



# **NATIONAL 5/4 MODERN LANGUAGES**

**FRENCH: MS REVILLE (4) MME COUHARDE (1)**

**SPANISH: MRS BALLANTYNE (4) MRS TAYLOR (1)**



The course assessment has five components.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	30	1 hour and 30 minutes
Component 2: question paper 1 Writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
<b>Component 4:</b> <b>Assignment–writing</b>	<b>20</b>	<b>15</b>	
Component 5: Performance–talking	30	30	6–8 minutes approximately





# New Element at National 5 Assignment–Writing

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- ▶ Candidates produce a piece of writing of 120-200 words in the modern language using detailed language, based on one of the following contexts: society, learning or culture
- ▶ Candidates will have an opportunity for remediation and consolidation of their writing
- ▶ Teachers will provide feedback on areas for improvement via the use of a writing improvement code
- ▶ ***All work for this assessment will be done in class***





# Course assessment arrangements

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## Key dates:

- ▶ Writing Assignment: November/December 2018
- ▶ Talking Prelim – December/January 2017/18
- ▶ Prelim (N5 only) – January
- ▶ Exam (N5 only) – Spanish: Monday 30<sup>th</sup> April 2018  
French: Thursday 17<sup>th</sup> May 2018  
German: Monday 4<sup>th</sup> June 2018
- ▶ N4 unit assessments – throughout the year
- ▶ On-going formative assessment – throughout the year
- ▶ Timed questions in class – throughout the year





## Where you can access details of course content

- ▶ Course Outline – PHS Website/Pupil booklets
- ▶ SQA course assessment information online
- ▶ BrightRED Study Guide – N5 French/Spanish
- ▶ Scholar website – pupils have their log-in details
- ▶ Modern Languages Departmental wikispace -  
[www.wikispaces.com](http://www.wikispaces.com)

Username: phslanguages

Password: phslanguages

(other useful website addresses will be given to pupils)





# What we can all do to support pupils

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- ▶ Conversations regarding keeping up with homework, independent study, reminding them to keep a note of approaching deadlines
  - ▶ They should expect one/two pieces of writing and other learning or grammar revision per week
  
- ▶ Encourage them to do work regularly –
  - ▶ a language cannot be crammed for
  - ▶ bite size chunks and often is best
  - ▶ not leave things until the last minute!
  
- ▶ Provide a quiet working space for homework/revision
  - ▶ take regular breaks
  
- ▶ Purchase Revision guides and/or help with revision strategies
  
- ▶ Encourage them to have a good work/life balance-
- ▶ To keep themselves healthy - physically and mentally
  - ▶ sleep, food, fresh air and exercise





# Homework/Assessments

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- ▶ Dates will be posted in advance on the PHS Assessment calendar/ also on boards in Classrooms
- ▶ Emphasising individual responsibility for catching up or seeing the teacher if things are getting on top of them
- ▶ “Show my homework” may be available from some teachers but in the senior phase we expect them to take responsibility for deadlines
- ▶ Expectation of additional independent work that is not directed by teacher – exam revision, past paper questions etc.
- ▶ Additional Reading/Writing Tasks (e.g. exam questions) set by teachers whenever deemed necessary





# Arrangements for out-of-class support

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- ▶ Open-door policy – expectation of proactive approach by students to seek help when required
- ▶ Every Monday lunch time – drop-in or as arranged with their teacher
- ▶ Prelim and exam revision sessions after school or during study leave







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**Questions ??**

