

# **CfE Modern Languages Framework**

## **Sharing the Standard: Third 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 third 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 third level are:

from **out with** Scotland:

- Common European Framework of Reference (CEFR) Basic User Level A1 / A2
- Languages Ladder (Preliminary)

from **within** Scotland:

- SQA guidance on SCQF level 3 → level 4
- 5-14 Knowledge about Language (KAL)

Particularly useful points of reference when assessing performance to and beyond 3<sup>rd</sup> level are existing guidance in the form of Grade Related Criteria and descriptions of types of texts available from SQA at Standard Grade Foundation Level (Grade 5) and Standard Grade General Level (Grade4) 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 3<sup>rd</sup> level, account has been taken of the following from **out with** Scotland:

### **Links to Common European Framework of Reference (CEFR) :**

#### **Links to CEFR:**

##### **A1 Basic User:**

I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.

##### For **some** learners, moving to **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.

### **Links to Languages Ladder:**

#### Grades 4 and 5 **Preliminary**

- 4 I can understand the main points and some of the detail from a short spoken passage
- 5 I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage.

On completing this stage, you should be able to understand standard speech relating to a range of predictable, everyday matters, providing that it is spoken clearly and directly.

##### For **some** learners, moving to 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.

From **within** Scotland:

### **Links to 5-14:**

#### **Knowledge about Language**

- Develop an awareness of and be able to use, in English language, terms such as rhyme, rhythm and sound within the context of appropriate activities and these will be reinforced through regular use.
- Focus on a few key features of language that help them understand meaning, e.g. items of vocabulary that are already known, the use of intonation to indicate certain kinds of questions, gestures or movements, and silences; recognise common words indicating that a sequence is to follow (e.g. *d'abord, ensuite, zuerst, danach, después*) as a means of retaining the overall coherence of the text; bring their own knowledge of the context, including their own knowledge of the world, to the listening activities in which they are engaged as their understanding of effective listening strategies develops. Knowing about aspects of grammar will also help with the problem-solving nature of foreign language acquisition, e.g. recognising a verb and the noun or pronoun that goes with it, markers of tense, adjectival endings, cases (where appropriate) and word order.

#### **Links to Standard Grade: Foundation Level Grade 5—→General Level Grade 4**

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

Texts are very straightforward and concentrate on basic topics.

The content is confined to the statement of basic information.

Questions are mainly supported.

The foreign language is spoken clearly, carefully and deliberately.

#### **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 third level is that young people will be able to understand a greater variety and complexity of classroom instructions with visual support (board; posters) and demonstrate understanding of longer and more complex examples of personal information, where there may be more than one speaker. 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.**

## LISTENING and TALKING WITH OTHERS

In developing the CfE experiences and outcomes in this skill at 3<sup>rd</sup> level, account has been taken of the following from **out with** Scotland:

### **Links to Common European Framework of Reference (CEFR) :**

#### **Spoken Production**

##### **A1 Basic User:**

I can use simple phrases and sentences to describe where I live and people I know.

For **some** learners, moving to **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.

#### **Spoken Interaction**

##### **A1 Basic User:**

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

For **some** learners, moving to **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.

### **Links to Languages Ladder:**

#### **GRADES4-5Preliminary**

**4** I can take part in a simple conversation and I can express my opinions **5** I can give a short prepared talk, on a topic of my choice, including expressing my opinions

On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. Your pronunciation should be clear and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition

For **some** learners, moving to Grade 6 **Preliminary**

**6** 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.

From **within** Scotland:

## **Links to 5-14**

### **Knowledge about language**

- Discuss and understand aspects of activities encountered in English language through a developing understanding of terms such as soft, slow, loud, quick, clear and voice
- Speak clearly, with good pronunciation and intonation, and with growing accuracy and fluency; notice similarities and differences between their first language and the foreign language, and increasingly see the importance of having a wide generic and topic-specific vocabulary to say 'what they mean'; say more, more confidently through a growing familiarity with a range of verbs, adjectives, adverbs and connectors etc.; recognise pattern and structure as their confidence and linguistic competence grows; use their awareness of pattern and structure to speak more spontaneously in the foreign language.

**Links to Standard Grade: Foundation Level Grade 5—→General Level Grade 4**

## **IN CONVERSATIONS and ROLE PLAY**

Short conversations and short role plays (of up to two minutes) may be the norm in performances at Foundation Level

### **The Interlocutor:**

- uses short phrases and sentences.
- has to speak slowly, perhaps using repetition and/or rephrasing.
- has to provide a great deal of (unsolicited) help.

### **Candidates:**

- I can take part in simple conversations and face to face role plays.
- I can ask for help, and with help provided can understand most of what is said.
- I can make myself understood.
- Learners tend to limit themselves to basic topic areas and phrases.
- Learners may express simple opinions and comments.

- Learners can go beyond fixed phrases but the language may become less accurate, with some mispronunciation and incorrect intonation.
- Learners have a limited range of vocabulary and structures.
- Learners show awareness of correct register but tend to be inconsistent in their use of polite language.
- Interactions are limited in range and topic area. Learners may need some unsolicited help.

### **IN PRESENTATIONS / PREPARED TALK**

- Short talks (of up to one minute) may be the norm in performances at Foundation Level.
- I can make a short presentation on a prepared topic using headings.
- I can make myself understood, although there may be some mispronunciation, hesitation and grammatical error.
- Learners may have a limited range of vocabulary, structures and phrases.
- Learners may tend to repeat structures and/or whole phrases.
- Learners may express simple opinions and comments.
- Talks may be short and limited in range, but show evidence of structure.

### **Curriculum for Excellence Listening and Talking with others**

When working in this line of development at 3rd level, young people will take part in conversations (e.g. MLAN 3-02a/MLAN 3-03a), in collaborative / transactional situations (e.g. MLAN 3-05a) and in presentations (e.g. MLAN 3-06a/b), while being able to ask for help and support as necessary (e.g. MLAN 3-04a) and while ensuring pronunciation is sufficiently accurate to be understood by a sympathetic native speaker (e.g. MLAN 3-07a).

**The CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill at third level is that young people will be able to take part in longer conversations and transactions in a greater variety of contexts. Some learners will demonstrate greater readiness to take the initiative and sustain communication. They will also be expected to give a short presentation about themselves using a greater 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 3<sup>rd</sup> level, account has been taken of the following from **out with** Scotland:

### **Links to Common European Framework of Reference (CEFR) :**

#### **A1 Basic User:**

I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

For **some** learners, moving to **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.

### **Links to Languages Ladder:**

#### **GRADES 4-5 Preliminary**

4 I can understand the main points and some of the detail from a short written text

5 I can understand the main points and simple opinions (e.g. likes & dislikes) of a longer written text

On completing this stage, you should be able to understand standard language relating to a range of predictable everyday matters. You should be able to read clear handwritten text.

For **some** learners, moving to **Grade 6 Preliminary**

6 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.

From **within** Scotland:

### **Links to 5-14:**

#### **Knowledge about language**

- Discuss aspects of activities undertaken using the terms included in English language (author, title, chapter, index and content, and setting the scene); engage with a variety of texts, among them poems and dictionaries
- Develop a range of strategies that will help them to approach reading with confidence, competence and enjoyment; demonstrate their awareness of word-sound relationships and how these help pupils to access familiar and unfamiliar language; identify the genre (e.g. letter, message, poem, short story); skim and scan the text to look for contextual clues (e.g. titles and subheadings, illustrations, dialogue); draw inferences and predict meaning on the basis of knowledge of the context, knowledge of the world and looking for grammatical clues (e.g. pronouns and verb endings, gender, cases, word-order, conjunctions).

### **Links to Standard Grade: Foundation Level Grade 5—→General Level Grade 4**

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

I can give more general responses.

Texts are straightforward.

The content should be familiar.

Questions are mainly supported.

Candidates may use a dictionary.

### **Curriculum for Excellence Reading**

Across all levels, young people will read text in order to use and find information (e.g. MLAN 3-08a), to appreciate other cultures (e.g. MLAN 3-09a) and for interest and enjoyment (e.g. MLAN 3-10a), 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 3-11a / b).

**The CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill at third level is that young people will be able to read and demonstrate understanding of longer and more complex written texts, making use of links to English or other first language. They will be able to read and demonstrate understanding of a variety of age-appropriate texts e.g. emails, web pages, magazines. Through their reading learners will demonstrate 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 3rd level, account has been taken of the following from **out with** Scotland:

### **Links to Common European Framework of Reference (CEFR) :**

#### **A1 Basic User:**

I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

For **some** learners, moving to **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.

### **Links to Languages Ladder:**

#### **GRADES 4-5 Preliminary**

4 I can write a short text on a familiar topic, adapting language which I have already learned.

5 I can write a short text on a range of familiar topics.

On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. You should be able to write simple texts, with spelling that is generally accurate.

For **some** learners, moving to **Grade 6 Preliminary**

6 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.

### **Links to 5-14:**

#### **Knowledge about language**

- use progressively the terms included in English language (letter, word, capital, full-stop and sentence) in the discussion of texts they have written, and encountered first in reading; recognise the processes of writing: planning, drafting and redrafting.

- through writing, make sense of their learning, see connections, find out what they know and do not know; move from identification of the similarities and differences between first language and the foreign language and increasingly demonstrate their awareness of language patterns and structures from their reading and listening; develop a range of strategies for accurate writing in the foreign language; copy and create text with increasing accuracy, with appropriate support mechanisms in place when required, independently noting words, phrases and sentences, with reference to support materials as needed; further develop dictionary skills acquired and developed in their first language to include a structured approach to the skills needed for bilingual dictionaries; reinforce skills learned through English language: 'Construct, punctuate and link sentences of different lengths and organise them in paragraphs in order to shape meaning.'

### **Links to Standard Grade: Foundation Level Grade 5—→General Level Grade 4**

The length of a piece of writing or its accuracy alone is not sufficient to achieve 3<sup>rd</sup> level. The **overall quality** of the written language is what is being assessed.

At all levels, candidates may use short headings, in English, in the target language or in any other language as they wish.

The content is appropriate to the task, but limited.

Communication is achieved despite grammatical errors.

Candidates may express simple opinions.

Candidates can use simple structures with some accuracy.

There is a limited range of vocabulary and structures.

There may be a tendency to repeat structures and/or phrases.

Writing is limited in range, but shows evidence of structure and increasing accuracy.

### **Curriculum for Excellence Writing**

Across all levels, young people will write in order to describe themselves and exchange experiences, opinions and straightforward reasons (e.g. MLAN 3-13a / b) developing awareness of the accuracy required in writing information previously used in speaking (e.g. MLAN 3-14a) whilst drawing upon a range of support and reference materials (e.g. MLAN 3-12a )

**The CfE experiences and outcomes draw on aspects of the above frameworks.**

**Without placing a ceiling on performance, the expectation in this skill at third level is that young people will be able to script longer, more complex and more accurate pieces of writing, including personal and/or transactional language. They will be able to express opinions and give straightforward reasons for having them. Written pieces will have some structure and will demonstrate an increasing awareness of language rules. Learners will develop greater independence and become less reliant on teacher support e.g. word lists and writing frames.**

## NEXT STEPS / ACTIVITIES

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

- Look in detail at **the 3rd 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