Handbook for the Teaching of French as a Foreign Language
Handbook for the Teaching of French
Handbook for the Teaching of French

Acknowledgements

Writing Group

Joseph Brincat – Education Officer (French)
Mary Josepshine Zammit - Head of Department (St Theresa College GSS, Mriehel)
Mario Camilleri - Head of Department (St Margaret College GSS, Zejtun)
Ruth Bonello - Head of Department (St Benedict College BSS, Kirkop)
Melanie Vella Sammut - Head of Department (St Margaret College GSS, Cospica)
Stephanie Zammit - Head of Department (Maria Regina College GSS, Mosta)
Amanda Schembri – Head of Department (St Thomas More College BSS, Paola)
Helen Sammut, Teacher (Centre Franco-Maltais, Msida)
Claire Azzopardi, Teacher (St Ignatius College BSS, Handaq)
Charmaine Tonna, Teacher (St Theresa College GSS, Mriehel)
Joanne Fava, Teacher (St Margaret College GSS, Mriehel)
Elizabeth Grech Scicluna (St Benedict College BSS, Kirkop)
Rebecca Micallef, Teacher (St Benedict College BSS, Kirkop)

We would like to thank the following teachers of French who trialled the units in schools or provided us with critical comments and feedback.

Alison Abela - (Maria Regina College GSS, Mosta)
Monique Aquilina - (St Clare College GJL, Pembroke)
Shirley Aquilina - (Maria Regina College BSS, Mosta/Naxxar)
Claire Azzopardi - (St Ignatius College BSS, Handaq)
Annabel Baldacchino - (St Benedict College GJL, St Lucia)
Dorianne Borg - (St Nicholas College GSS, Rabat)
Roland Borg - (St Benedict College GSS, Tarxien)
Denise Camilleri - (Gozo College BSS, Victoria)
Maureen Caruana - (Gozo College GSS, Victoria)
Victoria Cuschieri - (St Clare College BJL, Sliema)
Jennifer Debattista - (St Thomas More College BJL, Hamrun)
Luciana Demarco - (St Clare College GJL, Pembroke)
Heidi Bezzina Domancich - (St Theresa College GJL, Mriehel)
Mary Gatt - (St Ignatius College GJL, Blata l-Bajda)
Elizabeth Grech Scicluna - (St. Benedict College BSS, Kirkop)
Romina Hewitt - (St Thomas More College, GJL Zejtun)
Rosen Mifsud - (St Margaret College BSS, Verdala)
Saviour Minuti - (St Margaret College BSS, Verdala)
Deborah Muscat - (St Clare College BSS, Gzira)
Moira Navarro - (St Benedict College GJL, St Lucia)
Robert Said - (Gozo College GSS, Victoria)
Amanda Schembri - (St Thomas More College BSS, Paola)
Jacqueline Schembri - (St Clare College GJL, Pembroke)
Lorraine Spiteri - (St Theresa College BSS, St Venera)
Claudette Strafrace - (St Benedict College BSS, Kirkop)
Rosanne Talbot (San Gorg Preca College GSS, Hamrun)
Marisa Vassallo Sciberras - (St Clare College GSS, St Andrews)
Josette Zammit Spadaro - (St Theresa College GJL, Mriehel)
This work was co-ordinated by the Curriculum Management and eLearning Department led by the Director, Raymond J. Camilleri, Felicienne Mallia Borg, Education Officer and Keith Humphreys, Curriculum Consultant. Thanks are due to the Director General, Directorate for Quality and Standards in Education, Prof Grace Grima, for her direction and constant support during the process. Thanks are also due to the Director Student Services, George Borg and to Assistant Director Mary Anne Spiteri for her collaboration and to Edward Gilson, Vincent Carabott, Saviour Grech and George Said Zammit, Education Officers, for their support in collating the materials for publication.

Cover Design: Edward Gilson
Foreword

In view of the current reform, teaching, learning and assessment need to reflect the evolving needs of a differentiated classroom environment within a lifelong learning framework. This is in line with the philosophy underlying the National Curriculum Framework (NCF) consultation documents that have been launched in May 2011.

The Form 1 and Form 2 curriculum promote ways that support the development of lifelong learning within a framework which is built on the principle of a continuum of learning. The documents serve as a pedagogical tool intended to help teachers meet the different needs of the learners. Apart from this handbook there are two documents for each subject for each form. The first lists the teaching objectives and learning outcomes that need to be covered in a year. A second document which includes teaching and learning examples is intended as additional means of support for teachers as they work with the range of learners in class. The Form 1 and 2 curriculum offer greater autonomy and flexibility to teachers. The learning and teaching process is envisaged to be active, engaging, meaningful and purposeful. Within this process, valuable information will inform further planning and guide the process that will lead to further improvement of learners.

The learning outcomes will now guide the learning and teaching process. This is an output model directly linked to the direction that is being promoted by the national qualifications framework which is directly referenced to the European qualifications framework. All outcomes are directly tied to the revised attainment level descriptors which describe in detail the learning achieved by the individual learner. The attainment level descriptors illustrate the evidence the teacher needs to elicit from a range of activities during the learning process through well thought-out tasks that demonstrate learners’ understanding, progress and achievement.

This learner-centred curriculum respects the diversity of learners that we meet in our daily lives as educators and the ways in which they learn. It is built on the belief that all learners can learn. It is our responsibility as educators to provide the contexts and the pedagogical tools to make learning a meaningful process for all learners, to provide learners with experiences that lead them to experience success in their educational journey, supported by the necessary scaffolding and then to challenge them to the next steps and then to the next steps after that as learners grow into self-directed learners within a lifelong learning context.

Professor Grace Grima  
Director General  
Directorate for Quality and Standards in Education
Preface

The Secondary Curriculum for Form 1 and 2 reflects the aims and philosophy of the recently published draft National Curriculum Framework (2011) which aims at developing learners who are capable of successfully developing their full potential as lifelong learners. The achievement of these aims depends on the following cross-curricular themes for their success: eLearning; Education for Sustainable Development; Intercultural Education; Education for Entrepreneurship and Creativity and Innovation.

This Form 1 and 2 curriculum document reflects the principle of diversity of student learning needs. It recognizes the reality present in society where students have various differences in backgrounds, aptitudes, interests, intellectual abilities, needs, language competence and learning styles. The Form 1 and 2 curriculum document provides scaffolding to ensure that learners are supported through appropriate teaching and learning approaches whatever their level.

The National Curriculum Framework clearly states that current theories of learning are based on the social constructivist approach where individual learners construct their own meaning and where one needs to move away from teacher centered to learner centered learning. This should lead to students becoming more active learners responsible for their own learning and where the teacher moves away from having a central role to a situation where the learners acquire more responsibility for the learning that takes place.

This new documentation has been written in a style to assist teachers to develop their teaching practices. Successful education relies upon enthusiastic and committed teachers who are willing to contribute to the evolution of increasingly effective schooling processes. I look forward to seeing the quality of education continuing to evolve and that the intentions of the New Curriculum Reforms will become a reality for all our students.

Raymond. J. Camilleri
Director
Curriculum Management and eLearning Department
# Contents

1. Introduction ........................................................................................................................................... 6

2  General Guidelines in using the curriculum documentation ................................................................. 7

   2.1 Who is the curriculum documentation for? ...................................................................................... 7

   2.2 Aims of French ................................................................................................................................. 8

   2.3 Approach to teaching and learning for French .............................................................................. 8

   2.4 The Teaching Objectives Framework for French ........................................................................ 9

   2.5 The value of a unitised curriculum............................................................................................... 13

   2.6 Strands of learning for French ..................................................................................................... 13

   2.7 The use of the attainment attainment level descriptors for French ............................................. 14

   2.8 The use of attainment attainment level descriptors for national benefit ..................................... 27

   2.9 The use of attainment attainment level descriptors within lessons ........................................... 27

   2.10 Avoiding the misuse of attainment levels and indictors of learning outcomes ...................... 28

   2.11 Avoiding the misuse of learning outcomes .............................................................................. 28

3. The structure of units in the French curriculum documentation ........................................................ 28

4. The units for French ............................................................................................................................. 30

5. Assessment Strategies .......................................................................................................................... 30

6. Facilitating student centred learning with Curriculum documentation .............................................. 31

   6.1 What is student centred learning? ................................................................................................. 31

   6.2 Teacher-centred and student-centred contrary perspectives ....................................................... 31

   6.3 Student centred learning continuum .......................................................................................... 32

   6.4 Implications for curriculum design ............................................................................................ 32

   6.5 Lesson planning for student centred learning ........................................................................... 32

   6.6 Understanding the difference between the teacher’s lowest conceptual level which is above the
           students’ highest conceptual level. .............................................................................................. 33
7. The use of curriculum documentation for curriculum planning ........................................ 33

7.1 Teaching hours for the allocation of subjects ................................................................. 33

7.2 School Yearly Planning .................................................................................................... 33

7.3 Weekly Timetable ........................................................................................................... 38

8. The important contribution of e-Learning ................................................................. 39

8.1 Digital Technologies ..................................................................................................... 39

8.2 Leaders’ role .................................................................................................................. 40

9. Appendices .................................................................................................................... 40
1. Introduction

The purpose of the new curriculum has the overall aim to help schools and their teachers to improve the quality of their teaching and to enable students to raise their level of educational attainment. This is a common concern for many countries within the EU and the wider world.

It is being proposed that the traditional concept of having a syllabus that is time tabled is being replaced by the concept of a curriculum that is managed. This requires teachers to be given a unitised syllabus which covers all of the content that can be realistically and effectively taught within each year of schooling. This has led to the writing of a Teaching Objectives Framework.

Each unit to be taught contains much more than syllabus content, it contains pedagogical suggestions for good practice. The unit is not a strait jacket; it is given as an inspiration and catalyst for teachers to develop their own ideas according to their professional understanding and the abilities of the students in their classrooms.

It is presumed that curriculum content is constantly evolving as our society rapidly changes. The new document should be seen as a flexible evolving tool to support the overall aims of education.

There are a number of paradigms that underpin this approach to curriculum.

These are namely:

- That every student is entitled to a quality curriculum that enables him/her to reach the highest level of attainment that they are able to achieve;
- That in order to do this, student centred learning is an important approach to teaching and learning;
- That all students are on a continuum of ability (not failure) and that such a continuum needs to be identified within strands of learning for each subject. For each strand of learning there are ten levels;
- That the concept of diversity means all students (be they ‘the gifted’ or ‘the least able’) should be encouraged to work at their optimum level. In this context the term special educational needs is no longer required;
- That the curriculum management paradigm provides an important professional tool which can be practiced at all levels of the schooling process.

Each subject has the following

1. A Teaching Objectives and Learning Outcomes document
2. The aims for each subject.
3. Strand definitions to indicate the focus of teaching throughout a student’s school career.
4. Attainment level descriptors that indicate the learning outcomes of student learning at all levels of schooling.
5. A Teaching Objectives Framework that indicates the syllabus to be taught and which accepts that at each level and in every class there will be a variety of student learning outcomes.
6. Approaches to teaching and learning that are specific and differ for each subject.
7. A number of units which have important sections that relate to the above paradigms
e learning perspectives

Each Unit has a number of features

- A front page which indicates
  - the code and title of the unit
  - the length of a lesson
  - the number of hours in which it may be taught
  - the key words to be addressed
  - the points to note especially about the subject approach to teaching and learning
  - a statement about resources including references to e learning

- A subsequent set of five pages which indicates;
  - the teaching objectives
  - examples of teaching activities and experiences that a teacher may wish to use or develop.
  - a column which indicates the range of learning outcomes that can be expected as a student response to each teaching objective. These relate to students attaining across the attainment levels five to ten. Subjects which are not taught at Primary School target different levels

- A set of three pages indicate
  - examples of work within the same teaching objectives for students who are working within attainment levels one to four.

- In some units, a final page that
  - indicates aspects of e Learning that is relevant to that unit

2 General Guidelines in using the curriculum documentation

2.1 Who is the curriculum documentation for?

Curriculum documentation is for teachers, heads of schools, education officers and education support staff and audit teams. The curriculum documentation provides information and suggestions for schools when planning a balanced school curriculum in every lesson for every student. The teacher may

- Make use of this handbook to strengthen the development of students with suitable learning experiences.
• Make and prepare relevant teaching materials according to the suggestions from the selected curriculum units and teaching activities in accordance to students’ learning needs.

• Adjust and revise curriculum units to support overall curriculum planning.

This curriculum has been written for ALL students.

2.2 The aims of the French curriculum

French has featured, and continues to do so, in the Maltese educational framework, for various reasons. It has always been considered to be in the interests of the general education of the learners and a means of access to further education and employment opportunities. From a more purely pedagogical point of view, it has retained a prominent place as an opportunity for the development of language awareness and communicative skills. In view of more recent cultural, demographic and political developments, French, representing a huge assortment of peoples, traditions and beliefs, serves as an opportunity for cross cultural awareness and respect for cultural diversity.

The aims of a course in French at Secondary or Post-Secondary level shall be:

• to develop the student’s receptive skills, permitting him/her to understand spoken and written French in a variety of contexts, with an emphasis on authentic situations and documents;
• to develop the student’s production skills, giving priority to effective communication in speaking and writing French, using appropriate vocabulary and correct grammar and syntax, with an emphasis on global, authentic and functional tasks;
• to offer insights into culture and civilisation, enriching the student’s personality through exposure to culture of French speaking communities, while developing intercultural awareness and notions of universal human values.

In a more general way, the teaching of French in the Maltese educational system should contribute to enhance the versatility and competitiveness of the Maltese economy by facilitating access to French-speaking markets.

2.3 Approach to teaching and learning for French

Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach to teaching and the way the students are expected to learn will relate closely to the nature of the subject content. The following text is the approach for teaching and learning in French:
The learning of French gives students the opportunity to develop an understanding of other people and their culture, and through comparison, an insight into their own culture and society. In view of more recent cultural, demographic and political developments, French, representing a huge assortment of peoples, traditions and beliefs, serves as an opportunity for cross cultural awareness and respect for cultural diversity. It also gives students a sense of personal fulfilment as they develop their skills in listening, speaking, reading and writing in the target language.

The course also undertakes to provide a student-centred learning approach which enables students to acquire skills leading to the acquisition of French as a foreign language, to equip them with autonomous learning skills, through enjoyable and varied tasks. Students obtain the opportunity to develop their language skills, awareness of language and intercultural diversity, to be able to express themselves with increasing confidence, independence and creativity.

### 2.4 The Teaching Objectives Framework for French

For each subject there is reference to the Teaching Objectives Framework that is structured to provide a unitized curriculum. The Teaching Objectives Framework identifies the content to be taught in any one year of schooling and in doing so relates to an effective syllabus/course of study that can be taught within the time available. The time available has been worked to within the assumptions that there are twenty seven weeks in a scholastic year and that a unit of work is six hours long comprising of nine, forty minute lessons. It is acknowledged that different schools will have variations on this system but the one presented is the baseline for all schools.

The Framework identifies the units and their titles that are available in any one year throughout the eleven years of schooling in Primary and Secondary education. Each unit has a set of teaching objectives that cover the six hour period that has been allocated. In this way it is possible to identify the content that can be reasonably expected to be taught. This is not a learning outcomes Framework. For each teaching objective there will be a range of learning outcomes according to the diversity of attainment of students within any one classroom.

The Teaching Objectives Framework is the heart of the curriculum.

<table>
<thead>
<tr>
<th>French</th>
<th>Teaching Objectives Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit Titles</strong></td>
</tr>
<tr>
<td>Form 5</td>
<td>1. Living dangerously</td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>1. Living dangerously</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>2. In the city?</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>3. At the cinema!</td>
</tr>
<tr>
<td><strong>Form 4</strong></td>
<td><strong>1. Music of the world</strong></td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>2. Let’s travel!</td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>3. My music</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>4. My mobile phone</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>5. A phone call</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>6. I found a lost mobile!</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>7. At the doctor’s!</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>8. Interviewing a famous person!</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>9. Inventions that change our life! Nobel Prize winners.</td>
</tr>
</tbody>
</table>
### Form 3

<table>
<thead>
<tr>
<th>Teaching Block 1</th>
<th>1. Write about your life!</th>
<th>Expressing one’s feelings and making comparisons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Block 1</td>
<td>2. What has happened?</td>
<td>Expressing oneself on past actions. Expressing cause formulating hypothesis.</td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>3. What can I do?</td>
<td>Informing about one’s capabilities, expressing oneself in a polite way, phoning.</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>4. My weekend!</td>
<td>Giving information about one’s activities during weekend.</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>5. Out of Paris!</td>
<td>Counting in thousands, expressing what one hasn’t done and what one will be doing. Organising outings and making projects.</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>7. Let’s work together!</td>
<td>Participating in a project, negotiating, comparing and devaluating.</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>8. Save the world!</td>
<td>Informing oneself about the environment, making a project, forbidding.</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>9. Animals in danger!</td>
<td>Informing oneself about the world around us, forbidding and advising.</td>
</tr>
</tbody>
</table>

### Form 2

<table>
<thead>
<tr>
<th>Teaching Block 1</th>
<th>1. Happy to be back</th>
<th>Consolidating and revising material covered in Form 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Block 1</td>
<td>2. Finding my way</td>
<td>Saying how to go from one place to another.</td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>3. Let’s get fit!</td>
<td>Speaking about sports activities, celebrities and events.</td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>4. Shaping up</td>
<td>Knowing your body, getting acquainted with various forms of media.</td>
</tr>
<tr>
<td>Teaching Block</td>
<td>Topic</td>
<td>Content</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Block 2</td>
<td>5. <strong>Getting to know you</strong></td>
<td>Sharing information about the family; measuring distances between towns</td>
</tr>
<tr>
<td>Block 2</td>
<td>6. <strong>Let’s revise</strong></td>
<td>Consolidating and revising material covered so far.</td>
</tr>
<tr>
<td>Block 2</td>
<td>7. <strong>On the move</strong></td>
<td>Using different means of transport; pointing out locations in the city; informing oneself about other people.</td>
</tr>
<tr>
<td>Block 2</td>
<td>8. <strong>What’s cooking?</strong></td>
<td>Asking and giving information about culinary traditions and healthy eating.</td>
</tr>
<tr>
<td>Block 3</td>
<td>9. <strong>Let’s go shopping!</strong></td>
<td>Asking permission, expressing obligation; going shopping.</td>
</tr>
<tr>
<td>Block 3</td>
<td>10. <strong>Money matters</strong></td>
<td>Expressing opinions about earning and spending pocket money; making comparisons.</td>
</tr>
<tr>
<td>Block 3</td>
<td>11. <strong>Do it carefully!</strong></td>
<td>Following instructions; expressing actions which happened in the past.</td>
</tr>
<tr>
<td>Block 3</td>
<td>12. <strong>Looking back</strong></td>
<td>Consolidating and revising all material covered.</td>
</tr>
<tr>
<td>Block 1</td>
<td>1. <strong>Start!</strong></td>
<td>Recognition of the French language in its various forms.</td>
</tr>
<tr>
<td>Block 1</td>
<td>2. <strong>My school mates</strong></td>
<td>Giving information about friends and introducing them to others.</td>
</tr>
<tr>
<td>Block 1</td>
<td>3. <strong>All about myself</strong></td>
<td>Giving information about oneself.</td>
</tr>
<tr>
<td>Block 1</td>
<td>4. <strong>My clothes, likes and dislikes</strong></td>
<td>Giving information about personal attire and tastes.</td>
</tr>
<tr>
<td>Block 2</td>
<td>5. <strong>Life at school</strong></td>
<td>Giving information about teachers and school subjects, expressing likes and dislikes, naming days of the week and dates</td>
</tr>
<tr>
<td>Block 2</td>
<td>6. <strong>Consolidation and revision</strong></td>
<td>Consolidating and revising material covered till now</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>7. My family</td>
<td>Giving and acquiring information about family, nationality and classroom items</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>8. Time and date</td>
<td>Expressing time, dates, explaining timetable and making an appointment</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>9. Where am I?</td>
<td>Asking and giving information about a place, situating oneself and others, describing objects</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>10. Discover Paris</td>
<td>Discovering Paris with its monuments, etc. Giving orders, proposing ideas and asking questions about a location</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>11. Where is it?</td>
<td>Situating and learning about locations, different objects, people and animals</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>12. Let’s revise again</td>
<td>Consolidating and revising all material covered.</td>
</tr>
</tbody>
</table>

### 2.5 The value of a unitised curriculum

There is a clear relationship between the volume of content to be taught as projected within a syllabus/course of study and the level of attainment that each student can achieve. The greater the volume of content then less time is available for teaching each aspect of that content. By writing a unitized curriculum the balance between the range of content and the time available for student learning can be achieved. For this new curriculum, in many areas this has meant a reduction in what was being offered in the preceding syllabus. Each unit then has a specific set of objectives which can be reasonably expected to be learned as the allocated time for that unit is made available on the school timetable.

In addition by having a unitised curriculum it is easier for the teacher and the subject Head of Department to manage the curriculum for they are able to quantify the number of specific objectives that it has been possible to deliver and subsequently to make decisions about which units should be presented in which order throughout each year of schooling.

### 2.6 Strands of learning for French

A strand of learning represents a goal that a student can attain throughout Primary and Secondary education. Each subject will have several strands of continuous learning called attainment level descriptors, which begin in Year One of Primary School and end in Form Five of Secondary School. Each strand is defined and the strands for French are:
**Strand 1: Listening**

The ability to engage actively and appropriately with the implicit and possibly the explicit meaning of spoken discourse in a range of situations;

**Strand 2: Speaking**

The ability to respond with understanding in a variety of contexts adapting language according to task, audience and purpose;

**Strand 3: Reading**

The ability to engage with and respond to a wide range of print, electronic and multi-modal texts, developing and analysis and awareness of the range of text types and their aims, together with the contexts and cultures that inform the writing;

**Strand 4: Writing**

The ability to write a wide range of texts on paper and on screen for different purposes and audiences using a variety of skills, strategies and structures to generate a variety of effects;

2.7 **The use of the attainment level descriptors for French**

There are ten levels of attainment level descriptors. Level Four is equivalent for Year One and Two in Primary school and each level then progresses at two yearly intervals.

Each strand of learning has a set of attainment levels which describe the progression in student learning. There are ten attainment level descriptors that cover the full range of attainment of ALL students. The attainment level descriptor Four is indicative of what the average student can learn by the end of Year Two in Primary education. Each subsequent level represents the range of attainment that an average student can be expected to achieve every two year years. Attainment levels one, two and three are indicators for students who may not attain level four at the end of Year Two. Attainment level ten is for those students who significantly exceed the expected level of attainment at Form Five.

The attainment level descriptors are observable statements of learning outcomes that students can attain. There are approximately eight of these statements in each attainment level descriptor. The statements are referred from the Teaching Objectives Framework and indicate a sample of what can be expected to be learned. Once a student has attained the majority of the learning outcome statements in an attainment level descriptor they are assumed to be working within the next level. The attainment level descriptors for French are:
Strand 1: Listening

The ability to engage actively and appropriately with the implicit and possibly the explicit meaning of spoken discourse in a range of situations;

Attainment Level 1

Students encounter activities and experiences. They follow a slow moving object. They watch their hand when it moves. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents. Students make sounds when not distressed. They show interest in adults. They use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. Students attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time.

Attainment Level 2

Students demonstrate an understanding of at least 10 words, including the names of familiar objects. Students respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations. Teachers should take note of facial expression and intonation when assessing receptive and expressive communication at every level. Students respond appropriately to very simple questions about familiar or immediate events or experiences. They start to display understanding of simple instructions containing at least two key words, signs or symbols.

Attainment Level 3

Students follow requests and instructions with three key words, signs or symbols. Students listen, attend to and start to follow stories for short stretches of time. They follow requests and instructions with three key words, signs or symbols. They attend and might start to respond to questions from adults and their peers about experiences, events and stories. Students start to take part in role play. Students listen attentively. They start to demonstrate an understanding of questions about why or how.

Attainment Level 4

Students show that they understand simple words and/or short everyday classroom commands, questions or utterances which are spoken face to face in clearly audible speech. Considerable support such as facial expressions, gestures, repetition, visual clues and long pauses for assimilation may be required. At times, students show understanding by responding non-verbally, e.g. using gestures or actions, to familiar classroom instructions like Asseyez-vous! / Ouvrez votre livre à la page… ! Vous comprenez ?/ Tournez la page ... ! / Attendez ! / Lisez ! They listen with enjoyment and understand with support, short stories, songs and rhymes with repetitive and predictable text. They recognize differences in intonation as in questions/statements, approval/disapproval. They identify with difficulty the speakers engaged in a conversation and strong interference from the students’ native language occurs.
Attainment Level 5

Students follow a wider range of simple oral (class) instructions – such as *Fermez la porte! Faites l’exercice 2 de la page 10!* They also understand a limited range of short phrases and sentences but may still need considerable repetition. Students start showing awareness of formal and informal address forms (*Tu / vous*). Simple questions and answers, simple statements and simple face-to-face conversations must often be delivered more clearly and more slowly than normal and with frequent repetitions. They understand a range of familiar statements and questions with less visual support in short, spoken, authentic texts with a few linked utterances. They can understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They identify key explicit cultural references to very familiar aspects of the French culture. Repetition of certain items may still be required.

Attainment Level 6

Students identify main idea/s of short speech excerpts consisting of familiar language spoken slowly and clearly. They follow simple directions such as how to get from A to B on foot or public transport: for example *Prenez la deuxième rue à gauche!* They can generally anticipate the content of a simple text before hearing it, e.g., by analysing images or reading title and identifying the topic of discussion. They identify the purpose of texts and understand the basic information e.g. announcements, weather reports, advertisements or short descriptive texts. They show understanding by answering questions in French or/and choosing the correct answer. They deduce meaning of some unfamiliar language from the context and prior knowledge of the subject matter when listening for the main ideas. They can pick out key words and key information and demonstrate growing confidence in and progressively understanding of the spoken language. Repetition and/or prompting may still be needed e.g. when items include unfamiliar language.

Attainment Level 7

Students understand the main points of clear standard input on familiar matters regularly encountered in different areas such as work, school and leisure. They can understand longer speech extracts, identify specific information and sequence of events, respond to questions, e.g., *Tu viens avec nous? – Oui, je viens tout de suite.* Their understanding may also compromise basic forms of the past tense. They start getting the gist of a speech excerpt and guessing the meaning of unknown vocabulary from the context. They can cope reasonably well with distracters during a speech act, e.g., class or outside noises. They catch the main points in short, clear messages and announcements e.g. telephone messages and airport announcements. However students cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. They understand language spoken at near normal speed and need little repetition, though prompting may still be required.
Attainment Level 8

Students can understand specific details in longer discourse or (simple) narratives which include an amount of unfamiliar material about various themes. They follow everyday conversations on familiar topics and understand the essential information in short recorded or spoken passages dealing with everyday matters (including present and past or future events) e.g. going shopping, preparing an outing. They can also guess the meaning of occasional unknown words from context. They can now understand well the difference between present and past events when listening to a text. Normally they can understand general vocabulary with, however, some hesitant understanding of everyday vocabulary still evident. Students may also display weakness or deficiency due to less than secure grammar and syntax. Some inconsistency in general understanding may still occur.

Attainment Level 9

Students understand standard speech delivered in most authentic settings and contexts e.g. recorded songs, advertisements on TV, announcements at the station, messages on telephone answering machines. They demonstrate comprehension of main ideas in social interactions and a variety of spoken texts. They can follow reports and longer telephone conversations, select and follow instructions and follow related stories. They draw inferences with less hesitancy. They identify and note main points, including points of view and select information. Repetition or rephrasing may be needed to understand subtler, nuanced details of meaning. They understand different points of view and can frequently distinguish between fact and opinion. They have sufficiently broad vocabulary that they rarely have to ask for explanation. Less frequent prompting is required.

Attainment Level 10

Students can understand a wide range of demanding, longer texts relating to present, past and future events. They can recognize implicit meaning. They can cope reasonably well with hesitancy and distracters during a speech act spoken at nearly normal speed. They understand different points of view and can easily distinguish between fact and opinion. They can synthesize specific information from oral discourse dealing with a variety of un/familiar topics. They can follow accurately the essentials of conversation made by a native speaker, telephone calls, radio broadcasts, news stories and oral reports. They can follow with some occasional prompting the main points of TV programmes on topics of personal interest when delivery is relatively slow and clear. They draw on a wide range of language forms, vocabulary, idioms and structures learned in class as well as those acquired through independent exposure to the language.
Strand 2: Speaking

The ability to respond with understanding in a variety of contexts adapting language according to task, audience and purpose;

Attainment Level 1

Students encounter activities and experiences. Students follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems. Students make sounds when not distressed. Students show interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. Students attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time.

Attainment Level 2

With support, students repeat, copy and imitate up to 10 single words, signs or use a repertoire of objects of reference or symbols. They start to use single words, signs and symbols for familiar objects. With guidance they make attempts to repeat a word using different intonations. Students repeat single words, signs or symbols.

Attainment Level 3

They start to become familiar with more vocabulary used and also with prepositions and pronouns. They start to use simple learned words to communicate needs or ideas. They start to use words used for greetings and courtesies. Students are still learning the pronunciation of words. With constant support they repeat words and practice pronunciation and intonation. At this level students use words and not phrases. They listen attentively to the language being spoken.

Attainment Level 4

Students respond with single words or short simple phrases to what is said or asked of them. They use recently learned phrases to introduce themselves or others – Je m’appelle Claude! and when using simple everyday forms of basic greeting and leave-taking expressions. Salut! Bonjour! Au revoir! Their vocabulary covers only elementary needs and courtesies – Merci! They can ask and answer questions about personal details such as where he/she lives, Tu habites où? – J’habite ... / people he/she knows – Qui c’est ? – C’est Marie! They interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Utilising long pauses and very slow speed, students respond in single words or short, high frequency phrases to what is said or asked of them. Pronunciation may be variable and this may be understood with difficulty. With constant support and repetition they try to imitate intonation, for example, in statements, questions and exclamations. They signal lack of understanding and ask for repetition. At times they use gesture and body language to make meaning clear.
Attainment Level 5

Students speak in short sentences using simple phrases to give personal information like address – *J'habite Sliema* - telephone numbers, nationality – *Je suis maltais/e* and age - *J'ai onze ans*. They employ set phrases to ask and answer simple questions and respond to simple statements in areas of immediate need or on very familiar topics, such as asking how and who people are – *Tu vas bien? Oui, toi aussi? Qui c'est?* - *C'est Philippe!* They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can also ask and answer basic questions about their interests using set phrase e.g. *Tu aimes le football?* There is evidence of emerging connected discourse. They can also express likes and dislikes on immediate and familiar topics. Their responses show a fairly higher awareness of sound and correct pronunciation and intonations. However vocabulary covers only elementary needs. And there are frequent long pauses. Fluency is strained when topics are unfamiliar and vocabulary is new and not well rehearsed.

Attainment Level 6

Students take part in brief prepared speech tasks. They can distinguish between formal and informal styles of speech and express dis/agreement. They can signal non-understanding or ask for repetition. Students can express astonishment using simple words or phrases and the right intonation. They can express their own opinion in a short and aided conversation. Students start to manipulate learnt language in a range of controlled contexts. They take part in simply structured dialogues including some unrehearsed instances with a sympathetic or native speaker. They start to experiment with new language structures and self-learnt vocabulary but still within heavily supported familiar contexts. They begin to use their knowledge of grammar to substitute single words and phrases thus manipulating known structures and linguistic features in sustained dialogues or in presentations on a familiar topic.

Attainment Level 7

Students can imitate, sustain and close in a simple way basic but more extended communicative tasks. Occasional hesitation hinders their speech. They use pronunciation and intonations to express obligations, emphases, moods and emotions. They can express agreement/disagreement with others. They interact freely with peers to meet real social and classroom needs, however exchanges do not involve extensive idiomatic usage. They can make comments on familiar topics and events in simple terms, starting to use connectors and utterances with some complex elements. They show more confidence when expressing themselves. They formulate short descriptive texts in answer to a verbal or visual impulse. They convey information about past and present events in familiar contexts, referring to recent experiences. Although misunderstandings may arise, students start using grammar to adapt and substitute items of vocabulary to vary their discourse.
Attainment Level 8

Students take part in conversation in which they refer to recent experience – *Hier je suis allé/e au cinéma avec mes amis!* as well as everyday activities – *Je me lève tous les jours à sept heures* - and interests such as hobbies – *Ma passion c’est la randonnée!* and basic description of events – *Hier on a assisté à un match de football. Il y avait beaucoup de monde au stade.*... They can maintain interactive and task-oriented speech acts (expressing opinion, dis/likes, dis/approval, etc ...). Students draw on a wide range of language forms, vocabulary and structures learned in class as well as those acquired through independent exposure to the language. They use words which they have looked up themselves in dictionaries and glossaries. They engage in more open-ended tasks, extending their range of topics. They incorporate three or more ideas and use more complex language, express opinion and disagreement. They exhibit spontaneity in their interactions particularly when the topic is familiar, often relying on familiar utterances. They participate in role plays linked to various topics selecting the appropriate vocabulary. Repetition may still be required and fluency may be strained by hesitation.

Attainment Level 9

Students initiate conversations that include present, past and some future events. They use the target language to meet most of their routine needs e.g. to speak about what they do at school and how they spend their free time – *Le weekend je sors toujours avec mes amis. On va souvent...* They can relate reasonably fluently straightforward narrative or description. They can give and justify opinions (when discussing matters of personal or topical interest) and adapt language to deal with some unprepared situations using a variety of vocabulary and structures. During role-play they do not hesitate to take the lead. They can be easily understood by a native speaker. They can interact and maintain effective communication in authentic situations on a broad band of topics. They are able to interview and answer questions in an interview and express themselves spontaneously. They can support opinions. They can improvise and correct their own errors and those of their peers. They can give simple forms of advice, use appropriate degrees of formality etc..., using the main tenses.

Attainment Level 10

Students are able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations. Discourse is cohesive and errors rarely if ever interfere with understanding. Comprehension and participation are quite complete when students indulge in face-to-face conversation with natives at a normal rate of speech. Students can express condition in speech and distinguish between actions in the past. They can elicit with ease information and opinion from native speakers. They can express a favourable /contrasting opinion *(Je suis/Je ne suis pas d'accord)*, give simple advices and use appropriate degrees of formality etc., using the main tenses. Students can easily repair the conversation and connect discourse in narration and/or description. Students can also identify and explain aspects of French culture in a familiar range of aural texts and contexts.
**Strand 3: Reading**

The ability to engage with and respond to a wide range of print, electronic and multi-modal texts, developing and analysis and awareness of the range of text types and their aims, together with the contexts and cultures that inform the writing.

**Attainment Level 1**

Students encounter activities and experiences. Students follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents. Students make sounds when not distressed. Students show interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. Students attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time.

**Attainment Level 2**

Students listen and respond to familiar rhymes and stories. They start to demonstrate knowledge that print carries a message and can distinguish between spoken and printed words. They develop sound symbol correspondence. They show curiosity about content at a simple level *e.g. answer a basic two key word question about a story after being read to them*. Symbolic understanding develops and starts to be able to match objects to pictures and symbols. They use knowledge of initial letter and relate sound and picture cues to predict words in text. They are supported to try and recognize their own name in print and to start to be able to match letters and short words.

**Attainment Level 3**

Students begin to choose and enjoy looking at books. Students start to select a few words, signs or symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a familiar way to them. Students select and recognize or try to read a small number of words or symbols linked to a familiar vocabulary *e.g. name, people, objects*. They start to distinguish between print or symbols and pictures in texts. They understand the conventions of reading *e.g. following the text from left to right*. They recognize some letters of the alphabet. Students understand that signs, symbols and pictures convey meaning. They participate in reading very simple books with illustrations. They can start to recognize or read familiar words or symbols including their own name, environmental print. Students are able to recognize the letters of the alphabet by shape, name and sound.

**Attainment Level 4**

Students recognize and read familiar words and phrases in a familiar context. They read a simple questionnaire/form well enough to give important information about themselves and others *e.g. prénom- Antoine, nom de famille- Vella, date de naissance- 16 mars 1998, nationalité-maltais/e,
français/e.. They may require re-reading and visual cues. Students identify letters of the alphabet, letter combinations, simple written language conventions and simple punctuation. They can read and understand single words, easy cognates and short sentences set in a familiar context. They can also recognize the relationship between printed words and symbols and their sounds and meanings. They can recognize the correlation between text (title) and picture, personal names, new letters of the alphabet, meaning of punctuation marks. They can read whole words, phrases and simple sentences e.g. on food or packaging labels, in captions, charts, on art and craft. They demonstrate comprehension and respond to simple texts in a variety of ways e.g. by answering questions, matching words to pictures or marking the correct answer. They also start to understand explicit cultural references to some well known features of French culture.

**Attainment Level 5**

Students understand simple sentences in very short simple texts and dialogues presented in a familiar context– Il porte un grand chapeau! Je pars en voyage! etc.. and short messages on post-cards – Comment ça va ?/ à bientôt !/ Bisous ! They look up the meaning of new words. They can also understand several linked sentences and/or short phrases. They can find and understand information related to their immediate priorities by understanding the importance of and making use of familiar contexts including visual prompts and prior familiarity with the topic. They can find and understand the main idea and some details in simple informative materials such as short dialogues, advertisements, programmes of performances (e.g. cinema, concerts) schools’ notices, find words in a dictionary, menus, diary, greeting cards, short texts of information. They start deciphering the meaning of words and phrases by locating key words and phrases in a text. They start using bilingual dictionaries to find meaning of unfamiliar text. They recognise the forms and conventions of language in text e.g. informal letters, e-mails, cards, messages. They will need to reread text before complete comprehension occurs.

**Attainment Level 6**

Students can read independently, making use of available resources such as a bilingual dictionary, glossaries, internet search or simple web quests. They recognise purpose of simple punctuation and anticipate the main contents of a simple text by noting the title, subtitle and visual cues. They can recognise significant points in articles about familiar themes which are more varied in nature. They begin to read independently for information, pleasure and enjoyment e.g. reading letters and e-mails of pen friends / exchange partners, on familiar topics relating to familiar situations such as free time, pocket money, likes and dislikes. They can identify the main and supporting ideas or sequence of events, essential details in passages where the material is familiar and highly predictable. They show global comprehension by answering comprehension questions to general understanding, such as true or false statements, and by suggesting titles.

**Attainment Level 7**

Students can get the gist and recall sequence of slightly more complex or less familiar texts dealing with basic personal and social needs. They can understand short stories and factual texts which include past
events. They use context to infer the meaning of unfamiliar words. They can understand information and specify details, e.g. advertisements, letter to youth magazines, description of people and places. They use dictionaries and glossaries to extract meaning of unfamiliar language. They can sequence a group of sentences to form a complete paragraph. They can read uncomplicated but authentic prose on familiar subjects that are normally presented in a predictable sequence which helps the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events. They identify well-known social and culturally important features and references to French Culture and make comparisons with their own culture using socio cultural information provided in texts.

Attainment Level 8

Students understand written material of several paragraphs covering past and present events. They understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen-friend. They are generally more autonomous in their use of monolingual dictionary and reference material. Using their knowledge of sentence structure, context and text organization students can read with increased understanding a range of written material in different tenses (e.g. narrations, descriptions, news items) made up of several paragraphs. They understand and decode new words and vocabulary just through context and usage. They recognize attitudes and emotions. They distinguish fact and opinion. They read independently making use of dictionaries and glossaries. Students show comprehension by answering open-ended questions. Students read easily for pleasure and enrichment.

Attainment Level 9

Students understand texts that include familiar language used in unfamiliar contexts, identifying main points and specific details. Their readings include authentic material such as information leaflets and newspaper extracts, including opinions and different points of view. They can deduce the meaning of some unfamiliar words using context and grammatical understanding. They identify points of view and the main intention of the author. They start making the appropriate inferences and distinguish between facts and opinion. They can understand and enjoy simple literacy texts. They infer meaning from texts e.g. in news reports, articles, magazines; they read independently for enrichment e.g. magazines, fiction and non-fiction, websites in French. They recognize that some words and concepts cannot be literally translated. They can make judgment about the relevance of detail in understanding text e.g. extracting ideas and issues referred to in text.

Attainment Level 10

Students understand a wide range of reading material of an imaginative and factual nature which may include complex sentences and unfamiliar language. They appreciate and read independently for enrichment, e.g. magazines, fiction and non-fiction newspapers and websites in French. They can infer the overall intent of the text and separate main ideas from lesser ones. They consult a range of reference sources when needed. They understand implicit meanings and can identify an author’s
prejudices or biases, tone or mood. Students cope with more complex language and can recognise attitudes and emotions. They can select, summarise and analyse the main message, ideas and significant details of a variety of written material. Increasing control of the language continues to help comprehension.

**Strand 4: Writing**

The ability to write a wide range of texts on paper and on screen for different purposes and audiences using a variety of skills, strategies and structures to generate a variety of effects

**Attainment Level 1**

Students encounter activities and experiences. They follow a slow moving object and watch their hand when it moves. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents. Students make sounds when not distressed. They show interest in adults and use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time.

**Attainment Level 2**

Students begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication and produce some meaningful print, signs or symbols associated with their immediate environment. With help they can start trying to write their own name, trace, overwrite and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns.

**Attainment Level 3**

Students differentiate between letters and symbols. They copy letter writing with support. With support draw and write letters or words to communicate meaning. They demonstrate interest and enthusiasm for writing. They group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words and can start to try writing their name. In their writing and recording, students use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different.

**Attainment Level 4**

Students can copy simple, familiar words and short phrases which deal with topics of very immediate priorities and which can be reproduced from memory like *Bonjour, je m’appelle… / il est petit et brun. / Je suis nouvelle*. They can fill simple forms with basic personal information following a model. They can label items and choose the proper words to complete short phrases and sentences. Spelling is still very approximate. They develop writing skills in context e.g. matching words and labelling items/pictures, completing speech bubbles, writing key words in a greeting card. They copy familiar short phrases or
sentences to complete meaning. They can imitate and adapt items to produce or contribute to the production of scaffolding with wall charts, simple posters about French speaking countries. They write set phrases used regularly in class. They can fill in simple forms with basic information following a model. They write or word process learnt vocabulary from memory although spelling can be approximate. They combine cards to make words, phrases or short sentences on familiar topics paying attention to word order. They are very dependant on models or key words. They can write list and word families.

**Attainment Level 5**

Students join phrases to write short notes and simple messages. They follow a model to describe very simply, people/places in areas of immediate environment. They can use knowledge of mastered vocabulary, word order and known conventions of written language such as accents and punctuation – *D'où est-ce que tu viens?* - *Je viens du cinéma*. They start using a bilingual dictionary. There may be spelling errors but communication does not suffer. They can use a model to describe familiar persons or a single/sequence of pictures in a simple manner with known conventions of written language (accents and punctuation). They can write dates, greetings etc in letters and emails. They use models to answer emails or write informal letters about everyday activities mostly in the first person in the present tense, e.g. describing what they do in their free time. They can write simple text to keep in touch with pen friends. They can give written directions to where they live. They can write messages in simple note form. They can write simple questions to given answers. Spelling is correct but word order might still cause problems. This does not however inhibit communication. They write a few linked sentences on familiar topics using well-rehearsed language to cover basic information and personal accounts. They use French to describe some culturally specific information. They can write simple description of things, people and places. When using unrehearsed language, writing may resemble literal translations from native language, but sense of organization is emerging.

**Attainment Level 6**

Students use the present tense to write simple sentences on familiar topics utilising knowledge of mastered vocabulary, word order and structures and the present tense e.g. *Après les cours, elle s’occupe d’un club d’anglais*. They write personal responses, for example on likes and dislikes and feelings e.g. *J’aime bien regarder la télévision.* / *Je préfère aller au stade.* / *Tu ne te sens pas bien aujourd’hui?* They use dictionaries more independently and there is consolidation of basic vocabulary learnt before. They accept and decline invitations. They can write entries in a diary and informal letters and emails to pen friends about familiar everyday activities using simple sentence structure. They start to experiment with unfamiliar language and do not rely solely on models but they start using available resources to support the construction of new texts e.g. word lists, sentence models. They apply specific learnt rules of grammar and access appropriate vocabulary to construct texts. Written production can still contain errors, however these do not impede communication. They avoid literal translation in some contents. They can fill forms giving extended detail and information about themselves and their needs. Patterns of errors may occur when new language is introduced.
Attainment Level 7

Students write individual paragraphs about aspects of their everyday life (people, places, school, family, hobbies) in which simple sentences are connected using conjunctions like ‘et’, ‘mais’ and ‘parce que’. There are still some errors but the meaning is clear. They can use a dictionary as an aid to memory and to look up new words which explains why vocabulary is relatively richer and more varied. Students write accounts of present and past events in letters and diaries. They make use of information and communication technologies for communicative purposes, e.g. emails, blogs. They can write simple descriptions e.g. a school activity for the school magazine or school website. They can give directions. They make suggestions and recommendations. They give reasons for actions and emotions to justify a point of view. They can write descriptive text e.g. describing a favourite object, place or person.

Attainment Level 8

Students refer to recent past experiences and future plans as well as to everyday activities. They can write simple texts e.g. a short report on a trip or an e-mail to friends in which they seek to convey information and some opinion in simple, fairly correct yet loosely connected sentences. They start using a simple, monolingual dictionary with the help of the teacher to enrich their vocabulary. Meaning is clear despite some errors. Although errors in sentence structure still arise, meaning is not impaired. Their work is cohesive. Paragraphing is consistent, ideas well structured. They can reconstruct information from a range of sources, e.g. they summarise information, select and incorporate learnt structures, experiment with new ones to present texts which are logically and cohesive. They sequence their thoughts and structure ideas in a logical manner using extended complex structures. They may still make occasional misunderstandings errors with low frequency idioms and can understand implication, but may fail to grasp socio-cultural nuances.

Attainment Level 9

Students write articles or stories of varying lengths about different subjects such as keeping a diary, writing a personal letter to friends or asking for/giving them news and narrating events. They link sentences and paragraphs. They avoid repetitions, employ more complex sentences and their spelling and grammar are generally accurate. Some effort to be creative and original is apparent. They make good use of vocabulary and search for new words, phrases and expressions with relative ease. Students use monolingual dictionaries for language learners to extend vocabulary. They use specific knowledge of grammar rules to revise and improve their written production drawing on a wide range of language forms, vocabulary, idioms and structures learned in class as well as those acquired through independent exposure to the language. They use the principles of text organisation and structure in constructing own texts e.g. they write multi-paragraphed texts, letters, emails which are cohesive, accurate and presented in an organised fashion. They write coherently and in detail. They can formulate opinions and justify them. Sporadic errors but no patterns of error may occur when the topic is outside the learner’s realm of experience but this does not inhibit or interfere with communication. They include frequently used idioms in their writing. They write letters to the editor of publications which are meant for peers. They
access websites to transfer and manipulate data to produce a specific text, e.g. multimedia presentation.

**Attainment Level 10**

Students show developing fluency and ease of expression and their writing is generally accurate. They are able to use the language effectively in most formal and informal written exchanges. They can write several paragraphs about real or imaginary topics using a range of expression and stylistic variation. Their writing may be original, show signs of creativity with a sense of audience and purpose and attention to register. Errors virtually never interfere with comprehension and rarely disturb the native reader. Students show consistent control of compound sentences and the relationship of ideas is clear. Paragraphing is consistent and ideas are well structured, resulting from careful editing and redrafting. Using an appropriate style for the content, they write coherently and in detail, making good use of various cohesive devices and showing growing ability to express and justify opinions and personal points of view. The students’ writing is adequate to express all their experiences.

**2.8 The use of attainment level descriptors for national benefit**

Attainment levels of all students should be assessed on an annual basis. This will allow all of the stakeholders to evaluate the progression in learning made by each student. The data collected will give a simple score of the number of the attainment level reached in each strand. This data can then be collated by the school, by the college or by the Department of Curriculum and e Learning to give a general picture of year-on-year progression of attainment. The data base will be used with clearly defined ethical responsibility so that students, classes or schools cannot be identified by other schools or colleges. This data is very informative to support school development planning as it provides objective evidence of the year on year progress that is being made. This data can be used to celebrate success.

**2.9 The use of attainment level descriptors within lessons**

The reference to the learning outcomes levels within a unit is to give the teacher a rough guide as to the possible range of student attainment in a class. Within a class of students there will be a wide range of diverse levels of student attainment. In order to support the teacher to appreciate this wide range of attainment it is possible to gauge the approximate level within which students find themselves. For example in Form One we might expect all students to be at level four which is the average level for French for that year group. Yet within such a Form One class the diverse range of ability may be as wide from level one to level nine. In planning a lesson, teachers need to be aware of this possible range of ability so that effective teaching and learning can take place.

It is very important to note that an attainment level descriptor is a very indiscrete tool not to be used for weekly purposes at a classroom level. Within any one level reflecting annual attainment there will be many sub levels of attainment that different students will reach during a teaching block. Teachers should see the use of attainment level descriptors within the subject units to be a rough guideline to encourage their own more precise planning.
2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes

It is important to note that the results of the attainment level assessment should not be used:

- to inform daily progression because any group of students at one attainment level will still have different levels of understanding
- to indicate a student’s actual level of attainment on a daily basis.
- to assume that working in one lesson is equivalent to a year’s progress.
- to assume that a student attainment level is the same across different units within the same strand

2.11 Avoiding the misuse of learning outcomes

The indicators of learning outcomes identified within the units are based on the teaching objectives. These indications of learning outcomes are only a small sample of all the learning outcomes that will emerge from a teaching objective. Teachers need to be aware that there are many learning outcomes that different students will achieve during the course of a unit. Teachers should not teach to the learning outcomes.

It is also important that teachers do NOT assume that the indicators of learning outcomes in the unit reflect the focus of the whole unit. The driver of the units is the set of teaching objectives NOT the indicators of the few stated learning outcomes.

When using the indicators of learning outcomes in the units it is important to acknowledge that these are a very rough guide for the teacher to begin to bring down the extensive range of other possible learning outcomes that a teaching objective will facilitate.

3. The structure of units in the French curriculum documentation

The curriculum documentation is written in the form of units and has the following content:

3.1 Unit code and title

The title of each unit reveals the content of the unit and each unit is coded for the schools or teachers to record information collected. The consecutive numbers 7 and 8 in the Form 1 and 2 units reflect the year of schooling and have no relation to the attainment levels.

3.2 Strands and Attainment Levels

Each unit reveals the specific strands that are being delivered so as to remind teachers of the teaching aim of that specific strand and provide relevant learning experience for students.
3.3 The teaching objectives

The specific objectives for each unit are drawn directly from the general objectives within the Teaching Objectives Framework. There are the specific teaching objectives within each unit. Where applicable, these unit specific objectives are in two categories, a set for those students who are within their year related range of ability and then a set for those whose ability requires a further level of assessment. Selected from mainstream teaching objectives, these objectives are adapted to suit the needs of students with learning difficulties.

Teaching Objectives facilitate the focusing of knowledge, skill and attitude to be included in a unit. Usually there are three to five teaching objectives in a unit. Teachers may adjust the requirement of target attainment according to students’ abilities, and then plan teaching and a variety of class activities accordingly.

3.4 Vocabulary

Relevant vocabulary included in the units that students need to experience and learn.

3.5 Points to note

These should cover reference to the subject approach to teaching and learning, but they may refer to health and safety issues that teachers need to consider and deal when teaching the unit.

3.6 Resources

A list suggesting teaching material required when teaching the unit. These include a variety of materials to support e Learning.

3.7 Examples of teaching experiences and activities.

The teaching and learning content of each unit should correspond to the teaching objectives of the curriculum units. Next to each exemplar teaching situation the specific teaching objective is clearly stated. The examples given for each specific objective reflect ideas to catalyse and inspire teachers to think of their own ideas and materials. The teaching examples indicate different activities for students who are attaining at different levels. The activities are also written in such a way as to encourage student centred learning. In creating student centred learning opportunities the teacher must appreciate the difference between teaching objectives for the lesson which indicate the focus of the learning opportunities provided, and the learning outcomes which indicate a range of possible responses that students may give.

3.8 Differentiated Learning Outcomes

The differentiated learning outcomes show an indicative range of attainment levels for different students. They are given as a rough guide to stimulate the teacher’s planning. In their class the range of attainment may be wider or narrower. In preparing the unit the teacher should reflect on the range of ability of the students in that class. They can do so by referring directly to the attainment levels. As a
consequence of the range of attainment levels the teacher may need to plan for different teaching activities occurring at the same time.

4. The units for French

The units for French (Form One) relate to the attainment levels of students from 4 to 6.

5. Assessment Strategies

Assessment needs to be effective, meaningful and must have a purpose. The purpose of Assessment for Learning is to provide feedback for teachers and learners on the teaching and learning taking place on a day to day basis at classroom and school level. This evidence will enable the teacher to adjust the learning programme accordingly in order to improve the quality of learning. Assessment tasks and procedures should be consistent with the aims of each strand of the subject and with the activities being done in class to achieve these aims. In this way assessment will be a vital part of the learning programme. The teacher needs to think of assessment tasks that disclose what has been learnt, what needs further prompting and the next step in learning for the student.

Assessment strategies refer to the different method of data collection and how they are reported in both formative and summative contexts. A number of basic specific strategies include clear and shared learning intentions, specific and reachable success criteria, effective questioning, feedback that feeds forward, self and peer assessment. Assessment for learning and teaching is an essential part of promoting students’ active participation at the level of their understanding.

There is an important distinction between strategies to assess attainment as opposed to achievement. Assessment of attainment relates to the ‘academic’ work in the subjects of the curriculum. Assessment of achievement relates to the broader issues that relate to attainment but includes other concerns such as student effort and motivation. In this context we can have a student at level three who is a high attainer and a student at Level nine who is a low attainer. Understanding this distinction is important if the teacher is to ensure that effective progression in learning takes place.

Assessment of the attainment level descriptors should only be summative once a year. Attainment level descriptors contain a number of learning outcomes that reflect a small example of all the learning outcomes arising from the units and their objectives. In assessing an attainment level descriptor the teacher should recognize each of these learning outcomes and use ‘a best fit’ approach in deciding which learning outcomes within a level that a student has attained.

Assessment of unit-based work should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation. The collection of this formative data can be used to inform the attainment level that best fits the student. It is important that the evidence be collected systematically to allow objective judgment as well as subjective reflections about the achievement of the learner.
A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in the Appendices.

6. Facilitating student centred learning with Curriculum documentation

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn. One important element is to reflect on the limited ineffectiveness of the traditional approach of teacher led teaching and to explore the value of student led or student-centred learning as being a more efficient way of encouraging student curiosity and raising standards of educational attainment.

Traditionally teachers have taught their children using the same teacher led teaching method. They have decided on the lesson and one activity that they want to teach to all the students at the same time. Every student had the same experience and sometimes follow up exercises were given for two different groups. Teachers are encouraged to change their approach from teacher-led teaching to student centred learning.

6.1 What is student centred learning?

There are many terms linked with student centred learning e.g. Flexible learning, Experiential learning, Self-directed learning. Student centred learning is about the shift in power from the expert teacher to the student learner. The paradigm shifts away from teaching to move the power from the teacher to the student. In student centred learning, the teacher is a leader who is perceived as an authority figure in the classroom but is sufficiently secured within themselves to trust the capacity of the others to think and learn independently. The learner has full responsibility for their learning.

6.2 Teacher-centred and student-centred contrary perspectives

There are two very different approaches to enabling students to learn. One is where the teacher tells the students all that he thinks that they need to know. This direct teaching usually is given from the front of the class and the teacher controls all of the student learning by efficiently telling the whole class what needs to be learned. At the other end of the spectrum there is student centred learning where the teacher is only one of several resources available to each different student in the class.

<table>
<thead>
<tr>
<th>Teacher centred learning</th>
<th>Student centred learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Low level of student choice</td>
<td>• High level of student choice</td>
</tr>
<tr>
<td>• Student passive</td>
<td>• Student active</td>
</tr>
<tr>
<td>• Control is primarily with the teacher</td>
<td>• Control is primarily with the student</td>
</tr>
</tbody>
</table>
6.3 Student centred learning continuum

Within the various understanding of student centred learning there are a range of interpretations. In the limited interpretation the teacher decides what each individual student needs to know and sets the behavioural objectives to indicate efficient learning. Each student only learns what the teacher tells them but the information is specific to each student. At the other end of the student learning continuum, the student is in total control of what they learn and when they learn it. In this case the transmission of knowledge is not so efficient, but the control of the learning and understanding is very effective because it is monitored by the student themselves. In between these two extremes there are many interpretations of the term ‘student centred learning’. The key factor is that the student is in control of the flow of learning information, no matter what are their disability related barriers to learning.

6.4 Implications for curriculum design

In order for a teacher to encourage student centred learning, there needs to be a clear curriculum framework through which students can progress, week by week and year by year. This framework should provide a curriculum of opportunity for each student to follow during their career through school. At the school and classroom levels there needs to be effective and appropriate curriculum design with the following features:

a. The curriculum should be unitized with clear objectives

b. Within a unit students should have a choice of what they wish to learn in the lesson

6.5 Lesson planning for student centred learning

Student centred learning requires the teachers to plan their lessons effectively. A lesson plan for a group of students should address the following questions:

a. Are the indicative learning outcomes clear

b. What are the identified learning processes for the beginning, middle and end of the lesson?

c. What resources are identified?

d. Is there any guidance for behaviour management?
6.6 Understanding the difference between the teacher’s lowest conceptual level which is above the students’ highest conceptual level.

Across all of the range of ability there is evidence that teachers in a teacher-led teaching context, significantly overestimate the level at which their students are capable of learning. Teachers use their lowest level of understanding to give students access to their lessons. Again and again, at all levels of attainment, there is evidence that the majority of students in a class fail to have a high enough level of understanding to appreciate the lowest level of their teacher. The teachers continue to teach what they know but fail to recognize that many of the students have no idea what the teacher is saying or doing.

This is one of the greatest problems with teacher led teaching. Student centred learning would overcome this as the students level of understanding is the starting point which they control.

7. The use of curriculum documentation for curriculum planning

The value of unitized Curriculum documentation is that they support curriculum planning at both the school and classroom level. This approach means that the attainment of the students drives the balance of the school curriculum and not the subjective decisions of the school’s senior management team. In the three tables below we can see that a unitized curriculum within a scheme of work allows the senior managers monitor at a school level what is happening at the classroom teaching level as well as at the classroom timetabling level.

7.1 Teaching hours for the allocation of subjects

At a school level the scheme of work allows for the allocation of teaching hours in Form One

<table>
<thead>
<tr>
<th>Maltese</th>
<th>English</th>
<th>Mathematics</th>
<th>Integrated Science</th>
<th>Religion</th>
<th>Total teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>105</td>
<td>105</td>
<td>84</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Arts Education</td>
<td>History</td>
<td>PSD</td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>42</td>
<td>42</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>PE</td>
<td>+ 1 foreign language option</td>
<td>+ other option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>42</td>
<td>84</td>
<td>42</td>
<td></td>
<td>756 hours</td>
</tr>
</tbody>
</table>

(The above data is based on scholastic year 2010-2011)
### 7.2 Yearly planning statement

This document can then be converted into a yearly planning statement for each class. This allows the senior management team to understand and then monitor what is happening across one year in any one class.

**School Yearly Planning 2011-2012**

<table>
<thead>
<tr>
<th>Teaching Block (TB1)</th>
<th>Teaching Block (TB2)</th>
<th>Teaching Block (TB3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maltese</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 1 Jiena</td>
<td>Unit 5 Logħob u festi</td>
<td>Unit 9 Jason</td>
</tr>
<tr>
<td>Unit 2 Film li ma</td>
<td>Unit 6 Sur editur</td>
<td>Unit 10 Storja ta’ vera</td>
</tr>
<tr>
<td>ninsa qatt</td>
<td>Unit 7 L-istorja ta’ Jo</td>
<td>Unit 11 Naraw fejn ċiċa ċiċa</td>
</tr>
<tr>
<td>Unit 3 Int sabiḥa o</td>
<td>Unit 8 L-iskola</td>
<td>Unit 12 Ġnina tfal bravu</td>
</tr>
<tr>
<td>Malta tagħna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4 Darba waħda</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 1 Properties of</td>
<td>Unit 6 Metric measures &amp; time</td>
<td>Unit 11 Using letters instead of numbers</td>
</tr>
<tr>
<td>whole numbers</td>
<td>Unit 7 Triangles &amp; scale drawing</td>
<td>Unit 12 What are directed numbers?</td>
</tr>
<tr>
<td>Unit 2 Angles</td>
<td>Unit 8 Accuracy &amp; number machines</td>
<td>Unit 13 What are straight line graphs &amp; transformations</td>
</tr>
<tr>
<td>Unit 3 Number</td>
<td>Unit 9 Polygons &amp; symmetry</td>
<td>Unit 14 Solid Shapes &amp; Volume</td>
</tr>
<tr>
<td>patterns &amp; co-ordinates</td>
<td>Unit 10 Displaying data, central tendency &amp; probability</td>
<td>Unit 15 Solid Shapes &amp; Volume</td>
</tr>
<tr>
<td>Unit 4 Decimal number &amp; money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 5 Fractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 1 Map Detectives</td>
<td>Unit 2 Exploring Malta (1)</td>
<td>Unit 3 Exploring Malta (2)</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 1 The way we live</td>
<td>Unit 6 Friends</td>
<td>Unit 11 Different ways of buying &amp; selling</td>
</tr>
<tr>
<td>Unit 2 Going on holiday</td>
<td>Unit 7 The right job for me</td>
<td>Unit 12 Let’s imagine</td>
</tr>
<tr>
<td>Unit 3 The world of science</td>
<td>Unit 8 Let’s sing &amp; play</td>
<td>Unit 13 Television</td>
</tr>
<tr>
<td>Unit 4 The world around us and beyond</td>
<td>Unit 9 Adventure</td>
<td>Unit 14 Follow the rules</td>
</tr>
<tr>
<td></td>
<td>Unit 10 Let’s play this game</td>
<td>Unit 15 Let’s save the world</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 1 Beyond history</td>
<td>Unit 3 The Roman eagle spreads its wings</td>
<td>Unit 5 Under the rule of the crescent</td>
</tr>
<tr>
<td>Unit 2 Meeting</td>
<td>Unit 4 The Roman eagle spreads its wings</td>
<td>Unit 6 Studying history</td>
</tr>
<tr>
<td>civilizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Unit 1 Living in a society – socialisation</td>
<td>Unit 2 Living in a democracy</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>PSD</strong></td>
<td>Unit 1 Getting to know my new school environment &amp; peers Unit 2 All about me</td>
<td>Unit 3 Respecting ourselves &amp; others Unit 4 Understanding growing up changes &amp; making responsible choices</td>
</tr>
<tr>
<td><strong>Music (General)</strong></td>
<td>Unit 1 Musicking Unit 1 note values, time names &amp; signatures Unit 2 Pitch &amp; pitch inflections</td>
<td>Unit 2 Music in Art Unit 3 Intervals &amp; aural awareness Unit 4 The triad &amp; its application</td>
</tr>
<tr>
<td><strong>Music (Option)</strong></td>
<td>Unit 1 Musicking Unit 1 note values, time names &amp; signatures Unit 2 Pitch &amp; pitch inflections</td>
<td>Unit 2 Music in Art Unit 3 Intervals &amp; aural awareness Unit 4 The triad &amp; its application</td>
</tr>
<tr>
<td><strong>Textile Studies</strong></td>
<td>Unit 1 One way to sew it up! Unit 2 Christmas Stocking</td>
<td>Unit 3 taking a look at textiles Unit 4 rags to riches</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>Unit 1 Fast, high &amp; far Unit 2 Let’s dance</td>
<td>Unit 3 That’s a cool work out Unit 4 A cool routine</td>
</tr>
<tr>
<td><strong>Integrated Science</strong></td>
<td>Unit 1 In the lab Unit 2 Grouping Unit 3 Ecology Unit 4 Energy around us</td>
<td>Unit 5 Energy &amp; sustainable living Unit 6 Chemical reactions Unit 7 Cells &amp; body systems Unit 8 Reproduction</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>Unit 1 My journey Unit 2 The power within</td>
<td>Unit 3 Choosing the way Unit 4 The backpack</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Unit 1 The magic of line</td>
<td>Unit 2 A kaleidoscope of colour</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>Unit 1 Let’s polish it</td>
<td>Unit 2 How do I behave?</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>Unit 1  Start</td>
<td>Unit 5  What do you do?</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>Unit 2  Myself &amp; others</td>
<td>Unit 6  My identity</td>
</tr>
<tr>
<td></td>
<td>Unit 3  On the road</td>
<td>Unit 7  The family</td>
</tr>
<tr>
<td></td>
<td>Unit 4  In the city</td>
<td>Unit 8  Whose is it?</td>
</tr>
<tr>
<td><strong>French</strong></td>
<td>Unit 1  Start!</td>
<td>Unit 5  Life at school</td>
</tr>
<tr>
<td></td>
<td>Unit 2  My school mates</td>
<td>Unit 6  Consolidation &amp; revision</td>
</tr>
<tr>
<td></td>
<td>Unit 3  All about myself</td>
<td>Unit 7  My family</td>
</tr>
<tr>
<td></td>
<td>Unit 4  My clothes, likes &amp; dislikes</td>
<td>Unit 8  Time &amp; date</td>
</tr>
<tr>
<td><strong>German</strong></td>
<td>Unit 1  Let’s start</td>
<td>Unit 5  Daily routine</td>
</tr>
<tr>
<td></td>
<td>Unit 2  All about myself</td>
<td>Unit 6  What is the weather like?</td>
</tr>
<tr>
<td></td>
<td>Unit 3  Family &amp; friends</td>
<td>Unit 7  Free time &amp; hobbies</td>
</tr>
<tr>
<td></td>
<td>Unit 4  How much, how many?</td>
<td>Unit 8  Yes, of course</td>
</tr>
<tr>
<td><strong>Arabic</strong></td>
<td>Unit 1  Let’s get started</td>
<td>Unit 5  Sentence structure &amp; punctuation</td>
</tr>
<tr>
<td></td>
<td>Unit 2  The Arabic Alphabet</td>
<td>Unit 6  Family &amp; relatives</td>
</tr>
<tr>
<td></td>
<td>Unit 3  All about me</td>
<td>Unit 7  Colours, Shapes &amp; descriptions</td>
</tr>
<tr>
<td></td>
<td>Unit 4  Identifying yourself &amp; others</td>
<td>Unit 8  My house; types of houses</td>
</tr>
<tr>
<td><strong>Design &amp; Technology</strong></td>
<td>Unit 1  Gifts of the forest</td>
<td>Unit 3  Test it yourself</td>
</tr>
<tr>
<td></td>
<td>Unit 2  Plastic investigator</td>
<td>Unit 4  Treasures from under ground</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td>Unit 1  Collecting and sharing information</td>
<td>Unit 2  Texts, pictures and numbers</td>
</tr>
</tbody>
</table>
| Spanish         | Unit 1 Ready, set, go!  
  Unit 2 Hello, how are you?  
  Unit 3 Where are you from?  
  Unit 4 the family is well, thanks. | Unit 5 How hungry!  
  Unit 6 Everyone has their favourite colour  
  Unit 7 Home, sweet home  
  Unit 8 Come on! | Unit 9 My daily routine  
  Unit 10 It’s raining cats & dogs  
  Unit 11 More beautiful than most  
  Unit 12 Beach or mountain? |
|-----------------|-------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|
| **Graph**  
  **Communication** | Unit 1 grasping the principles of basic geometric construction  
  Unit 2 constructing angles & patterns by means of compass & set squares | Unit 3 Constructing triangles & quadrilaterals  
  Unit 4 Constructing circles & polygons | Unit 5 Projecting isometric drawings  
  Unit 6 Introducing information graphics |
| **Home**  
  **Economics** | Unit 1 Discovering Home Economics  
  Unit 2 Pyramid power | Unit 3 Smart snacking  
  Unit 4 Breakfast Time | Unit 5 Sweet Endings  
  Unit 6 Roll up your sleeves |
### 7.3 Weekly Timetable

This document can then be used to identify a time table for any one class according to the relevant teaching block. So for example if we take the subjects for Teaching Block One above we can then produce a timetable for that Teaching Block.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maths</strong></td>
<td><strong>PSD</strong></td>
<td><strong>English</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>Geography</strong></td>
</tr>
<tr>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 Getting to know my school...</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 Map Detectives</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>PSD</strong></td>
<td><strong>Maltese</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Religion</strong></td>
</tr>
<tr>
<td>Unit 1 The way we live</td>
<td>Unit 1 getting to know my school...</td>
<td>Unit 1 Jiena</td>
<td>Unit 1 Start</td>
<td>Unit 1 My journey</td>
</tr>
<tr>
<td><strong>Maltese</strong></td>
<td><strong>PE</strong></td>
<td><strong>Maths</strong></td>
<td><strong>Religion</strong></td>
<td><strong>Maths</strong></td>
</tr>
<tr>
<td>Unit 1 Jiena</td>
<td>Unit 1 Fast, high &amp; far</td>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 My journey</td>
<td>Unit 1 Properties of whole numbers</td>
</tr>
<tr>
<td><strong>ALM</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Maths</strong></td>
<td><strong>English</strong></td>
<td><strong>Italian</strong></td>
</tr>
<tr>
<td>Unit 1 Musicking</td>
<td>Unit 1 Start</td>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 Start</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td><strong>History</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Maltese</strong></td>
<td><strong>Maltese</strong></td>
</tr>
<tr>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 Beyond History</td>
<td>Unit 1 Start</td>
<td>Unit 1 Jiena</td>
<td>Unit 1 Jiena</td>
</tr>
<tr>
<td><strong>Home Econ.</strong></td>
<td><strong>English</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>ICT</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Unit 1 Discovering home</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 Collecting &amp; sharing information</td>
<td>Unit 1 The way we live</td>
</tr>
<tr>
<td><strong>Home Econ.</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>PE</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Int. Science</strong></td>
</tr>
<tr>
<td>Unit 1 Discovering home</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 fast, high &amp; far</td>
<td>Unit 1 Living in a society-socialisation</td>
<td>Unit 1 In the lab</td>
</tr>
</tbody>
</table>
Such a system means that there is a direct and manageable link between what is being taught in the classroom and what is planned at a senior management level. This also means that the results of the attainment levels of student assessment can influence that balance of hours allocated to each subject. If this happens then it is possible to say that the balance of the subjects taught in any school is driven by the student’s level of attainment i.e. it is a student centred curriculum.

8. The important contribution of e-Learning.

E-learning is about making learning more flexible by providing access to tools that give greater possibilities to teaching and learning. The question, “What can teachers and students do today that they could not do without technology?” has to be the guiding rule that helps teachers and students use the tools to achieve skills that are expected in a 21st century learning environment. Digital technologies give control over to the users as to when and where they study while allowing them to develop at their own pace. Digital technology has the potential to provide a student centred learning environment tailored to meet individual needs.

8.1 Digital Technologies

E-learning provides a range of technologies including:

1. Generic software applications, word processors, spread sheets, and statistical tools which can be used to develop ideas and skills and to present and publish results and findings;
2. Subject specific software;
3. Presentation technologies - including interactive whiteboards, projectors, digital cameras, recording mics and presentation software;
4. The Internet - which provides access to a range of digital resources including online libraries, databases and “Cloud computing”;
5. Conferencing - which includes e-mail, Blogs and Wikis, discussion boards, bulletin boards and chat tools that can support a range of collaborative activities;
6. Multimedia to support a variety of learning styles and includes the use of images, sound, video and animation;
7. Computer assisted assessment - automatic on-line testing which will be available on the National VLE. Some teachers are already using such software that is available on the Web;
8. Computer assisted learning - using the computer to support learning e.g. online tutorials that might include video or animation and feedback within a structured framework;
9. Video conferencing, involving the use of audio and visual communication can be used to share ideas collaboratively;
10. Streaming - digital audio and video delivered via the web can give students access to real situations that might otherwise be inaccessible;
11. Simulations and Models that enable students to explore real world models and develop practical skills in a safe environment;
12. Games including robotics, game consoles and 3D worlds where the student learns through experimentation and interacts with others in a simulated environment;
13. Visualisation tools including mind mapping and concept mapping tools that are used to represent complex information.

14. The list is not exhaustive and the creative teacher will be helped and supported in exploiting emerging technologies to enhance the teaching and learning.

8.2 Leaders’ role

Digital technology plays a critical role in allowing teachers to focus on student-centred approaches. Integrating digital technology into the curriculum is an essential way to retool our schools and turn them into learning spaces that will prepare our learners for tomorrow. Integrating technology into the curriculum is not the same as being competent in using the computer. Leaders should stop thinking about technology training and how it can be used in the classroom and start thinking about curriculum training that incorporates technology.
8. Appendices

Appendix 1:

Flexibility in curriculum management progression from a Unit to Teaching

The flexible hierarchical structure of the curriculum

At each level in the hierarchy of the schooling system the curriculum can be flexibly managed. This is more fully explained in the footnote.

- The central curriculum from the DCMeL
- The curriculum of opportunity the whole set of units for each subject at college and school level
- Subjects scheme of work with the strands, their Units level descriptors at HOD level
- Subject units all the units that make up the scheme of work for each subject at a classroom level
- Unit teaching objectives for the teacher’s delivery of the subject
- Lesson procedure guidance help as teacher possible more detailed notes for a lesson to help as teacher
- Student learning outcomes macro for the class and micro for the student

Different forms of flexibility when managing the units at a classroom level

1. Flexibility in preparation for action
2. Flexibility in initial unit planning
3. Flexibility preparing for a lesson
4. Flexibility in modifying the teaching plan as you progress
5. Flexibility as a result of reviewing the teaching objectives and student attainment
By being flexible the teacher is being able to cope with differentiation and diversity.

**Flexibility in developing a teaching implementation strategy at the classroom level**

<table>
<thead>
<tr>
<th></th>
<th>Teaching Block (TB 1)</th>
<th>Teaching Block (TB 2)</th>
<th>Teaching Block (TB 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>7.1 START!</td>
<td>7.5 LIFE AT SCHOOL</td>
<td>7.9 WHERE AM I?</td>
</tr>
<tr>
<td></td>
<td>7.2 MY SCHOOL MATES</td>
<td>7.6 CONSOLIDATION AND REVISION</td>
<td>7.10 DISCOVER PARIS</td>
</tr>
<tr>
<td></td>
<td>7.3 ALL ABOUT MYSELF</td>
<td>7.7 MY FAMILY</td>
<td>7.11 WHERE IS IT?</td>
</tr>
<tr>
<td></td>
<td>7.4 MY CLOTHES,LIKES AND DISLIKES</td>
<td>7.8 TIME AND DATE</td>
<td>7.12 LET'S REVISE AGAIN</td>
</tr>
</tbody>
</table>

1. **Flexibility in preparation for action**

   Decide the order and how many units to teach within a year and in which teaching blocks. Flexibility is in choosing the units in the order that suits you.

**However below** is the recommended order for delivering the units in the handbook for French.
2. **Flexibility in initial unit planning**

French  
Unit title & Code: 7.8 TIME AND DATE  
Unit duration: 9 sessions of 40 minutes: Total 6 hours

Strand: Listening, Speaking, Reading and Writing

### OBJECTIVES

The teacher will:

1. familiarize the students with French feasts and traditions taking place from May till December. (Speaking, Reading, Writing)
2. teach students to read different time-tables, the twelve months of the year and the seasons, the 12 and 24 hour clock, pronounce plurals taking “x” and the sounds oe/, /ø/, /ε/, read and understand the context of a comic strip containing new words. (Reading)
3. invite students to listen to a dialogue and identify ways of fixing an appointment. (Listening)
4. teach students how to ask for an appointment, talk about their time-tables and ask others about their respective time-tables. (Speaking)
5. enable students to write a short text where they speak of their time-table. (Writing)

- Read the unit as a whole to ensure that you have a picture of what it says.
- Ensure that you appreciate the approach to teaching and learning for the subject as specified for the points to note in the unit.
- Reflect on the approach you will take to student centred learning.
- Decide on the teaching situations and learning activities that would suit your class of students. Review and if necessary re-write the range of possible learning outcomes so that they reflect the range of students’ attainment levels in your class.

### Flexibility in preparing for a lesson

#### Decide on Unit Teaching Objectives for the week

1. Invite students to listen to a dialogue and identify ways of fixing an appointment. (Listening)
2. Teach students how to ask for an appointment, talk about their time-tables and ask others about their respective time-tables. (Speaking)

- Insert the teaching objectives for the whole unit
- Identify some key words to be stressed throughout the unit
- Indicate some of the key teaching materials that you will use
3.1 **Flexibility in deciding the key words to be used:**

**Decide on appropriate vocabulary**..............(examples below list also other keywords in italics which are not included in the front page of the unit: *le temps, la journée, l’heure, les mois de l’année et les saisons; bien, facile, tard, tôt.*

The plan shown below illustrates what is meant by flexibility. The teacher is not bound to write a similar plan, however he/she may make some sort of preparation guidance notes especially if there is an LSA in the class.

**Decide on work station groupings of students**

1. Group one the objective and activity come from the unit; in this case the planning follows the guidance
2. In group two the objective is a different one and the activity is as per unit; Flexibility in this case is that the order of the objectives is different for different students in the same class as some may have progressed more quickly
3. In group three the objective is the same as group two but the activity is different; flexibility in this case is in the change of teaching activity
4. In group 4 the objective is from a different inclusive objective and the activity comes from the unit; Flexibility in this case is in the change of level of objective

**Groupings**

1
Clare: level 5, Peter : level 5, David: level 6

**Teaching objective 1**
The teacher will:
1. invite students to listen to a dialogue and identify ways of fixing an appointment. (Listening)

**Activity 1**
Students listen to a dialogue where the two children talk about their respective time-tables and fix an appointment with each other. They are then given the transcript of the dialogue with some
missing words. In pairs they fill in the missing words while listening to the dialogue for the second time.

**Indicative learning outcomes 1**
The student’s expected response is:
to identify ways of fixing an appointment. (Level 5)
to be able to fill in missing words in a text by hearing a recorded version of it. (Level 5)
to be able to follow the transcript of the dialogue even though it has missing words. (Level 6)

2
Paul: level 5, Carol: level 5, Michael: level 5, Janet level 4

**Teaching objective 2**
The teacher will:
teach students how to ask for an appointment, talk about their time-tables and ask others about their respective time-tables. (Speaking)

**Activity 2**
Different pairs of students are asked to role play parts of the dialogue while class correction is carried out. With the help of the text other pairs of students fix an appointment with each other. To further test global comprehension a multiple choice exercise can follow.

**Indicative learning outcome 2**
identify ways of fixing an appointment. (Level 5)
be able to fill in missing words in a text by hearing a recorded version of it. (Level 4)
be able to follow the transcript of the dialogue even though it has missing words. (Level 4)
engage in a role play where they fix an appointment. (Level 6)
be able to fix an appointment. (Level 5)

3
Mary: level 4, Anna level 4, Karl Level 5, John level 5

**Teaching Objective 3**
The teacher will:
teach students to talk about their time-tables and ask others about their respective time-tables.

**Activity 3**
As a pre-writing activity the teacher can show a short video clip to students where a boy talks of his daily routine.

_http://goanimate.com/movie/0rkakmAkh-xU?utm_source=linkshare_
Students are divided in groups and are again shown the video clip. Different groups have to note the activities carried out by the boy, during the morning, the afternoon and the evening. Other groups will write down these activities on the board.
In pairs students carry out a role play where they ask each other what they do at different times of the day. (They can use the words on the board as a support.).
Indicative learning outcome 3
The student’s expected response is:
To be able to engage in a role play about one’s time-table. (Level 5)
talk about their own time-table. (Level 5)
ask others about their respective timetable. (Level 4)
match their daily activities with their appropriate time. (Level 4)

Lesson notes

- Make a note of the approximate amount of time that you would devote to teacher centred teaching and student centred learning. You may have two 10 minutes teacher directed sections followed by a 10 minute student reviewed section within each lesson.

- Write the teaching situations and try to make them exciting.

- Write the guidance notes for teaching those activities to maximise student centred learning. Prepare scaffolding and task description for each group.

- Ensure that each LSA has the activity that they are to do, demonstrate to them (not just explain).

- Make sure everyone knows that the learning outcomes are possible indicators of student response and not teaching objectives.

4. Flexibility in modifying your guidance notes as you progress

4.1 During the lesson

During the lesson activities check that the adults are doing what you expect. If they are not doing what you want either show them there and then or talk to them after the lesson.

- Ensure that any behaviour guidance is clear and adhered to.

- At the end of the lesson review the subject content that has been covered and evaluate if you need to make changes for the coming week. You may keep the same content for the whole teaching block or you may insert new activities or content.
Maintain flexibility as the plan of the lesson progresses then you can evaluate:

- The appropriateness and effectiveness of the teaching materials
- The teaching interaction situations
- The groups and the effectiveness of the student support
- The quality of student achievement
- The actual responses given by the students which indicate the level of the various learning outcomes
- Constantly refer back to the subject unit.
- Ensure that the aims of the unit as shown in the objectives and indicative learning outcomes are clear in your teaching plan
- Reflect on the effectiveness of the delivery of your teaching objectives as expressed by the unit
- Check that your subject approach to teaching and learning meets the guidance in the Teachers Handbook and in the points to note.
- Reflect on whether you have assessed the student at the correct level of attainment that he/she can achieve without adult intervention

The modifications to subsequent lessons may be needed if not all objectives are covered. By modifying the teaching plan as the teaching block progresses, adjustments to lessons can be made according to

- the speed at which the teacher successfully completes the teaching objectives
- the spontaneous inspiration of the teacher
- the teaching situations
- the individual student learning outcomes as the learning progresses for different students

4.2 Reviewing the teaching objectives and student attainment once the unit is completed

- Evaluate the effectiveness of the teaching objectives
Evaluate the learning outcomes for each student

Use the above information to inform the planning of the next unit

4.3 Flexibility with the Teaching Objectives

The teaching objectives are to inform the teacher’s delivery of the subject content.

- All of the teaching objectives contribute to the Teaching Objectives Framework for the subject.
- The teaching objectives reflect the syllabus of the Central Curriculum that are appropriate to the level of attainment of our students.
- Teaching objectives should NOT be referred to as learning objectives. (Learning objectives do not exist within our diversity paradigm)
- Teaching objectives challenge the quality of the teacher’s knowledge of the subject they are teaching.

4.4 Flexibility in evaluating learning outcomes

**Macro Learning Outcomes** are based on the level descriptors and they give us an indication of the range of student responses within an annual review context. They allow the teacher to appreciate the broad range of levels of student attainment in the class and to reflect on the general differences across a class of students. Here are a set of examples of a set of Macro Learning Outcomes for French:

The Teaching objective is: invite students to listen to a dialogue and identify ways of fixing an appointment. (Listening)

**The Macro Learning Outcomes for this lesson are that the students will:**

**Listening**

**Level 4** Students show that they understand simple words and/or short everyday classroom commands, questions or utterances which are spoken face to face in clearly audible speech.
Level 5 Students understand simple questions and answers, simple statements and simple face-to-face conversation which must often be delivered more clearly and more slowly than normal and with frequent repetitions.

Level 6 Students identify main idea/s of short speech excerpts consisting of familiar language spoken slowly and clearly.

Speaking

Level 4 Students respond with single words or short simple phrases to what is said or asked of them.

Level 5 Students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Level 6 Students take part in brief prepared speech tasks. They can distinguish between formal and informal styles of speech and express dis/agreement.

Micro Learning Outcomes are based on the response of the students to their teaching experience within a lesson. When a lesson activity is first planned the micro learning outcome will be an estimate by the teacher.

- Once the lesson has been taught the teacher can write a realistic outcome statement.
- Each student will have his/her own expected learning outcomes.
- The ability to attain an outcome should be where the student is in control of the learning and NOT where the teacher is prompting an answer.
- During a Teaching Block a student should develop his/her learning outcome attainment.

Examples of Micro Learning Outcomes could be at level 5:

The Macro learning outcome for speaking is: Students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
The Micro Learning outcome differences may be:
1. Students respond with single words or short simple phrases to what is said or asked of them.
2. Students can employ set phrases to ask and answer simple questions and respond to simple statements in areas of immediate need or on very familiar topics.
3. Their responses show a fairly higher awareness of sound and correct pronunciation and intonations. However vocabulary covers only elementary needs.
4. They start to experiment with new language structures and self-learnt vocabulary but still within heavily supported familiar contexts.
5. Students start to manipulate learnt language in a range of controlled contexts.

5. **Flexibility as a result of reviewing the teaching objectives and student attainment**

In order to allow learning and teaching to inform each other it is important to review the activity in the classroom from both a teacher and a student perspective. The following criteria may help the teacher to reflect on the flexible criteria that may influence modifications of the teaching and learning process.
Critical review criteria

1. Are the teaching objectives from the unit correctly copied?
2. How are the students put in groups at clearly defined work stations?
3. Does the range of activities fit the allocation of time for that lesson?
4. Is there an appropriate share of the amount of time between teacher centred teaching and student centred learning?
5. Do the teaching activities maximise student centred learning?
6. Are the teaching situations exciting?
7. Do the student learning outcomes differentiate the range of outcomes to be found within one level of attainment?
8. Is there an effective range of student learning outcomes expected for each teaching activity?
9. Do the supporting adults have clear written directions?
10. Does each group have clear instructions and scaffolding materials?

Foot note on curriculum management and flexibility.

- At every hierarchical level of the schooling process the curriculum can be flexibly managed to ensure that the best quality of education is provided to the students. The different levels of management are DCMeL, College, SMT, HOD and Classroom.

- By curriculum management we are referring to the process whereby the co-ordination of the levels of attainment of each of the students are matched by the managed provision of the full range of educational resources, human, physical and financial.

- In a curriculum that is underpinned by the need to respond to diversity and student centred learning, then at each level there are two important features. In this case we are referring to curriculum management features for classroom teachers.

- The first feature is the need for teacher freedom to flexibly make decisions on how best to use the resources available. The second feature is the need to have responsibility so that the decisions that are made need to be evaluated.
• In this case the EO and HOD give the teacher a set of units which the teacher has flexibility to deliver. Conversely the teacher then is responsible to the HOS and EO for evaluating the effectiveness of the planning as indicated by the progression in attainment of the students.

• Flexibility and responsibility of managing the curriculum at the higher levels will be referred to in another paper. At every level it is the successful progression in attainment level of the students that drives the management of the full range of curriculum resources.
Appendix 2: Assessment for Learning – important general principles

Assessment for Learning (AFL) occurs when evidence is used to adapt the teaching to meet the needs of the students. Assessment for Learning enhances learning for all types of students because it is there to build a bridge between what is known and what lies on the next step.

1. Understanding what students know
Before starting to teach a new topic or concept, we need to become aware of what are the pupils’ perceptions on the subject. Techniques that can be used include Brainstorming, Questioning, Survey, Concept Mapping, Mind web, Discussion, Short test, Evaluate written work done at home or at school.

2. Effective Questioning Techniques
We should consider the use of open challenging questions which allow a range of correct responses and require students to think. More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a ‘hands up’ technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

- **Literal Questions**

- **Application Questions**
  Can you think of another situation similar to this?
  Do you know of another story that deals with the same issues?
  Do you know where else this can be used?

- **Analytical Questions**
  What makes you think that?
  Can you support your view with evidence?
  Why do you think this was written/given in such a way?
  Why did you decide to do it in such a way?

- **Synthesis Questions**
  What is your opinion?
  What evidence do you have to support your view?
  Given what you know about... what do you think?
  If you were.... what would you think

- **Evaluation Questions**
  What makes this ... successful?
Does it work if done in another way?
Which is better and why?

3. Oral Feedback during the lesson

Feedback is fundamental. It gives the opportunity to students to improve in their learning. Feedback has to be from teacher to student, student to teacher, and student to student. Good Oral Feedback should

1. focus on the student’s work not on the person
2. state specific ways on how the work can be improved
3. compare the work the student produced with what was previously done
4. do it all along the activity
5. be critically constructive use
6. use comments that push the learning forward
7. use a language that does not intimidate the students
8. consider all the students’ comments
9. focus on the learning intentions explained at the beginning

4. Oral and Written Feedback after the lesson

‘It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written feedback’. (Black 2004)

Written feedback can be in the form of grades or comments or both. A numerical mark does not tell the students what needs to be improved in their work and therefore an opportunity to enhance their learning is lost. When a comment is written next to the grade, students tend to ignore the comment and all the corrections the teacher does. The mark becomes a measure of their ability.

Give students the correct advice that would lead them to correct their mistakes. This advice has to be concordant with the learning intention. The advice should be a very short piece of information about where the students achieved success and where they could improve against the learning intention.

The work should go back to the student who must be given time to carry out the requested changes. The work will then go back to the teacher who will correct it and give another advice on what can be done next to enhance learning.

Comments need to begin with what has been a success by showing what needs to be improved and by giving advice on how this improvement can be achieved.

The feedback given has to cause thinking and students need to be given time to answer

- Focus on specifics by asking a specific question about what went wrong
- Delve and ask questions that prompt a student to be more specific

The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students’ self-esteem.
5. Promoting Self-Assessment and Peer-Assessment

Self-Assessment.
Many studies show significant progress made by children who have been trained to be self-evaluative. At the end of every lesson students are asked to produce reflective comments about their learning, followed by a teacher’s summary, unravelling misconceptions that might have been created and providing links with future learning. Self-evaluation has to be linked with the learning intentions and this will lead to student progress, more persistence and a higher self-esteem from the students’ part.

Training students to be self-evaluative;

1. Explain why a self-evaluation is needed. Significant progress is made by students who are self-evaluative. When they compare their learning against the learning intentions, they understand where they stand in their learning. Then they can ask the necessary questions to move forward.

2. Recap the learning intention a number of times during the lesson.

3. Be prepared with a number of questions for the end of the lesson.
   
   What did you find most difficult to learn?
   Is there something which you are still unsure about?
   Is there anything you need to know more about?

4. Give students some thinking time (15-30 seconds) to answer the above questions.

5. Use different approaches to get the answers for the above questions such as whole class responses, paired-responses, group responses.

Peer-Assessment

When students are given the opportunity to verbalise what they have learnt, their brain will start processing the data by giving it a structure, forming bridges between what is new and those concepts/perceptions that they had before. This will make students aware of what has been learnt and what needs further clarification. Therefore it is of extreme importance that teachers give space and time for students to speak about the topic in question. Peer-assessment is the ability to assess the work of others, whether it is written, spoken, painted or any other practical piece of work. Students will be able to perform peer-assessment only if the teacher has given them clearly stated success criteria against which they can perform assessment. Skills which form the basis of peer-assessment: Students have to learn to observe to form an opinion and to know why they have formed that opinion.

Bibliography

Using Digital Technology to enhance learning is a requirement of the National Curriculum. It is the entitlement of all students. The entitlement documents that follow are not intended to be exhaustive, but indicate where Digital Technology might usefully support students in acquiring knowledge, being creative, collaborative and in communicating appropriately and effectively.

In many secondary schools access to Digital Technology at this point in time poses a number of challenges, so careful planning is necessary to use even a small amount with all students. The situation in Primary schools is less challenging as each class has at least three PC and the teacher’s laptop. As any reform is a journey rather than a one-off event, it is envisaged that the entitlement documents will be updated periodically to accommodate new emerging technologies. It is not intended that all of the suggested links and possible activities be used and those described may be used in different ways. Some activities and ideas lend themselves to using the teacher’s laptop and the interactive whiteboard at its most basic function. Other activities and ideas work best with a networked system and portable computers, and which make best use of the virtual learning environment. Students may be able to use ICT at home and this should be encouraged where it is appropriate.

The suggested ideas (at the end of each unit) exploit the software that already exists in school or is available freely in the public domain or cloud. Many of the activities are straightforward and easy to put in operation. Others may require support from e-Learning Champions in the school. In any case the best idea is for class teachers to consult the school’s e-Learning Champion about what they want to do and how it might fit in the curriculum. It is not the intention of the e-learning entitlement documents to deliver students’ ICT capabilities although some activities will consolidate what the students learn during discrete ICT and Computing lessons.

The PC and other digital technology

Primary and secondary school students need to be taught 21st century skills if they are to thrive in the technology-infused job sectors they will enter in the future. We need to fuse the traditional 3 Rs with critical thinking and problem solving, creativity and innovation, communication, and collaboration. It is no longer enough to instruct students in spoken and written communication. They need to be taught to communicate electronically including netiquette, email and Web interactions. Collaboration today happens also virtually, where materials and documents are shared without regard to physical space. More collaboration will be occurring in 3D, immersive environments so students need to be adept at navigating virtual worlds. It follows that students should be given opportunities to apply and develop their ICT capability through the use of digital technology and Web 2.0 tools to support their learning in all subjects.

Students should be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media especially Web 2.0 tools; and,
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

**Bloom’s Digital Taxonomy**

Bloom’s Taxonomy in its various forms represents the process of learning. The six levels by Bloom have been simplified in some cases, like the three storey intellect inspired by Oliver Wendell Holmes and adapted to education by Art Costa, but basically Bloom’s Taxonomy still represents how people learn. Bloom’s revised digital map is an update of the original 1950 and 2000 map and accounts for the new behaviours, actions and learning opportunities that emerge with new technologies. The digital taxonomy addresses the following skills:

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Thinking skills</th>
<th>Digital skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Recognise, listen, describe, identify, retrieve, name, locate, find</td>
<td>Bullet pointing, highlighting, bookmarking, social networking, social bookmarking, searching, Googling, local bookmarking.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify</td>
<td>Advanced searching, Boolean searching, blogging, twittering (micro-blogging), categorising, tagging, commenting, annotating, subscribing.</td>
</tr>
<tr>
<td>Applying</td>
<td>Implement, carry out, use, execute</td>
<td>Run, load, play, operate, hack (reconfigure or reprogram a system), upload, share, edit</td>
</tr>
<tr>
<td>Analysing</td>
<td>Compare, organise, deconstruct, attribute, outline, find, structure, integrate</td>
<td>Mashing-up (as in layering of images on maps), link, validate, reverse engineer, crack, media clip</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Check, hypothesise, critique, experiment,</td>
<td>Comment in blogs, post, moderate, collaborate, network, refactor (as in improving code</td>
</tr>
<tr>
<td>judge, test, detect, monitor</td>
<td>readability, i.e. undertaking tiny changes in program code to improve software), testing new code</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Creating</strong></td>
<td>Design, construct, plan, produce, invent, devise, make</td>
<td></td>
</tr>
<tr>
<td>Program, film, animate, blog, video blog, mixing and remixing, wiki-ing, publishing, video casting, podcasting, directing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: Matching software to Attainment Levels 1 to 3

The following level 1, 2 and 3 attainment level statements all contain examples of software that can be used to support teaching activities.

Level 1:

A1i Using Big Bang, Switch It Patterns to attract attention, student may be passive or resistant.
A1ii Using Switch It Series, student shows alertness and simple reflex responses.
A2i Switching on a fan or tape recorder using a switch, watch and track images on a screen using Big Bang, Big Bang Patterns.
A2ii Turn towards familiar music and stories and respond to familiar events in a story. Repeatedly press a sequence.
A3i Communicate intentionally to ask for computer, press the Go button on a BeeBot to repeat a movement. Show pleasure at the responses e.g. Switch It Series build up.
A3ii Initiate a program - e.g. Touch Games, Switch It Maker 2 to start the sequence. Anticipate the next step in a program e.g. Choose and tell Legends. Use two switches to make a choice e.g. Switch Skills for Two, Choose and Tell Series. Use Choose it Maker 2 to make a simple decision. Show awareness of problem-solving e.g. pressing a switch repeatedly when the computer has been switched off.

Level 2

A4 Students recognise their own image (digital photographs in Switch It! Face Maker), start a story on a DVD.
A5 Matching activities in Skill Builders Matching Skills, Sorting Skills, recognising numbers and alphabet letters in Choose It Maker 2, Clicker 5. Use a communication grid to make needs and wants known Boardmaker Plus, The Grid 2.
A6 Use the computer or portable communication device to send a message, write their own name in Clicker 5, Symwriter. Save and retrieve work they have done in Clicker 5. Follow a set of instructions to control the Constructa-bot, Pro-Bot. Switch on the computer and load a familiar program independently

Level 3

A7 Choose which images to include in Switch It Maker 2. Give directions and instructions and use symbols to write messages in Clicker 5, Symwriter, Communicate in Print 2.
A8 Record own voice on Easi-Speak or computer program e.g. Switch-it Maker 2, put together their own slide sequence using Switch-it Maker 2, select and insert a clip art into a word processor, Select a range of tools from a toolbar in Clicker 5, make animation in Textease.
Appendix 5: Online resources for attainment levels 1 to 3

The following list details sources of free software and guides that can be used to support students with individual educational needs and the use of Assistive Technology.

**ACE Centre Advisory Trust** [http://www.acecentre.org.uk](http://www.acecentre.org.uk)
ACE Centre access software, a free version of Switch Access to Windows plus Windows shareware.

**Call Centre** [http://www.callcentrescootland.org/resources](http://www.callcentrescootland.org/resources)
Downloadable communication boards and resources, BoardMaker V6, Clicker 5 and PowerPoint resources.

**Children’s BBC (CBBC)** [http://www.bbc.co.uk/cbbc/](http://www.bbc.co.uk/cbbc/)
BBC web site for children with switch accessible online games.

**Communication for All** [http://www.communication4all.co.uk/](http://www.communication4all.co.uk/)
An interesting website which supports inclusion

freely downloadable Clicker 5 grids, a software package used to support students across all curricular areas.

**Do to Learn** [http://www.dotolearn.com](http://www.dotolearn.com)
Games, songs and fun activities.

**Enchanted Learning** [http://www.enchantedlearning.com/Home.html](http://www.enchantedlearning.com/Home.html)
Online curriculum material including Languages, Physical Sciences, Geography, Sciences, Maths, Music.

**Help kidz learn** [http://www.helpkidzlearn.com](http://www.helpkidzlearn.com)
a number of activities which can be used with a switch, tracker-ball or other hardware.

**Hiyah** [http://www.hiyah.net/software.html](http://www.hiyah.net/software.html)
downloadable games including pre-literacy and early maths skills.

**Inclusive Technology** [http://oneswitch.org.uk/](http://oneswitch.org.uk/)
Ideas, games and resources for art, music and playing video and computer games using switches.

**Intellitools Inc** [http://www.intellitools.com/](http://www.intellitools.com/)
Activity exchange area including the Intelliekeys concept keyboard and Classroom Suite.

Can create a puzzle with a minimum of 6 to a maximum of 200 puzzle pieces.

**Mayer-Johnson resources** [www.mayer-johnson.com](http://www.mayer-johnson.com)
Software downloads and a 30 day trial version of Boardmaker symbols.

**Meldreth Manor** [http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html](http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html)
Meldreth Manor School has downloadable PowerPoint and Illuminatus switch activities.

**Northern Grid for Learning** [http://www.northerngrid.org/sen/dbsenmain.htm](http://www.northerngrid.org/sen/dbsenmain.htm)