

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

School	Saint Luke's High School
Teacher	Sophie Champin
Curriculum Area	Modern languages (Talking)
Level	Third
Stage	S1
Specific subject	French

Experiences and Outcomes:

I work on my own and with others to read and explore texts in the language I am learning. I can demonstrate my knowledge about life and culture in some of the countries where the language I am learning is spoken.

MLAN 3-09a

R2

I have contributed successfully to a group to plan and prepare short talks in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken.

MLAN 3-06a

LT6

I can take part effectively in prepared conversations by using a variety of language structures to share information, experiences and opinions and by offering straightforward reasons for having these opinions.

MLAN 3-03a

LT3

Learning Intentions:

Pupils will

- have read about differences between school routine in France and Scotland in order to gain information in French
- prepare their arguments in writing in order to give their view on both school systems in French
- share their opinion orally with others and back them up with reasons in French

Success Criteria:

Pupils can

- make sense of facts read on the power point by identifying familiar language, language with connections with English and unfamiliar language in order to establish comprehension
- plan their oral contribution in writing by selecting facts & recycling language in order to give their opinions and reasons accurately
- contribute to a debate by applying rules on pronunciation in order to convey their opinions with precision and conviction

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

In S1, pupils have been learning to express likes/dislikes on school subjects and give reasons to their opinions using connective words.

(eg: *j'aime la géographie car la prof explique bien et elle est très sympa.*)

Pupils got the opportunity to develop their cultural awareness on the French school system when viewing a Power Point (*l'école en Écosse et en France*), applying their reading skills to an unseen text in French in order to establish comprehension.

(Challenge and Enjoyment)

Following discussion on findings, pupils organised themselves in teams deciding which school system individuals preferred, based on facts recorded in writing in French.

(Personalisation and Choice)

The debate gave each group a real context to articulate their point of view orally, using a convincing tone to assert their position based on key facts harvested in resources.

(Coherence)

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

SAY: Discussion about the sequence of activities leading to the debate

- General discussion about what pupils already know of the French school system from personal experience
- Making sense of facts on the Power Point to decide which school system each pupil prefers

WRITE:

- Establishing comprehension of key structures on worksheet to support opinion
- Organising facts in categories (4 boxes: pour/contre l'école en France/Écosse)

DO :

- Discussing memorising/study technique to prepare thoroughly for the debate in order to deliver lines accurately and confidently
- Practising debate orally with peers to improve pronunciation and create a natural and convincing tone prior to recording
- Producing evidence of talking by taking part in a recorded debate in French about personal preference on school system in a group of 3

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

The pupil has prepared diligently and conscientiously for this debate, organising her resources well (using highlighters) and listening to advice on how to be successfully memorising her lines. She took a lead role in organising her team and helped others with their own lines.

She performed well and demonstrated good use of appropriate structures to convey her opinions with assurance and conviction, applying rules of pronunciation mostly accurately. Her voice volume could have been louder but her intonation was convincing.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

- I have learned new facts about going to school in France.
- I have worked with others as a team to decide who is for/against school in France/Scotland.
- I have asked the teacher when I wasn't sure of my pronunciation.
- I practised my intonation with expressions like *c'est fantastique* or *c'est super*.
- I helped others in my team with their lines, when they were stuck.
- I practised my lines on my phone to check my pronunciation.

Did the learner successfully attain the outcomes? YES/NO

YES

Debate on school systems

Learner evidence

The following success criteria have been numbered with specific reference to the evidence provided.

I work on my own and with others to read and explore texts in the language I am learning. I can demonstrate my knowledge about life and culture in some of the countries where the language I am learning is spoken.

MLAN 3-09a

- 1 I can understand new French words because they look like English words
- 2 I can demonstrate understanding of familiar words
- 3 I can make sense of unfamiliar words looking them up in a bilingual dictionary

I have contributed successfully to a group to plan and prepare short talks in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken.

MLAN 3-06a

- 4 I can identify statements relating to France or Scotland using highlighters to help organise my team and plan individuals' input
- 5 I can apply rules of pronunciation to shade silent endings
- 6 I can work collaboratively to rehearse and deliver my contribution to the group debate in French

I can take part effectively in prepared conversations by using a variety of language structures to share information, experiences and opinions and by offering straightforward reasons for having these opinions.

MLAN 3-03a



- 7 I can pronounce familiar words clearly
- 8 I can apply pronunciation rules to unfamiliar words
- 9 I can inject appropriate intonation and speak fluently
- 10 I can give reasons for my opinions to ascertain my position
- 11 I can demonstrate accuracy in vocabulary, grammar and expression
- 12 I can use appropriate polite social terms to begin and end interactions

Learning Intentions

By the end of this lesson I will be able to talk about the pros and cons of schools in Scotland and in France.




Quelles sont les différences entre l'école en Écosse et l'école en France?

L'emploi du temps

■ En Écosse

- On commence à neuf heures moins le quart.
- Le lundi, mardi et jeudi, on finit à quinze heures trente.
- Le mercredi et vendredi on finit à quatorze heures quarante.



■ En France



- On commence à huit heures.
- On finit à dix-sept heures.
- On n'a pas de classes le mercredi après-midi.

Lundi		Mardi		Mercredi		Jeudi		Vendredi	
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Lundi		Mardi		Mercredi		Jeudi		Vendredi	
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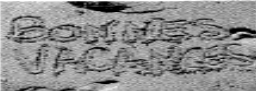

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Le déjeuner



<p>■ En Écosse</p> <ul style="list-style-type: none"> ■ On a <u>quarante</u> minutes pour manger. ■ On mange un sandwich ou des <u>frites</u>. 	<p>■ En France</p> <ul style="list-style-type: none"> ■ On a <u>deux</u> heures pour manger. ■ On prends <u>trois</u> plats , surtout une entrée. 
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Les vacances d'été

<p>■ En Écosse</p> <ul style="list-style-type: none"> ■ On a six <u>semaines</u> de vacances. ■ Il fait mauvais alors on s'ennuie un peu. 	<p>■ En France</p> <ul style="list-style-type: none"> ■ On a deux <u>mois</u> de vacances. ■ Il y a des <u>colonies de vacances</u> pour faire des activités. 
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L'uniforme

<p>■ En Écosse</p> <ul style="list-style-type: none"> ■ On porte l'uniforme. ■ On représente une communauté. 	<p>■ En France</p> <ul style="list-style-type: none"> ■ On ne porte pas d'uniforme. ■ On peut choisir nos vêtements 
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- Maintenant, on va faire un débat!
- Tu préfères l'Ecosse ou la France?
- Les numéros 1s sont pour l'Ecosse.
- Les numéros 2s sont pour la France.
- Travaillez en groupe pour préparer vos opinions à l'écrit.
- Pratiquez le débat avec votre groupe à l'oral.

S1 - Group work - French and Scottish schools

1- At the end of each sentence:

- write F, for "France", if you think that the fact is about a French school.
- write E, for "Écosse", if you think that the fact is for a Scottish school.

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E	1. La pause déjeuner dure quarante minutes. Lunch lasts 40 mins
F	2. La pause déjeuner dure deux heures. Lunch last 2 hours
E	3. On a moins de vacances. We have less holidays
F	4. On a plus de vacances. We have more holiday
E	5. On porte un uniforme. We wear our uniform
F	6. On ne porte pas d'uniforme. We don't wear a uniform
E	7. Les cours finissent à quinze heures trente. The classes finish at half three
E	8. Les cours commencent à neuf heures moins le quart. The classes start at quarter nine
F	9. Les cours finissent à dix-sept heures trente. Classes finishes at 5:30
F	10. Les cours commencent à huit heures. School starts at 8:00
F	11. On va à un collège et un lycée. We go middle or high school
E	12. On va à une école secondaire. We go to a secondary school
F	13. On va à l'école le samedi. We go to school on Saturday
F	14. On doit acheter le matériel scolaire. We must buy school equipment
E	15. L'école achète le matériel scolaire. School buys equipment

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2- Now, write in French what you like / dislike in each country using those sentences.

J'aime l'école en Ecosse caret

J'aime l'école en France caret



Je n'aime pas l'école en Ecosse car et

Je n'aime pas l'école en France caret



Je préfère l'école en Ecosse/France car et



Saint Luke's High School

S1 French

Teacher: S Champin

Pupil: Lucie

Debate on school systems

Date: December 2016

TASK:

With your team, prepare a debate in French, explaining what school system you prefer between France and Scotland. Each member must take a different angle on the topic.

Use all resources at your disposal to list your arguments efficiently.

You will have to present your findings convincingly.

Lucie is taking part in a debate in French with another 2 pupils, expressing their opinions on both French and Scottish school systems.

Each pupil is addressing one angle on the topic (liking France/disliking France/liking Scotland/disliking Scotland), hence providing a shorter performance when zooming on 1 pupil for the purpose of moderation.

Transcript

Lucie is talking about preferring the Scottish school system.

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- Bonjour! ⑦
 - J'aime l'école en Écosse car on porte un uniforme. C'est super! ← ⑨
 - J'aime l'école en Écosse car les cours finissent à 15h30. C'est fantastique!
 - J'adore l'école en Écosse car les cours finissent à neuf heures moins le quart, c'est une bonne idée. ⑩
 - J'aime l'école en Écosse car l'école achète le matériel scolaire. C'est super!
 - Moi je préfère l'école en Écosse. ← ⑪
 - Au revoir. ← ⑫

Feedback

Good performance

- Good intonation (*c'est super/c'est fantastique*)
- Well pronounced : silent endings (*cours, finissent*)
- Convincing tone , speaking fairly fluently
- Mostly accurate (times well handled)
- Error with « *finissent* » instead of « *commencent* »
- A little repetitive (*c'est super*)
- Good memorising technique overall
- Very good organisation of team input, coherent performance

Areas for development

- Introduce a better variety of language
- Add more details in answers (examples of school equipment for instance)

S1 French Debate on school in France and Scotland Written preparation

Context: Your school is involved in an E-twinning project on school modals

Task: You will take part in a French debate comparing school life in France and in Scotland.



Using all available resources, list your arguments under the correct heading to prepare for your oral contribution.

Pour l'école en France

- 2. La pause déjeuner dure deux heures
- 4. On a plus de vacances

Contre l'école en France

- 6. On ne porte pas d'uniforme
- 9. Les cours finissent à dix-sept heures trente
- 10. Les cours commencent à huit heures
- 11. On va à un collège et un lycée
- 13. On va à l'école le samedi
- 14. On doit acheter le matériel scolaire

Pour l'école en Écosse

⑥

- 5. On porte un uniforme
- 7. Les cours finissent à quinze heures trente
- 8. Les cours commencent à neuf heures moins le quart
- 12. On va à une école secondaire
- 15. L'école achète le matériel scolaire.

Contre l'école en Écosse

- 1. La pause déjeuner dure quarante minutes
- 3. On a moins de vacances

Pour = for

Contre = against

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Pupil's preparation

-
- J'aime l'école en Ecosse ^{car} / On porte un uniform, c'est super
 - J'aime l'école en Ecosse ^{car} / Les cours finissent à quinze heures trente, c'est fantastique. ^{car}
 - J'adore l'école en Ecosse ^{car} / Les cours finissent à ~~neuf~~ neuf heures moins le quart, c'est une bonne idée.
 - J'aime l'école en Ecosse ^{car} / L'école achète le matériel scolaire, c'est super.
- Moi, je préfère l'école en Ecosse.
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Listen to debate

https://glowscotland-my.sharepoint.com/personal/gw09mcgurrenmelanie_glowmail_org_uk/_layouts/15/guestaccess.aspx?guestaccesstoken=pJyPSPuTOXNipKC5Ow%2f21rNlkt%2fXrUauew4XVT%2fBfGI%3d&docid=2_1ebc30cce3cb54bd7923ae153a9f8e5f0&rev=1