

## Modern Foreign Languages concepts 2024-25

The Concepts listed below are underpinned by the 3 pillars of Grammar, Vocabulary and Phonics. These 3 pillars are essential to effective communication and are at the heart of all MFL teaching at the Holy Family Catholic School.

The research-based approach of Extensive Processing Instruction (EPI) is used in all years to support quality language acquisition for all learners.

Concept	Explanation of concept
1. Describing and identifying people	Providing personal data, describing appearance, personality, expressing likes/dislikes
2. Describing places, objects and natural phenomena	Describing location, size, appearance, weather
3. Creating questions	Requesting factual information - including directions, making invitations, asking opinions
4. Expressing feelings	Expressing positive and negative emotions, reacting to events, providing reasons for emotions/reactions
5. Making arrangements	Making suggestions, inviting, accepting, refusing
6. Comparing and contrasting	Expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and worst of someone or something, making comparisons
7. Describing routine behaviour in the present	Talking about what you and others usually do/are doing, indicating time, expressing a purpose, referring to cultural events
8. Describing routine behaviour in the past	Talking about what you and others used to do/were doing, indicating time, expressing a purpose, referring to cultural events
9. Describing past events	Talking about what has happened, setting the scene, sequencing events, evaluating the consequences of actions and events
10. Making plans for the future	Indicating time, making predictions, hypothesizing, discussing probabilities, referring to cultural events
11. Indicating agreement and disagreement	Expressing opinions on events and phenomena, explaining why, supporting an argument, providing examples
12. Solving problems	Describing the problem, providing solutions, discussing possible consequences, arguing for and against

Year 7						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about my age. Saying when my birthday is.	Describing hair and eyes. Saying where I live and am from.	Talking about family members. Giving their age. Saying why I like/dislike them.	Saying why I like/dislike family members. Talking about pets I have and would like to have.	Saying what jobs people do, why they like/dislike them and where they work. Comparing people.	Saying what is in my school bag. Retrieval of year 7 content.
Concepts	1. Describing and identifying people.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 11. Indicating agreement and disagreement. 4. Expressing feelings.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings and contrasting.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings.
What is needed to master the learning	Giving and understanding names and ages, numbers 1-15, siblings and friends	Describing and understanding descriptions, colours, high frequency present tense verbs	Discussing relationships (getting on or not), giving details about family members, <b>numbers 31-100</b>	Using to have and to be, adverbs of intensity and frequency, use of the present tense	Comparing family members and pets, using the conditional tense to say what you would like, <b>forming questions</b> , jobs	Expression possession, using adjectives and nouns together, using the indefinite article
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Verb endings.	Verb endings and adjectival agreement.	Verb endings and word order.	Word order. Translating word for word.	Comparative form, verb endings and agreement.	Adjectival agreement and word order.
Retrieval		Numbers 1-15. Verbs 'to have' and 'to be'. Birthdays.	Numbers 1-31. Hair and eye description.	Introducing yourself. Family members.	Family members. 'To be'. Describing people and pets.	Colours. Introducing yourself. Pets.

Year 8						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about food (likes/dislikes/reasons). Mealtimes.	Clothes and accessories. What I wear. Saying what I and others do in free time.	Talking about the weather, free time, and my daily routine.	Describing my house, indicating where it is located, giving opinions about it and saying what I do at home.	Talking about future holiday plans. Saying where I live.	Saying what I can do in my area.
Concepts	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	1. Describing and identifying people. 3. Creating questions. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 12. Solving problems.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 12. Solving problems.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 10. Making plans for the future. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 12. Solving problems.
What is needed to master the learning	Saying what food you like/dislike and why, Using the verbs to eat and to drink, expressing varying degrees of preference, Mealtimes	Saying what clothes you wear and when, Give a wide range of words for clothing items and accessories, Saying what you do using to play, to do, to go	Saying what you do in different types of weather Talking about where you do activities and who with. Use of and	Discussing where your house is located, What your favorite room is, What you like to do in each room, Using the present tense of reflexive verbs	Giving detailed information about your house, Saying what you intend to do on holiday, where you will stay, Methods of transport. Use of to	Saying where I live and my opinion of it, Describe the location of where I live. Saying what you did in the past.

			recognizing reflexive verbs. Places in town, Saying what you do every day and when		be able to (1 <sup>st</sup> modal verb).	
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Word order.	Adjectival agreement and word order.	Word order and verb endings.	Reflexive pronouns.	Verb endings.	Verb endings.
Retrieval	Time markers. Justifying opinions.	Time and frequency markers, colours, adjectival endings, weather, pets and adjectives.	Weather, sports and hobbies, family members, present tense of 'to do', 'to play' and 'to go', clothes, numbers and free time activities.	Adjectives, frequency markers, countries and indefinite article use.	Time markers, reflexive verbs, telling the time, description of people and places, the verb 'to go', free-time activities and adjectives.	Negation, justifying opinions, describing my house and location, giving opinions and present tense or regular verbs.

Year 9						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Saying what places are in my street. Describing where things are located. Discussing what my house is like and saying what is in each room.	Making plans for the future. Saying what I and others did in the recent past. Discussing daily activities. Saying what you have to/want to do.	Saying what chores, I and other family members have to do. Talking about my chores in the past. Saying why I didn't help at home in the recent past. Discussing a typical day at school.	Suggesting an activity. Accepting/refusing invitations. Describing a typical day in the past, present and future. Saying what you had to and wanted to do.	Describing a past holiday. Saying what you had to and wanted to do. Saying what other people did on holiday. Giving your opinion about your holiday likes and dislikes.	Discussing a cultural event/festival visit. Saying what activities, you did in the past. Saying what you have to do. Accepting and giving advice.
Concepts	2. Describing places, objects and natural phenomena. 3. Creating questions. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	3. Creating questions. 5. Making arrangements. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events.	3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 10. Making plans for the future. 11. Indicating agreement and disagreement. 12. Solving problems.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events. 11. Indicating agreement and disagreement. 12. Solving problems.
What is needed to master the learning	Using locative adverbials and prepositions, Negating sentences,	Using the future tense (1 <sup>st</sup> person singular and plural), Referring to past	Using modal verbs, Using 1 <sup>st</sup> person of perfect tense, Using imperfect tense of	Using interjections, Using modal verbs (all parts of speech), 1 <sup>st</sup> person	Using to go, to stay and to travel to refer to the past.	Using time markers to sequence events, All parts of speech

	Definite and indefinite articles, expressing and justifying opinions, Questioning. Being able to recognize and discuss rooms in a house and furniture	events (1 <sup>st</sup> person singular and plural) using to do, to go, to play, to watch. Present tense modal verbs (1 <sup>st</sup> person). Discussing daily activities, using modal verbs. Questioning	to have. Positive and negative uses of modal verbs. Questioning. Use of high frequency verbs to refer to different times.	conditional tense. Modal verbs across tenses, First person singular of key verbs to refer to past, present and future events. Questioning	Correct use of prepositions. 1 <sup>st</sup> person of Perfect tense, justifying holiday choices, using the conditional tense. Questioning	in the perfect and imperfect tenses. Using modal verbs to say what you have to do. Questioning
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Negative constructions.	Word order, literally translating and auxiliary verbs.	Word order and verb endings.	Tenses and time markers.	Prepositions and tense formation.	Cultural norms and question forms.
Retrieval	Describing location and houses. Negatives.	Free-time activities. Pronouns and verb endings. Time markers.	Family members and present tense verbs.	Free-time activities, question forms and tenses.	Holiday activities, opinions, perfect, imperfect and future tenses.	Travel arrangements, modal verbs, perfect and imperfect tenses.

Year 10						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<p><b><u>School Life</u></b>  <i>(Thematic context: Studying and my future)</i> Describing school, talking about subjects and teachers and rules and problems in school. Talking about plans for a school exchange. Describing activities and achievements.</p>	<p><b><u>Interests and freetime</u></b>  <i>(Thematic context: My personal world, Media and technology)</i> Talking about what you usually do and sports. Discussing what is trending and different types of entertainment. Talking about who inspire you. Talking about social networks,</p>	<p><b><u>Family and friends</u></b>  <i>(Thematic context: My personal world)</i> reading preferences, friends and family. Making arrangements. Describing people. Cultural events and festivals.</p>	<p><b><u>Healthy living</u></b>  <i>(Thematic context: Lifestyle and wellbeing)</i> Sports, physical and mental wellbeing, what is important, Accidents and illnesses, good habits and bad habits</p>	<p><b><u>My Neighbourhood</u></b>  <i>(Thematic context: Travel and tourism)</i> Describing the features of a region. Planning what to do. Shopping for clothes and presents. Talking about problems in a town. Describing a visit in the past.</p>	<p><b><u>Revision and reinforcement</u></b>  <i>(Thematic contexts 1, 2, 3, 4)</i> Describing holidays and school life, talking about family and friends, interests and influences, discussing regions.</p>
Concepts	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> <li>8. Describing routine behaviour in the past.</li> <li>9. Describing past events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>6. Comparing and contrasting.</li> <li>10. Making plans for the future.</li> <li>11. Indicating agreement and disagreement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>11. Indicating agreement and disagreement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>3. Creating questions.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> <li>11. Indicating agreement and disagreement.</li> </ol>	<ol style="list-style-type: none"> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> <li>8. Describing routine behaviour in the past.</li> <li>9. Describing past events.</li> <li>11. Indicating agreement and disagreement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> <li>8. Describing routine</li> </ol>

						behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.
What is needed to master the learning	Using the present, perfect and imperfect verb tenses. Using verbs of opinions to refer to different people. Using three tenses together (Present/Perfect/Imperfect) Using different structures to give opinions. <u>EXAM SKILLS:</u> Understanding high numbers, giving opinions in the past, identifying positive and negative opinions and working out the meaning of new words. <u>HIGHER:</u> Justifying opinions using a range of language, comparing 'then' and 'now'.	Using comparatives and superlatives, negatives and phrases followed by the infinitive. Using the near future tense and object pronouns. <u>EXAM SKILLS:</u> Distinguishing between the present and the imperfect, tackling harder listening exercises, asking and answering questions and justifying pinions. <u>HIGHER:</u> Understanding percentages and using questions to form answers.	Word order with multiple verbs, using the present tense. Using a range of connectives, relationship verbs and possessive adjectives. <u>EXAM SKILLS:</u> Extending responses by referring to others Improvising dialogues. recognising similar ideas expressed differently and referring to the past and present. <u>HIGHER :</u> Understanding more detailed descriptions.	The imperfect tense and the perfect tense. Using a range of past tenses together. Using useful adjectives. <u>EXAM SKILLS:</u> Looking at context to identify missing words. Listening for different tenses and for clues. Agreeing and disagreeing. Translating a text into English. <u>HIGHER:</u> Identifying correct statements about a text, using words that have more than one meaning and adapting a model. dialogue to fit different situations.	Verb tenses: Present, imperfect, perfect tense, future and conditional tense, adjectival agreement <u>EXAM SKILLS:</u> Using verbs of opinions to extend responses, working out the meaning of new words, identifying positive and negative opinions, distinguishing between the present and the imperfect, expressing and justifying opinions, listening for clues and different tenses, asking and responding to questions. <u>HIGHER:</u> Identifying correct statements about a text.	Different verb tenses referring to the past, present and future.  <u>KEY EXAM SKILLS:</u> Understanding high numbers and percentages, identifying and justifying positive and negative opinions, looking at context to work out the meaning of new words.
AO	Understand and respond to spoken and written language in speaking (AO1) and	Understand and respond to spoken and written language in speaking (AO1) and	Understand and respond to spoken and written language in speaking	Understand and respond to spoken and written language in speaking	Understand and respond to spoken and written language in speaking (AO1) and	Understand and respond to spoken and written language



	in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	(AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	(AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)	in speaking (AO1) and in writing (AO2), Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (AO3)
Common misconceptions	Present tense verb endings, word order when using 'weil'	Word order when using more than 1 verb (eg. Modal verbs, past tense and future tense) and using separable verbs	Using multiple tenses, difference between accusative & dative case	Forming comparative & superlative, Word order	Word order when forming questions, prepositions with the correct case	Exam & revision technique, word order, verb endings, tenses
Retrieval	<u>Vocabulary areas:</u> School subjects and facilities. Adjectives to describe subjects and teachers. Justification of opinions. <u>Grammar:</u> Comparatives, superlatives and negatives. Phrases followed by the infinitive. The near future tense and object pronouns.	<u>Vocabulary areas:</u> TV programs and films, free-time activities and sports. Adjectives of nationality and types of entertainment. <u>Grammar:</u> Strong verbs. The perfect and the imperfect verb tenses.	<u>Vocabulary areas:</u> Personal information, adjectives to describe others and family relationships. <u>Grammar:</u> Connectives and adjectival agreement. The present tense.	<u>Vocabulary areas:</u> Sports and wellbeing <u>Grammar:</u> 'The perfect and imperfect, future and conditional verb tenses. Demonstrative adjectives and agreement of adjectives.	<u>Vocabulary areas:</u> Local amenities and facilities, directions and shopping. Transactional dialogues. <u>Grammar:</u> Present, perfect and imperfect verb tenses. Opinions	Verb tenses and opinions. Speaking and Writing skills. Exam strategies.

Year 11						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<p><b><u>Holidays and travel</u></b>  <i>(Thematic context: Travel and Tourism)</i>            Describing school, talking about subjects and teachers and rules and problems in school. Talking about plans for a school exchange. Describing activities and achievements.</p>	<p><b><u>Our World</u></b>  <i>(Thematic context: My Neighbourhood, My Personal World)</i>            Describing school, talking about subjects and teachers and rules and problems in school. Talking about plans for a school exchange. Describing activities and achievements.</p>	<p><b><u>The Future</u></b>  <i>(Thematic context: Studying and my future)</i>            Describing school, talking about subjects and teachers and rules and problems in school. Talking about plans for a school exchange. Describing activities and achievements.</p>	<p><b><u>Revision and reinforcement</u></b>  <i>(Thematic contexts 1, 2, 3, 4, 5)</i>            Describing holidays and school life, talking about family and friends, interests and influences, discussing regions, future plans.            Exam skills consolidation</p>	<p><b><u>Revision and reinforcement</u></b>  <i>(Thematic contexts 1, 2, 3, 4, 5)</i>            Describing holidays and school life, talking about family and friends, interests and influences, discussing regions, future plans.            Exams skills consolidation</p>	
Concepts	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describing and identifying people.</li> <li>2. Describing places, objects and natural phenomena.</li> <li>3. Creating questions.</li> <li>4. Expressing feelings.</li> <li>5. Making arrangements.</li> <li>6. Comparing and contrasting.</li> <li>7. Describing routine behaviour in the present.</li> <li>8. Describing routine behaviour in the past.</li> </ol>	

	8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.	8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.	8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.	8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.	9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.	
What is needed to master the learning	Using the Imperative, recognising negatives, Referring to past and future events, using possessive adjectives, Referring to events in the past and future, practising key sounds. <u>EXAM SKILLS:</u> Forming questions, Using correct word order with modal verbs and weil, Using the conditional tense.	Prepositions, recognising and using cases, asking questions, expressing agreement and disagreement, modal verbs. <u>EXAM SKILLS:</u> Pronunciation of key sounds, using different tenses in a single text, Deciphering and using compound nouns	Using verbs and structures with zu, reflexive verbs, referring to future events/plans, using subordinating conjunctions. <u>EXAM SKILLS:</u> Extending written work, formulating an argument, dealing with unfamiliar vocabulary.	Consolidation of prior learning, referring to past, present and future events, expressing opinions, justification of opinions, referring to others as well as self. <u>EXAM SKILLS:</u> Application of models to own context, using ideas and structures from across thematic contexts.	Consolidation of prior learning, referring to past, present and future events, expressing opinions, justification of opinions, referring to others as well as self. <u>EXAM SKILLS:</u> Application of models to own context, using ideas and structures from across thematic contexts.	
AO	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and	Understand and respond to spoken and written language in speaking (AO1) and in writing (AO2), Demonstrate knowledge and	

	accurate application of the grammar and vocabulary prescribed in the specification (AO3)	accurate application of the grammar and vocabulary prescribed in the specification (AO3)	accurate application of the grammar and vocabulary prescribed in the specification (AO3)	accurate application of the grammar and vocabulary prescribed in the specification (AO3)	accurate application of the grammar and vocabulary prescribed in the specification (AO3)	
Common misconceptions	Tense verb endings, word order when using 'weil', gender of nouns and cases	Word order when using tenses and verb inversion.	Forming questions, word order with future tense, formulation of future and conditional tenses.	Gender of nouns, tense formulation, word order, compound nouns, cognates/near-cognates.	Gender of nouns, tense formulation, word order, compound nouns, cognates/near-cognates.	
Retrieval	<p><u>Vocabulary areas:</u> Holidays, methods of transport, opinion phrases, key travel verbs</p> <p><u>Grammar:</u> Referring to past, present and future events, interrogative and demonstrative adjectives.</p>	<p><u>Vocabulary areas:</u> Personal viewpoints, environmental concerns, problems and events of today's world.</p> <p><u>Grammar:</u> Justifying complex opinions, compound nouns, modal verbs, cases.</p>	<p><u>Vocabulary areas:</u> Future plans, school, world of work, Hopes for the future</p> <p><u>Grammar:</u> Future and conditional tenses, Using adjectives as nouns, subordinating conjunctions</p>	<p><u>Vocabulary areas:</u> Consolidation of all thematic contexts</p> <p><u>Grammar:</u> Tenses, opinions, word order, gender, cases (Revision)</p>	<p><u>Vocabulary areas:</u> Consolidation of all thematic contexts</p> <p><u>Grammar:</u> Tenses, opinions, word order, gender, cases (Revision)</p>	