

French and Spanish

French and Spanish will be available to study at National 4, National 5 and Higher levels in the Senior Phase. Students in S4 are most likely to sit either National 4 or 5 French or Spanish, progressing to National 5 or Higher in S5/6.

NATIONAL 4 FRENCH/SPANISH	
REQUIREMENTS	All students can study French or Spanish at National 4 level, if they have already followed the Broad General Education in Modern Languages from S1-S3.
COURSE CONTENT	<p>At National 4 Level, there are three Units.</p> <ol style="list-style-type: none"> 1. Understanding Language: This is about the ability to READ AND LISTEN to written and spoken French or Spanish. 2. Using Language: This is about the ability to TALK and WRITE in French or Spanish. 3. Added value: This is about the ability to READ AND LISTEN to the language while researching a topic, and then WRITE AND TALK about the topic in a presentation. This may already have been covered in S3.
ASSESSMENT	At National 4 level, there is no final examination. The course is internally assessed across the 3 units by the department, with the possibility of external verification by the SQA.
PROGRESSION / NEXT STEPS	<p>Students who are successful at National 4 are encouraged to take the study of the language further, building on the skills they have developed. Alternatively, they could look to undertake a National 4 course in the language they did not already choose to study. Pupils may also apply the knowledge gained in a variety of employment contexts, such as Travel and Tourism.</p> <p>Pupils may wish to discuss relevant work experience/placements with Faculty staff and their Guidance Teacher.</p>

NATIONAL 5 FRENCH/SPANISH	
REQUIREMENTS	Entry is flexible. Most pupils will be in a position to work towards National 5 at the end of S3, but a pass at National 4 level is also acceptable. National 4 and 5 level pupils are taught together in the same class, and it is possible to move between levels.
COURSE CONTENT	The content of the course is similar to National 4. Students are however expected to demonstrate the ability to manipulate language at a more sophisticated level, for instance writing about an event in the past, accessing texts of about 200 words in the foreign language, and talking at greater length.
ASSESSMENT	<p>The internal assessment structure is similar to National 4, in that pupils will undertake internal assessments in Understanding Language and Using Language. The units will be assessed on a Pass/Fail basis by the Department. The Added Value Unit is replaced by a final, external exam.</p> <p><u>Component 1 — question paper: Reading and Writing</u> This question paper will have 50 marks (50% of the total mark).</p> <p>This question paper has two Sections.</p> <ol style="list-style-type: none"> 1. Reading (30 marks): The learner will read three texts in the modern language. The learner will respond to questions in English by using English. 2. Writing (20 marks): Pupils will compose one written text in response to a stimulus, supported by six bullet points which must be addressed. <p><u>Component 2 — question paper: Listening</u> This question paper will have 20 marks (20% of the total mark). The learner will listen to one monologue and one short conversation in the modern language. They will answer questions in English and respond in English.</p> <p><u>Component 3 — performance: Talking</u> The performance will have 30 marks (30% of the total mark). Pupils deliver a presentation in French or Spanish, followed by a short conversation with their teacher in French or Spanish. The presentation and conversation will be from one of the following contexts: society, learning, employability, and culture.</p>
PROGRESSION / NEXT STEPS	Pupils may wish to gain more expertise in the foreign language by studying the Higher course in the language. Alternatively, they may wish to undertake a National 5 qualification in the language that they did not study. Pupils will also find their knowledge of the language invaluable in a variety of employment contexts such as Travel and Tourism, the Oil Industry and Hospitality industries.

HIGHER FRENCH/SPANISH	
REQUIREMENTS	It is recommended that pupils wanting to study French or Spanish at Higher level have already achieved at least a grade B at National 5 level, or a Higher in the other language.
COURSE CONTENT	The Higher course focuses on the four contexts of Society, Employability, Learning and Culture, as embedded in the National courses. Higher Modern Languages courses enable learners to further build upon their skills in reading, listening, talking and writing, and to develop their skills in translating. There will be a particular emphasis on living in the digital age and the pressures on young people. Living abroad and taking a gap year will also be explored.
ASSESSMENT	<p>The internal assessment structure is similar to that of National 5, in that pupils will undertake internal assessments in Understanding Language and Using Language. The units will be assessed on a Pass/Fail basis by the Department. At Higher level, there is also the final, external exam.</p> <p><u>Component 1 – question paper: Reading and Writing</u> This question paper will come in two sections, worth 40 marks (40% of overall grade)</p> <p>1. Reading and Translation (30 marks): Learners will read one written text in the modern language. They will respond to questions about the written text in English. They will translate part of the text into English, and will be able to use a dictionary.</p> <p>2. Writing (10 marks): Learners will produce one written text using detailed and complex language in the modern language. The written text will be in response to a stimulus supported by four bullet points which the learner must address. A choice will be made from two questions which will be based on one of the contexts of society, learning, employability, and culture. Learners may use a dictionary.</p> <p><u>Component 2 – question paper Listening and Writing</u> This question paper will come in two sections, worth 30 marks (30% of overall grade)</p> <p>1. Listening (20 marks): There will be two listening passages, one will be a monologue, the other a conversation. Pupils will respond to questions on what they have heard, in English. The content of both the monologue and the conversation will be from one of the same contexts of society, learning, employability, and culture. Learners will be allowed to use a dictionary.</p>

	<p>2. Writing (10 marks): Learners will produce one written text using detailed and complex language in the modern language, in response to a stimulus which arises from the listening section. The stimulus will be a series of questions relating to the same topic as the listening section.</p> <p><u>Component 3 - Performance:</u> The performance will have 30 marks (30% of the total mark). Students deliver a presentation in French or Spanish, followed by a conversation with their teacher in French or Spanish. The presentation and conversation will be from one of the following contexts: society, learning, employability, and culture.</p> <p>Successful candidates may wish to study their language at university level. They may also select to undertake the study of another language at National 5 or Higher level.</p>
<p>PROGRESSION / NEXT STEPS</p>	<p>In a global context, only 6% of the world’s population speak English as a first language, with 75% being unable to speak any English at all. It is therefore important to have an awareness of global languages and cultures. Learning a language not only allows pupils to develop a better understanding of this, but also to improve self-confidence and enhance their literacy, problem solving, interpersonal and communication skills, as well as increasing their employability skills. Employers are increasingly seeking personnel who can operate in different languages. This is particularly evident in the areas of oil based jobs and business management. A second (and third) language not only gives prospective candidates an advantage, but it also provides them with the confidence to learn other languages. Closer to home, in the tourism and hospitality industries, competence in a foreign language is a great asset on a variety of levels. Universities are also recognising the importance of languages and are routinely offering placements in European cities, providing a multicultural experience that is highly valued in a highly competitive job market. Universities are also increasingly encouraging more of their students studying in fields such as science and business to also consider studying a language, such is the global nature of today’s world.</p> <p>Learning languages encourages diverse thinking in young people, and encourages them to consider a broader view of career options and job opportunities. It also facilitates their ability to engage with a rapidly developing landscape of work/career and learning opportunities. The list of jobs that could be relevant to those with a working knowledge of languages is endless, but career pathways include: Receptionist, secretary, cabin crew, hospitality and tourism industries, banking, marketing, sales, teaching, translation, interpreting, lecturing, research, engineering, journalism, event management, editing and publishing, international aid worker, diplomatic services and charity work.</p>