

FACULTY of MODERN LANGUAGES



A GUIDE FOR PARENTS

2019-20

Faculty of Modern Languages:

Mr D'Everlange

Ms Peyressatre

Ms Ondet

In the Faculty of Modern Languages here at Kemnay Academy we are aware that as parents/carers you wish to help your children achieve their full potential but may not always be exactly sure of the latest school and course requirements and therefore of how best you can be of use.

We also realise that some young people may be more forthcoming in this respect than others! To this end, we have combined details about the Faculty with up-to-date course requirements for language study throughout both the BGE and the Senior Phase and some tips and links which we hope will help you. And you never know, you might be inspired to learn a new language in your free time or brush up on existing knowledge.

Modern Languages Lunchtime Activities 2019-20

Activity	Day	Time	Venue	Teacher	Details
Senior Phase Drop-In Surgery: French & German	Wed	12.40pm	R113 R114	Mr D'Everlange Ms Peyressatre	For help with any aspect of Higher courses – French, German
Senior Phase One-to-One Sign Up Session: French & German	Tuesday or Thursday	12.40pm	R113 R114	Mr D'Everlange Ms Peyressatre	For help with any aspect of N5 courses – French, German

Expectations:

We believe in setting high expectations for all – both pupils and teachers. As such, expectations are posted throughout the Faculty and are revisited with pupils at the start of each year or when classes change teacher:

THE FACULTY of MODERN LANGUAGES Our GREAT EXPECTATIONS

<i>You should expect us to:</i>	<i>We expect you to:</i>
– Be on time for class	– Come to class on time
– Be organised and prepared for your lesson	– Come to class prepared (with jotters, pencil etc)
– Learn your names quickly	– Do homework on time and to the very best of your ability
– Make an effort every period, teaching and supporting your learning	– Make an effort every period, learning and participating
– Be polite, thoughtful and friendly to everyone	– Be polite, thoughtful and friendly to everyone
– Show respect to every person in and entering the classroom	– Show respect to every person in and entering the classroom
– Be prepared to help you	– Ask for help when required
– Eat (food and chewing gum) only at break + drink only plain water in class	– Eat (food and chewing gum) only at break + drink only plain water in class
– Have a neat, organised classroom	– Leave the classroom tidy and clean

MODERN LANGUAGES – NATIONAL QUALIFICATION PATHWAYS

All pupils in S4, S5 and S6 are warmly encouraged to continue with or take up new courses in modern languages.

Why learn a Modern Language?

We encourage pupils to see themselves as communicators and problem solvers in their own learning. This develops active, independent life-long learning skills. We build confidence and communication skills to develop our pupils' ability to take part and enjoy the culture and language of others. This develops tolerance and open-mindedness towards others and a better understanding of difference in the world, both locally and abroad.

We seek to enhance literacy and numeracy in our students and make them aware of the importance of keeping healthy and looking after our world and its inhabitants. The confidence gained from solving problems and developing understanding in a foreign language also adds confidence in other areas of learning; concepts introduced in a modern language are often completely new and have no equivalent in English, which encourages the brain to create new learning capacity and new thinking skills.

Modern Languages are now optional from the end of S3 but we would encourage as many pupils to choose it as a N4/5 in S4, as doing so adds depth, range and difference to a pupil's list of qualifications – especially where many will not have a modern language qualification at all.

CAREER OPPORTUNITIES

Your career opportunities are greatly enhanced if you have studied a language at a higher level. Employers are interested in a broad range of skills, especially communication skills such as the ability to understand and report on information, to contribute to discussions and to express facts and opinions in both speech and writing. These are exactly the kind of skills which you will develop in language courses.

Employers also know that once you have learned one foreign language to a high standard, you are able to learn another language much more quickly than other candidates for the same job; a skill that is highly prized in a world where companies cannot predict which countries they will be dealing with in the future.

Courses at Further Education Colleges and Universities now combine a vast range of subjects with the study of a language: from Film Studies with Italian to Mechanical Engineering with German, and the latest statistics show that University graduates from language courses are more likely than any other group to be in full-time employment after one year. It is likely that all training for Primary teaching in Scotland will soon require a qualification in a foreign language.

It is remarkable how many jobs have contacts with foreign countries: tourism, banking, import/export, the oil industry; and also how many jobs need the transferable communication skills which are honed through the study of a foreign language: television, the police force, the law, journalism, social work, the civil service, the theatre, medicine, management, human resources... the list is endless.

FRENCH/GERMAN at NATIONAL 4/5

Course Content

The headings below give an overview of the course content in Modern Languages at National 4 and 5. Throughout these courses, the grammatical structure of language is also taught extensively and practised throughout.

Society

- Family & Friends
- Lifestyles
- Media
- Global languages
- Citizenship

Learning

- Developing and applying learning skills from the Broad General Education
- Comparing education systems in Scotland and abroad
- Environmental education

Employability

- Jobs
- Work and CVs
- Future Plans
- Languages in the workplace

Culture

- Planning a trip
- Other countries
- Celebrating a special event
- Literature of another country
- Film & TV

SKILLS DEVELOPED

Communication skills, thinking skills, problem solving, comparing, interpreting and evaluating information are all developed through reading, listening, talking and writing. There will also be opportunities to use and develop skills in ICT.

PLANNED PUPIL EXPERIENCES

Varied teaching strategies are used with classes, predominantly developing thinking and problem-solving skills, in various formats, including whole class learning, individual tasks and paired or group work. Pupils will develop self-confidence in communication and gain knowledge of other cultures, with a view to applying their language learning independently. Work in class is supported through the use of course materials, ICT and other digital media. Pupils are guided to set personal targets and take responsibility for personal progress.

ASSESSMENT

Knowledge and skills will be assessed in different ways, depending on the topic being studied. This will include project work, independent study and homework. Pupils will undertake evaluation exercises and target setting.

National 4 will involve completion of an Added Value Project and all course work and assessments in Talking, Reading, Writing and Listening undertaken by N5 pupils. No final exam, however, is sat at the end of the year. We therefore encourage all pupils taking a language in S4 to aim for a N5 award.

National 5 will involve pupils completing an Added Value Project, a Talking exam and a writing assignment on a topic of their choice, from those outlined above, which will be done in class under exam conditions and externally assessed.

Pupils will also sit an end of year exam. This exam will be externally assessed by SQA and will be graded A (70%+) – D (40%+).

Exams

Talking exam:

The exam lasts 5-7 minutes and consists of two parts:

A presentation (10 marks) on a topic chosen by the pupil, from any of the subheadings under Society, Learning, Employability and Culture, leading into a conversation (20 marks; 15 specifically for conversation content and 5 for the pupil's ability to use different techniques to keep the conversation flowing) which will touch on a range of other topics covered over the course of the year.

This exam is worth 25% of the overall grade at N5. As such it is imperative that pupils prepare thoroughly in advance to give themselves the best possible chance of achieving their full potential. At least 1 full practice exam will be done ahead of the final Talking exam to ensure that pupils are fully aware of the format, expectations and requirements.

SQA exam:

Paper 1: Reading and Job Application (1h30) – dictionary allowed

Paper 2: Listening (30 mins) – no dictionary allowed

HOMEWORK

Homework will be set by the class teacher on a regular basis, generally at least once a week, and may involve practice of skills, preparation for assessments and research assignments. In addition, it is expected that pupils will learn and consolidate vocabulary and grammar on an on-going basis.

PROGRESSION ROUTES

S5 – N5 or Higher

S6 – Higher

MODERN LANGUAGES AT HIGHER

FRENCH and GERMAN

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We seek to enhance literacy and numeracy in our students and make them aware of the importance of keeping healthy and looking after our world and its inhabitants. The confidence gained from solving problems and developing understanding in a foreign language also adds confidence in other areas of learning; concepts introduced in a modern language are often completely new and have no equivalent in English, which encourages the brain to create new learning capacity and new thinking skills.

Modern Languages are now optional from the end of S3 but we would encourage as many pupils to choose it as a N4/5 in S4, as doing so adds depth, range and difference to a pupil's list of qualifications – especially where many will not have a modern language qualification at all.

Course Content

Entry Requirements: All pupils are warmly encouraged to continue with a Higher in the language they took to National 5 exam level and/or to start a new language at Higher. An A or a minimum of B at N5 in the same or another language is generally expected.

Aims:

- To further develop communicative skills such as discussion techniques, interview and conversation techniques, comprehension skills, written accuracy and use of appropriate register.
- To develop a deeper knowledge of language, foreign cultures and aspects of cultural life (film, literature, music etc.)

Unit Details

All four skills of Talking, Listening, Reading & Writing will be developed by studying the four contexts of Culture, Employability, Society and Education/Learning. Although these contexts are the same ones studied at N5, at Higher more detail and accuracy is required in these areas.

Extended Reading and Viewing

All four skills are developed by watching films and videos, and by reading articles, short stories and/or short works of literature.

Assessment Pattern

Pupils are assessed on all 4 key skills: Talking, Listening, Reading & Writing at Higher. Pupils sit a Talking exam which is done internally and a Writing Assignment which is done internally and sent away for grading by the SQA. The end of year exam is externally assessed by the SQA and graded A (70%+) – D (45%+).

Exams

Talking exam:

As of this year, the format for this exam has changed. It now lasts 8-10 minutes and consists solely of a conversation between the pupil and the examiner (which is usually the class teacher, as this is internally assessed):

The topics covered will be from any of the subheadings under Society, Learning, Employability and Culture and topics from at least 3 of these 4 contexts should be touched on.

This exam is worth 25% of the overall grade at Higher – as are all other key skills. As such it is imperative that pupils prepare thoroughly in advance to give themselves the best possible chance of achieving their full potential. At least one full practice exam will be done with the class teacher in advance of the final Talking exam.

SQA exam:

Paper 1: Reading, Translation, Directed Writing (2h) – with a dictionary

Paper 2: Listening and Writing (30 mins) – no dictionary allowed

Homework at Higher: Homework will generally be set twice a week. One set will usually be vocabulary/grammar homework and the other reading, writing or listening exercises or pupils will have an essay to write or a presentation or conversation to prepare or research to do. Much of this will require pupils to use technology, often both in the preparation and final execution. Computers are available for use in the library at lunchtimes, should no access be available at home.

What do learners need to bring to class?

Pupils should bring to class a pen and pencil, ruler, rubber, their jotter, homework planner and all homework due.

Dictionaries are available in class, however, we strongly recommend that pupils purchase their own personal copy (advice on this can be given by the class teacher), as written work constitutes an important skill in the development of the foreign language.

STUDY AID

HOMEWORK

Homework will generally be set twice a week. One set will usually be vocabulary/grammar homework and the other reading, writing or listening exercises or pupils will have an essay to write or a presentation or conversation to prepare or research to do. Much of this will require pupils to use technology, often both in the preparation and final execution. Computers are available for use in the library at lunchtimes should no access be available at home.

Helpful websites for homework and revision:

www.linguascope.com We subscribe annually to this excellent, comprehensive, fun revision site, so pupils are given log-on details in class.

www.bbc.co.uk/learningzone Class Clips for short videos in French and German. BBC Bitesize is also an excellent resource for all levels.

www.studystack.com Pupils can create their own revision aids here.

www.duolingo.com Duolingo is the world's most popular language-learning app. It's 100% free, fun and science-based.

www.digitaldialects.com Language-learning games in several different languages.

www.newsinslowfrench.com An excellent site for pupils wishing to practise their listening skills with authentic materials.

- In addition to the above, ensure that your child knows their GLOW password (valid S1-6) in order to access all the resources which can be reached through this site.

Tips for helping your Senior Phase child achieve their potential:

- Past exam papers from the Scottish Qualifications Authority (SQA - the only examination board in Scotland) are currently available for about 4 years after being set. We recommend, at the very least, having a look at last year's papers <http://www.sqa.org.uk/pastpapers/findpastpaper.htm>, so you are familiar with the expectations and are in a position to be able to have informed discussions with your child about their preparation for their upcoming exams. Doing this at the start of the year, as opposed to later when prelims or final exams are looming, will pay dividends!

- Scholar is a fantastic site for Senior Phase pupils. Passwords are issued to pupils S4-6 on a yearly basis. Scholar contains a wealth of information and subject-specific resources, study and revision materials and we recommend that pupils take advantage of all it has to offer to help them achieve their full potential.

- Bright Red study guides for both N5 and Higher French and German are excellent and can be purchased online from Bright Red: <http://www.brightredpublishing.co.uk/>

How best you as a parent/carer can support your child with their language studies – S4-6:

- During a quiet, organised moment (i.e. not when you are cooking dinner for 10 or your child is running out the door to football training!) ask if you can have a look at your child's jotter and if they can tell you what they learned in their language class today.

Even better, ask them to teach you 3 things they now know which you don't! Children are often not overly forthcoming about the specifics of their day, but, generally, if you are proactive, make time for them and ask genuinely interested questions which engage them you may find that they open up more and are willing to take the time to share highs or lows from the lesson (and this may lead to further, revealing, discussion about the day in general). In this way, you may find yourself in a better position to be able to judge how engaged your child is in the learning process and thus where and how best you could support their learning at home.

- Remember that you are not your child and your child is not you! How they perform is not a reflection on you and how you performed at school is perhaps not how they will! You can, however, be a huge support to them throughout their school years and, while they may not always thank you at the time they probably will at some later stage in life!

Life can be extremely busy for us all, but if, amidst the busyness you can create an environment where your child knows that they can share how things are really going, including not doing as well as you or they would have hoped in their studies you are likely to be viewed as a friend rather than foe! A bonus when there will be other metaphorical battles to fight in these formative, teenage years.

-Ask if you can test your child on their vocabulary/grammar for their weekly starter test or if you can listen to their presentation if you know they have a Talking test coming up. No matter your previous knowledge in a language, if you use the list of words / presentation from which your child is revising you will be able to help them develop greater confidence, particularly with any words/phrases proving more problematic. And if you are not in a position to help them with something, please direct them back to their teacher for help – well before the deadline/test. **Deadlines are always given out well ahead of time, so coming on the day of a test to say something is not clear will not be considered an excuse for a pupil not achieving his/her potential.**

In the Faculty of Modern Languages we offer numerous opportunities for students to come and get extra help/practice with any element of the course they wish (see above for list of lunchtime sessions offered). We would encourage you to remind your child of this valuable resource.

After your child has sat an assignment/test for which they had to prepare, ask them how it went and get them to explain to you why they think they achieved what they did. It may be they worked hard and thus achieved their full potential or quite the opposite, or it may be that they did not quite understand something and you can explain it to them or suggest that they go to their teacher and ask if they can explain this point to them again.

Try to ensure your child gets sufficient sleep, exercise and is eating a healthy, balanced diet – all these play a huge role in helping young people to be the very best they can be, throughout their entire academic career and beyond.

In the Faculty of Modern Languages we work hard to teach pupils about the importance of taking responsibility for their own learning; this includes the need for consequences which help change behaviours and attitudes and we are very grateful for the support of parents in helping us with this, thus ensuring that students become the best possible version of themselves and are prepared for the world of work in a way which they would not otherwise be.