

CfE Modern Languages Framework

Sharing the Standard: Fourth Level

CONTENTS PAGE

Pages 1 and 2: The PURPOSE of this document

Pages 3 and 4: LISTENING for INFORMATION

Pages 5, 6 and 7: LISTENING and TALKING WITH OTHERS

Pages 8 and 9: READING

Pages 10, 11 and 12: WRITING

Page 13: NEXT STEPS / ACTIVITIES

Sharing the Standard

What is the purpose of this document?

The purpose of this document is to build upon the Explanation appendices and to provide more detailed elaboration of the Experiences and Outcomes linked to each of the language organisers: Listening for Information, Listening and Talking, Reading and Writing.

Are we ‘raising the bar’ in terms of what we expect from our learners?

We are certainly raising the bar to the extent that we expect the majority of our pupils to achieve by the end of S3 a level of performance in each language skill which approximates to the level of performance we currently associate with SCQF level 4 (S Grade General / Intermediate 1). Without placing a ‘glass ceiling’ on higher levels of achievement, this is an achievable target in modern languages, provided we establish a solid basis in primary, have an appropriate gradient of progression in S1 to S3 and motivate our learners through relevant and motivating learning experiences.

How do practitioners ensure a common interpretation of the standard of performance expected at each level?

The elaboration is presented in the form of reference to relevant documentation in the public domain with which practitioners will be to some extent familiar. As is the case with the Modern Languages CfE Experiences and Outcomes at fourth level, these documents seek to describe learning experiences and outcomes at beginner level and then to track progression in each of the four language skills.

The sources at fourth level are:

from **out with** Scotland:

- Common European Framework of Reference (CEFR) Basic User Level A2
- Languages Ladder (Preliminary ---- Intermediate)

from **within** Scotland:

- SQA guidance on SCQF level 4

Particularly useful points of reference when assessing performance to and beyond 4th level are existing guidance in the form of Grade Related Criteria and descriptions of types of texts available from SQA at Standard Grade General Level (Grades 4 > 3) and Intermediate 1 with which most teachers are familiar .

Teachers of modern languages are well used to exercising professional judgement in assessing their pupils' performance and should be able to adapt these skills to assess their pupils' progress through the CfE levels.

Taken together with the CfE experiences and outcomes, these points of reference enable practitioners of modern languages to arrive at a shared understanding of the standard of text and performance expected at this stage both nationally and internationally. Having been "reassured" as to how to interpret the expected standard of text and performance, practitioners can then consider how to enable pupils to achieve these standards through learning experiences which promote the principles of AifL and of CfE;

- **Challenge and enjoyment**
- **Breadth**
- **Progression**
- **Depth**
- **Personalisation and choice**
- **Coherence**
- **Relevance**

LISTENING for INFORMATION

In developing the CfE experiences and outcomes in this skill at 4th level, account has been taken of the following from **out with** Scotland:

Links to Common European Framework of Reference (CEFR):

A2 Basic User:

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance, (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main points in short, clear, simple messages and announcements.

For **some** learners, moving to B1 **Proficient User:**

I can understand the main points of clear, standard speech on familiar matters regularly encountered in work, school, leisure etc.

Links to Languages Ladder:

Grade 6 Preliminary

6 I can understand spoken passages referring to present and past or future events.

On completing this stage, you should be able to recognise the difference between past, present and future events with simple forms of verb tenses.

Grade 7 Intermediate

7 I can understand longer passages and recognise people's points of view

You should now be comfortable with a range of tenses, and should be able to understand authentic passages on familiar matters

From **within** Scotland:

Links to Standard Grade: General Level Grades 4 → 3

Candidates:

I can extract information from the items heard in response to specific questioning.

I can give more general responses.

Texts and Tasks:

Texts are straightforward and may cover a range of tenses.

The content goes beyond the statement of basic information.

Questions are supported where appropriate.

The foreign language is spoken clearly and carefully.

Links to Intermediate 1:

I can listen to short texts in the target language on subjects related to the prescribed themes, and obtain factual information with high level of detail and accuracy.

I can extract and understand essential information from texts.

I can understand a high proportion of points of detail.

Curriculum for Excellence Listening for information

The CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill at fourth level is that young people will be able to demonstrate understanding of longer and more complex aural texts containing an increasing range of language and structures. They will be able to listen to and demonstrate understanding of longer and more complex aural stimuli, for example age-appropriate narratives, songs, poems, websites, DVDs. Some of the language and/or structures may be unfamiliar. There may be more than one speaker.

LISTENING and TALKING WITH OTHERS

In developing the CfE experiences and outcomes in this skill at 4th level, account has been taken of the following from **out with** Scotland:

Links to Common European Framework of Reference (CEFR):

Spoken Production

A2: Basic User

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background.

For **some** learners, moving to **B1: Proficient User**

I can connect phrases in a simple way in order to describe experiences and events, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans.

Spoken Interaction

A2: Basic User

I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even although I can't usually understand enough to keep the conversation going myself.

For **some** learners, moving to **B1: Proficient User**

I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.

Links to Languages Ladder:

Grade 6: Preliminary

I can give a short prepared talk, on a topic of my choice, expressing opinions and answering simple questions about it.

On completing the stage, you should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.

Grade 7: Intermediate

I can answer simple unprepared questions in a conversation or following a presentation.

Your pronunciation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of simple vocabulary.

From **within** Scotland:

Links to Standard Grade: General Level Grades 4 →3

IN CONVERSATIONS and ROLE PLAY

At General Level, candidates are expected to go beyond the basic scenario. Longer conversations and role-plays may be the norm at General Level (more than 2 minutes).

The Interlocutor:

Goes beyond short phrases and sentences.
Can usually speak at normal speed, using repetition and/or rephrasing as required.
Has to provide some help.
Develops the scenario by introducing additional questions or problems.

Candidates:

I can take part in simple face-to-face conversations and role plays
I can understand most of what is said and can ask for help if required
I can express agreement, disagreement, opinions and reasons
I can communicate with some success and cope reasonably well with additional questions or developments although there may be grammatical errors
I can show a reasonable range of vocabulary and structures
Learners are prepared to go beyond basic topic areas and phrases and may take the initiative
Learners may speak carefully and deliberately with some accuracy or be more fluent but less accurate
Learners may attempt a range of tenses
Learners may show awareness of correct register and use of polite language
There may be mispronunciation, occasional other-tongue interference and weakness in intonation
Interactions are more accurate and vocabulary and structures are more wide-ranging.

IN PRESENTATIONS / PREPARED TALK

Longer talks may be the norm at General level (up to a maximum of two minutes).

The Interlocutor:

Talks go beyond basic content and show evidence of structure and/or focus.

Candidates:

I can speak at some length on a prepared topic.

I can communicate with some success and accuracy in basic structures, although there may be some mispronunciation and weakness in intonation, grammatical errors and occasional hesitation.

I can express opinions and reasons as required.

Learners are prepared to go beyond basic topic areas and phrases and may attempt a range of tenses and/or vocabulary.

Learners may make an attempt at a wider range of vocabulary, phrases and structures with more frequent error or may speak carefully and deliberately but be more accurate.

Talks may be inaccurate with reasonable range, or more accurate but lacking in range (Grade 4).

Talks are more accurate and vocabulary and structures are more wide-ranging (Grade 3).

Curriculum for Excellence Listening and talking with others

When working in this line of development at fourth level young people will take part in conversations (e.g. MLAN 4-02a/MLAN 4-03a), in collaborative / transactional situations (e.g. MLAN 4-05a) and in presentations (e.g. MLAN 4-06a), while being able to ask for help and support as necessary (e.g. MLAN 4-04a) and while ensuring pronunciation is sufficiently accurate to be understood by a sympathetic native speaker (e.g. MLAN 4-07a).

The CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill at fourth level is that young people will be able to take part in longer, more detailed conversations and transactions in a greater variety of contexts. Learners will demonstrate greater readiness to take the initiative and sustain communication as they exchange information, experiences, feelings and opinions and offer more detailed reasons for having them. They will also be expected to give a short presentation about themselves using an extended range and complexity of vocabulary and structures. There will be a greater level of accuracy and increased awareness of language rules. Learners will develop greater independence e.g. using word lists and writing frames and become less reliant on teacher support.

READING

In developing the CfE experiences and outcomes in this skill at 4th level, account has been taken of the following from **out with** Scotland:

Links to Common European Framework of Reference (CEFR):

A2 Basic User:

I can read very short, simple texts. I can find specific, predictable information in simple, everyday materials such as advertisements, prospectuses, menus and timetables and I can understand short, simple, personal letter.

For **some** learners, moving to B1 **Proficient User:**

I can understand texts that consist mainly of high-frequency, everyday language. I can understand the description of events, feelings and wishes in personal letters.

Links to Languages Ladder:

Grade 6 Preliminary

I can understand longer texts and distinguish present and past or future events.

On completing this stage, you should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.

Grade 7 Intermediate

I can understand longer texts and recognise people's points of view

You should now be comfortable with a range of tenses, and should be able to understand authentic texts on familiar matters. On completing this stage, you should be able to follow much of what you read on familiar matters or in predictable situations

From **within** Scotland:

Links to Standard Grade: General Level Grades 4 →3

In Reading, candidates should be prepared to encounter language in unfamiliar contexts and to work out its meaning with the help of a dictionary.

Candidates:

I can extract information from texts in response to specific questioning.

I can give more general responses.

Texts and Tasks:

Texts are straightforward and may cover a range of tenses.

The content should be familiar.

The contexts may be unfamiliar.

Questions are supported where appropriate.

Candidates may use a dictionary.

Reading

Across all levels, young people will read text in order to use and find information (e.g. MLAN 4-08a), to appreciate other cultures (e.g. MLAN 4-09a) and for interest and enjoyment (e.g. MLAN 4-10a), while developing a range of reading strategies including the use of dictionary, knowledge of English and, possibly, other languages with which they are familiar and knowledge of the foreign language (e.g. MLAN 4-11a).

The CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill at fourth level is that young people will be able to use knowledge about language and reading strategies from English, or other first language, to demonstrate understanding of longer and more complex written texts containing an increasing range of language and structures. Some of the language and/or structures may be unfamiliar.

They will be able to read to and demonstrate understanding of longer and more complex written stimuli, for example age-appropriate narratives, song lyrics, poems, websites, magazines. Through their reading learners will demonstrate a wider cultural awareness of the country or countries in which the language is spoken.

WRITING

In developing the CfE experiences and outcomes in this skill at 4th level, account has been taken of the following from **out with** Scotland:

Links to Common European Framework of Reference (CEFR):

A2 Basic User:

I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

For **some** learners moving to **B1 Proficient User**:

I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Links to Languages Ladder :

Grade 6 Preliminary

I can write a simple text, e.g. a letter, giving and seeking information.

On completing this stage, you should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.

Grade 7 Intermediate

I can write a text conveying simple opinions and/or points of view

Your spelling should be generally accurate. You should be able to write on familiar matters or in predictable situations, using a range of simple language.

From **within** Scotland:

Links to Standard Grade: General Level Grades 4 →3

Longer texts will be expected at General level - up to 100 words. However, the length of a piece of writing or its accuracy alone is not sufficient to achieve 4th level. The **overall quality** of the written language is what is being assessed.

Writing shows evidence of structure and/or focus.

Communication is achieved with some success and consistency, despite grammatical errors.

Learners can express simple opinions and reasons.

Learners can use simple structures with more accuracy.

There is a reasonable range of vocabulary and structures.

There may be an attempt at a range of tenses.

Writing may be inaccurate but with a reasonable range, or more accurate but lacking in range (Grade 4).

Writing is more accurate, and vocabulary and structures are more wide-ranging (Grade 3).

Writing

Across all levels, young people will write in order to describe themselves and exchange experiences, feelings, opinions and reasons (e.g. MLAN 4-13a / b) developing awareness of the accuracy required in writing information previously used in speaking (e.g. MLAN 4-14a) whilst drawing upon a range of support and reference materials (e.g. MLAN 4-12a)

The CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill at fourth level is that young people will be able to script longer, more complex and more accurate pieces of writing, about themselves and others in relation to a range of topics, using a greater variety and complexity of vocabulary and structures. They will be able to express feelings and opinions and give reasons for them. Written pieces will be structured and will demonstrate an increasing awareness of language rules. Pieces of writing will be longer and contain a reasonable range of vocabulary, phrases and structures with many inaccuracies or may be shorter and more accurate but contain a more limited range of vocabulary and structures. Learners will become increasingly independent and less reliant on teacher support. They will be able to draw on prior learning, either independently or collaboratively, to create new pieces of writing.

NEXT STEPS / ACTIVITIES

You may wish to consider either individually or in collaboration with colleagues the following activities:

- Look in detail at **the 4th level outcomes** for the **specific organiser** alongside the appendices within the CfE Modern Languages Framework
- Note some activities and areas of language which would enable young people to demonstrate achievement of the outcome
- Consider ways in which you might share success criteria with the young people and involve them in self and peer assessing their progress and planning for their next steps in learning
- Consider how you might develop learning experiences which lead towards successful achievement of this outcome and which are in line with the CfE principles :

Challenge and enjoyment

Breadth

Progression

Depth

Personalisation and choice

Coherence

Relevance