

Specification for Junior Cycle Modern Foreign Languages

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Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner’s junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

Rationale

The study of modern foreign languages enables students to build on their language learning in English and Irish in primary school and further develops their skills in and enjoyment of using languages. Language learning is accessible to all students and contributes to their cognitive, personal and social growth by enhancing their communicative and thinking skills, as well as their participation in a global society. Being able to communicate in the mother tongue and in foreign languages are also among the eight key competences for lifelong learning identified by the European Union and European Council in 2006[[1]](#footnote-2).

Language learning develops students’ general language awareness. It enhances their ability to analyse how language works, to compare languages, and to reflect on how they learn languages. This has a positive effect on their first language skills and on future language learning.

In learning foreign languages, students are actively engaged in activities and tasks which integrate the five language skills of listening, reading, spoken production, spoken interaction and writing. As a result, they communicate with increasing independence, confidence and creativity.  As learning is a social activity as well as a personal one and as communication is central to language, learning languages offers students ample opportunities to work with others to develop their language skills and achieve appropriate goals.

A fundamental feature of languages is that they give students access to new worlds and different ways of thinking. The resulting development of socio-cultural knowledge and intercultural awareness also enhances students’ cognitive development. By reflecting on other cultures and making comparisons they develop a deeper understanding of their own while appreciating diversity.

Language learning also broadens students’ horizons and enables them to develop a lifelong learning skill for education, leisure and work, and to develop a positive attitude towards other languages and cultures. Modern technologies play a key role in making language learning and language use increasingly more accessible and enjoyable for learners, by facilitating access to information and communication with people at a global level.

The society we live in has become multilingual. Ireland needs to increase its language capacity and to foster plurilingualism (a person’s ability to communicate in more than one language). While English is an international language, knowledge of other languages gives us cultural and competitive advantages.

Many studies attest to the benefits of bilingualism and plurilingualism. Students who have been exposed to language learning from an early age perform better than those who have not; not only in verbal skills, but also in mathematics. They display enhanced abilities in areas such as problem-solving, multi-tasking, creativity and pattern recognition[[2]](#footnote-3).

Please note that this specification has been developed as a framework to be used for teaching junior cycle French, German, Italian and Spanish as modern foreign languages.

The language exponents provide a detailed example of how a teacher will use the specification to plan for teaching and learning.

Aim

The Specification for Junior Cycle Modern Foreign Languages aims to develop communicative language skills broadly aligned with the A band (A1 to A2, basic user) of the Common European Framework of Reference for Languages (CEFR)[[3]](#footnote-4) and its descriptors. It also aims to enable students to explore the interdependence between language and culture, to develop their appreciation of the relevance of languages to their lives for personal, social, educational, vocational and leisure purposes, and to derive enjoyment from language learning.

More specifically it encourages all students to

* actively engage in language activities and tasks, developing the capacity to understand written and spoken language
* communicate effectively and confidently in the target language in familiar contexts through a range of media
* develop their capacity to use appropriate structures and vocabulary for the purposes of communication, both written and oral
* enjoy a language-learning experience that will facilitate and encourage them to continue learning languages in future
* be reflective and autonomous in their language learning, and become actively involved in monitoring and assessing their progress
* appreciate their own and other cultures
* develop skills that they can apply to other areas of study and to their lives.

Overview: Links

Tables 1 and 2 on the following pages show how junior cycle modern foreign languages are linked to central features of learning and teaching in junior cycle.

Statements of learning

Table 1: Links between junior cycle modern foreign languages and the statements of learning

|  |  |
| --- | --- |
| **The statement** | **Examples of relevant learning** |
| SOL 2: The student listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability. | Students will develop their communicative language competence by actively engaging in language activities and tasks in the integrated language skills of listening, reading, spoken production, spoken interaction and writing. |
| SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives. | Students will reflect on the values, beliefs and traditions of another culture. By doing this, they will gain deeper insights into their own culture and develop a positive attitude towards as well as respect and curiosity for diversity. They will also develop an awareness and appreciation of the multilingual and multicultural society in which they live. |
| SOL 16: The student describes, illustrates, interprets, predicts and explains patterns and relationships. | Students will learn how the target language works; they will explore, describe and explain patterns such as word order, word endings, sentence construction, and the verb system. By comparing the target language with other languages they know, students will look at the relationships between languages and will gain deeper insights into how their own language works. |
| SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. | Students will use digital technologies to access information related to the target language and culture, to engage with a range of formats (written, audio, video) and to communicate with speakers of the target language using appropriate tools in a responsible and ethical manner. |

Key skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. There are opportunities to support all key skills in this course but some are particularly significant. The examples below identify some of the elements that are related to learning activities in modern foreign languages. Teachers can also build many of the other elements of particular key skills into their classroom planning. The eight key skills are set out in detail in Key Skills of Junior Cycle.

The junior cycle curriculum focuses on eight key skills:

* being creative
* being literate
* being numerate
* communicating
* managing information and thinking
* managing myself
* staying well
* working with others.

Figure 1: Key skills of junior cycle



Table 2: Links between junior cycle modern foreign languages and key skills

|  |  |  |
| --- | --- | --- |
| **Key skill** | **Key skill element** | **Student learning activity** |
| Being literate | Developing my spoken language | Students will engage in meaningful communicative activities and tasks across all strands. They will learn to communicate effectively and confidently in the target language in familiar contexts. |
| Managing myself | Being able to reflect on my own learning | In all strands, students will monitor, reflect on and evaluate their progress by considering feedback from others and from self-assessment. |
| Staying well | Being positive about learning | In all strands, students will develop a positive attitude towards language learning as they engage with diversity and reflect on their successes. |
| Managing information and thinking | Using digital technology to access, manage and share content | In all strands, students will use a range of digital technologies to research and manage content as well as to communicate. |
| Being numerate | Seeing patterns, trends and relationships | In all strands, participation in language activities will offer students many opportunities to reinforce concepts such as number recognition, sequencing, date, time, value, measurement, and percentage. They will also notice linguistic and cultural patterns and trends as they develop their language and intercultural awareness. |
| Being creative | Exploring options and alternatives | In all strands, students will have opportunities to explore options and make choices as they engage in communicative activities and become increasingly more autonomous learners. |
| Working with others | Learning with others | In all strands, students will engage in pair and group work, as well as in peer-assessment |
| Communicating | Using language | In all strands, students will become familiar with the language of routine classroom interactions. The target language will be the principal medium of teaching and learning. |

Overview: Course

The Specification for Junior Cycle Modern Foreign Languages is designed for a minimum of 200 hours of timetabled student engagement, and is organised around three integrated strands: **Communicative competence**, **Language awareness** and **Socio-cultural knowledge and intercultural awareness**.

These strands are each further broken down into elements and the learning outcomes associated with each element are also specified.

Students’ language learning is actively supported when their **Communicative competence**, **Language awareness** and **Socio-cultural knowledge and intercultural awareness** are developed in an integrated way.

The strandCommunicative competence is concerned with developing students’ ability to communicate meaningfully in the target language. This strand incorporates five elements, representing the five language skills of listening, reading, spoken production, spoken interaction and writing. The strand Language awareness enhances the students’ general awareness about languages, and incorporates the three elements of reflecting on how the target language works, comparing the target language with other languages students know, and reflecting on their own language-learning strategies. The third strand, Socio-cultural knowledge and intercultural awareness,gives students access to new cultural dimensions and encourages them to reflect on their own culture. The three elements of this strand develop students’ knowledge of the countries and cultures related to the target languages, and enable them to make comparisons with their own country and culture.

Integrated teaching and learning

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. Students’ engagement and learning are optimised by a fully integrated experience of Communicative competence, Language awareness, Socio-cultural knowledge and intercultural awareness. Likewise, grammar, syntax and pronunciation have been embedded so these aspects of language learning are taught in a communicative context. Figure 2 below illustrates the inter-relatedness of the three strands.

Figure 2: The inter-relatedness of the three strands

Progression

Primary curriculum

The Primary Language Curriculum (2015) is an integrated curriculum, with the same curriculum structure and components for Irish and English. It recognises that developing skills in one language will help children to develop skills in another language. It seeks to develop not only communicative competence in English and Irish, but also a lifelong interest in and love of language learning for personal enjoyment and enrichment. It aims to nurture in children an awareness of language and an appreciation of the content and structure of language. While the main focus is on meaningful communication, and children are taught through the target language, there is also provision for explicit teaching of form, including certain features of grammar. The curriculum aims to help children become motivated, autonomous learners of language. All these features of the Primary Language Curriculum sit well with the rationale and aims of the Specification for Junior Cycle Modern Foreign Languages and build a good foundation for students’ learning of additional languages in junior cycle and beyond. Similarly, students whose mother tongue is other than English or Irish will have skills on which to build an awareness of language and its structure that they will be able to apply when they undertake a MFL in junior cycle.

Senior cycle

As students progress from junior cycle to senior cycle, they are afforded many opportunities to build on their previous language-learning experiences. For many, these opportunities begin in Transition Year, where students may further explore the language and associated cultures which they have studied in junior cycle and/or experience learning a new language. Students who choose to study a modern foreign language for Leaving Certificate will benefit from the continuity and close alignment between the three junior cycle strands and the Leaving Certificate behavioural objectives of Basic communicative proficiency, Language awareness and Cultural awareness. Building on the learning outcomes of junior cycle MFL, the Leaving Certificate syllabuses aim to further develop learner autonomy and to help students develop strategies for effective language learning. In addition, the learning of a modern foreign language is integral to both the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Applied (LCA).

Expectations for students

*Expectations for students* is an umbrella term that links learning outcomes with annotated examples of student work. When teachers, students or parents looking at the online specification scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers. The examples will include work that is:

* in line with expectations
* above expectations
* exceptional.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised. Examples of student work annotated by teachers will be developed over time. The examples of student work linked to learning outcomes will also offer commentary and insights that support differentiation.

Learning outcomes

*Learning outcomes* are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied modern foreign languages in junior cycle. Across all of the strands, students should be given every opportunity to use a range of media to display and present what they have learned.

Junior cycle modern foreign languages are offered at a common level. The learning outcomes set out in the following tables have therefore been developed as unconstrained outcomes to apply to all students. They lend themselves to differentiated teaching, learning and assessment.

The learning outcomes are broadly aligned to the A band of the CEFR (A1-A2) and as set out here they represent outcomes for students at the end of their three years of study. The learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been ‘completed’, but will continue to support the students’ learning of modern foreign languages up to the end of junior cycle.

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

The learning outcomes describe clearly what students will be expected to achieve and should be able to do in the target language. They refer to specific domains of language use (public, personal and educational), which are appropriate to the students’ age and experience.

Strand 1. Communicative competence

|  |  |
| --- | --- |
| **Communicative competence** enables students to communicate in the target language for meaningful purposes. In this strand, students engage in language activities and tasks involving the integrated language skills of listening, reading, spoken production, spoken interaction and writing. | |
| **Elements** | **Learning outcomes**  *Students should be able to* |
| **Listening** | * 1. identify the general topic of a conversation on familiar topics when it is expressed clearly   2. recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions   3. identify specific information in texts related to familiar topics such as announcements, conversations, simple news items   4. source, select and share audio stimuli such as songs, conversations, advertisements through appropriate digital technologies |
| **Reading** | * 1. recognise the meaning of familiar words and phrases to include everyday signs and notices in public places   2. understand the general sense of a text on familiar topics   3. identify specific information in a range of texts dealing with familiar topics   4. source and use authentic texts to explore topics of relevance through a range of media |
| **Spoken production[[4]](#footnote-5)** | * 1. pronounce words accurately enough to be understood, with appropriate intonation   2. convey simple descriptions, presentations or announcements on familiar topics |
| **Spoken interaction** | * 1. interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language   2. use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately   3. ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations   4. understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events   5. take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary   6. communicate orally with others using digital technologies such as social media |
| **Writing** | * 1. write words and create short sentences using various media (emails, letters, blogs, postcards…) on everyday topics with accuracy   2. write a series of phrases and sentences linked with simple connectors such as *but*, *and*, *or*, *as*   3. create texts[[5]](#footnote-6) about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities   4. write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts   5. fill out forms relevant to their age group and experience   6. produce and edit texts and interact with others in writing using appropriate digital technologies |

Strand 2: Language awareness

|  |  |
| --- | --- |
| **Language awareness** enhances the students’ general awareness about languages. In this strand, they analyse how the target language works, they compare the languages they know (English, Irish and/or their mother tongue) and they reflect on their own language-learning strategies. | |
| **Elements** | **Learning outcomes**  *Students* *should be able to* |
| **Reflecting on how the target language works** | 2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions  2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama  2.3 recognise how gender and social conventions influence target language usage |
| **Comparing the target language with other languages they know** | * 1. identify similarities and differences between the pronunciation, intonation and rhythm of the target language and that of other languages they know   2. compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate |
| **Reflecting on how they learn languages** | * 1. identify, share and explain their preferred language-learning strategies   2. monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement |

Strand 3: Socio-cultural knowledge and intercultural awareness

|  |  |
| --- | --- |
| **Socio-cultural knowledge and intercultural awareness** gives students access to new cultural dimensions and encourages them to reflect on their own culture. In this strand, students acquire cultural information about the target country/countries and are encouraged to compare other cultures to their own. | |
| **Elements** | **Learning outcomes**  *Students* *should be able to* |
| **Learning about relevant facts, people, places and history about the country/countries related to the target language** | * 1. name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food   2. discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people   3. reflect on what they have learned about the country/countries associated with the target language |
| **Learning about traditions, customs and behaviours** | * 1. identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions   2. identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/countries is evolving   3. select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability |
| **Comparing their culture with that of the country/countries related to the target language** | * 1. analyse similarities and differences in relation to their peers’ lives in the target language country/countries in areas of daily life such as school, socialising, sport, eating habits   2. compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media   3. appreciate how cultural differences influence social relations, such as in greetings and eating together   4. compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons |

Assessment and reporting

Assessment in junior cycle modern foreign languages

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for learners to take through a differentiated curriculum, or to identify speciﬁc areas of difﬁculty (or strength) for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This approach requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in junior cycle MFL will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and upon the quality of the focused feedback they get in support of their learning.

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students’ capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This approach will ensure that assessment takes place as close as possible to the point of learning. Final assessment still has a role to play, but is only one element of a broader approach to assessment.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should receive a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child’s learning journey over the three years of junior cycle. To support this, teachers and schools will have access to an Assessment Toolkit. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the Assessment Toolkit will include learning, teaching and assessment support material, including:

* formative assessment
* planning for and designing assessment
* assessment activities for classroom use
* judging student work – looking at expectations for students and features of quality
* reporting
* thinking about assessment: ideas, research and reﬂections
* glossary of assessment terms.

The contents of the Assessment Toolkit will include a range of assessment supports, advice and guidelines which will enable schools and teachers to engage with the new assessment system and reporting arrangements in an informed way, with conﬁdence and clarity.

Assessment for the JCPA

The assessment of junior cycle modern foreign languages for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments (Oral communicationandThe student language portfolio*),* an Assessment Task linked to the Student Language Portfolio and a final examination. The Assessment Task and the final examination will be assessed by the State Examinations Commission.

Figure 3: The assessment components reported on as part of the JCPA

Rationale for the Classroom-Based Assessments in MFL

Over the three years of junior cycle, students will have many opportunities to enjoy and learn the target language across the strands. They will engage in language activities and tasks such as

* communicating in the target language
* listening, reading, speaking and writing for a range of meaningful purposes
* gaining insights into the target language culture/s
* learning how the target language works.

Through these activities they will develop knowledge, understanding and skills in language, culture and literacy, thereby achieving the learning outcomes across the strands.

Junior cycle MFL will have two Classroom-Based Assessments. Classroom-Based Assessments will relate to the students’ work during second and third year of junior-cycle education. Classroom-Based Assessments are similar to the formative assessment that occurs every day in every class. However, in the case of the Classroom-Based Assessments, the teacher’s judgement is recorded for the purpose of subject learning and assessment review, and for the school’s reporting to parents and students.

Classroom-Based Assessment 1: Oral communication

The purpose of this Classroom-Based Assessment is for the student to demonstrate the skills of oral production and oral interaction. However, other skills may be developed, e.g. reading, writing, listening, or basic research. In completing the oral communication activity, students may use any one of the following formats: interview, role-play, presentation (accompanied by a question-and-answer session), or conversation in response to stimulus material.

For this oral communication, the student will focus on an aspect of the target language country/countries) or culture; **or** on a simulation of an experience in a target language country; **or** on a topic or stimulus of interest.

Students may work individually, in pairs or in groups. However, where students have collaborated to complete the activity, the teacher should ensure that each student makes a meaningful individual contribution.

Evidence of learning

In completing the first Classroom-Based Assessment, students demonstrate their level of fluency, accuracy and range of vocabulary, in line with their age and stage of language learning. Their spoken production and interaction will demonstrate their level of comprehension and engagement.

Classroom-Based Assessment 2: The student language portfolio

Over the three years of junior cycle, each student develops a language portfolio. The student language portfolio focuses on the process of language learning and places the learner at the centre of teaching, assessment and learning. It provides the MFL student with an opportunity to set personal learning goals across the five skills in strand one, to engage with and reflect on their language learning as outlined in strand two and to develop and document their socio-cultural awareness, thereby supporting the learning outcomes in strand three. Using the student language portfolio supports formative assessment in the MFL classroom and facilitates students in showcasing their language-learning achievements.

The student language portfolio will include a broad range of items, such as written texts, projects, audio-visual materials, learning logs, student reflections and learning goals. It is recognised that in this context the student’s created texts[[6]](#footnote-7) may be presented in different formats—handwritten, digital, multi-modal, and so on. Students learn a lot from the process of language acquisition when they are taught how to use a portfolio to document and reflect on their learning. They need to develop confidence in interaction and an awareness of the process of language acquisition.

The second Classroom-Based Assessment offers students a chance to celebrate their achievements as language learners in a variety of media by choosing three pieces from those compiled over time and presenting them for assessment.

Evidence of learning

In completing the second Classroom-Based Assessment, each student selects three texts for assessment from their portfolio. The three pieces the student selects will reflect the integrated development of the three strands, with one of the pieces selected to be in an oral format. The pieces should also reflect a variety of presentation modes.

Features of quality

Features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work. Features of quality will be provided in the assessment guidelines for junior cycle MFL.

All students will complete both CBAs.

|  |  |  |
| --- | --- | --- |
| **CBA** | **Completion of the assessment** | **SLAR[[7]](#footnote-8) meeting** |
| Oral communication | Towards the end of second year | One review meeting |
| The student language portfolio | End of first term in third year | One review meeting |

Assessing the Classroom-Based Assessments

More detailed material on assessment for reporting in junior cycle MFL, setting out details of the practical arrangements related to assessment of the Classroom-Based Assessments, will be available in separate assessment guidelines. These will include, for example, the suggested length and formats for the oral communication CBA, and guidelines for using and presenting the student language portfolio for the second CBA. It will also provide features of quality for both CBAs and support in using ‘on-balance’ judgement in relation to the features of quality. The NCCA’s Assessment Toolkit will also include substantial resource material for use and reference in ongoing classroom assessment of junior cycle MFL, as well as providing a detailed account of the Subject Learning and Assessment Review process.

The Assessment Task

Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the final examination for modern foreign languages. It is allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission. The Assessment Task is specified by the NCCA and related to the learning outcomes on which the second Classroom-Based Assessment is based. The Assessment Task is devised from some or all of the following elements:

* A short stimulus in written, audio, audio-visual or multi-modal format to prepare for the written task.
* A written task that tests the students in
  + their ability to outline and/or discuss their experience of compiling a portfolio of language learning
  + their understanding and evaluation of that experience
  + their capacity to reflect on the skills they have developed
  + their understanding of a cultural aspect of the target language country about which there will be evidence of learning in the student’s portfolio.

As the key purpose of the Assessment Task is to encourage student reflection on the process of language learning, the questions and answers will be in the language of schooling[[8]](#footnote-9).

Inclusive assessment practices

This specification facilitates inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student’s performance in Classroom-Based Assessments. The accommodations e.g. the support provided by a special needs assistant or the support of assistive technologies should be in line with the arrangements the school has put in place to support the student’s learning throughout the year.

The final examination

There will be one examination paper at a common level, set by the State Examinations Commission (SEC). Students will sit this written examination paper of up to two hours duration at the end of the third year. They will be required to engage with, demonstrate comprehension of, and respond to stimulus material, which will include an aural stimulus. In any year, the learning outcomes to be assessed will constitute a sample of the outcomes from the tables of learning outcomes. The aural component will be allocated 35% of the marks used to determine the grade awarded by the State Examinations Commission.

Appendix A: Development of modern foreign language exponents

This document illustrates how teachers might develop exponents[[9]](#footnote-10) in each of the modern foreign languages.

Explicit links to learning outcomes in the MFL specification are included. These and the competences below are both informed by the CEFR. Such links support teachers in their planning and also provide assistance in devising ‘can do’ statements for students that can be included in their portfolios.

The learning outcomes, in their entirety, are usually developed over the course of junior cycle. Therefore, the learning outcomes chosen here represent a sample of ones that could be developed not only during the study of this theme, but would be incrementally achieved over the three years of junior cycle across a number of themes. In addition, the relevant aspects of learning outcomes related to the sample exponents below are in bold.

No significance should attach to the choice of themes or learning activities used here. Any theme and any relevant activity could have been chosen for illustrative purposes.

Pages 29-31 and 45-48 contain the English versions of the exponents related to two themes. After each of these, the exponents are presented as they might be developed for each of the four languages.

Sample theme: On holiday

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities or tasks**: Role-play booking a flight in target language (TL); complete a mock online booking form for a flight; have a conversation with a friend about a holiday you were on; create signs to place on a reproduction map of the capital city of the TL country; role-play a tourist asking a police officer for directions to a famous landmark in the country of the TL; design an advert in the TL for the facilities of a small hotel; write an essay on a holiday (real or imaginary) in the country of the TL… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.3 **Identify specific information in texts related to familiar topics** such as announcements, **conversations**, simple news items | Students can understand (and give) simple directions and instructions  Students can name places and landmarks in  in a town  Students can use the present simple | Express  Flight number X  Samples of conversation  The weather in (TL country) will be wet and windy today  I live in Ireland |
| **Reading** | 1.5 **Recognise the meaning of familiar words and phrases to include everyday signs and notices in public places**  1.7 **Identify specific information** in a range of texts **dealing with familiar topics** | Airport, train/bus station  Passengers  Luggage  Town/city centre  The main square  On the right/left  Turn left/right/around |
| **Spoken production** | 1.9 **Pronounce words accurately enough to be understood with appropriate intonation** | Students can pronounce words and simple statements accurately  Students can use appropriate intonation for questioning | Challenging words will be provided in each language here, e.g. *aeroporto* in Italian  Do I write my name here? |
| **Spoken interaction** | 1.12 **Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately**  1.13 **Ask and answer questions**, and exchange ideas, emotions and **information on familiar topics and everyday situations**  1.14 **Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events** | Students can greet people accurately, using the appropriate forms  Students can provide personal  information  Students can pose questions  Students can ask someone to repeat  Students can ask someone to speak slowly  Students can use gesture to keep communication going  Students can understand and use numbers  Students can understand and interpret prices | Grammar related to formal/informal greeting (tu/vous)  Good morning/afternoon/evening  I would like a bowl of soup please My  name is…  I am from…  I am X years old  I live in…  Where is the nearest beach?  Where is the restaurant?  Is there public transport?  Are there museums?  Where is the nearest hospital?  Do you have rooms for X date?  How much does the room cost?  Are there any cheaper ones?  First we go/do… then we will… |
| **Writing** | 1.17 **Write words and create short sentences using various media on everyday topics with accuracy**  1.21 **Fill out forms relevant to their age group and experience** | Students can use an online booking site in the target language or make a booking via the phone | Departing from… Destination  Arriving  Name  Address  Number of nights  Insurance  Select/choose  Date of birth  Male/female  Last year I went with my family on holiday to…  The hotel was huge  The food is delicious |
| **Language awareness** | **Reflecting on how they learn language** | 2.6 **Identify, share and explain some language-learning strategies** | Students can identify strategies to help them learn | I like using …  When I learn new words I….  I practise by…  I learned how to… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.1 **Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks** | Students know the names of cities and major landmarks in the target language country/countries | X is in Southern Europe  There are Y number of people living in X  The capital city of X is Z  X is famous for… |

French

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| **Sample activities or tasks**: Role-play booking a flight in target language (TL); complete a mock online booking form for a flight; have a conversation with a friend about a holiday you were on; create signs to place on a reproduction map of the capital city of the TL country; role-play a tourist asking a police officer for directions to a famous landmark in the country of the TL; design an advert in the TL for the facilities of a small hotel; write an essay on a holiday (real or imaginary) in the country of the TL… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.3 **Identify specific information in texts related to familiar topics** such as announcements, **conversations**, simple news items | Students can understand (and give) simple directions and instructions  Students can name places and landmarks in a town  Students can use the present simple | Rapide/express  Numéro de vol  Exemples de dialogues  Aujourd’hui en/à (pays/ville) il y a du vent et il pleut  J’habite en Irlande |
| **Reading** | 1.5 **Recognise the meaning of familiar words and phrases to include everyday signs and notices in public places**  1.7 **Identify specific information** in a range of texts **dealing with familiar topics** | Aéroport, gare/gare routière, station (métro)  Passagers  Bagages  Centre-ville  La place principale  à droite/gauche  Tourne à gauche/droite |
| **Spoken production** | 1.9 **Pronounce words accurately enough to be understood with appropriate intonation** | Students can pronounce words and simple statements accurately  Students can use appropriate intonation for questioning | Aéroport  J’écris mon nom ici ? |
| **Spoken interaction** | 1.12 **Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately**  1.13 **Ask and answer questions**, and exchange ideas, emotions and **information on familiar topics and everyday situations**  1.14 **Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events** | Students can greet people accurately, using the appropriate forms  Students can provide personal information  Students can pose questions  Students can ask someone to repeat  Students can ask someone to speak slowly  Students can understand and use numbers  Students can understand and interpret prices | Tu/vous  Bonjour/Bonsoir  Je prendrais une soupe s’il vous plaît  Je m’appelle…  Je viens de…  J’ai X ans  J’habite (à)…  Où est la plage la plus proche?  Où se trouve le restaurant?  Y-a-t’il des transports publics?  Est-ce qu’il y a des musées?  Où est l’hôpital le plus proche?  Avez-vous des chambres (libres) pour X (date)  Les chambres coûtent combien?  Avez-vous une chambre moins chère?  Pour commencer nous allons/faisons… puis nous… |
| **Writing** | 1.17 **Write words and create short sentences using various media on everyday topics with accuracy**  1.21 **Fill out forms relevant to their age group and experience** | Students can use an online booking site in the target language or make a booking via the phone | Point de départ  Destination  Arrivée  Nom (Prénom)  Adresse  Nombre de nuits  Assurance  Sélectionner/choisir  Date de naissance  Sexe: masculin/féminin  L’année dernière je suis allé(e) en vacances en/ à \_\_\_\_\_\_\_\_\_\_\_\_ avec ma famille  L’hôtel était énorme  La nourriture est délicieuse/ savoureuse |
| **Language awareness** | **Reflecting on how they learn language** | 2.6 **Identify, share and explain some language-learning strategies** | Students can identify strategies to help them learn[[10]](#footnote-11) | I like using…  When I learn new words I…  I practise by…  I learned how to… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.1 **Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks** | Students know the names of cities and major landmarks in the target language country/countries | X est au sud de l’Europe  La population de X est Y personnes  La capitale de X est Z  X est (bien) connu(e) pour… |

German

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| --- | --- | --- | --- | --- |
| **Sample activities or tasks**: Role-play booking a flight in target language (TL); complete a mock online booking form for a flight; have a conversation with a friend about a holiday you were on; create signs to place on a reproduction map of the capital city of the TL country; role-play a tourist asking a police officer for directions to a famous landmark in the country of the TL; design an advert in the TL for the facilities of a small hotel; write an essay on a holiday (real or imaginary) in the country of the TL… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.3 **Identify specific information in texts related to familiar topics** such as announcements, **conversations**, simple news items | Students can understand (and give) simple directions and instructions  Students can name places and landmarks in a town  Students can use the present simple | Sich ausdrücken  Die Flugnummer X  Unterhaltungen verstehen  Das Wetter ist heute nass und windig in Deutschland  Ich wohne in Irland |
| **Reading** | 1.5 **Recognise the meaning of familiar words and phrases to include everyday signs and notices in public places**  1.7 **Identify specific information** in a range of texts **dealing with familiar topics** | Der Flughafen, Der Bahnhof, ZOB  Der Zug  Die Passagiere, Die Fahrgäste  Das Gepäck  Die Stadt/ Das Stadtzentrum  Der Marktplatz  links/rechts  gehen Sie (nach) links/rechts  drehen/kehren Sie um, gehen Sie zurück.  WC/Toiletten  Tauchen Verboten! |
| **Spoken production** | 1.9 **Pronounce words accurately enough to be understood with appropriate intonation** | Students can pronounce words and simple statements accurately  Students can use appropriate intonation for questioning | Flughafen, Parkhaus, Fahrkarten, Ausgang/Ausfahrt  Soll ich hier unterschreiben? |
| **Spoken interaction** | 1.12 **Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately**  1.13 **Ask and answer questions**, and exchange ideas, emotions and **information on familiar topics and everyday situations**  1.14 **Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events** | Students can greet people accurately, using the appropriate forms  Students can provide personal information  Students can pose questions  Students can ask someone to repeat  Students can ask someone to speak slowly  Students can understand and use numbers  Students can understand and interpret prices | Grammar related to formal/informal greeting (du/Sie)  guten Morgen, guten Abend  Ich hätte bitte gern/ Ich möchte bitte eine Suppe  Ich heiße…/Mein Name ist…  Ich bin… (+ Nationalität)  Ich bin X Jahre alt  Ich wohne in…  Wie komme ich am besten zum nächsten Strand?  Wo ist das Restaurant?  Gibt es hier öffentlichen Nahverkehr?  Gibt es hier ein Museum?  Wie komme ich am besten zum nächsten Krankenhaus?  Haben Sie von X bis X ein Zimmer frei?  Was kostet ein Zimmer für eine Nacht?  Gibt es ein günstigeres Zimmer?  Als erstes gehen wir/machen wir… dann machen wir… |
| **Writing** | 1.17 **Write words and create short sentences using various media on everyday topics with accuracy**  1.21 **Fill out forms relevant to their age group and experience** | Students can use an online booking site in the target language or make a booking via the phone | Abfahrt von  Reiseziel  ankommen/ Ankunft  Name/ Vorname/Nachname  Adresse/Anschrift  Anzahl der Übernachtungen  Versicherung  wählen/aussuchen  letztes Jahr bin ich mit meiner Familie in Urlaub nach… gefahren  Geburtsdatum  Geschlecht - Männlich/Weiblich  Das Hotel ist schön/ groß  Das Essen ist lecker |
| **Language awareness** | **Reflecting on how they learn language** | 2.6 **Identify, share and explain some language-learning strategies** | Students can identify strategies to help them learn | I like using…  When I learn new words I…  I practise by…  I learned how to… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.1 **Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks** | Students know the names of cities and major landmarks in the target language country/countries | X liegt im Süden von Europe  X Menchen wohnen in…/Die Einwohnerzahl von X ist…  Die Hauptstadt von Deutschland/Österreich/ der Schweiz ist…  Berlin ist für…. berühmt/bekannt  Es gibt viel… in X |

Italian

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| --- | --- | --- | --- | --- |
| **Sample activities or tasks**: Role-play booking a flight in target language (TL); complete a mock online booking form for a flight; have a conversation with a friend about a holiday you were on; create signs to place on a reproduction map of the capital city of the TL country; role-play a tourist asking a police officer for directions to a famous landmark in the country of the TL; design an advert in the TL for the facilities of a small hotel; write an essay on a holiday (real or imaginary) in the country of the TL… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.3 **Identify specific information in texts related to familiar topics** such as announcements, **conversations**, simple news items | Students can understand (and give) simple directions and instructions  Students can name places and landmarks in a town  Students can use the present simple | Espresso  Volo numero X  Esempi di conversazione  Il tempo in Italia sarà umido e ventoso oggi  Abito in Irlanda |
| **Reading** | 1.5 **Recognise the meaning of familiar words and phrases to include everyday signs and notices in public places**  1.7 **Identify specific information** in a range of texts **dealing with familiar topics** | Aeroporto, stazione ferroviaria/degli autobus (autostazione)  Passeggeri  Bagagli  Città/centro  La piazza principale  A destra/a sinistra  Giri/Gira a sinistra/a destra/intorno |
| **Spoken production** | 1.9 **Pronounce words accurately enough to be understood with appropriate intonation** | Students can pronounce words and simple statements accurately  Students can use appropriate intonation for questioning | Aeroporto, parcheggio, biglietto, uscita  Scrivo il mio nome qui? |
| **Spoken interaction** | 1.12 **Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately**  1.13 **Ask and answer questions**, and exchange ideas, emotions and **information on familiar topics and everyday situations**  1.14 **Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events** | Students can greet people accurately, using the appropriate forms  Students can provide personal information  Students can pose questions  Students can ask someone to repeat  Students can ask someone to speak slowly  Students can understand and use numbers  Students can understand and interpret prices | Grammar related to formal/informal greeting (tu/lei)  Buongiorno/Buonasera  Vorrei una zuppa, per favore  Mi chiamo  Sono (+ nazionalità)  Ho X anni  Abito a  Dov’è la spiaggia più vicina?  Dov’è il ristorante?  Ci sono mezzi pubblici?  Ci sono musei?  Dov’è l’ospedale più vicino?  Avete camere libere per il (+ data)?  Quanto costa/viene la camera?  Avete camere più economiche/che costano meno?  Prima andiamo/facciamo… poi … (+ futuro) |
| **Writing** | 1.17 **Write words and create short sentences using various media on everyday topics with accuracy**  1.21 **Fill out forms relevant to their age group and experience** | Students can use an online booking site in the target language or make a booking via the phone | In partenza da Destinazione  In arrivo  Nome  Indirizzo  Numero di notti  Assicurazione  Seleziona/scegli  Data di nascita  Sesso maschile/femminile  L’anno scorso sono andato/a con la mia famiglia in vacanza a…  L’hotel era enorme/grandissimo  Il cibo era squisito |
| **Language awareness** | **Reflecting on how they learn language** | 2.6 **Identify, share and explain some language-learning strategies** | Students can identify strategies to help them learn | I like using…  When I learn new words I…  I practise by…  I learned how to… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.1 **Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks** | Students know the names of cities and major landmarks in the target language country/countries | X è nel Sud dell’Europa  X ha Y abitanti  La capitale d’Italia è Roma  Roma è famosa per… |

Spanish

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| --- | --- | --- | --- | --- |
| **Sample activities or tasks**: Role-play booking a flight in target language (TL); complete a mock online booking form for a flight; have a conversation with a friend about a holiday you were on; create signs to place on a reproduction map of the capital city of the TL country; role-play a tourist asking a police officer for directions to a famous landmark in the country of the TL; design an advert in the TL for the facilities of a small hotel; write an essay on a holiday (real or imaginary) in the country of the TL… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.3 **Identify specific information in texts related to familiar topics** such as announcements, **conversations**, simple news items | Students can understand (and give) simple directions and instructions  Students can name places and landmarks in a town  Students can use the present simple | Rápido, urgente  Vuelo número X  Ejemplos de conversaciones  Hoy en (nombre del país o ciudad) lloverá y hará viento  Vivo en Irlanda |
| **Reading** | 1.5 **Recognise the meaning of familiar words and phrases to include everyday signs and notices in public places**  1.7 **Identify specific information** in a range of texts **dealing with familiar topics** | Aeropuerto, tren, estación de autobuses  Pasajeros  Equipaje  Pueblo. ciudad  La plaza mayor  A la derecha, a la izquierda  Gira a la izquierda, a la derecha, da media vuelta |
| **Spoken production** | 1.9 **Pronounce words accurately enough to be understood with appropriate intonation** | Students can pronounce words and simple statements accurately  Students can use appropriate intonation for questioning | Aereopuerto  ¿Escribo mi nombre aquí? |
| **Spoken interaction** | 1.12 **Use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately**  1.13 **Ask and answer questions**, and exchange ideas, emotions and **information on familiar topics and everyday situations**  1.14 **Understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events** | Students can greet people accurately, using the appropriate forms  Students can provide personal information  Students can pose questions  Students can ask someone to repeat  Students can ask someone to speak slowly  Students can understand and use numbers  Students can understand and interpret prices | Tú­/Usted  Buenos días/Buenas tardes/Buenas noches  Una sopa, por favor  Me llamo…  Soy de…  Tengo X años  Vivo en…  ¿Dónde está la playa más cercana?  ¿Dónde está el restaurante?  ¿Hay transporte público?  ¿Hay museos?  ¿Dónde está el hospital más cercano?  ¿Tienen habitaciones para el (fecha)?  ¿Cuánto cuesta la habitación?  ¿Tienen habitaciones más baratas?  Primero iremos a… /luego iremos a… |
| **Writing** | 1.17 **Write words and create short sentences using various media on everyday topics with accuracy**  1.21 **Fill out forms relevant to their age group and experience** | Students can use an online booking site in the target language or make a booking via the phone | Salida desde  Destino  Llegada  Nombre  Dirección  Número de noches  Seguro  Seleccionar/escoger  Fecha de nacimiento  Hombre/mujer  El año pasado fui de vacaciones con mi familia a…  El hotel era enorme  La comida es buenísima |
| **Language awareness** | **Reflecting on how they learn language** | 2.6 **Identify, share and explain some language learning strategies** | Students can identify strategies to help them learn | I like using …..  When I learn new words I….  I practise by….  I learned how to… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.1 **Name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks** | Students know the names of cities and major landmarks in the target language country/countries | X está al sur de Europa  La población de X es de Y de personas  La capital de X es Z  X es famosa por… |

**Sample theme:** Going on a school exchange[[11]](#footnote-12)

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| **Sample activities or tasks**: Complete a mock online enquiry form for an exchange; role-play a Skype call in target language (TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role-play interactions with host family; role-play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.2 **Recognise frequently used words and phrases related to areas of immediate relevance** and experience, including the language of routine classroom interactions  1.3 **Identify specific information in texts related to familiar topics** such as **announcements**, **conversations**, simple news items | Students can understand the main point in announcements  Students can understand (and give) simple instructions | We will collect you at the station  Set the table please  Sit down  Open the door  Mobile phones are not allowed  Meet outside the school at 8am  The school will be closed |
| **Reading** | 1.7 **Identify specific information** in a range of texts **dealing with familiar topics**  1.8 **Source and use authentic texts to explore topics of relevance** **through a range of media** | Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website | Host family  Profile  Deposit  Rules  Pocket money  Daily, weekly, monthly  Emergency contact number  If you need assistance  Travel documents  Internet search  It is forbidden to…  Email address  Timetable |
| **Spoken production** | 1.10 **Convey simple descriptions**, presentations or announcements on **familiar topics** | Students can give a simple presentation or description using simple phrases | It is a big city/ town  The weather is usually  There are Y people in the host family  We will arrive in X on (date)  We will be there for Y days |
| **Spoken interaction** | 1.12 **Use simple polite forms** **in formal and informal situations** such as greetings, thanks, **introductions** and respond appropriately  1.15 **Take part in routine classroom interactions such as pair and group work**, asking questions, language games and activities, **asking for help and repetition where necessary** | Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom | My name is…  I come from …  I am an exchange student  I will be here for a month  Can you speak a little slower?  I’m sorry I don’t understand.  How do you say?  What does X mean?  Excuse me could you help me  It is your turn.  Can I ask you….?  May I go first?  I agree/ disagree  In my opinion  How will you get there?  What time is lunch at? |
| **Writing** | 1.20 **Write short descriptions of past, present and future events, activities and personal experiences** as well as imaginative texts  1.22 **Produce** and edit **texts and interact with others** **in writing using appropriate digital technologies** | Students can write short simple blog entries  Students can send short simple emails and text messages to convey important information  Students can write short simple emails expressing thanks  Students can use the past and future tenses  Students can describe events in the past | Blog entry  Click here  Update  I will go  I went  See you later  There is a meeting after school  I will be late home this evening  I will get the last train  I missed the bus  Thank you  I really enjoyed my stay  I really improved my (TL)  I would like to go on/I like going on this trip because… |
| **Language awareness** | **Comparing the target language with other languages they know**  **Reflecting on how they learn language** | 2.5 **Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate**  2.7 **Monitor and assess their own learning**, using feedback they receive to **reflect on** what they need to improve and **set goals for improvement** | Students can identify similarities and differences in language structure  Students can set and monitor individual learning goals | Nouns are either masculine or feminine or plural  I noticed that…..  The word for X sounds like the same word in language Y  My goal is ….  At the end of the exchange I hope that I …..  I find this difficult because …  I enjoyed working on this because… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.2 **Discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people** | Students can research and use basic facts about the country/countries of the TL | [[12]](#footnote-13)The population of X is…  Y & Z are famous people from country X  The most popular (TL) singer/band is…  Festival  To celebrate… |
|  | **Comparing their culture with that of the country/countries related to the target language** | 3.9 **Appreciate how cultural differences influence social relations, such as in greetings and eating together** | Students can appreciate cultural and social differences | In X country people greet each other by …12  Kissing  Shaking hands  The school day in X is…  In X country the main meal is at Y time |

German11

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| --- | --- | --- | --- | --- |
| **Sample activities or tasks**: Complete a mock online enquiry form for an exchange; role-play a Skype call in target language (TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role-play interactions with host family; role-play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.2 **Recognise frequently used words and phrases related to areas of immediate relevance** and experience, including the language of routine classroom interactions  1.3 **Identify specific information in texts related to familiar topics** such as **announcements**, **conversations**, simple news items | Students can understand the main point in announcements  Students can understand (and give) simple instructions | Wir holen Sie/dich am Bahnhof/ZOB ab.  Decken Sie bitte den Tisch/Kannst du bitte den Tisch decken?  Setzen Sie sich/Setz dich//Nehmen Sie bitte Platz/Nimm bitte Platz  Machen Sie bitte die Tür auf/ Mach bitte die Tür auf//Öffnen Sie bitte die Tür/Öffne bitte die Tür  Handys Verboten!  Wir treffen uns um 8 Uhr vor der Schule.  Die Schule wird geschlossen sein |
| **Reading** | 1.7 **Identify specific information** in a range of texts **dealing with familiar topics**  1.8 **Source and use authentic texts to explore topics of relevance** **through a range of media** | Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website | Die Gastfamilie  Das Profil  Die Anzahlung/Das Pfand  anzahlen (v)  Die Regeln  Das Taschengeld täglich, wöchentlich, monatlich  Die Notrufnummer ist/Im Notfall melden Sie sich bei....  Wenn Sie Hilfe brauchen...  Die Reisepapiere/ Die Reisedokumente  Die Internetsuche  ...ist verboten!  Die Emailadresse  Der Fahrplan (travel timetable) |
| **Spoken production** | 1.10 **Convey simple descriptions**, presentations or announcements on **familiar topics** | Students can give a simple presentation or description using simple phrases | Es ist eine große Stadt  Das Wetter ist normalerweise...  Es gibt X in der Gastfamilie  Wir kommen in X am (+Datum) an  Wir bleiben Y Tage dort |
| **Spoken interaction** | 1.12 **Use simple polite forms** **in formal and informal situations** such as greetings, thanks, **introductions** and respond appropriately  1.15 **Take part in routine classroom interactions such as pair and group work**, asking questions, language games and activities, **asking for help and repetition where necessary** | Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom | Ich heiße... Mein Name ist...  Ich komme aus...  Ich bin ein Austauschschüler/Ich bin eine Austauschschülerin  Ich verbringe einen Monat hier  Können Sie/Kannst du ein bisschen langsamer sprechen bitte?  Es tut mir leid, ich verstehe nicht.  Wie sagt man...?  Was bedeutet X?  Entschuldigen Sie bitte, können Sie mir helfen?  Du bist daran  Darf ich bitte fragen...  Darf ich zuerst... (+verb)  Ich stimme zu/ich bin auch der Meinung  Ich bin damit nicht einverstanden/Ich bin nicht der Meinung  Meiner Meinung nach...  Wie kommt man am besten dahin?  Um wie viel Uhr ist das Mittagessen? |
| **Writing** | 1.20 **Write short descriptions of past, present and future events, activities and personal experiences** as well as imaginative texts  1.22 **Produce** and edit **texts and interact with others** **in writing using appropriate digital technologies** | Students can write short simple blog entries  Students can send short simple emails and text messages to convey important information  Students can write short simple emails expressing thanks  Students can use the past and future tenses  Students can describe events in the past | Blog-Eintrag  Hier klicken  Das Update (n) aktualisieren (v)  Ich werde... gehen  Ich bin... gegangen  Es gibt nach der Schule eine Besprechung  Ich komme heute Abend etwas später nach Hause  Ich fahre mit dem letzten Zug  Ich habe den Bus verpasst  Herzlichen Dank  Der Austausch hat mir viel Spaß gemacht/sehr gut gefallen  Ich habe meine Deutschkenntnisse viel verbessert  Ich möchte/ich mache diese Reise/Fahrt gern weil... |
| **Language awareness** | **Comparing the target language with other languages they know**  **Reflecting on how they learn language** | 2.5 **Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate**  2.7 **Monitor and assess their own learning**, using feedback they receive to **reflect on** what they need to improve and **set goals for improvement** | Students can identify similarities and differences in language structure  Students can set and monitor individual learning goals | Nouns are either masculine or feminine or plural  I noticed that…  The word for X sounds like the same word in language Y  My goal is…  At the end of the exchange I hope that I…  I find this difficult because…  I enjoyed working on this because… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.2 **Discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people** | Students can research and use basic facts about the country/countries of the TL | 12Die Einwohnerzahl von X ist...  X & Y sind berühmte Menschen/Persönlichkeiten aus Deutschland  Der bekannteste Sänger Deutschlands ist.../Die bekannteste Musikgruppe ist...  Das Fest/Das Festival  Feiern |
|  | **Comparing their culture with that of the country/countries related to the target language** | 3.9 **Appreciate how cultural differences influence social relations, such as in greetings and eating together** | Students can appreciate cultural and social differences | 12In X grüßt man sich...  mit einem Kuss  in dem man sich die Hand schüttelt  Der Schultag in X ist...  in X isst man das Hauptessen/die Hauptmahlzeit um... Uhr |

Italian11

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| **Sample activities or tasks**: Complete a mock online enquiry form for an exchange; role-play a Skype call in target language (TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role-play interactions with host family; role-play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.2 **Recognise frequently used words and phrases related to areas of immediate relevance** and experience, including the language of routine classroom interactions  1.3 **Identify specific information in texts related to familiar topics** such as **announcements**, **conversations**, simple news items | Students can understand the main point in announcements  Students can understand (and give) simple instructions | Veniamo a prenderti alla stazione  Vuoi apparecchiare la tavola, per favore?  Siediti  Apri la porta  È vietato l’uso del telefonino  Ci vediamo fuori della scuola alle 8 di mattina  La scuola sarà chiusa |
| **Reading** | 1.7 **Identify specific information** in a range of texts **dealing with familiar topics**  1.8 **Source and use authentic texts to explore topics of relevance** **through a range of media** | Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website | La famiglia ospitante  Il Profilo  La cauzione  Le regole  Il denaro per le piccole spese/La paghetta  Giornaliero, settimanale, mensile  Il numero di emergenza  Se hai bisogno di assistenza  I documenti di viaggio  La ricerca su Internet  È vietato…  L’ Indirizzo e-mail  L’orario |
| **Spoken production** | 1.10 **Convey simple descriptions**, presentations or announcements on **familiar topics** | Students can give a simple presentation or description using simple phrases | È una città grande /un paese grande  Di solito, il tempo fa …  Ci sono Y persone nella famiglia ospitante  Arriveremo a X il (data)  Saremo lì per Y giorni |
| **Spoken interaction** | 1.12 **Use simple polite forms** **in formal and informal situations** such as greetings, thanks, **introductions** and respond appropriately  1.15 **Take part in routine classroom interactions such as pair and group work**, asking questions, language games and activities, **asking for help and repetition where necessary** | Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom | Mi chiamo …  Vengo da …/Sono di  Sono studente /studentessa di scambio  Sarò qui per un mese  Può parlare un po’ più lentamente?  Mi dispiace, ma non ho capito.  Come si dice X in italiano?  Cosa significa X?  Scusi, mi può aiutare per favore?  Tocca a te.  Posso chiederti /chiederLe? ….  Posso andare prima?  Sono d’accordo/ Non sono d’accordo  Secondo me  Come ci arriverai?  A che ora è il pranzo? |
| **Writing** | 1.20 **Write short descriptions of past, present and future events, activities and personal experiences** as well as imaginative texts  1.22 **Produce** and edit **texts and interact with others** **in writing using appropriate digital technologies** | Students can write short simple blog entries  Students can send short simple emails and text messages to convey important information  Students can write short simple emails expressing thanks  Students can use the past and future tenses  Students can describe events in the past | Il post sul blog  Clicca qui  Aggiornare  Andrò  Sono andato/a  Ci vediamo dopo / A presto  C’è un incontro dopo scuola  Sarò tardi a casa stasera  Prenderò l’ultimo treno  Ho perso l’autobus  Grazie  Mi è piaciuto molto il mio soggiorno  Ho migliorato molto il mio italiano  Mi piacerebbe andare in questo viaggio perché…/Mi piace andare in questo viaggio perché… |
| **Language awareness** | **Comparing the target language with other languages they know**  **Reflecting on how they learn language** | 2.5 **Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate**  2.7 **Monitor and assess their own learning**, using feedback they receive to **reflect on** what they need to improve and **set goals for improvement** | Students can identify similarities and differences in language structure  Students can set and monitor individual learning goals | Nouns are either masculine or feminine or plural  I noticed that…  The word for X sounds like the same word in language Y  My goal is…  At the end of the exchange I hope that I…  I find this difficult because…  I enjoyed working on this because… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.2 **Discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people** | Students can research and use basic facts about the country/countries of the TL | 12La popolazione di X è…  Y e Z sono persone famose di X  Il cantante /il gruppo più popolare è…  Il festival  Festeggiare… |
|  | **Comparing their culture with that of the country/countries related to the target language** | 3.9 **Appreciate how cultural differences influence social relations, such as in greetings and eating together** | Students can appreciate cultural and social differences | 12In Italia, la gente si saluta…  Baciandosi  Stringendosi la mano  Il giorno di scuola…  In Italia, il pasto principale è alle ore X  È normale…  Per la prima colazione si mangia… |

Spanish

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| **Sample activities or tasks**: Complete a mock online enquiry form for an exchange; role-play a Skype call in target language (TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role-play interactions with host family; role-play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.2 **Recognise frequently-used words and phrases related to areas of immediate relevance** and experience, including the language of routine classroom interactions  1.3 **Identify specific information in texts related to familiar topics** such as **announcements**, **conversations**, simple news items | Students can understand the main point in announcements  Students can understand (and give) simple instructions | Te recogeremos en la estación  Pon la mesa, por favor  Siéntate  Abre la puerta  Los móviles están prohibidos  Quedamos en la puerta del colegio a las ocho de la mañana  El colegio estará cerrado |
| **Reading** | 1.7 **Identify specific information** in a range of texts **dealing with familiar topics**  1.8 **Source and use authentic texts to explore topics of relevance** **through a range of media** | Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website | La familia de acogida  El perfil  El depósito  Las reglas  La semanada, paga para gastos  A diario, semanalmente, mensualmente  Un número de contacto en caso de emergencia  Si necesitas asistencia  Los documentos de viaje  Búsqueda por internet  Está prohibido  Una dirección de correo electrónico  El horario |
| **Spoken production** | 1.10 **Convey simple descriptions**, presentations or announcements on **familiar topics** | Students can give a simple presentation or description using simple phrases | Es una ciudad grande/es un pueblo grande  Normalmente hace buen tiempo, sol  Hay X personas en la familia de acogida  Llegaremos el día X  Nos quedaremos Y días |
| **Spoken interaction** | 1.12 **Use simple polite forms** **in formal and informal situations** such as greetings, thanks, **introductions** and respond appropriately  1.15 **Take part in routine classroom interactions such as pair and group work**, asking questions, language games and activities, **asking for help and repetition where necessary** | Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom | Me llamo…  Soy de…  Estoy hacienda un intercambio  Me quedaré un mes  ¿Puedes hablar un poco más despacio?  Disculpa, no entiendo  ¿Cómo se dice…?  ¡Qué significa…?  Perdón,¿ podría ayudarme por favor?  Te toca  ¿Puedo preguntar…?  ¿Puedo pasar primero?  Estoy de acuerdo/ No estoy de acuerdo  En mi opinión  ¿Cómo vas hasta allí?  ¿A qué hora se come? |
| **Writing** | 1.20 **Write short descriptions of past, present and future events, activities and personal experiences** as well as imaginative texts  1.22 **Produce** and edit **texts and interact with others** **in writing using appropriate digital technologies** | Students can write short simple blog entries  Students can send short simple emails and text messages to convey important information  Students can write short simple emails expressing thanks  Students can use the past and future tenses  Students can describe events in the past | Una entrada de blog  Haz clic aquí  Actualización  Iré  Fui  Hasta luego  Hay una reunión después del colegio  Llegaré tarde a casa esta noche  Cogeré el ultimo tren  Perdí el autobús  Gracias  Disfruté mucho de mi estancia  Mejoré mucho mi español  Me gustaría hacer este viaje /Me gusta ir en este viaje… |
| **Language awareness** | **Comparing the target language with other languages they know**  **Reflecting on how they learn language** | 2.5 **Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate**  2.7 **Monitor and assess their own learning**, using feedback they receive to **reflect on** what they need to improve and **set goals for improvement** | Students can identify similarities and differences in language structure  Students can set and monitor individual learning goals | Nouns are either masculine or feminine or plural  I noticed that...  The word for X sounds like the same word in language Y  My goal is…  At the end of the exchange I hope that I...  I find this difficult because …  I enjoyed working on this because… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.2 **Discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people** | Students can research and use basic facts about the country/countries of the TL | 12X tiene Y habitantes  Y & Z son personas famosas de X  El grupo más popular en (TL) es…/ El –La cantante más popular es...  Festival  Celebrar… |
|  | **Comparing their culture with that of the country/countries related to the target language** | 3.9 **Appreciate how cultural differences influence social relations, such as in greetings and eating together** | Students can appreciate cultural and social differences | 12 En X la gente se saluda…  Besándose  Dándose la mano  Un día de colegio en X es…  En X la comida principal se come a las…  Es típico  Para desayunar la gente come... |

French 11

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| **Sample activities or tasks**: Complete a mock online enquiry form for an exchange; role-play a Skype call in target language (TL); conversation with family about how the exchange is going; research and use information about the exchange destination; role-play interactions with host family; role-play school and classroom interactions in TL country; write a blog about the exchange; write an email to host family in TL country; prepare a presentation on cultural differences between home country and TL country… | | | | |
| **STRAND** | **ELEMENT** | **LEARNING OUTCOMES**  *(From the Specification for Junior Cycle MFL)* | **COMPETENCES**  *(Informed by the CEFR)* | **SAMPLE EXPONENTS** |
| **Communicative**  **competence** | **Listening** | 1.2 **Recognise frequently used words and phrases related to areas of immediate relevance** and experience, including the language of routine classroom interactions  1.3 **Identify specific information in texts related to familiar topics** such as **announcements**, **conversations**, simple news items | Students can understand the main point in announcements  Students can understand (and give) simple instructions | Nous viendrons te/vous chercher à la gare  Mets la table s’il te plait  Mettez la table, s’il vous plait  Assieds-toi/Asseyez-vous  Ouvre(z) la porte  Les portables sont interdits  L’école sera fermée |
| **Reading** | 1.7 **Identify specific information** in a range of texts **dealing with familiar topics**  1.8 **Source and use authentic texts to explore topics of relevance** **through a range of media** | Students can search for and find specific information in everyday material  Students can understand regulations when expressed in simple language  Students can isolate the information required from a brochure or website | La famille d’accueil  Le profil  Les arrhes  Le règlement scolaire  L’argent de poche  Quotidien, hebdomadaire, mensuel  Le numéro d’urgence  Si vous avez besoin d’aide  Si tu as besoin d’aide  Les documents de voyage  Une recherche  Il est interdit de…  L’adresse e-mail  L’horaire  Les coutumes |
| **Spoken production** | 1.10 **Convey simple descriptions**, presentations or announcements on **familiar topics** | Students can give a simple presentation or description using simple phrases | C’est une grande ville  Normalement, il fait beau  Il y a… personnes dans la famille d’accueil  Nous arrivons à X, le (date)  Nous y passerons … jours |
| **Spoken interaction** | 1.12 **Use simple polite forms** **in formal and informal situations** such as greetings, thanks, **introductions** and respond appropriately  1.15 **Take part in routine classroom interactions such as pair and group work**, asking questions, language games and activities, **asking for help and repetition where necessary** | Students can engage in routine social interactions and ask for repetition or clarification to aid understanding  Students can make and respond to suggestions  Students can agree and disagree with others  Students can manage simple and routine exchanges in the classroom | Je m’appelle…  Je viens de…  Je suis un(e) élève Irlandais(e)  Je resterai ici pour un mois  Pourriez-vous parler plus lentement?  Peux-tu parler plus lentement?  Désolé(e), je ne comprends pas.  Comment dit-on…?  Que signifie X?  Excusez- moi, pourriez-vous m’aider?  Pardon, peux-tu m’aider?  C’est ton tour/ à toi maintenant  Puis-je te/ vous demander… ?  Puis-je commencer?  Je (ne) suis (pas) d’accord  À mon avis  Comment iriez-vous là?  Comment vas-tu y aller ?  À quelle heure est le déjeuner? |
| **Writing** | 1.20 **Write short descriptions of past, present and future events, activities and personal experiences** as well as imaginative texts  1.22 **Produce** and edit **texts and interact with others** **in writing using appropriate digital technologies** | Students can write short simple blog entries  Students can send short simple emails and text messages to convey important information  Students can write short simple emails expressing thanks  Students can use the past and future tenses  Students can describe events in the past | Le billet d’un blog  Cliquez ici  Mettre à jour (v)  La mise à jour (n)  Je vais aller/J’irai  Je suis allé(e)  À bientôt!  Il y a une réunion après l’école  Je serai en retard ce soir  Je prendrai le dernier train  J’ai raté le bus  Merci  Je te/vous remercie  Mon séjour m’a beaucoup plu  J’ai beaucoup amélioré mon français  J’aimerais/J’aime faire ce voyage parce que… |
| **Language awareness** | **Comparing the target language with other languages they know**  **Reflecting on how they learn language** | 2.5 **Compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate**  2.7 **Monitor and assess their own learning**, using feedback they receive to **reflect on** what they need to improve and **set goals for improvement** | Students can identify similarities and differences in language structure  Students can set and monitor individual learning goals | Nouns are either masculine or feminine or plural  I noticed that...  The word for X sounds like the same word in language Y  My goal is…  At the end of the exchange I hope that I...  I find this difficult because…  I enjoyed working on this because… |
| **Socio-cultural knowledge and intercultural awareness** | **Learning about relevant facts** | 3.2 **Discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people** | Students can research and use basic facts about the country/countries of the TL | 12 La population de X est…  Y & Z sont des francophones célèbres  Le chanteur/ groupe francophone le plus populaire est …  Un festival  Célébrer/fêter |
|  | **Comparing their culture with that of the country/countries related to the target language** | 3.9 **Appreciate how cultural differences influence social relations, such as in greetings and eating together** | Students can appreciate cultural and social differences | 12En /au/aux (dans le pays) X, on se salue:  -en faisant la bise  -en se serrant la main  La journée scolaire en X est…  En / au /aux X, on prend le repas principal à Yh  Il est normal de…  Pour le petit déjeuner, on prend… |

Appendix B: The CEFR Common Reference Levels – global scale

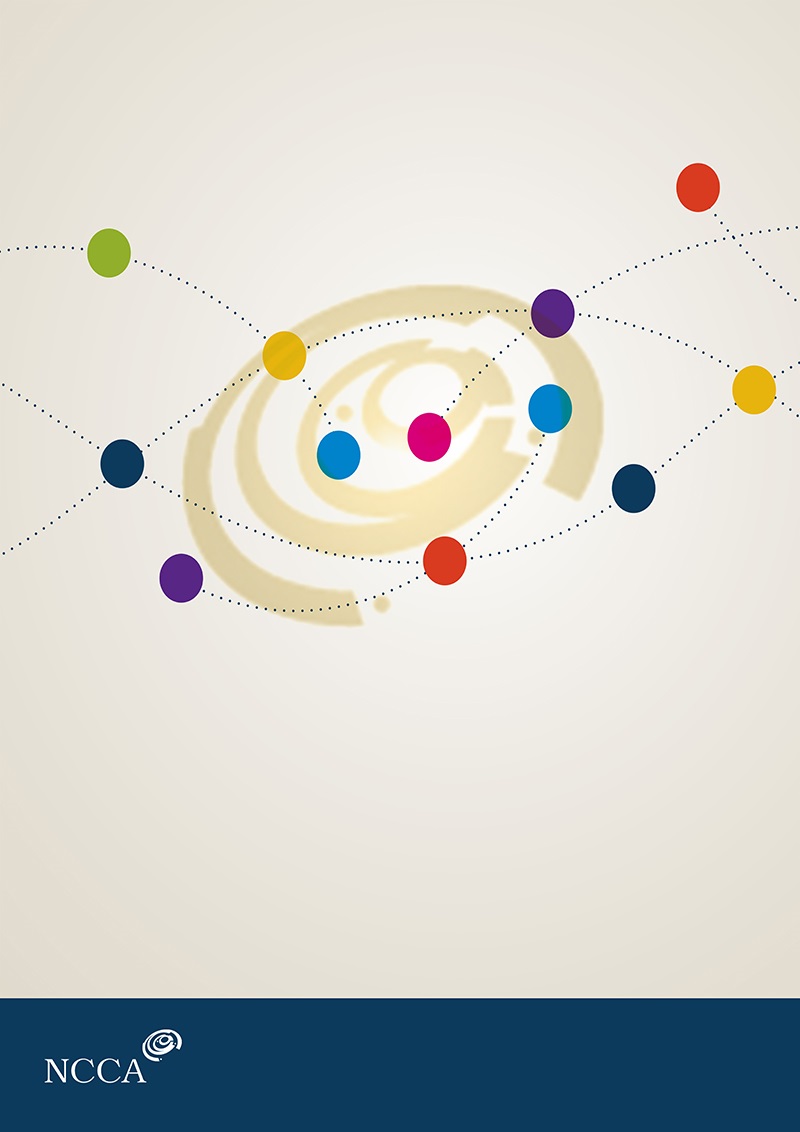
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| --- | --- | --- |
| Proficient user | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent  user | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic user | A2 | 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). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Appendix C: The Common Reference Levels – self-assessment grid

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **A1** | **A2** | **B1** | **B2** | **C1** | **C2** |
| **UNDERSTANDING** | **Listening** | I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent. |
| **Reading** | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| **SPEAAKING** | **Spoken interaction** | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| **Spoken production** | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |

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| **WRITING** | **Writing** | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |



1. Recommendation [2006/962/EC](http://eur-lex.europa.eu/legal-content/EN/AUTO/?uri=celex:32006H0962) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]. [↑](#footnote-ref-2)
2. See García, Ofelia (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Malden, MA and Oxford, United Kingdom: Wiley-Blackwell. pp. 93-108. [↑](#footnote-ref-3)
3. Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press. The full text is available on the Council of Europe website: <https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf>. [↑](#footnote-ref-4)
4. The CEFR distinguishes between the oral skills of spoken production and spoken interaction. [↑](#footnote-ref-5)
5. ‘Text’ refers to all products of language use, including oral, written and digital text. [↑](#footnote-ref-6)
6. ‘Text’ refers to all products of language use including oral, written and digital text. [↑](#footnote-ref-7)
7. **S**ubject **L**earning and **A**ssessment **R**eview. [↑](#footnote-ref-8)
8. The language of schooling is the principal language of teaching and learning in the school. [↑](#footnote-ref-9)
9. An exponent is a language item used for a situational purpose. [↑](#footnote-ref-10)
10. It is unlikely that students will use phrases in the target language to reflect on their learning. [↑](#footnote-ref-11)
11. In this sample theme, the CEFR competences are mainly at A2 level. [↑](#footnote-ref-12)
12. This could be in the target language and based on information from engaging with learning outcome 3.2 from the socio-cultural strand. [↑](#footnote-ref-13)