

# THE ROYAL HIGH SCHOOL

## N5 MODERN LANGUAGES



# Course Notes

## PUPIL BOOKLET 2018/19

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## RESOURCES – WHAT YOU WILL BE GIVEN

- Vocabulary booklet
- Grammar booklet/notes
- Past Paper listening pack

## RESOURCES – WHAT YOU WILL NEED

Highlighters

MFL dictionary Collins, plus Grammar

Ring-binder with sections for:

- Society
- Culture
- Learning
- Employability
- Grammar
- Writing
- Talking

## ORGANISATION

- Classwork jotter
- Homework jotter
- Writing jotter
- Log vocab test scores
- Folio kept in class of final drafts of all personal response and directed writing essays (photocopied for you to take home to revise)

## HOMEWORK

- Job application essays
- Studying useful sentences and paragraphs for essays
- Studying useful sentences and paragraphs for speaking test
- Reading over grammar notes
- Reading comprehensions
- Speaking questions will be given out at the beginning of each topic
- Listening vocabulary will be assigned in class and linked to the next week's listening task

## HOW TO BE SUCCESSFUL

- Plan your time carefully
- Use your planner to record homework
- Complete homework tasks to the best of your ability
- Hand in homework on time
- Work consistently over the whole year
- Ask for help if you need it or if you feel you require any area to have more emphasis placed on it
- Practice skills by writing short essay on each topic area and do presentation.
- Practice vocab on each topic on [www.brightredbooks.net](http://www.brightredbooks.net)
- Use listening transcripts to get useful phrases/vocabulary.
- Go over vocabulary for all (N5) topics
- Remember to build up a bank of phrases which can be 'recycled'
- Build a list of pros/cons phrases for each topic

## LEARNER TARGETS

After each mini topic YOU should make a point of reviewing your learning. Take time to go over all vocabulary/grammar points until you are sure that you have grasped everything. Some study tips are detailed below. Although the skills are listed separately, there is a large crossover and you will soon find that focus on one area will have a positive impact on other areas.

### TALKING

Overall Target: To build confidence in speaking and improve pronunciation and fluency.

SPECIFIC TARGET	SUGGESTED MEANS OF IMPROVING
Improve pronunciation	Listen to audio files and repeat after recording. Record yourself and listen to it.
Increase confidence	Read notes/essay/phrases aloud. Listen to recording and read transcript at same time.
Improvising	Build up bank of key phrases, practice answering questions without help of notes.
Fluency	Learn key phrases to help you sound more fluent.
Extended speaking	Learn linking words and opinions in order to give extended answers.
Questioning techniques	Learn the question words and practise asking questions.
Preparing for assessments	Create cue cards/prompts. Practise until you are familiar with what you are going to say.

### LISTENING

Overall Target: Aim to improve aural skills and be able to extract key information with ease.

SPECIFIC TARGET	SUGGESTED MEANS OF IMPROVING
Vocabulary recall	Revise all vocabulary on a regular basis
Versatility	Listen to as many different listening materials in MFL as possible (TV, audio files, music, films)
Answering questions	Practice being asked questions/role play with friends/family member/cue cards
Word recognition	Listen to how individual words sound ( <a href="http://www.mylanguages.co.uk">www.mylanguages.co.uk</a> )
Word recognition	Listen to listening files and read transcript at same time to recognise how words sound
Note taking	Practice taking short notes when doing listening practice
Exam practice (S4/5/6)	Do one past paper per week

### READING

Overall Target: To learn techniques for tackling reading passages.

SPECIFIC TARGET	SUGGESTED MEANS OF IMPROVING
Scanning skills	Read questions, scan passage –identify key words in text/questions in order to locate answer.
Vocabulary recall	Get into habit of noting down any new vocab that you look up and LEARN it.
Versatility	Read as wide a range of MFL materials as possible (look up website which interest you)
Accuracy	Get into habit of looking up all vocab around the answer – don't ignore any words
Verbs	Be able to find stem of regular verbs and learn irregular verbs
Dictionary skills	Familiarise self with dictionary and how to look up words quickly
Tense recognition	Familiarise yourself with tenses and irregular stems
Exam practice (S4/5/6)	Do one past paper per week

### WRITING

Overall Target: To improve accuracy and raise level of writing.

SPECIFIC TARGET	SUGGESTED MEANS OF IMPROVING
Accuracy	Use vocabulary book /dictionary to check spelling, gender, tenses – don't forget accents
Sophistication	Try to incorporate as many high-level phrases in your writing as possible
Sense	Think about what you are writing and how this translates verbatim (word for word) in English
Structure	Plan work - ensure beginning, middle and end
Dictionary skills	Learn write accurately with aid of a dictionary but don't rely on it too much.
Exam practice (S4/5/6)	Do one past paper per week

If you think of any other methods which have been particularly useful to you, PLEASE share these with your teacher.

# ESSENTIAL WEBSITES AND APPROACHES TO STUDY

## MAIN THEMES AND TOPICS (VOCABULARY)

- Revise all vocabulary twice weekly (on the topics below from your notes (incl N5), booklets and essays)
- Prepare some very good phrases on each topic which you could include in essays/speaking
- Revise openers, connectors, endings and essay phrases from your induction booklet

## READING AND LISTENING

- You should be using Scholar twice weekly - do the reading and listening activities (note down good phrases) <http://courses.scholar.hw.ac.uk/vle/scholar/>
- Download the MFL Radio Live app and listen daily.
- Download Press Reader app and read daily.

## GRAMMAR PRACTICE & EXPLANATIONS

- Practice grammar on Scholar, websites below and and revise your grammar notes from last year.
- Ensure you are confident with tenses – present, perfect, pluperfect, imperfect, future, conditional, future and conditional perfect.
- Prepare 5 phrases with a verb in the subjunctive which you could include in your essay.
- Revise the imperative and any other grammar topics studied this year.

## PAST PAPERS, REVISION & EXAM TIPS

- Go to SQA website and do the reading/translation and listening practice
- Print out the listening transcripts if you don't have them and underline any good vocabulary you could use in essays.
- For each text choose a second translation section.

# COURSE & EXAM INFORMATION

## ASSESSMENTS

You will undertake 4 assessments for National 4/National 5 - one speaking, one listening, one reading and one writing. You will also complete a final speaking or Added Value Unit.

### FINAL EXAM FOR N5

PAPER	FORMAT	LENGTH	MARKS	SCALED MARK
Paper 1: Reading	3 texts of equal length and demand Dictionary permitted	1 hour	30	30
Paper 1: Writing	Candidates must produce a letter of application using the 6 bullet points that follow (the first 4 are generic, the last 2 specific to the advert).	30 minutes	20	15
Paper 1: Listening	One monologue and one conversation.	20 minutes	20	30
Writing Assignment	On one of four contexts (120-200 words)		20	15
Talking	Presentation and follow-on conversation in the MFL  (from one of the four contexts)	Presentation 1 – 2 mins	10	10
		Conversation 5-6 mins	20	20

## CONTEXTS AND TOPICS

Context	Theme
Society	Friends & Family
	Lifestyle
	Media
	Global Languages
	Citizenship
Learning	Learning in Context
	Education
Employability	Jobs
	Work and CVs
Culture	Planning a trip
	Other countries
	Celebrating a special event
	Literature of another country
	Film and Television

# CHECKLIST FOR SUBMISSION OF TYPED COURSEWORK

## LAYOUT

1.	My full name is typed at the top of the document	
2.	The title of the work is clearly printed at the top of the document	
3.	I have typed the document in Calibri, font size 12	
4.	I have used double-line spacing	
5.	I have used correct punctuation (capital letter at start of sentence, full stop, etc.)	
6.	My work is laid out in paragraphs	

## CONTENT

1.	I have not used Google translate	
2.	The word-count is clearly shown at the bottom of the document	
3.	If speaking, the time it takes me to read this aloud is detailed at the bottom of the document	
4.	I have used my resources and carefully copied any phrases used from my resources	
5.	I have checked grammar including adjectives and verb conjugation	
6.	I have checked all spelling and accents thoroughly	
7.	I have ensured that the MFL spell-check is enabled and have checked my document fully	

## SUBMISSION

**Prior to submission you must print out your document, proof-read it and edit it. Once you have edited your document, a final copy should then be printed and given to your teacher.**

1.	I have printed a hard copy of my work and given this to my teacher	
2.	I have ensured that my work has been handed in to my teacher before or on the deadline.	
3.	It is clearly indicated on my document if this is my 1 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup> draft.	

Work which is not deemed to have been completed to the best of your ability or not checked thoroughly by you will be returned to you for redrafting. Work which is handed in after the deadline will be logged as late. If homework is handed in late on 2 occasions a letter will send home informing your parents.

# Reading

## HOW CAN I IMPROVE MY READING SKILLS?

- Use Scholar at least 3 times per week
- Generate sophisticated vocab/phrases from listening passages and use in speaking and writing
- Keep abreast of current affairs and should listen to and read MFL **every day**.
- Set yourself reading targets - summarise /highlight key vocab /translate small sections /consider the author's opinion.
- You need to work at reading skills, particularly dictionary use, and knowing where to find the answers.
- Look at past papers with the SQA marking schemes which you can download from the SQA website.
- Try Scholar reading assessments and look at past papers with the SQA marking schemes which you can download from the SQA website.
- Don't waste time looking up words in a dictionary – you don't need to understand every word. Use the questions to help you locate where the answer is.

## READING PREP

I have practised using dictionary	
I have completed lots of timed past papers and looked carefully at marking scheme	
I am familiar with SQA marking schemes and the depth of answers required	
I have completed scholar assessments	
I have revised vocabulary for all topics	
I regularly read a wide variety newspaper articles	
I am in the habit of asking myself what the overall purpose of passage is/point of view of author	
I have revised verb conjugation, adjective endings and the comparative/superlative	
I have revised the false friends	

## READING EXAM CHECKLIST

I have read the introduction in English to give some clues to the passage.	
I have read the question carefully and underlined the key word(s) which will lead me to the answer in the text	
I have read the text globally to gain an overall understanding.	
I have checked the number of points for each question (be guided by this) and put bullet points in preparation	
I have checked for a glossary at the end of the passage	
I have located and highlighted corresponding answers in passage	
I have answered the questions in the order in which they come	
When asked to give details, I have answered in full and given as much detail as is relevant	
My answers are clear and make sense in English	
I have avoided giving extra information which may negate answer or a choice of 2 answers	
My answer answers the correct question (and not the one before/after)	
I have not omitted any words when translating answer	
My answers are accurate and I have not omitted essential details	
Be careful with dictionary use – don't just choose the first word that you find	
I am aware of false friends and have checked carefully in the dictionary	
I have read my answer carefully and make sure it makes sense in English (ensure good translation)	
I have managed my time ( <b>max 1 hour</b> on this) and answered all questions	

## TARGET SETTING

<i>What am I going to do to improve my reading?</i>	
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# Writing (Letter of application)

Preparation is key to the writing and it is easy to get full marks provided that you have prepared fully. Give yourself lots of time and start revising early. If you don't address 1 BP, the most you can score is 16/20. If you only address 1-4, the most you can score is 12/20.

## WRITING EXAM PREP

I have prepared thoroughly for the predictable bullet points	
I have learned and am able to produce BP1-4 accurately under timed, exam conditions	
I have revised the tenses (especially the present tense)	
I have prepared answers for all of the possible unpredictable bullet points	
I know how to form questions to ask about the job (this might be a possible BP)	
I know how to check my work for accuracy	
I am able to use a range of tenses where appropriate e.g. future plans, past work experience	
I am aware of the assessment criteria for Writing (content, accuracy and variety and range of language)	
I have learned some impressive phrases that will cover any scenario	
I understand adjective agreement	
I can adapt learned language to cover different scenarios	

## WRITING EXAM CHECKLIST

I have read the information carefully regarding the job for which you're applying	
I have used the correct formal address	
I have written introduction correctly	
I have written in paragraphs	
I have addressed <b>all six</b> bullet points (tick them off on the exam paper once you have done each one)	
I have not repeated myself or written lists e.g. school subjects	
I have used phrases which will impress the examiner	
I have used the dictionary to check the accuracy (spelling, accents, genders etc) NOT to create new sentences	
I have checked that there are no silly mistakes e.g. spelling, adjective endings, accents, words missed out etc.	
I have signed off email appropriately	
My writing is neat and work is well-presented	
I have managed my time ( <b>max 30 mins</b> on this at the most)	

# SQA N5 WRITING SUCCESS CRITERIA DEC 2017

CATEGORY	CONTENT	ACCURACY	LANGUAGE RESOURCE	MARK
<b>Very good</b>	The job advert has been addressed in a full and balanced way. The candidate uses detailed language. The candidate addresses the advert completely and competently, including information in response to both unpredictable bullet points. A range of verbs/ verb forms, tenses and constructions is used. Overall this comes over as a competent, well thought-out and serious application for the job.	The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors. Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.	The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. Some modal verbs and infinitives may be used. There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. There may be a range of tenses. The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate. The language of the e-mail flows well.	<b>20</b>
<b>Good</b>	The job advert has been addressed competently. There is less evidence of detailed language. The candidate uses a reasonable range of verbs/verb forms.  Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, even though he/she may not address one of the unpredictable bullet points	The candidate handles a range of verbs fairly accurately. There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate. Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.  There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.	There may be repetition of verbs. There may be examples of listing, in particular when referring to school/ college experience, without further amplification. There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences  The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points	<b>16</b>
<b>Satisfactory</b>	The job advert has been addressed fairly competently. The candidate makes limited use of detailed language. The language is fairly repetitive and uses a limited range of verbs and fixed phrases, e.g. I like, I go, I play  The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet	The verbs are generally correct, but may be repetitive. There are quite a few errors in other parts of speech — gender of nouns, cases, singular/plural confusion, for instance. Prepositions may be missing, e.g. I go the town. Overall, there is more correct than incorrect.	The candidate copes with the first and third person of a few verbs, where appropriate. A limited range of verbs is used. Sentences are basic and mainly brief. There is minimal use of adjectives, probably mainly after is e.g. Chemistry is interesting.  The candidate has a weak knowledge of plurals.	<b>12</b>

	points and indeed may not address either or both of the unpredictable bullet points. On balance however the candidate has produced a satisfactory job application in the specific language.		There may be several spelling errors, e.g. reversal of vowel combinations.	
<b>Unsatisfactory</b>	The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language. The language is repetitive, e.g. I like, I go, I play may feature several times. There may be little difference between Satisfactory and Unsatisfactory. Either or both of the unpredictable bullet points may not have been addressed. There may be one sentence which is not intelligible to a sympathetic native speaker.	Ability to form tenses is inconsistent. There are errors in many other parts of speech — gender of nouns, cases, singular/plural confusion, for instance. Several errors are serious, perhaps showing mother tongue interference. The detail in the unpredictable bullet points may be very weak. Overall, there is more incorrect than correct.	The candidate copes mainly only with the personal language required in bullet points 1 and 2. The verbs “is” and “study” may also be used correctly. Sentences are basic. An English word may appear in the writing. There may be an example of serious dictionary misuse.	<b>8</b>
<b>Poor</b>	The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language. Three or four sentences may not be understood by a sympathetic native speaker. Either or both of the unpredictable bullet points may not have been addressed.	Many of the verbs are incorrect. There are many errors in other parts of speech —personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance. The language is probably inaccurate throughout the writing	The candidate cannot cope with more than one or two basic verbs. The candidate displays almost no knowledge of the present tense of verbs. Verbs used more than once may be written differently on each occasion. Sentences are very short. The candidate has a very limited vocabulary. Several English words may appear in the writing. There are examples of serious dictionary misuse	<b>4</b>
<b>Very poor</b>	The candidate is unable to address the job advert. The two unpredictable bullet points may not have been addressed. Very little is intelligible to a sympathetic native speaker.	Virtually nothing is correct.	The candidate may only cope with the verbs to have and to be. Very few words are written correctly in the modern language. English words are used. There may be several examples of mother tongue interference. There may be several examples of serious dictionary misuse	<b>0</b>

# Listening

## HOW CAN I IMPROVE MY LISTENING SKILLS?

- Use Scholar at least 3 times per week – VITAL - the earlier Scholar activities are easier and slower, so start with them.
- Get used to the listening by looking at the script while you are listening. This is easy to do on Scholar by pressing reveal at the bottom of the page.
- Revise vocabulary at least 3 times per week
- Listen to MFL radio/TV regularly
- Set yourself listening targets – listen for numbers/dates/salient points then write a brief summary/dictation of exactly what you hear.
- Go over any listening homework files (go over any that you didn't do so well in)
- Go back over past papers and generate sophisticated vocab/phrases from transcripts and use in speaking and writing

## LISTENING EXAM PREP

Revise numbers, seasons, months, common adjectives, nationalities, school subjects, weather expressions, days of the week and question words	
I have listened to MFL news/radio re current affairs EVERY DAY	
I have regularly watching DVDs in MFL/ TV online	
I have revised vocabulary on all topics regularly (at least twice a week)	
I have practised taking short notes/dictations in the MFL from listening files	
I have practised doing listening past papers	
I have completed all of the SQA past papers and marked using marking scheme	
I have gone over SQA marking schemes and understand requirements (available on SQA website)	
I have built up (and learned) a vocabulary list for all topics	

## LISTENING EXAM CHECKLIST

I have read the introduction and have an idea about what the listening is about	
I have read all the questions carefully prior to hearing (also gives me an idea what to expect)	
I have highlighted/underlined <b>key words</b> in questions	
I have checked the number of marks available for each question	
I have made bullet points in preparation for answers	
Extraneous rule no longer applies but avoid giving extra information as this could negate any correct info	
If I hear a word that I don't know, I have noted it phonetically in margin to come back to and work you	
I have made notes as I'm going along to help me (be sure to score these out at the end)	
I have given as much detail in answer as I have understood.	
I have answered all questions (don't leave any blanks, use common sense for educated guess)	
I have not written lists of answers as this could negate any correct information given	
My answers are accurate, read well in English <b>and</b> answer the question	
I have made use of the <b>third</b> listening to check the accuracy and specific details of their answers.	
I have checked my answers following the final playing (look through notes for any other missing info)	
I have scored out any notes at end	

## Target Setting

<b>What am I going to do to improve my listening?</b>	
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## WRITING ASSIGNMENT (20 marks)

This assignment–writing is worth 20 marks out of a total of 120 marks available for the course assessment. It assesses the following skills, knowledge and understanding:

- ◆ the ability to use detailed written language, in the modern language, as part of a coursework writing task on a chosen topic
- ◆ the ability to use language accurately to convey meaning
- ◆ the ability to express ideas and opinions and use content relevant to the task
- ◆ the ability to demonstrate language resource and to employ a range of vocabulary, structures and, where appropriate, tenses

Your teacher or lecturer will let you know how the assessment will be carried out and any required conditions for doing it. In this assessment, you have to produce a piece of writing of **120–200** words in the modern language using detailed language, based on one of the following contexts:

- ◆ society
- ◆ learning
- ◆ culture

Writing practice is part of normal class activities in the National 5 Modern Languages course. The assignment–writing is another opportunity to do this, with this piece of writing counting towards your final grade. The purpose of the assignment–writing is to improve your writing and develop techniques for checking accuracy and understanding how the language works. You produce a draft piece of writing and aim to improve it by using the feedback and support provided by your teacher or lecturer. You should aim to produce your best writing by the end of the process.

### Process and degree of supervision:

Your teacher or lecturer will tell you which reference materials you may use during the process of producing your assignment–writing.

- ◆ You will produce your assignment–writing over a period of time. You will have a maximum of two occasions on which to work on your writing (one initial draft and one final version).
- ◆ You will produce the assignment–writing in class time under the supervision of your teacher or lecturer.
- ◆ You must sign your work to confirm the assignment–writing is your own work.
- ◆ Your school or college will send the assignment–writing to SQA for marking. There will be a deadline for this, which you will be given well in advance.
- ◆ You will not be awarded any marks if you do not produce an assignment–writing in the modern language.

Main points about the assignment–writing:

You should aim to use detailed language. You may want to use the language structures and vocabulary you have learned in listening and reading activities in the National 5 course.

- ◆ You will write on **one** of the following contexts: society, learning, culture.
- ◆ You should express your ideas and opinions.
- ◆ You will choose a topic stimulus in English (bullet points to write about or questions/statements to respond to) and the content of your writing should be relevant to the context and title. Your teacher or lecturer will suggest a choice of topics to write about or you may suggest a context/topic of your own.
- ◆ You do not have to cover all the bullet points, and you may add other information as long as it is relevant to the title.
- ◆ The piece of writing should be of 120–200 words in the modern language

- ◆ Your writing should be focused and structured and you should write in paragraphs.
- ◆ You should check the accuracy of your work at all stages.

**Your writing will be marked in terms of three aspects:**

- ◆ content
- ◆ accuracy
- ◆ language resource

**Resources**

<b>Resources permitted</b>	<b>Resources NOT permitted</b>
<ul style="list-style-type: none"> <li>- grammar reference notes (including verb tables)</li> <li>- a bilingual dictionary</li> <li>- a wordlist or vocabulary list (unlimited)</li> <li>- a writing improvement code (if applied by teachers or lecturers to writing drafts and with which candidates are familiar)</li> <li>- draft writing annotated by the teacher or lecturer, provided it does not contain the correct version in the modern language</li> <li>- the writing stimulus (bullet points or equivalent in English)</li> </ul>	<ul style="list-style-type: none"> <li>- textbooks or reading texts in the modern language (paper or electronic)</li> <li>- web-based resources</li> <li>- list/bank of phrases</li> <li>- writing frames</li> </ul>

**Overview of process**

Stage 1	The candidate selects a topic from a chosen context as the focus for the assignment– writing. The candidate produces a draft using reference or support materials as specified in Resources. The candidate gives the draft to the teacher or lecturer
Stage 2	The teacher or lecturer provides feedback and advice to the candidate on the draft. The teacher or lecturer provides annotations — but not corrections in the modern language — on the draft, indicating where improvements are required and what they are
Stage 3	The candidate produces a final version using reference or support materials if required.
Stage 4	The teacher or lecturer collects the candidate’s final submission, signed by the candidate. This must include a title and indicate the context chosen.

## Detailed marking instructions: assignment–writing (Jan 2018)

The assignment–writing at National 5 involves candidates using **detailed** language. Markers should use the following pegged mark descriptors in this document in conjunction with the **productive grammar grid**.

Content	Accuracy	Language Resource	Pegged Mark
<ul style="list-style-type: none"> <li>◆ addresses the title in a full and balanced way</li> <li>◆ uses content which is relevant</li> <li>◆ expresses a wide range of ideas, opinions and reasons</li> <li>◆ writes in a very structured and organised way and the language flows well</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression</li> <li>◆ demonstrates a very good degree of accuracy in spelling and, where appropriate, word order</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses detailed language throughout</li> <li>◆ uses a wide range of structures</li> <li>◆ uses a wide range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	20
<ul style="list-style-type: none"> <li>◆ addresses the title competently</li> <li>◆ uses content which is mostly relevant</li> <li>◆ expresses a range of ideas, opinions and reasons</li> <li>◆ writes in a structured and organised way</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression</li> <li>◆ demonstrates a good degree of accuracy in spelling and, where appropriate, word order</li> </ul>	<ul style="list-style-type: none"> <li>◆ mostly uses detailed language</li> <li>◆ uses a range of structures</li> <li>◆ uses a range of verbs/verb forms, tenses (if appropriate) and other language features</li> <li>◆ may occasionally repeat structures, verbs, etc</li> </ul>	16
<ul style="list-style-type: none"> <li>◆ addresses the title fairly competently</li> <li>◆ uses content which is generally relevant</li> <li>◆ expresses some ideas, opinions and reasons</li> <li>◆ writes with an adequate sense of structure and writing is mostly organised</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors, which occasionally may be serious, detract from the overall impression</li> <li>◆ demonstrates an adequate degree of accuracy in spelling and, where appropriate, word order</li> <li>◆ produces more correct language than incorrect</li> </ul>	<ul style="list-style-type: none"> <li>◆ attempts to use detailed language</li> <li>◆ attempts to use a range of structures</li> <li>◆ uses a few different verbs/verb forms, tenses (if appropriate) and other language features</li> <li>◆ may use fairly repetitive language</li> <li>◆ may use some lists</li> </ul>	12
<ul style="list-style-type: none"> <li>◆ uses content which at times may not be relevant to the title</li> <li>◆ expresses limited ideas, opinions and reasons</li> <li>◆ writes with a limited sense of structure and writing may not be well-organised</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates an inadequate degree of grammatical accuracy corresponding to the level</li> <li>◆ makes errors, many of which are serious and impede communication</li> <li>◆ demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order</li> <li>◆ may demonstrate evidence of misuse of the dictionary</li> <li>◆ may include other language interference</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a limited amount of detailed language</li> <li>◆ uses a limited range of structures</li> <li>◆ uses a limited amount of verbs/verb forms, and other language features</li> <li>◆ uses language which is largely repetitive</li> <li>◆ demonstrates an over-reliance on the use of lists</li> </ul>	8
<ul style="list-style-type: none"> <li>◆ uses content which may have little relevance to the title</li> <li>◆ expresses very limited ideas, opinions and reasons</li> <li>◆ demonstrates little sense of structure or organisation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates serious grammatical inaccuracies corresponding to the level</li> <li>◆ serious errors impede communication throughout</li> <li>◆ demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order</li> <li>◆ demonstrates evidence of misuse of the dictionary</li> <li>◆ may include other language interference</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a very limited amount of detailed language</li> <li>◆ uses a very limited range of structures</li> <li>◆ uses a very limited amount of verbs/verb forms, and other language features</li> <li>◆ language is repetitive</li> </ul>	4
<ul style="list-style-type: none"> <li>◆ uses content which is irrelevant to the title</li> <li>◆ does not express any ideas, opinions or reasons</li> <li>◆ is unable to write with any structure or organisation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>◆ has great difficulty in spelling most words correctly</li> <li>◆ demonstrates little or no knowledge of word order</li> <li>◆ frequently demonstrates evidence of misuse of the dictionary</li> <li>◆ includes frequent other language interference</li> </ul>	<ul style="list-style-type: none"> <li>◆ does not use detailed language</li> <li>◆ makes little or no use of structures, verbs/verb forms and other language features</li> </ul>	0

## TALKING EXAM (30 marks)

You will carry out a spoken presentation and follow-on conversation in the MFL from **at least two** of the following contexts: society, learning, employability or culture. This will take place in late February/early March.

There are two parts to the assessment; the first part is a presentation on the subject of your choice (10 marks) and the second part will be a conversation on the area that you have talked about (20 marks). Of the 20 marks available for the conversation, 5 marks will be available for the ability to sustain a conversation. The whole assessment should last **6-7 minutes (circa 1 -2 minutes for the presentation and 5-6 minutes for the conversation)**.

The four aspects of the performance detailed below:

<b>Content</b>	Organisation and communication of ideas and opinions Development and relevance of ideas and opinions
<b>Accuracy</b>	Accuracy of vocabulary and structures Accuracy of pronunciation and intonation
<b>Language resource</b>	Variety and range of vocabulary and language structures used
<b>Interaction (applicable to the conversation only)</b>	Understanding of the modern language Using the modern language Ability to maintain and sustain a conversation

### TIPS

Have presentation ready and checked

Get it recorded

Make list of topics and plan your conversation

List of potential questions and answers to them

Write 'mini-presentations/ answers/ paragraphs', your last sentence should lead to the next paragraph.

Practice in pairs!!! Do presentations to each other and ask questions in French! You will need to understand questions- thinking about what they would be in French will help your understanding!!

Think like a marker!

Do NOT reinvent the wheel- your talk should be something that you are quite confident with already.

## THE PRESENTATION (1 - 2 mins, 10 marks)

You will talk on the subject of your choice. This should be prepared well in advance and learned thoroughly. For the presentation only, you may refer to **up to five headings of no more than eight words** each as prompts, and/or use visual aids (e.g. objects, pictures, PowerPoint). These headings may be in the modern language or English.

This is your chance to show of the range of expressions and phrases that you have learned. This should be well-structured with a variety of verbs and tenses and pronunciation should be good. Make sure you get your teacher to mark your first draft Preparation is the key to success here. Start preparing for this early, don't leave this until the last minute.

<b>STRUCTURE</b>	Break this down into 3 or more sections and prepare each one separately	
	Ensure presentation is the correct length	
<b>CONTENT</b>	Pick out good, sophisticated phrases from vocabulary booklet, worksheets, textbook	
	Use a variety of structures to make it more interesting	
	Use detailed language	
	Use a range of different tenses	
	Put in joining works	
	Give your opinion (look at different ways of expressing these)	
	Ensure accurate MFL (get this checked and double checked)	
<b>DELIVERY</b>	Ensure good pronunciation (get this recorded by a MFL speaker)	

## THE CONVERSATION (5-6 minutes, 15 + 5 marks)

Once you have completed your presentation, you will take part in a conversation with your teacher on at least one different topic or context. This should last 5-6 minutes. The information to be exchanged is mainly of a factual nature and also includes some ideas and opinions. Candidates may also ask questions where appropriate during the conversation. Take your time, don't just say the first thing that comes into your head.

<b>STRUCTURE</b>	Prepare mini-paragraphs for each question	
<b>CONTENT</b>	Pick out good, sophisticated phrases from vocabulary booklet, worksheets, textbook	
	Go beyond lists/short responses	
	Use a variety of structures to make it more interesting	
	Use a range of different tenses	
	Put in joining works	
	Give your opinion (look at different ways of expressing these)	
	Ensure accurate MFL (get this checked and double checked)	
<b>DELIVERY</b>	Ensure good pronunciation (get this recorded by an MFL speaker)	
<b>ASKING Qs</b>	Be prepared to ask your teacher questions	
	Remember that you should use formal 'you' when talking to your teacher.	
<b>ANSWERING Qs</b>	Revise question words. You need to be able to recognise the questions asked.	
	Be prepared for the unexpected	
<b>IF STUCK</b>	Learn phrases for asking for clarification or a question to be repeated	
	Learn phrases which give buy you thinking time (well, you know etc.)	

### **HOW CAN I IMPROVE MY SPEAKING?**

Create bank of phrases for each topic (take from reading and listening passages)

Learn vocabulary and phrases regularly

Learn how to express opinions e.g. agreeing, disagreeing, asking questions, ask for clarification

Record your presentation/responses and listen to your recording

Ensure that you know how to pronounce vocabulary (use the 'Pronounce' app, [www.voki.com](http://www.voki.com) or [www.textivate.com](http://www.textivate.com))

When making notes/prompt sheets, be selective in the words that you need

### **FINAL SPEAKING CHECKLIST**

I have chosen a topic which is not too prescriptive to allow for development of discussion	
I have rounded off presentation with concluding phrase	
I have learned some phrases to buy myself time/ask to clarification or repetition	
I have learned expressions to give my point of view	
I can sustain a conversation (ask questions back and respond to unexpected questions in natural way)	
I can take the initiative and go beyond minimal responses (give more than just yes/no answers).	
I can deal with questions that go beyond learned material.	
I have used a range of verbs and tenses	

### **TARGET SETTING**

<i>What level are you at now?</i>	
<i>What level are you going to aim for?</i>	
<i>What are you going to do to achieve this?</i>	

## PRESENTATION SQA SUCCESS CRITERIA 2018

CONTENT	ACCURACY	LANGUAGE RESOURCE	PEGGED MARK
<ul style="list-style-type: none"> <li>- uses content which is relevant and well-organised</li> <li>- expresses a wide range of ideas and opinions</li> <li>- speaks without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression</li> <li>- uses pronunciation and intonation which are sufficient to be readily understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>- uses <b>detailed</b> language throughout</li> <li>- uses a wide range of structures</li> <li>- uses a wide range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	10
<ul style="list-style-type: none"> <li>- uses content which is mostly relevant and well-organised</li> <li>- expresses a range of ideas and opinions</li> <li>- may speak with occasional hesitation but recovers successfully</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression</li> <li>- uses pronunciation and intonation which are sufficient to be understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>- mostly uses <b>detailed</b> language</li> <li>- uses a range of structures</li> <li>- uses a range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	8
<ul style="list-style-type: none"> <li>- uses content which is generally relevant and well-organised</li> <li>- expresses some ideas and opinions</li> <li>- hesitates on a few occasions, but attempts to recover</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors detract from the overall impression</li> <li>- uses pronunciation and intonation which are sufficient to be understood by a speaker of the language, although some points may not be immediately clear</li> </ul>	<ul style="list-style-type: none"> <li>- attempts to use <b>detailed</b> language</li> <li>- attempts to use a range of structures</li> <li>- uses a few different verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	6
<ul style="list-style-type: none"> <li>- uses content which at times may not be relevant or well-organised</li> <li>- expresses limited ideas and opinions</li> <li>- often hesitates, affecting the flow of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates an inadequate degree of grammatical accuracy corresponding to the level. Errors often impede communication</li> <li>- uses pronunciation and intonation which are generally sufficient to be understood by a speaker of the language, although some points may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>- uses a limited amount of <b>detailed</b> language</li> <li>- uses a limited range of structures</li> <li>- uses a limited amount of verbs/verb forms, tenses and other language features</li> </ul>	4
<ul style="list-style-type: none"> <li>- mostly uses content which lacks relevance and organisation</li> <li>- expresses very limited ideas and opinions</li> <li>- frequently hesitates, affecting the flow of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates serious grammatical inaccuracies corresponding to the level. Errors impede communication throughout the presentation</li> <li>- uses pronunciation and intonation which are often insufficient to be understood by a speaker of the language, and many points may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>- uses a very limited amount of <b>detailed</b> language</li> <li>- uses a very limited range of structures</li> <li>- uses a very limited amount of verbs/verb forms, tenses and other language features</li> </ul>	2
<ul style="list-style-type: none"> <li>- uses content which is irrelevant and not organised</li> <li>- expresses no ideas and opinions</li> <li>- hesitates throughout, which seriously affects the flow of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>- uses pronunciation and intonation which are insufficient to be understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>- does not use <b>detailed</b> language</li> <li>- makes little or no use of structures, verbs/verb forms and other language features</li> </ul>	0

## CONVERSATION SQA SUCCESS CRITERIA 2018

CONTENT	ACCURACY	LANGUAGE RESOURCE	PEGGED MARK
<ul style="list-style-type: none"> <li>- uses content which is relevant and well-organised</li> <li>- expresses a wide range of ideas and opinions</li> <li>- covers a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression</li> <li>- uses pronunciation and intonation which are sufficient to be readily understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>- responds using a wide range of <b>detailed</b> language</li> <li>- responds using a wide range of structures</li> <li>- responds using a wide range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>15</b>
<ul style="list-style-type: none"> <li>- uses content which is mostly relevant and well-organised</li> <li>- expresses a range of ideas and opinions</li> <li>- covers a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression</li> <li>- uses pronunciation and intonation which are sufficient to be understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>- responds using a range of <b>detailed</b> language</li> <li>- responds using a range of structures</li> <li>- responds using a range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>12</b>
<ul style="list-style-type: none"> <li>- uses content which is generally relevant and well-organised</li> <li>- expresses some ideas and opinions</li> <li>- may not cover a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors detract from the overall impression</li> <li>- uses pronunciation and intonation which are sufficient to be understood by a speaker of the language, although some points may not be immediately clear</li> </ul>	<ul style="list-style-type: none"> <li>- attempts to respond using <b>detailed</b> language</li> <li>- attempts to respond using a range of structures</li> <li>- responds using a few different verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>9</b>
<ul style="list-style-type: none"> <li>- uses content which at times may not be relevant and well-organised</li> <li>- expresses limited ideas and opinions</li> <li>- may not cover a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates an inadequate degree of grammatical accuracy corresponding to the level. Errors often impede communication</li> <li>- uses pronunciation and intonation which are generally sufficient to be understood by a speaker of the language, although some points may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>- responds using a limited amount of <b>detailed</b> language</li> <li>- responds using a limited range of structures</li> <li>- responds using a limited amount of verbs/verb forms, tenses and other language features</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>- mostly uses content which lacks relevance and organisation</li> <li>- expresses very limited ideas and opinions</li> <li>- may not cover a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates serious grammatical inaccuracies corresponding to the level. Errors impede communication throughout the conversation</li> <li>- uses pronunciation and intonation which are often insufficient to be understood by a speaker of the language, and many points may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>- responds using a very limited amount of <b>detailed</b> language</li> <li>- responds using a very limited range of structures</li> <li>- responds using a very limited amount of verbs/verb forms, tenses and other language features</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>- uses content which is irrelevant and not organised</li> <li>- expresses no ideas and opinions</li> <li>- may not cover a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>- uses pronunciation and intonation which are insufficient to be understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>- responds using no <b>detailed</b> language</li> <li>- responds making little or no use of structures, verbs/verb forms and other language features</li> </ul>	<b>0</b>

## SUSTAIN CONVERSATION SUCCESS CRITERIA 2018

The candidate readily sustains the conversation by, for example:	Pegged Mark
<ul style="list-style-type: none"> <li>- understands almost all of what is said</li> <li>- speaks without undue hesitation or recovers successfully when there is such hesitation</li> <li>- deals with unpredictable elements</li> <li>- may occasionally seek clarification in the modern language</li> <li>- may take the initiative (e.g. ask relevant questions and/or expand on an answer)</li> <li>- may use some interjections and/or connectives</li> </ul>	<b>5</b>
The candidate adequately sustains the conversation by, for example:	
<ul style="list-style-type: none"> <li>- understands most of what is said</li> <li>- hesitates occasionally, affecting the flow of the conversation</li> <li>- mostly deals with unpredictable elements</li> <li>- may attempt to seek clarification in the modern language, but not always successfully</li> <li>- may occasionally take the initiative</li> <li>- may attempt to use some interjections and/or connectives, but not always successfully</li> <li>- may require some support and/or prompting from the interlocutor</li> </ul>	<b>3</b>
The candidate has difficulty sustaining the conversation by, for example:	
<ul style="list-style-type: none"> <li>- understands only some of what is said</li> <li>- hesitates in most responses</li> <li>- has difficulty dealing with most unpredictable elements</li> <li>- requires support and/or prompting from the interlocutor</li> <li>- may attempt to seek clarification in the modern language, but often unsuccessfully</li> </ul>	<b>1</b>
The candidate cannot sustain the conversation by, for example:	
<ul style="list-style-type: none"> <li>- understands little of what is said</li> <li>- is unable to seek clarification in the modern language or does so ineffectively</li> <li>- hesitates throughout</li> <li>- is unable to deal with unpredictable elements</li> <li>- requires significant support and/or prompting from the interlocutor</li> </ul>	<b>0</b>