

MODERN LANGUAGES

The minimum content is set out below.

The statutory requirements are set out in **bold** and additional guidance appears in plain text. *All examples are in italics.*

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and Environment
<p>Young people should have opportunities, through the contexts opposite, to become effective and creative communicators by:</p> <ul style="list-style-type: none"> • developing an awareness of language and how it works, and by improving accuracy; • comparing linguistic features in first and target language; • comparing cultural identity; • listening and responding in oral and written form in the target language to a range of stimuli and for a variety of purposes; • talking about experience, feelings and opinions using the target language; • reading and viewing a range of stimuli in the target language for key ideas, detail, enjoyment and engagement; • writing in the target language to exchange information and ideas, establish and maintain contact; • using a range of techniques, 	<p>Young people should have opportunities to:</p> <p>Communicate an understanding of self, for example, by making introductions, conveying information, giving descriptions, discussing habits, stating preferences, justifying opinions, reporting recent events, expressing future intentions. <i>Activities might involve stating leisure preferences; producing a multi-media presentation on a recent or upcoming holiday; producing a digital web log (BLOG) diary.</i> (Key Element: Personal Understanding)</p> <p>Communicate an understanding of others, for example, by seeking and responding to information, enquiring about habits, finding out attitudes, feelings, wishes and hopes, comparing and contrasting, making invitations and suggestions, negotiating arrangements, accepting and declining. <i>Activities might involve conveying details about family; devising questionnaires and presenting findings; using role-play to make suggestions and arrangements.</i> (Key Element: Mutual Understanding)</p> <p>Explore issues relating to lifestyle</p>	<p>Young people should have opportunities to:</p> <p>Explore social issues which relate to everyday lives, for example, by describing and discussing issues, expressing and justifying opinions, exploring positives and negatives, comparing and contrasting, explaining options, making suggestions, complaining, reporting recent events; expressing future intentions. <i>Activities might involve exploring positives and negatives of school life; contrasting town and country life; explaining options for young people in local area; creating a diversity map for town; creating a multi-media video in the TL to demonstrate local life.</i> (Key Element: Citizenship)</p> <p>Present an understanding of own culture and of the culture associated with the language, for example, by making and understanding greetings, seeking and sharing details, finding out attitudes, feelings, wishes and hopes, reporting findings, enquiring about situations, negotiating meaning, responding to culturally-conditioned behaviour, agreeing/disagreeing, making requests, asking permission. <i>Activities might involve comparing lifestyles of the TL country and own; enquiring about traditions/customs and using drama as a creative means of portraying cultural understanding; sharing</i></p>	<p>Young people should have opportunities to:</p> <p>Investigate how the language-specific skills and learning skills developed through languages will enhance career options and increase mobility, for example, by expressing interest, justifying choices, explaining options, expressing future intentions, giving advice, enquiring about employment in the TL country, negotiating meaning, presenting and persuading, responding to unprepared situations. <i>Activities might involve stating preferences for the future; justifying career choices; using a production challenge scenario to highlight functional language in business contexts; using telephone role-plays to make requests and enquiries; creating a career database of jobs requiring language proficiency.</i> (Key Element: Employability)</p> <p>Enhance awareness of money matters in TL regions, for example, by seeking and imparting information, negotiating price, analysing data. <i>Activities might involve investigating prices using the Internet; responding to the price of items in shopping scenarios; planning a budget holiday in a TL-speaking country; analysing and presenting statistics in the</i></p>

<p>including performance and multi-media, to convey, present and exchange information innovatively in the target language and as a means of creative expression;</p> <ul style="list-style-type: none"> • using previously learnt language in unfamiliar contexts; • engaging with others including, where possible, partner schools; • applying the language-specific skills and transferable skills acquired through second language learning to real-life situations locally, nationally and internationally. 	<p>choice, for example, by making suggestions, giving and following instructions, exploring positives and negatives, giving advice. <i>Activities might involve following the instructions of a TL recipe; devising New Year's Resolutions; creating a flyer giving healthy eating advice.</i> (Key Element: Personal Health)</p> <p>Show a willingness to contribute actively to a positive learning environment, for example, by making suggestions, negotiating decisions, describing positive behaviour, empathising, expressing thanks / gratitude / sympathy / encouragement, apologising. <i>Activities might involve negotiating a set of classroom rules in the TL; describing an ideal friend.</i> (Key Element: Moral Character)</p> <p>Discover how second language learning can inspire an awareness of cultural similarities and differences, for example, <i>sharing common interests / experiences through exchanges, email, etc.</i> (Key Element: Spiritual Awareness)</p>	<p><i>common interests and experiences with young people in the TL country through e-mail, video-conferencing and exchanges.</i> (Key Element: Cultural Understanding)</p> <p>Develop an awareness of media and a knowledge of media resources in the target language country, for example, by discussing and describing, expressing interest, stating preferences, reporting information. <i>Activities might involve discussing types of TV programmes; using TL websites to research; skimming and scanning magazines to interpret items of interest (horoscopes, sport, etc); using IT tools to present research on an issue of interest using material collated from TL media sources.</i> (Key Element: Media Awareness)</p> <p>Explore media to present ideas in the TL relating to ethical issues, <i>activities might involve presenting a fact file; creating a visual display/montage from newspapers or other media etc.</i> (Key Element: Ethical Awareness)</p>	<p><i>TL from surveys and questionnaires.</i> (Key Element: Economic Awareness)</p> <p>Consider local and global environmental issues, for example, by discussing positives and negatives, making predictions, giving advice, reporting findings, evaluating and presenting. <i>Activities might involve reporting on environmental issues in own lives; evaluating own neighbourhood in relation to noise, green space and pollution; creating posters raising awareness of endangered species or a website highlighting the local environment.</i> (Key Element: Education for Sustainable Development)</p>
<p>Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of the Target Language.</p> <p>Young people should be able to:</p>	<ul style="list-style-type: none"> • research and manage information effectively to investigate target language issues, using Mathematics and ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written and ICT formats, improving accuracy and showing clear awareness of audience and purpose. 		