabulary and structures regarding school will need to be recalled from Year 7 Module 3 Unit 1, as well as impersonal verbs which have previously been studied in the context of healthy living (Year 9 Module 2).
Success with the conditional tense introduced in this unit will also depend on having secured prior knowledge not just of 'me gustaría' from Key Stage Three but also of the imperfect from Year 10 Module 4.

Pitch Up
How will we challenge ourselves?

Students will be challenged to use the absolute superlative to add interest and complexity to their written and spoken answers, together with a range of irregular present-tense verbs. As translation skills develop, the cognitive challenge of identifying structures and phrases that do not translate word for word will become more frequent. Increasingly, students will also be expected to apply their knowledge of phonics and phonetics to new words to independently expand their vocabulary. This includes spelling rules relating to double consonants.

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	A range of negative structures are also introduced in this unit, including 'nadie' and 'ningun/a' that will challenge students to consider their use of prepositions and word order in more complex utterances. As standard, more able, more confident and/or higher tier students can also complete more challenging work and/or extra activities in other textbooks/workbooks, particularly higher tier textbooks.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Key stage 4 This unit links into the following topics and themes of the new GCSE curriculum: • Theme 1 Topic 3 (Education and work) These topics will be recalled in Year 11 Module 1 and Year 11 Module 4 onwards as part of general revision topics.	Students will benefit from an increased understanding of educational systems and practices around the globe as linked to Citizenship and Human/Political Geography.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The exploration of educational systems and practices around the world, with specific emphasis on the similarities and differences between British and Hispanic systems, forms part of a wider moral and social debate about the rights of the child vs individual liberty and the economic constraints of poverty. There are also cultural questions to be asked about the content of national curricula around the world and their diversity, while exploring how the curriculum shapes our national and personal identities.

This module provides an opportunity to explore the various career avenues open under the teaching of English as a Foreign/Second language, and to unpick the difference between 'similar' jobs internationally, such as teaching, in terms of salary, working conditions, etc.

Students develop **Problem Solving** by identifying false friends, recognising impersonal structures and translating meaning accurately rather than word for word. **Listening**, **Speaking** and **Teamwork** are strengthened through forming questions, discussing educational experiences and evaluating school rules, while **Planning**, **Creativity** and **Leadership** are developed as students propose and justify improvements; **Adapting** is practised when they reformulate language to communicate naturally and accurately in English or Spanish.

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Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
AQA GCSE Spanish (Foundation and Higher) textbook, Pearson Bienvenido a la Web del Ministerio de Educación, Formación Profesional y Deportes | Ministerio de Educación, Formación Profesional y Deportes Wordwall Live Worksheets	Students will sit an end of year writing, reading and listening, including a variety of questions as follows, to assess both the substantive and disciplinary knowledge developed in this and previous modules. Writing • description of the photo (10 marks) • translation into Spanish (10 marks) • 50-word writing task (10 marks) • gap-fill grammar task (5 marks) • 90-word writing task (15 marks) Listening • multiple choice questions • gap-fill exercise • dictation • open answer questions • positive/negative/both questions Reading • reading comprehension (multiple choice, true false and open-answer questions) • gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill) • translation into English The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge, as well as progress made since previous assessment points.

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