

Handbook for the
Teaching of

German as a Foreign Language



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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Directorate for Quality and Standards in Education – Curriculum Management and eLearning Department

Foreword

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

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

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

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

Professor Grace Grima
Director General
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Preface

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

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

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

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

Raymond J Camilleri
Director
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Handbook for the Teaching of German as a Foreign Language

1. Introduction

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

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

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

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

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

These are namely:

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

Each subject has the following documentation

1. A teaching Objectives and Learning Outcomes document
2. The aims for each subject.
3. Strand definitions to indicate the focus of teaching throughout a student's school career.

4. Attainment level descriptors that indicate the learning outcomes of student learning at all levels of schooling.
5. A Teaching Objectives Framework that indicates the syllabus to be taught and which accepts that at each level and in every class there will be a variety of student learning outcomes.
6. Approaches to teaching and learning that are specific and differ for each subject.
7. A number of units which have important sections that relate to the above paradigms
8. e learning perspectives

Each Unit has a number of features

- A front page which indicates
 - the code and title of the unit
 - the length of a lesson
 - the number of hours in which it may be taught
 - the key words to be addressed
 - the points to note especially about the subject approach to teaching and learning
 - a statement about resources including references to e learning
- A subsequent set of five pages which indicates;
 - the teaching objectives
 - examples of teaching activities and experiences that a teacher may wish to use or develop.
 - a column which indicates the range of learning outcomes that can be expected as a student response to each teaching objective. These relate to students attaining across the attainment levels five to ten. Subjects which are not taught at Primary School target different levels
- A set of three pages (where applicable) indicate
 - examples of work within the same teaching objectives for students who are working within attainment levels one to four.
- In some units, a final page that
 - indicates aspects of e Learning that is relevant to that unit

2 General Guidelines in using the curriculum documentation

2.1 Who is the curriculum documentation for?

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

- Make use of this handbook to strengthen the development of students with suitable learning experiences.

- Make and prepare relevant teaching materials according to the suggestion from the selected curriculum units and teaching activities in accordance to students' learning needs.
- Adjust and revise curriculum units to support overall curriculum planning.

This curriculum has been written for ALL students.

2.2 The aims of German as a Foreign Language curriculum

The Study of German as a Foreign Language

The National Curriculum Framework makes provision for the learning of at least one other foreign language during the secondary stage of education. This educational entitlement is also a social policy needed for survival in an increasing global community in which diversity, tolerance and mobility continuously gain momentum and importance.

The teaching of German as a Foreign Language is based on the four strands or basic skills: listening, speaking, reading and writing. These are interrelated and are not intended to be taught separately. They are all in turn permeated continually by the strands of language reflection, language awareness, cultural and intercultural awareness and reflection. Thinking skills and the use of digital technology enhanced learning are also embedded in the teaching approach. The curriculum for German as a Foreign language reflects and is developed according to the National Curriculum Framework for Malta and the recommendations of the Common European Framework of Reference for Modern Languages of the Council of Europe.

German is Europe's most widely spoken language. No other language is more widely spoken in Europe: over 100 million people speak German as their native language. Malta's connections with German speaking countries in the educational, cultural and economical fields are continually being strengthened and developed. In this context a command of German opens doors, both locally and abroad, to a wider spectrum of opportunities in various fields, ranging from the cultural, the educational, the scientific, through to the commercial and the economical.

Studying German as a Foreign Language is proving to be indispensable when one considers the need of multilingualism, which determines the basis of educational policy in the field of foreign language learning of the European Union.

The aims of the curriculum

The teaching of German as a Foreign Language follows the same basic rules and aims of teaching any foreign language. In addition to this the following specific aims are to be striven for in the teaching of German as a Foreign Language.

- To learn about culture(s) of German speaking countries and through them diversify the perception of one's own culture, behaviour and scales of value.

- To focus on language features and structures of German, develop skills and strategies and obtain experience of language's function as a means of communication. This in turn will serve as a basis and as motivation for lifelong acquisition of foreign languages.
- To promote and use their learning of language and culture outside the classroom in immediate and authentic ways,

2.3 Approach to teaching and learning for German as a Foreign Language

Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach to teaching and the way the students are expected to learn will relate closely to the nature of the subject content. The following text is the approach for teaching and learning German as a Foreign Language:

Teaching a foreign language necessitates a mixture of pedagogical approaches and teaching methods which cater for the different individual needs of each student. The choice of methodology to be embraced, whether communicative, task based, project based or the Presentation, Practice and Production method, should concentrate always on the needs, abilities, aptitudes and interests of the individual student.

This therefore means the undertaking of a student-centred learning approach, which incorporates additional learning opportunities, which are enjoyable, varied to suit the individual student and which enable him or her to acquire the necessary skills and knowledge leading to the acquisition of German as a Foreign Language.

Through this approach students will be enthusiastic and active participants in the learning process and will be offered opportunities to be responsible for and in control of their learning. They can thus equip themselves with autonomous language learning skills, develop their awareness of language and intercultural diversity and will be able to express themselves and communicate in German with increasing confidence, independence and creativity using modern means of communication.

2.4 The Teaching Objectives Framework for German as a Foreign Language

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

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

teaching objective there will be a range of learning outcomes according to the diversity of attainment of students within any one classroom. The Teaching Objectives Framework is the heart of the curriculum.

Teaching Objectives Framework for German as a Foreign Language

	Unit Titles	Key Teaching Objectives
Form 5		
Teaching Block 1	1. That is the film, that I want to see. – <i>Das ist der Film, den ich sehen will.</i>	To explore relative clauses and their use. To demonstrate competency in using different type of conjunctions and clauses.
	2. Customer care – <i>Kundenwünsche</i>	To extend the use of complex sentences, including the use of the infinitive with <i>zu</i> . To use complex sentences to enhance spoken and written production.
	3. What would you do? - <i>Was würdest du tun?</i>	To revise the use of <i>werden</i> in the Passive Tense. To use <i>würde</i> with the Infinitive. To demonstrate competency in using and applying effectively all vocabulary, structures and communicative skills learned.
Form 4		
Teaching Block 1	1. That actually happened some years ago.- <i>So war es damals.</i>	To explore ways of reporting past activities and events using the imperfect tense and the pluperfect tense. To demonstrate competency in applying the imperfect tense and the pluperfect tense.
	2. The weekend begins now! - <i>Was machen wir am Wochenende?</i>	To discuss and make plans for the future. To explore and use various structures which express agreement and disagreement. To accept and decline proposals, suggest alternatives and express wishes and opinions.

		To express contradictions and opposite points of view.
	3. Where can we go shopping? - <i>Kennst du ein gutes Geschäft?</i>	To describe things and products, discuss, compare, evaluate and express choice. To research and inquire about products and services from German speaking countries.
Teaching Block 2	4. Keep in touch! - <i>Bleib in Kontakt!</i>	To explore and use suitable language forms and structures when communicating via telephone /mobile phones, electronic / post, internet. To apologise and express doubt and to strengthen conversational strategies. To explore and use the present passive voice.
	5. Which is the best way to...? – <i>Wie komme ich am besten ...?</i>	To explore and use new vocabulary and structures regarding location and intended destinations and explore further the use of local prepositions. To explore new vocabulary and structures in the context of asking for, giving and following directions and to understand signs, safety advice, traffic news. To give reasons using the conjunction <i>deshalb</i> .
	6. Let us go to Germany! – <i>Wir fahren nach Deutschland!</i>	To discuss and research various types of holidays, destinations and accommodation using various sources of information. To plan, book and prepare for a journey to a D-A-CH country.
Teaching Block 3	7. Money, money, money! - <i>Geld, Geld, Geld!</i>	To research and discuss means of payment in German speaking countries. To explore and use vocabulary and structures in the context of monetary transactions, methods of payment and bank services. To formulate and use indirect questions.
	8. Can you tell me, what that means?- <i>Was</i>	To expand the range and use of connectives and conjunctions.

	<i>bedeutet das, bitte?</i>	To explore and use of complex sentences. To use new vocabulary and structures when expressing lack of knowledge, showing disapproval, and refuting opinions.
	9. Let us revise - <i>Wir wiederholen.</i>	To revise and consolidate vocabulary, structures and communication skills covered in the previous units. To demonstrate competency in using and applying effectively vocabulary and structures acquired in previous units.
Form 3		
Teaching Block 1	1. Why....?- <i>Aber, warum eigentlich?</i>	To explore new ways of asking for and giving reasons. To revise and consolidate how to talk about past events and actions using the perfect tense of all types of verbs. To recount / report facts (e.g. way of life, living conditions, family)
	2. Hang the picture on the wall! – <i>Häng das Bild an die Wand!</i>	To explore and acquire competency in the use of various prepositions to express concepts of movement and position. To be able to express location of persons, things, places using prepositions and directional adverbs. To express requests in writing using familiar and polite forms.
	3. Enjoy your meal!– <i>Guten Appetit!</i>	To discuss habits, frequency and preferences whilst giving opinions and making use of conversational strategies. To use structures and vocabulary in various situations in a restaurant and at private functions. To ask about and make references to things using the indefinite pronoun.
Teaching Block 2	4. What do you think? – <i>Was meinst du?</i>	To explore further the use of the verb “ <i>sollen</i> ” when giving advice or making recommendations.

		<p>To stipulate conditions and to give reasons for choices made.</p> <p>To hold formal telephone conversations. (E.g. with someone in an office, head of school, to ask for information etc.).</p>
	<p>5. Get moving! – Du bewegst dich zu wenig!</p>	<p>To express interests and feelings and react to interests and feelings of others.</p> <p>To ask for and accept advice.</p> <p>To explore the use of reflexive verbs and prepositional adverbs.</p>
	<p>6. School and future plans – Schule und Zukunftspläne</p>	<p>To express opinions and feelings using the conjunction <i>dass</i>.</p> <p>To talk about past experiences and wishes using the imperfect of the modal verb <i>wollen</i>.</p> <p>To acquire information about and discuss the German school system and future learning possibilities leading to choice of job.</p>
Teaching Block 3	<p>7. Feasts and presents – Feste und Geschenke</p>	<p>To explore further the use of the Accusative and Dative cases and word order.</p> <p>To talk about giving and receiving presents, express opinions, wishes and make recommendations.</p>
	<p>8. Let's party!- Wir planen eine Party.</p>	<p>To explore how to recount experiences and impressions.</p> <p>To plan an event, make suggestions/objections and to reach an agreement.</p>
	<p>9. Once again, please. – Wir wiederholen.</p>	<p>To revise and consolidate vocabulary, structures and communication skills dealt with in previous units.</p> <p>To demonstrate competency in using and applying effectively vocabulary and structures acquired in previous units</p>
Form 2		

Teaching Block 1	1. How did you spend your holidays? – Was hast du in den Sommerferien gemacht?	To identify and develop an understanding of the perfect tense and its use to describe past actions. To apply the perfect tense effectively in written and spoken production.
	2. The world of work – Beruf und Arbeit	To research and acquire information about types of jobs and the world of work in D-A-CH countries. To sequence and describe events in the past using the imperfect tense of haben and sein .
	3. Let`s go to Germany!- Wir fahren los!	To acquire and use information one needs when visiting a city in a German speaking country. To understand, give commands and make suggestions. To express and find out what is allowed or not allowed.
	4. Out and about – Unterwegs in einem deutschsprachigen Land	To acquire knowledge about travel and transport in D-A-CH countries and to compare with means of transport in Malta. To obtain and decode information regarding location, directions, signs, safety advice, traffic announcements. To develop vocabulary and communication skills necessary when out and about.
Teaching Block 2	5. Where exactly? – Wo genau?	To identify and develop an understanding of local prepositions and their use to answer the question “Wo?” To explore and use adverbs of place and to explore the use of the prepositions <i>zu</i> , <i>nach</i> and <i>in</i> to answer the question “Wohin?”
	6. Ouch! That hurts! Aua! Das tut weh!	To name parts of the human body and to explore how to give and obtain information about health problems. To explore how to make, change and cancel appointments and deal with emergencies. To express what one should/should not do to follow a healthy lifestyle.
	7. Could you please tell me	To explore and use timeframes, temporal references and

? – Ich brauche Informationen, bitte	temporal prepositions. To formulate wishes and requests formally. To understand and leave messages in various everyday situations.
	8. Getting a new outfit. - Ich brauche ein neues Kleid.	To explore how to name, describe and evaluate personal attire and to express opinion using the verbs <i>finden</i> and <i>mögen</i> . To ask for and give information when buying clothes.
Teaching Block 3	9. At the department store - Im Kaufhaus	To express likes and dislikes, show preference and ask for opinions and to express choices. To ask for help and advice. To explore and use a range of verbs governed by the dative case.
	10. Let's celebrate - Wir feiern!	To ask about, name important dates and festivities and make arrangements for special occasions. To express greetings, best wishes and congratulations. To research and compare traditions and celebrations with own and those in D-A-CH countries.
	11. Wishing you all the best! - Alles Gute!	To explore and use vocabulary and structures used when inviting someone and when accepting or declining an invitation. To explore and use personal pronouns in the Accusative Case. To explore the use of the conjunction <i>denn</i> to give reasons.
	12. . What I have learnt this year. - Wir wiederholen!	To revise and consolidate vocabulary, structures and communication skills covered in the previous units. To demonstrate competency in using and applying vocabulary and structures acquired in previous units.
Form 1		

Teaching Block 1	1. Let's start! - Guten Tag! Mein Name ist ...	To recognise the German language in its various forms. To explore and acquire information about German speaking countries. To introduce oneself and use classroom language.
	2. All about myself : Ich stelle mich vor?	To give information about oneself and to acquire information about others. To recognise and demonstrate awareness of the diversity of language systems and cultures.
	3. Family and Friends – Familie und Freunde	To give and acquire information about family ties, friends and acquaintances. To strengthen the concept of formal and informal register.
	4. I am hungry! – Ich bin hungrig!	To name things, quantities, weights, measurements and prices. To express likes, dislikes and preferences in the context of food and drink. To explore and identify eating habits in German speaking countries and to compare with one's own.
Teaching Block 2	5. At home – Zu Hause	To describe one's own home and living environment and compare and contrast with those in D-A-CH countries.
	6. What is the time? – Wie spät ist es?	To explore, understand, use ways of saying the time. To explore various contexts in which expressions of time are used.
	7. On weekdays or on weekends? – Meine Woche	To describe one's daily actions and habits and compare with those of other youths in German speaking countries. To begin to explore the importance of word order
	8. What is the weather like? - Wie ist das Wetter heute?	To obtain information about climate, weather and seasons from various sources and to give information about the weather. To explore the differences between weather conditions in

		one's own country in German speaking countries and their effect on one's daily life.
Teaching Block 3	9. Free time and Hobbies - <i>Freizeit und Hobbys</i>	To describe one's free time, activities and hobbies. To explore how peers spend their free time in German speaking countries and to compare with one's own.
	10. Yes, of course! - <i>Ja, sicher!</i>	To explore the use of the accusative case and to reproduce grammatically correct phrases in basic familiar contexts.
	11. What I can do and what I want to do / <i>Was ich kann und was ich will.</i>	To express ability and intentions using the modal verbs <i>können</i> and <i>wollen</i> . To make, accept or decline suggestions in interviews, surveys and role play.
	12. What I have learnt this year - <i>Was ich dieses Jahr gelernt habe.</i>	To revise and consolidate vocabulary, structures and communication skills covered in the previous units. To demonstrate competency in using and applying effectively vocabulary and structures acquired in previous units.

2.5 The value of a unitised curriculum

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

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

2.6 Strands of learning for German as a Foreign Language

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

Strand 1 Listening

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

Strand 2 Speaking

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

Strand 3 Reading

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

Strand 4 Writing

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

2.7 The use of the level descriptors for German as a Foreign Language

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

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

The attainment level descriptors are observable statements of learning outcomes that students can attain. There are approximately eight of these statements in each level descriptor. The statements are referred from the Teaching Objectives Framework and indicate a sample of what can be expected to be learned. Once a student has attained the majority of the learning outcome

statements in a level descriptor they are assumed to be working within the next level. The level descriptors for German as a Foreign Language are:

Strand 1 Title: Listening

Strand Definition:

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

Attainment Level 1

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

Attainment Level 2

Students point to or indicate the right peer or adult when asked *Wer ist John? (Who is John?)* Students point to familiar objects when asked *Wo ist der Ball? (Where is the ball?)* They choose the correct object from a choice of two. E.g. *der Ball. (The ball.)* or choose the right colour from two. E.g. *rot (red)*. They respond to simple commands accompanied by gestures such as *Komm hier bitte! (Come here please.)*. They demonstrate an understanding of simple greetings. Students respond appropriately to simple words by e.g. waving when hearing 'Tschüss'. Facial expressions and uttered sounds play an important part in receptive and expressive communication.

Attainment Level 3

Students listen attentively for longer periods. They know that the target language conveys meaning. They understand two or three simple classroom commands and greetings and try to imitate their peers in response. They also show understanding by uttering single words, e.g. *Ja, nein*, or use signs and symbols or point to visual cues. Their understanding is however still mainly communicated through visual expressions or gestures. They show attention and with support listen attentively when familiar words and very short phrases about personal and immediate events are used by peers and adults. They can select three objects/pictures in order when asked. E.g. *Gib mir / zeig mir das Buch, den Bleistift und*

das Heft. They point to the correct place on the map when they hear *Deutschland*. They start to recognise the German flag and its colours.

Attainment Level 4

Students identify the sounds of letters of the alphabet, letter combinations, intonation and stress patterns. With constant support through gestures, facial expressions, images, cues and repetition, students understand familiar words and short, common basic phrases and questions, utterances and classroom instructions which are spoken very clearly and slowly, face-to-face or from a good quality recording. E.g.: *Ja/nein. Guten Morgen! Wie heißt du? Wer ist das? Ist das Peter? Entschuldige!* Students may need long pauses for assimilation. They respond to familiar classroom instructions and simple requests: *Setzt euch! Mach das Licht an!*, by total physical response, by matching text to visuals or by giving the meaning in their mother language. They listen with enjoyment to songs and rhymes containing repetitive and familiar text. They begin to understand the importance of pronunciation and intonation. They differentiate between questions and statement, approval/disapproval. Through an awareness of sound-symbol relationships they listen to, and discriminate between sounds and relate them to specific meanings, e.g. *neun/nein*. When hearing spoken text they recognise words which they already know from other languages e.g. *international, Baby*. They start to identify the roles of and relationships between speakers in the text, e.g. *(du/Sie)*.

Attainment Level 5

Students identify words or short phrases in context. They identify key explicit cultural references to very familiar aspects of the German culture: e.g. *Aua*, not “ouch”. They identify main ideas and sequence in texts relating to familiar subject matter by e.g. correlating text to images, or by identifying correct statements. They focus on high-frequency formats and are still very dependent on strong contextual support and visual cues for global comprehension, e.g. they understand with support short interactions and can recognise and recall main points in a short dialogue/description with very predictable text. Students recognise the communicative function of certain text types and show comprehension of the gist and key ideas in simple short texts which hardly include unfamiliar words. Repetition, paraphrasing and texts read out at slower than normal speed are still a requisite for comprehension. Students recognise intonation models (*Satzmelodie*) and other auditory cues. They identify and note personal responses, linguistic and metalinguistic means of expressing affirmation and negation.

Attainment Level 6

Students understand the main points and some specific information in short, simple stories, dialogues, announcements and messages (e.g. weather reports, advertisements), which are spoken slowly and clearly at near normal speed without interference and which relate to familiar subjects and contain familiar language. E.g. simple short explanations on how to get somewhere. They recognise the difference between present and past actions. E.g. *Gestern bin ich ins Kino gegangen; heute gehe ich einkaufen*. They deduce the meaning of some unfamiliar language from context or accompanying

visuals (e.g. in video) and use prior knowledge of the subject matter when listening for the main ideas. They can recognise judgments and opinions from everyday conversations, e.g. (at a youth club, in a travel agency etc). They recognise known models of word building and structures. They start recognising conversational strategies, make use of cognates and internationalisms, and recognise redundant information and its function in different texts. They demonstrate growing confidence in the understanding of the heard language. Repetition may still be needed e.g. when items include unfamiliar language.

Attainment Level 7

Students demonstrate adequate comprehension of simple, factual information contained in most routine social interactions or spoken texts relating to familiar topics. They comprehend the main idea of more extended conversations. They show that they understand unfamiliar material from a range of sources using information in context e.g. understand the main idea and some information in television, radio, or live presentations and interactions on the telephone, or an announcement at a supermarket. They understand language spoken at near normal speed, and need little repetition. Students understand texts where relationships in discourse are marked by simple, high-frequency forms, denoting sequence (*zuerst... dann, danach*), referencing and other cohesive devices (e.g. *aber, weil*). They understand new subject matter using linguistic knowledge (e.g. *ins Zimmer* (motion) compared with *im Zimmer* (position)). They start understanding conversational strategies and begin to make straightforward, simple inferences.

Attainment Level 8

Students can understand standard speech delivered clearly in a wider range of authentic settings and contexts which include more unfamiliar material accompanied by visuals: e.g. recorded songs, newscasts meant for foreign language learners on the internet, advertisements on TV, announcements at the station, messages on telephone answering machines. They demonstrate comprehension of main ideas in social interactions and a variety of spoken texts familiar and less familiar relating to present, past and future events and including unfamiliar contexts. They understand opinions e.g. interviews or surveys on radio. They can follow reports and longer telephone conversations, select and follow instructions and follow related stories containing complex sentences. E.g. *Das war, als ich eine Weltreise gemacht habe*. They draw inferences with less hesitancy. Students can now identify more detail, including points of view and select information.

Attainment Level 9

Students understand all forms of styles of standard speech relating to personal or social needs and meant for different audiences when these are delivered clearly and not too fast. They draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language, e.g. They understand the main ideas and most significant relevant details of discussions or presentations, and in recorded songs, many feature programmes on radio and television, movies, and other media designed for use by peer native speakers.

Students demonstrate comprehension of overall meaning and key supporting details (globally, in detail and selectively) in authentic and modified spoken texts which might express different points of view and are spoken at a near native-speaker speed, although they might need some repetition. They can draw inferences, recognise and are sensitive to attitudes and emotions.

Attainment Level 10

Students understand a wider range of speech of a certain length meant for peer native audiences especially when visuals accompany text e.g. documentaries on television. They can cope reasonably well with distracters in a standard well structured speech. They rely on their knowledge of a wider range of vocabulary acquired in class or through independent exposure to the target language, and are aided by their awareness of the underlying organizational structure of the oral text and their ability to interpret references to familiar aspects of the German culture. Repetition or rephrasing may still be needed to understand subtler, nuanced details of meaning. Students deduce the meaning of unfamiliar language by relying on their understanding of the context and grammatical features. They can interpret the speaker's intentions from tone and intonation and listen for language variation in formal and informal contexts. They understand some colloquial expressions, jokes and puns but have difficulty with dialects and slang.

Strand 2 Title: Speaking

Strand Definition:

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

Attainment Level 1

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

Attainment Level 2

Students remember and reproduce learnt short responses over more extended periods. They greet known people and imitate interactions. E.g. wave hand and try to say *Hallo!* or *Tschüss*. They respond to

options and choices with actions and gestures to convey meaning. With support they answer yes or no questions. Their utterances are accompanied by gestures, e.g. nodding or shaking their head. E.g. *Ist das dein Ball? (Is that your Ball?) – Ja, nein, Ball* accompanied by gesture. They try to imitate one syllable familiar words e.g. *Ball, Hut* and point to the correct picture / item. Students respond co-actively to basic familiar questions relying heavily on facial expressions or gestures and a few monosyllabic utterances. With guidance they make attempts to repeat a word using different intonations.

Attainment Level 3

Students start to become familiar with more simple vocabulary, e.g. words used to describe the colours of the German flag and the name of the country. Students introduce themselves by name by combining two words, e.g. *Ich Peter. Ich 11*. They combine two or more words to answer simple questions on familiar immediate events to a close range of listener. E.g. *Wie heißt dein Vater? (What is the name of your father?) – Vater John*. They show recognition of certain familiar words in role plays and interaction with peers or adults, e.g. *Name, Buch (book), lesen (read)*. They communicate positives and negatives, *Ja, nein, nicht* in response to simple familiar questions. They join in by imitating familiar repetitive words e.g. in a rhyme and try pro-actively to use simple learned words to communicate basic needs e.g. *Toilette, essen, Buch*. They practise pronunciation and intonation but they still have great difficulty in imitating certain sounds like *sp, st, ß, eu, äu*.

Attainment Level 4

Students react to what they see or hear relying on a limited memorised range of key-words and basic phrases, which have been well rehearsed and consist of areas of immediate need. E.g. *Ja, Nein, Guten Morgen! Wer ist das?* Interaction with peers and adults is limited to very short utterances which are drawn from frequent and consistent teacher modelling. They start using some culturally specific gestures (e.g. shaking hands when greeting) and basic everyday forms like greeting and leave-taking expressions. They repeat and imitate sounds, words and phrases, however pronunciation and intonation tend to be approximate, (e.g. *v* as *f*, *w* as *v*, *sch*, *sp*, *st*, *ei/ie*, *au*, *eu*); statements, questions and exclamations. They signal lack of understanding and ask for repetition, need prompting and scaffolds or rely on memorised key words and phrases. They interact slowly with the help of repetition and / or simplification. They use the language for enjoyment, when the language is highly repetitive e.g. singing, using gesture and body language to make meaning clear.

Attainment Level 5

Using an increasing range of high-frequency words and formats, students participate in conversations with teacher/peers, in the sphere of familiar, basic themes and situations. They link short rehearsed utterances, e.g. *Ich heiße Und du? Ich komme aus Malta, und du? Woher kommst du?* They interact by asking and answering simple questions about interests, likes/dislikes using set phrases e.g. *Was trinkst du gern?* They communicate basic needs and wants, e.g. ask for food/drink by using the appropriate phrase, request help or assistance. *Wie sagt man ... auf Deutsch?* They can greet peers and adults appropriately using formal/informal forms: e.g. *Wie geht's dir/Ihnen?* Hesitancy occurs due to

limited vocabulary. There is evidence of emerging connecting discourse, e.g. At times they ask for and provide pro-actively additional information about likes and dislikes, on immediate and familiar topics. (e.g. *Ich esse gern Pizza. Ich esse nicht gern Fleisch. Mein Lieblingsessen ist Fisch.*) Their responses show a higher awareness of sound and correct pronunciation and intonation.

Attainment Level 6

Students use appropriate strategies to initiate, maintain and conclude a simple conversation with more fluent or sympathetic native speakers on familiar subjects (e.g. pen friends, exchange partners, in simulated role plays, e.g. buying foodstuffs). They try to take a few turns in dialogue: e.g. *Entschuldigung!; Ich weiß es nicht.* They start using the conversational past, e.g. *Was hast du am Wochenende gemacht?* These contexts are heavily supported by visuals or dialogue-diagrams and paralinguistic prompts and are at times grammatically incorrect, however the meaning is clear. Students can express feelings using familiar words: *Mir ist kalt! Ich habe Hunger!* They can make short simple presentations and use rehearsed phrases and utterances in routine classroom situations with confidence, e.g. *Darf ich bitte das Fenster aufmachen?* However, pauses still occur and fluency is strained when topics are unfamiliar and vocabulary is new and not well rehearsed. Intonation and pronunciation have improved and are more correct.

Attainment Level 7

Students start to manipulate learnt language in a range of controlled contexts, presenting responses that are sometimes creative and so they begin to generate original utterances, e.g. they take part in structured dialogues including some unrehearsed instances with a fluent or native speaker. They start to experiment with new language structures in extended communicative tasks using present, past or future sentences and some self learnt vocabulary, thus meeting their individual communication needs more precisely, but still within well supported familiar contexts. E.g. instead of the simple *Danke schön*, they say *Vielen Dank* or instead of *Das ist nicht klar*, they say *Kannst du das erklären?* They interact with reference to purpose, audience or participants, show agreement and preference, e.g. making arrangements: *Wir gehen ins Kino. Kommst du mit?- Nein, ich gehe lieber einkaufen.* They begin to use their knowledge of grammar to substitute single words and phrases thus manipulating known structures and linguistic features in sustained dialogues or in presentations on a known familiar topic. Their pronunciation is generally accurate and they show more consistency in their intonation.

Attainment Level 8

Students can initiate conversations easily, express agreement and disagreement with others, and give opinions and reasons, e.g. *Das klingt gut, aber...* They use strategies such as circumlocution to sustain conversations, showing some concept of register. However, the topics are still familiar and supported. They interact freely with peers to meet real social and classroom needs, however exchanges do not involve extensive idiomatic usage. They can make comments on familiar topics and events, starting to use connectors and utterances with some complex elements, e.g. *Ich finde, dass ...* They show more confidence when expressing themselves (e.g. doing away with the use of a prepared dialogue structure

or without key words noted down beforehand) when speaking about familiar topics. They formulate short descriptive texts in answer to a verbal or visual impulse. They convey information about past, present and future events in familiar contexts, referring to recent experiences and future plans with minimal support and using patterns with a few errors. They exhibit more spontaneity in their interactions, particularly when the topic is familiar.

Attainment Level 9

Students draw on a wide range of language forms, vocabulary and structures learnt in class as well as those acquired through independent exposure to the language. Students engage in more open-ended tasks, extending their range of topics. They incorporate three or more ideas and use more complex language, express opinions and disagreement. They can discuss everyday practical issues in a more complex manner, e.g. *Meiner Meinung nach, ..., Ich freue mich darauf*. E.g. They express a point of view or give advice when making a response, e.g. *Ich stimme dir nicht zu. Ich bin damit nicht einverstanden*. They use more complex sentences in present, past and future time frames with ease. (e.g. *Nachdem er gegessen hatte, ging er ins Kino*.) They exhibit increasing spontaneity in their interactions. They participate in role plays linked to various topics selecting the appropriate vocabulary and express details and nuances by using appropriate modifiers. They can give detailed descriptions of things and places (e.g. *Das ist die Tochter des Lehrers*.) whilst expressing comparison, e.g. *Dein Haus ist kleiner als dieses*.

Attainment Level 10

Drawing on a wide range of language forms, vocabulary and structures students can interact and maintain effective communication in authentic situations on a broad band of topics which are of general interest to their peers in German-speaking countries. Pupils are able to partake in an interview if they have a prepared questionnaire. They express themselves spontaneously without having to think for too long. They can support opinions, e.g. *Ich bin dafür /Ich bin dagegen* and also give reasons for their opinion. They can make an oral reproduction or summary of the contents of a text they have read or heard. They incorporate particular structures to achieve specific purposes, e.g. use appropriate tense for recounting, emotive language for effect, such as *Ich hab's satt! Warte doch! Hör mal zu! Das habe ich furchtbar gefunden!* They make suggestions and give advice e.g. *Man sollte..., Das würde ich.. Wie wäre es mit...?* They use a wide range of interactive strategies. They can improvise and correct their own and peer errors. They are able to explain what is wrong and say how the problem can be solved. Occasional misunderstandings can arise with low frequency idioms.

Strand 3 Title: Reading

Strand Definition:

The ability to engage with and respond to a wide range of print, electronic and multi-modal texts,

developing analysis and awareness of the range of text types and their aims, together with the contexts and cultures that inform the writing;

Attainment Level 1

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

Attainment Level 2

Students become familiar with signs or symbols and demonstrate knowledge that print carries a message. They can distinguish between spoken and printed words. They develop sound symbol correspondence. They recognise and differentiate the letters of the alphabet from numbers. Symbolic understanding develops and starts to be able to match objects to pictures and symbols. They can match letters of the alphabet to the beginning of one syllable words. They understand words like *beginnen* (*begin*) *Titel* (*Title*) and point to the beginning of a sentence or text. They can find their own textbook and folder for German. They attempt some familiar words co-actively in guided group reading. They recognise a small range of familiar one syllable words whenever they are seen, e.g. on cue cards, computer, paper or book. They co-actively recognize their own name in print.

Attainment Level 3

Students begin to begin to enjoy looking at books and turn pages properly. Students start to select a few words, signs or symbols with which they are particularly familiar and derive some meaning from words, pictures or signs presented in a familiar way to them. Students demonstrate pro-actively an understanding of at least 10 simple words, including the names of familiar objects. They can identify between letters and words. They can find words beginning with most of the letters of the alphabet when requested. They understand the conventions of reading and thus can follow a simple sentence from left to right and indicate the end of a sentence. With the support of an adult they participate in choral reading of simple sentences accompanied with visual cues. They can match simple words and phrases to pictures to show comprehension. E.g. *Der Ball ist blau.* (*The ball is blue.*). *Mach das Fenster auf!* (*Open the window.*).

Attainment Level 4

Students can recognise the relationship between printed words and symbols and their sounds and meanings, recognise symbols, words and phrases of the target language in clear handwriting or in print, e.g. labels, captions and in charts, e.g. They recognise the letters (*ß, ä, ö, ü*) as letters of the German alphabet. They can recognise and understand the meaning of familiar words and phrases in a familiar

well rehearsed context, e.g. *Guten Tag, Ich heiÙe, das Buch*. They recognise that nouns are written with a capital letter and can find the verb in a simple sentence / question in the present tense. They can recognise the correlation between text (title) and picture, meaning of punctuation marks, text topography, internationalisms and cognates. They can read whole words, phrases and simple sentences, e.g. on packaging labels, in captions, charts, on CD-ROM software. They demonstrate comprehension and respond to simple texts in a variety of ways, e.g. by answering questions, matching words to pictures or actions sequencing words/sentences, reconstructing simple texts or marking the correct answer. They start to understand explicit cultural references and relate them to some well known features of the culture of German speaking countries. e.g. *Die Hauptstadt von Deutschland ist Berlin. In Österreich spricht man Deutsch*.

Attainment Level 5

Students can locate simple specific information in short simple sentences, memorised forms, high frequency signs and repetitive text, e.g. *Drücken/Ziehen*. They find and understand the main idea and some details in simple informative materials written for native speakers such as short dialogues, advertisements, programme of performances (e.g. cinema, concerts), school notices, menus, diary, greeting cards, postcards, short texts of information. They deduce meaning from context and prior knowledge of subject matter when reading for gist. They also use strategies to skim and scan text for global meaning making use of headings/titles and visuals accompanying the text. Students try to make an educated guess of the meaning of unfamiliar, more complex written material using context, cognates, semi cognates, internationalisms, accompanying illustrations and prior knowledge of situations and issues. They start deciphering the meaning of words and phrases by locating key words and phrases in a text, and by identifying the features of familiar texts, e.g. advertisements, posters, postcards. They recognise the forms and conventions of language in text, eg. *Liebe/r, Wie geht es Ihnen, Herr Braun?* They start using a bilingual dictionary.

Attainment Level 6

Students can read and comprehend texts on familiar topics which incorporate different tenses of familiar verbs in simple and more complex sentences. However they might need to re-read text before complete comprehension occurs. They use the knowledge of word order to find the meaning of a sentence, e.g. in present tense the verb is the second idea, or the past participle is to be found at the end of the sentence. They skim and scan text to predict meaning. They begin to read independently for information, pleasure, and enjoyment: e.g. letters and e-mails of pen friends /exchange partners. Texts are based on topics relating to familiar situations; such as comparing free time, pocket money, likes and dislikes. They can comprehend familiar texts globally, selectively and in some detail, e.g. they identify the main and supporting ideas or sequence of events and extract essential details in passages where the material is familiar and highly predictable. Students show comprehension by sorting out jumbled versions of a text, produce or complete summaries, transfer data from a form to a text, answer comprehension questions such as “true or false” statements, suggest titles or sequence jumbled text correctly. They are able to use a bilingual dictionary to find meaning of unfamiliar text.

Attainment Level 7

Students can extract specific information and some detail from a variety of text types such as leaflets, letters, short articles on familiar topics in a magazine or on the internet. They can identify main points and detail in familiar language and in some unfamiliar contexts. They are able to choose from a range of resources to comprehend new texts, e.g. dictionaries, glossaries, internet search or simple web quests. Students demonstrate comprehension of simple, factual items of information contained in short texts and comprehend the main idea of longer text or less familiar texts, which include complex sentences; for example by using knowledge of grammatical structures, e.g. sentence structure. Students understand texts which are marked by simple, high-frequency forms, denoting sequence (*zuerst... dann, danach*), referencing and other cohesive devices, e.g. *aber, denn*. They use linguistic knowledge to decipher the specific meaning of certain phrases: e.g. *ins Zimmer* (motion) compared with *im Zimmer* (position). They begin to make inferences.

Attainment Level 8

Students understand a wider range of longer texts which include complex sentences in different tenses and meant for peer native speakers. They understand more complex multimodal texts involving clauses, when these are short and clearly marked by high-frequency forms. They can understand and decode new vocabulary through context. They can infer the overall intent of the text by drawing on a wide range of language forms, vocabulary, idioms, and structures learned in class, as well as those acquired through independent exposure to the language. They identify well-known social and culturally important features and references to the German culture and so make comparisons with their own culture using socio-cultural information provided in texts. They read more complicated texts several times, and some misunderstandings may still occur. They read independently for pleasure; e.g. when corresponding with a pen friend on common interests.

Attainment Level 9

Students begin to access a range of imaginative and factual texts and comprehend most of the content of a broad range of texts meant for peer native readers. They recall detail, main ideas and the sequence of events. They recognise attitudes and emotions. They distinguish fact and opinion, cause and effect. They draw on and use a broad range of learnt vocabulary, idioms, and structures both simple and complex, including the full range of time frames, as well as language which is associated with a broad range of topics. They read independently making for pleasure and enrichment and make independent use of dictionaries and glossaries. Comprehension is global, detailed and selective. They can make inferences easily, but may fail to grasp socio-cultural nuances. Rereading happens less often.

Attainment Level 10

Students can understand and enjoy simple literary texts. They can understand standard formal forms in letter writing, e.g. letters to the editor, applications. They infer meaning from texts, e.g. in news reports, articles. They read independently for enrichment, e.g. magazines, fiction or non-fiction, websites in German, distinguish between fact and opinion and recognise layers of meaning, e.g. bias, humour. They

can analyse the use of words or expressions with particular cultural significance in German texts, e.g. *Gymnasium, wandern, Kur(ort), Stimmung, sitzen bleiben*. They recognise that some words and concepts cannot be literally translated, e.g. *Du hast einen Vogel. Er hat einen Tick. Gemütlichkeit*. However occasional misunderstandings can arise with low frequency idioms. They can make judgements about the relevance of detail in text, e.g. extracting ideas and issues referred to in the text. Students interpret references to unfamiliar aspects of the German culture by comparing with their own culture/s. They notice and compare different styles in text formats in German and in other languages with which they are familiar.

Strand 4 Title: Writing

Strand Definition:

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

Attainment Level 1

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

Attainment Level 2

Students begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication. Students co-actively make marks on paper under pictures to show comprehension. With adult assistance they draw a symbol or choose a symbol card. E.g. They co-actively sort cards showing letters of the alphabet or numbers in the right columns. Students can be part of a group matching letters of the alphabet, short words to pictures, joining in with help of an adult. They co-actively trace the letters of their own name and of a few one syllable words containing letters of the alphabet which also occur in the English alphabet. They recognise their own work.

Attainment Level 3

Students differentiate between letters and symbols. Students demonstrate interest and enthusiasm for writing. They co-actively copy out all letters of the alphabet with which they are familiar from the English alphabet. They copy short words containing these letters and can start to differentiate between

different letter symbols. They group letters and leave spaces between them as though they are writing separate words. With support and scaffolding they choose letters on cards and use them to form simple familiar words. e.g. *Ja, nein, Buch*. They match simple words to pictures. They fill in simple sentences accompanied with visual cues, with given one syllable words in familiar sentences. E.g. *Ich bin John. (I am John) Das ist ein Buch. (That is a book).*

Attainment Level 4

Students practise writing new letters of the alphabet not found in the English alphabet, e.g. *ä, ö, ü, ß*. They can copy a limited range of short basic familiar words and memorised phrases correctly. They develop writing skills in context e.g. matching words to and labelling items/pictures, completing speech bubbles, writing key words in a greeting card. They copy familiar short phrases and select appropriate words to complete short phrases or sentences to complete meaning. They can imitate and adapt items e.g. simple posters about German speaking countries. They write set phrases used regularly in class and demonstrate an awareness of conventions of written German: e.g. Nouns begin with a capital letter, *ich* is only capitalised at the beginning of a sentence. They can fill in simple forms with basic personal information following a model. They write or word process learnt vocabulary from memory, although spelling is not always correct. They begin to keep a learning diary (*Lerntagebuch*) with correct models for referencing.

Attainment Level 5

Students combine words, phrases or very short sentences to form simple texts which give and ask for personal information. They follow word order albeit with some mistakes. They are very dependant on models and key words. They can make lists and word families. Students use the correct format of *du/Sie*, write dates properly, They vary the genre of text, e.g. short notes, invitations, e-mails, SMS, short informal letters to pen friends. Topics relate to everyday familiar activities and learnt vocabulary, mostly in the present tense. E.g. what they do in their free time. They still experience difficulty with correct grammar usage, e.g. verb conjugation, separable verbs. They attempt to join sentences with simple frequently used connectors, e.g. *und, oder, dann*. Spelling is generally correct however mistakes do not inhibit communication. They use appropriate punctuation, noticing similarities and differences between the target language and other familiar languages. E.g. inverted commas.

Attainment Level 6

Students produce various texts; e.g. greeting cards and posters, using scaffolds e.g. model sentences, cue cards and using a range of media. They write a few linked sentences on familiar topics, using well-rehearsed language to cover basic information and personal accounts. They express likes and dislikes, convey information in a sequence of sentences, each containing one or two main points, e.g. *Das ist mein Freund. Er ist zehn und wohnt in Valletta*. They follow models to write simple past tense entries in diaries, e-mails and letters to pen friends. They use German to describe some culturally specific information. They can write simple descriptions of things, people and places. They rely heavily on

scaffolds to experiment with language and produce their own texts. They start to organise ideas to enhance communication and present information. E.g. by selecting from options to label pictures and completing sentences, use word-processing skills to produce texts and engage the interest of the reader, e.g. greeting cards, invitations, posters, postcards. When experimenting with new vocabulary and structures, writing may at times resemble literal translation from native language, but sense of organization is emerging.

Attainment Level 7

Written production consists of short personal texts, which mainly serve for social contact; e.g. Students compose short, informal notes and messages to exchange information, SMS, to interact with speakers of the target culture; e.g. (*Liebe/r ... Könntest du bitte einkaufen gehen? Ich habe keine Zeit.*). They ask for information and compare likes and dislikes and customs. They can accept and decline invitations. They can express feelings; e.g. *Schade, dass du nicht kommen kannst.* They can write a simple e-mail about celebrations, making use of information and communication technologies to support production of original texts; e.g. word processing, digital images. E.g. *In diesem Bild siehst du mich und meine Familie und Freunde. Wir feiern Silvester.* They can write entries in a diary using sentence structures not necessarily limited to the present tense. They start to experiment with unfamiliar language using available resources to support the construction of new texts; e.g. dictionaries, word lists, text models. They apply specific learnt rules of grammar, however errors may occur, but communication is not impeded.

Attainment Level 8

Students write accounts of present, past and possible future events in letters and diaries and other texts. They make use of information and communication technologies for communicative purposes, e.g. e-mails and blogs. They can express likes and dislikes, write messages, postcards, e-mails using more complicated sentences timeframes. They write simple descriptions or reports, e.g. a school activity for the school magazine or the school website. They avoid literal translations in some contexts; e.g. *Wie geht es dir? Das Kleid gefällt mir gut.* They can fill forms giving extended detail and information about themselves and their needs. When new language is introduced they access appropriate vocabulary to construct texts. They manipulate learnt language to communicate effectively and accurately; e.g. semi-formal and informal letters, applications, write a short advertisement. They can write descriptive texts and can give detailed directions, e.g. *An der Ecke musst du abbiegen.* They can write creatively e.g. a poster about planning a dream voyage

Attainment Level 9

Although errors in sentence structure and case agreement still arise, meaning is not impaired. Written work is cohesive, paragraphing is consistent, ideas well structured. They use communicative strategies; e.g. *Stellen Sie sich das mal vor!* They make suggestions or recommendations; e.g. *Ich habe eine Idee...Ich schlage vor, dass...* They express personal opinions and justify them; e.g. *Ich bin dafür /Ich bin dagegen.* They give reasons for actions and emotions to justify a point of view; e.g. *Deshalb denke ich,*

They can write descriptive text e.g. describing a favourite object, place or a person *Mein Lieblingsgegenstand ist eine Uhr. Ich mag sie, weil...* They sequence their thoughts and structure ideas in a logical manner, using extended complex structures. E.g. They select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future timeframes, and express details and nuances by using appropriate modifiers; e.g. Students can write short reports of past events using the imperfect, pluperfect tenses (*Berichte*) and use bi-lingual dictionaries to extend vocabulary.

Attainment Level 10

Students can reconstruct information from a range of sources, e.g. They summarise information, select and incorporate learnt structures, experiment with new ones to present texts which are logical and cohesive, using a full range of time frames, structures and vocabulary associated with a broad range of topics, using both simple and complex sentences They make use of bilingual and monolingual dictionaries for language learners to extend vocabulary. They use specific knowledge of grammar rules to revise and improve their written production drawing on a wide range of language forms, vocabulary, idioms, and structures learnt in class as well as those acquired through independent exposure to the language. They write detailed cohesive multi-paragraphed texts, such as letters (formal and semi-formal) and e-mails. Sporadic errors may occur, when the topic is outside the learner's realm of experience. These errors do not inhibit or interfere with communication. They include some frequently used idioms correctly in their writing.

2.8 The use of level descriptors for national benefit

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

2.9 The use of level descriptors within lessons

The reference to the learning outcomes levels within a unit is to give the teacher a rough guide as to the possible range of student attainment in a class. Within a class of students there will be a wide range of diverse levels of student attainment. In order to support the teacher to appreciate this wide range of attainment it is possible to gauge the approximate level within which students find themselves. For example in Form One we might expect all students to be at level four which is the average level for German as a Foreign Language for that year group. Yet within such a Form One class the diverse range of

ability may be as wide from level one to level nine. In planning a lesson, teachers need to be aware of this possible range of ability so that effective teaching and learning can take place.

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

2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes

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

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

2.11 Avoiding the misuse of learning outcomes

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

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

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

3. The structure of units in German as a Foreign Language curriculum documentation

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

3.1 Unit code and title

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

3.2 Strands and Attainment Level

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

3.3 The teaching objectives

The specific objectives for each unit are drawn directly from the general objectives within the Teaching Objectives Framework. There are the specific teaching objectives within each unit.

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

3.4 Vocabulary

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

3.5 Points to note

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

3.6 Resources

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

3.7 Examples of teaching experiences and activities.

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

3.8 Differentiated Learning Outcomes

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

4. The units for German as a Foreign Language

The units relate to the attainment levels of students from 4 to 6.

5. Assessment Strategies

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

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

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

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

Assessment of unit- based work should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation. The collection of this formative data can be used to inform the attainment level that best fits the student. It is important that the evidence be collected systematically to allow objective judgment as well as subjective reflections about the achievement of the learner.

A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in Appendix 2.

6. Facilitating student centred learning with Curriculum documentation

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn. One important element is to reflect on the limited ineffectiveness of the

traditional approach of teacher led teaching and to explore the value of student led or student-centred learning as being a more efficient way of encouraging student curiosity and raising standards of educational attainment.

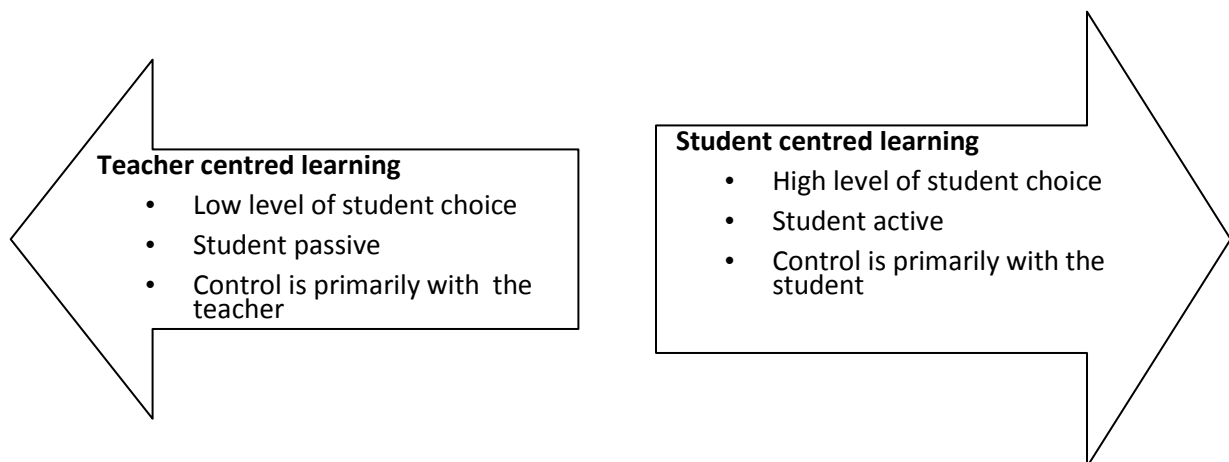
Traditionally teachers have taught their children using the same teacher led teaching method. They have decided on the lesson and one activity that they want to teach to all the students at the same time. Every student had the same experience and sometimes follow up exercises were given for two different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

6.1 What is student centred learning?

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

6.2 Teacher-centred and student-centred contrary perspectives

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



6.3 Student centred learning continuum

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

6.4 Implications for curriculum design

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

- a. The curriculum should be unitized with clear objectives
- b. Within a unit students should have a choice of what they wish to learn in the lesson

6.5 Lesson planning for student centred learning

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

- a. Are the indicative learning outcomes clear
- b. What are the identified learning processes for the beginning, middle and end of the lesson?
- c. What resources are identified?
- d. Is there any guidance for behaviour management?

6.6 Understanding the difference between the teacher's lowest conceptual level which is above the students' highest conceptual level.

Across all of the range of ability there is evidence that teachers in a teacher-led teaching context, significantly overestimate the level at which their students are capable of learning. Teachers use their

lowest level of understanding to give students access to their lessons. Again and again, at all levels of attainment, there is evidence that the majority of students in a class fail to have a high enough level of understanding to appreciate the lowest level of their teacher. The teachers continue to teach what they know but fail to recognize that many of the students have no idea what the teacher is saying or doing. This is one of the greatest problems with teacher led teaching. Student centred learning would overcome this as the students level of understanding is the starting point which they control.

7. The use of curriculum documentation for curriculum planning

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

7.1 Teaching hours for the allocation of subjects

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

Maltese	English	Mathematics	Integrated Science	Religion	Total teaching hours
84	105	105	84	42	
Geography	Arts Education	History	PSD	Social Studies	
21	21	42	42	21	
ICT	PE	+ 1 foreign language option	+ other option		
21	42	84	42		756 hours

(The above data is based on scholastic year 2010-2011)

7.2 Yearly planning statement

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

School Yearly Planning 2011-2012

Form One

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

	Teaching Block (TB1)	Teaching Block(TB2)	Teaching Block (TB 3)
Maltese	Unit 1 Jiena Unit 2 Film li ma ninsa qatt Unit 3 Int sabiħa o Malta tagħna Unit 4 Darba waħda	Unit 5 Logħob u festi Unit 6 Sur editur Unit 7 L-istorja ta' Jo Unit 8 L-iskola	Unit 9 Jason Unit 10 Storja ta' vera Unit 11 Naraw fejn aħna Unit 12 Aħna tfal bravi
Maths	Unit 1 Properties of whole numbers Unit 2 Angles Unit 3 Number patterns & co-ordinates Unit 4 Decimal number & money Unit 5 Fractions	Unit 6 Metric measures & time Unit 7 Triangles & scale drawing Unit 8 Accuracy & number machines Unit 9 Polygons & symmetry Unit 10 Displaying data, central tendency & probability	Unit 11 Using letters instead of numbers Unit 12 What are directed numbers? Unit 13 What are straight line graphs & transformations Unit 14 Solid Shapes & Volume Unit 15 Solid Shapes & Volume
Geography	Unit 1 Map Detectives	Unit 2 Exploring Malta (1)	Unit 3 Exploring Malta (2)
English	Unit 1 The way we live Unit 2 Going on holiday Unit 3 The world of science Unit 4 The world around us and beyond Unit 5 Families	Unit 6 Friends Unit 7 The right job for me Unit 8 Let's sing & play Unit 9 Adventure Unit 10 Let's play this game	Unit 11 Different ways of buying & selling Unit 12 Let's imagine Unit 13 Television Unit 14 Follow the rules Unit 15 Let's save the world

History	Unit 1 Beyond history Unit 2 Meeting civilizations	Unit 3 The Roman eagle spreads its wings Unit 4 The Roman eagle spreads its wings	Unit 5 Under the rule of the crescent Unit 6 Studying history
Social Studies	Unit 1 Living in a society –socialisation	Unit 2 Living in a democracy	Unit 3 – The person as a consumer – goods & Services
PSD	Unit 1 Getting to know my new school environment & peers Unit 2 All about me	Unit 3 Respecting ourselves & others Unit 4 Understanding growing up changes & making responsible choices	Unit 5 Roles & responsibilities within different social contexts Unit 6 Making good use of my time
Music(General) Music (Option)	Unit 1 Musicking Unit 1 note values, time names & signatures Unit 2 Pitch & pitch inflections	Unit 2 Music in Art Unit 3 Intervals & aural awareness Unit 4 The triad & its application	Unit 3 A golden treasury of medieval & Renaissance music Unit 5 Writing & performing strands
Textile Studies	Unit 1 One way to sew it up! Unit 2 Christmas Stocking	Unit 3 taking a look at textiles Unit 4 rags to riches	Unit 5 Creative Design Unit 6 Colour your Life
PE	Unit 1 Fast, high & far Unit 2 Let’s dance	Unit 3 That’s a cool work out Unit 4 A cool routine	Unit 5 Just between us Unit 6 Send it up high Unit 7 Outdoor 1- follow it, find it
Integrated Science	Unit 1 In the lab Unit 2 Grouping Unit 3 Ecology Unit 4 Energy around us	Unit 5 Energy & sustainable living Unit 6 Chemical reactions Unit 7 Cells & body systems Unit 8 Reproduction	Unit 9 Acids & alkalis Unit 10 Materials Unit 11 Electricity Unit 12 Forces
Religion	Unit 1 My journey Unit 2 The power within	Unit 3 Choosing the way Unit 4 The backpack	Unit 5 Challenges Unit 6 Never alone
Art	Unit 1 The magic of line	Unit 2 A kaleidoscope of colour	Unit 3 Patterns galore Unit 4 Textures to see, textures to touch
Drama	Unit 1 Let’s polish it	Unit 2 How do I behave?	Unit 3 We become someone else

Italian	Unit 1 Start Unit 2 Myself & others Unit 3 On the road Unit 4 In the city	Unit 5 What do you do? Unit 6 My identity Unit 7 The family Unit 8 Whose is it?	Unit 9 My home Unit 10 The Colours of life Unit 11 Daily routine Unit 12 What day is today?
French	Unit 1 Recognising French in various forms Unit 2 My school mates Unit 3 All about myself Unit 4 My clothes, likes & dislikes	Unit 5 Life at school Unit 6 Consolidation & revision Unit 7 My family Unit 8 Time & date	Unit 9 Where am I? Unit 10 Let's visit Paris! Unit 11 Where is all? Unit 12 Consolidation & revision
German as a Foreign Language	Unit 1 Let's start Unit 2 All about myself Unit 3 Family & friends Unit 4 I am hungry!	Unit 5 At home Unit 6 What is the time? Unit 7 On weekdays or on weekdays Unit 8 What is the weather like?	Unit 9 Free time & hobbies Unit 10 Yes, of course! Unit 11 What I can do and what I want to do. Unit 12 What I have learned this year.
Arabic	Unit 1 Let's get started Unit 2 The Arabic Alphabet Unit 3 All about me Unit 4 Identifying yourself & others	Unit 5 Sentence structure & punctuation Unit 6 Family & relatives Unit 7 Colours, Shapes & descriptions Unit 8 My house; types of houses	Unit 9 My school & its environment Unit 10 Can you tell me where is.....? Unit 11 Numbers (1-10) days of the week & months Unit 12 What I have learnt this year
Design & Technology	Unit 1 Gifts of the forest Unit 2 Plastic investigator	Unit 3 Test it yourself Unit 4 Treasures from under ground	Unit 5 One way operation Unit 6 Sensible energy sources
ICT	Unit 1 Collecting and sharing information	Unit 2 Texts, pictures and numbers	Unit 3 Presenting and publishing information

Spanish	Unit 1 Ready, set, go! Unit 2 Hello, how are you? Unit 3 Where are you from? Unit 4 the family is well, thanks.	Unit 5 How hungry! Unit 6 Everyone has their favourite colour Unit 7 Home, sweet home Unit 8 Come on!	Unit 9 My daily routine Unit 10 It's raining cats & dogs Unit 11 More beautiful than most Unit 12 Beach or mountain?
Graph Communication	Unit 1 grasping the principles of basic geometric construction Unit 2 constructing angles & patterns by means of compass & set squares	Unit 3 Constructing triangles & quadrilaterals Unit 4 Constructing circles & polygons	Unit 5 Projecting isometric drawings Unit 6 Introducing information graphics
Home Economics	Unit 1 Discovering Home Economics Unit 2 Pyramid power	Unit 3 Smart snacking Unit 4 Breakfast Time	Unit 5 Sweet Endings Unit 6 Roll up your sleeves

7.3 Weekly Timetable

This document can then be used to identify a time table for any one class according to the relevant teaching block.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Unit 1 Properties of whole numbers	PSD Unit 1 Getting to know my school...	English Unit 1 The way we live	Int. Science Unit 1 In the lab	Geography Unit 1 Map Detectives
English Unit 1 The way we live	PSD Unit 1 getting to know my school..	Maltese Unit 1 Jiena	Italian Unit 1 Start	Religion Unit 1 My journey
Maltese Unit 1 Jiena	PE Unit 1 Fast, high & far	Maths Unit 1 Properties of whole numbers	Religion Unit 1 My journey	Maths Unit 1 Properties of whole numbers

ALM Unit 1 Musicking	Italian Unit 1 Start	Maths Unit 1 Properties of whole numbers	English Unit 1 The way we live	Italian Unit 1 Start
Maths Unit 1 Properties of whole numbers	History Unit 1 Beyond History	Italian Unit 1 Start	Maltese Unit 1 Jiena	Maltese Unit 1 Jiena
Home Econ. Unit 1 Discovering home	English Unit 1 The way we live	Int. Science Unit 1 In the lab	ICT Unit 1 Collecting & sharing information	English Unit 1 The way we live
Home Econ. Unit 1 Discovering home	Int. Science Unit 1 In the lab	PE Unit 1 fast, high & far	Social Studies Unit 1 Living in a society-socialisation	Int. Science Unit 1 In the lab

Such a system means that there is a direct and manageable link between what is being taught in the classroom and what is planned at a senior management level. This also means that the results of the attainment levels of student assessment can influence that balance of hours allocated to each subject. If this happens then it is possible to say that the balance of the subjects taught in any school is driven by the student's level of attainment i.e. it is a student centred curriculum.

8. The important contribution of eLearning.

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

8.1 Digital Technologies

eLearning provides a range of technologies including:

1. Generic software applications, word processors, spread sheets, and statistical tools which can be used to develop ideas and skills and to present and publish results and findings;

2. Subject specific software;
3. Presentation technologies - including interactive whiteboards, projectors, digital cameras, recording mics and presentation software;
4. The Internet - which provides access to a range of digital resources including on line libraries, databases and “Cloud computing”.
5. Conferencing - which includes e-mail, Blogs and Wikis, discussion boards, bulletin boards and chat tools that can support a range of collaborative activities;
6. Multimedia to support a variety of learning styles and includes the use of images, sound, video and animation;
7. Computer assisted assessment - automatic on-line testing which will be available on the National VLE. Some teachers are already using such software that is available on the Web;
8. Computer assisted learning - using the computer to support learning e.g. online tutorials that might include video or animation and feedback within a structured framework;
9. Video conferencing, involving the use of audio and visual communication can be used to share ideas collaboratively;
10. Streaming - digital audio and video delivered via the web can give students access to real situations that might otherwise be inaccessible;
11. Simulations and Models that enable students to explore real world models and develop practical skills in a safe environment;
12. Games including robotics, game consoles and 3D worlds where the student learns through experimentation and interacts with others in a simulated environment;
13. Visualisation tools including mind mapping and concept mapping tools that are used to represent complex information.
14. The list is not exhaustive and the creative teacher will be helped and supported in exploiting emerging technologies to enhance the teaching and learning.

8.2 Leaders’ role

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

9. Appendices

Appendix 1

Flexibility in Curriculum management progression from a Curriculum Unit to Teaching

The flexible hierarchical structure of the curriculum

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

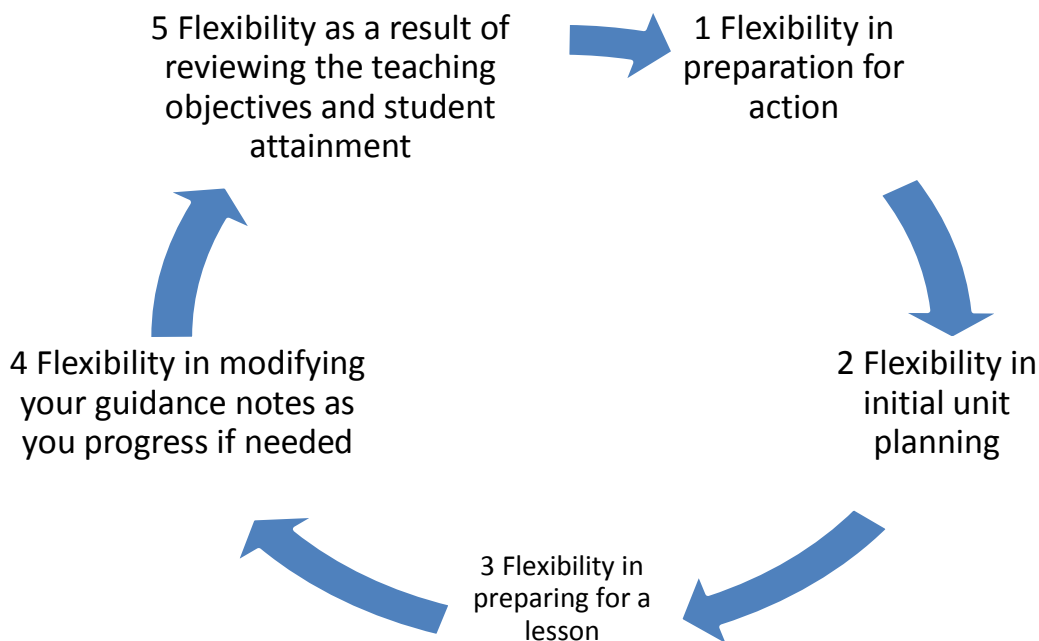
- The central curriculum from the DCMEL
- The curriculum of opportunity the whole set of units for each subject at a college and school level
- Subjects scheme of work with the strands, their units and level descriptors at HOD level.
- Subject units all the units that make up the scheme of work for each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

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

1. Flexibility in preparation for action
2. Flexibility in initial unit planning
3. Flexibility preparing for a lesson
4. Flexibility in modifying the teaching plan as you progress
5. Flexibility as a result of reviewing the teaching objectives and student attainment

It is through the flexible management of the curriculum that the teacher is able to meet the diversity of student needs.

Flexibility in developing a teaching implementation strategy at the classroom level



1. Preparation for action

This is the recommended order for teaching the units in the Handbook for German as a Foreign Language.

	Teaching Block (TB 1)	Teaching Block (TB 2)	Teaching Block (TB 3)
German as a Foreign Language	Unit 1 Let's start! - <i>Guten Tag! Mein Name ist ...</i> Unit 2 All about myself : <i>Ich stelle mich vor.</i> Unit 3 Family and Friends – <i>Familie und Freunde</i> Unit 4 I am hungry! – <i>Ich bin hungrig!</i>	Unit 5 At home – <i>Zu Hause</i> Unit 6 What is the time? – <i>Wie spät ist es?</i> Unit 7 On weekdays or on weekends? – <i>Meine Woche</i> Unit 8 What is the weather like? - <i>Wie ist das Wetter heute?</i>	Unit 9 Free time and Hobbies - <i>Freizeit und Hobbys</i> Unit 10 Yes, of course! - <i>Ja, sicher!</i> Unit 11 What I can do and what I want to do / <i>Was ich kann und was ich will.</i> Unit 12 What I have learnt this year - <i>Was ich dieses Jahr gelernt habe</i>

Flexibility in initial unit planning

Subject: German as a Foreign Language

Form 1

Unit title: 7.8 What is the weather like? - Wie ist das Wetter heute?

Unit

duration: 9 sessions of 40 minutes: Total 6 hours

Strands: Listening, Speaking, Reading, Writing

Objectives at attainment levels 4, 5, 6

The teacher will guide students :

1. to identify and interpret weather forecasts on radio, TV, newspapers and the internet. (Listening, Reading)
2. to understand and use cardinal directions. (Listening, Speaking, Reading, Writing)
3. to ask about and describe the weather locally and in other countries; to express preferences regarding seasons, months and Weather. (Listening, Speaking , Writing , Reading)
4. to use the prepositions an, um and in and to express negation (Writing, Reading, Listening , Speaking)
5. to explore the weather in D-A-CH-L countries and compare with local conditions of weather.

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

2. Flexibility in preparing for a lesson

Decide on the Unit Teaching Objectives for the lesson

guide the students to identify and interpret weather forecasts on radio, TV, newspapers and the internet.

guide the students to explore the weather in D-A-CH-L countries and compare it with local conditions

- Insert the teaching objectives for the whole unit
- Identify some key words to be stressed throughout the unit
- Indicate some of the key teaching materials that you will use

3.1 Flexibility in deciding the key words

Decide on appropriate vocabulary to be used

The example below lists also other key words in italics, which are not included in the front page of the unit.

bewölkt, heiß, kalt, schön, schlecht, sonnig, warm, windig, *die Wettervorhersage, heiter*

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

- All of these are but a few examples of the numerous ways in which groupings can be organized.

Decide on work station groupings of students. Here are some examples:

1. In the first example of grouping there are three similar mixed ability groups working to the same objective but with different activities. Over a period of time the students would alternate around the activities.

2. In the second example of grouping

2.1 the objective and activity of group 1 come from unit; In this case the planning follows the guidance

2.2 In group two the objective is a different one and the activity is as per unit; **Flexibility** in this case is that the order of the objectives are different for different students in the

same class as some may have progressed more quickly

2.3 In group three the objective is the same as group two but the activity is different; **Flexibility** in this case is in the change of teaching activity.

First example of grouping

Group 1

Mary: level 6, Anna level 6 , Karl Level 5, John level 5 David 4

Teaching Objective

The teacher will:

guide students to identify and interpret weather forecasts on radio, TV, newspapers and the internet

Activity 1

Students explore weather reports on the internet for various German speaking cities and gather information to write a short weather report to be presented to the class.

Group 2

Peter: level 6, Susan level 5 , Keith Level 4, Roger level 4

Teaching Objective

The teacher will:

guide students to identify and interpret weather forecasts on radio, TV, newspapers and the internet

Activity 2

Students listen to a weather report and answer various types of questions : matching pictures, true/false ,and open ended questions.

3

Tony level 6, Alison level 5 , Joseph Level 4, Sophie level 4

Teaching Objective

The teacher will:

guide the students to identify and interpret weather forecasts on radio, TV, newspapers and the internet

Activity 3

The group has to complete a weather chart. Each student has different information for this weather chart . By asking each other questions and giving answers, students complete the whole weather chart. A supporting speaking frame, weather symbols and an empty weather chart are provided.

Indicative learning outcomes

The student

identifies the main idea and some detail in a weather forecast (level 6)

performs role play about the weather using high frequency words in simple sentences and questions (Level 6)

compares weather conditions in D-A-C-H-L countries with their own (level 5)

correlates texts with picture, read whole words, phrases and simple sentences (level 4)

<p><u>Second example of grouping</u></p> <p><u>Group 1</u> Clare: level 5, Peter : level 5, David: level 6</p> <p>Teaching objective 1 The teacher will: guide students to identify and interpret forecast on radio, newspapers and the internet.</p> <p>Activity 1 Students explore weather reports on the internet for various German speaking cites and gather information to write a short weather report to be presented to the rest of the class.</p> <p>Indicative learning outcome 1 The student identifies the main idea and some detail in a weather forecast (level 6) writes a short report using simple rehearsed phrases and terms regarding weather (level 5)</p> <p><u>Group 2</u> Paul: level 5, Carol: level 5, Michael: level 5, Janet level 4</p> <p>Teaching objective 2 The teacher will: guide students to explore the weather in D-A-CH-L countries and compare it with local conditions</p> <p>Activity 2</p>	<p><u>Group 3</u> Mary: level 5, Anna level 5 , Karl Level 4, John level 4</p> <p>Teaching Objective 3 The teacher will: guide students to explore weather in D-A-CH-L countries and compare with local weather.</p> <p>Activity 3 Ask the students compare different weather charts for Malta and two D-A-CH-L countries for the same day. Students complete a short weather report using a cloze text by choosing words/phrases from a given list. Students discuss the text and agree on the correct answers. Then students in turn dictate the word /phrase.</p> <p>Indicative learning outcome 4 The student compares and contrasts weather conditions in his/her country with those of German speaking countries (Level 5) completes short sentences about weather using learned vocabulary and short phrases (level 4)</p>
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<p>Students complete two columns of data regarding weather conditions in Malta and in a German speaking country for the four various seasons. They can use short phrases , words and pictures. They will then present their findings to class using PowerPoint or poster .</p> <p>Indicative learning outcome 2</p> <p>The student compares and contrasts weather conditions in their country with those of German speaking countries (Level 5)</p> <p>uses learned vocabulary and phrases and terms regarding weather correctly (Level 5)</p> <p>uses basic phrases or utterances about the weather with the aid of visual prompts (level 4)</p>	
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Lesson notes

- Make a note of the approximate amount of time that you would devote to teacher centred teaching and student centred learning. You may have two 10 minutes teacher directed sections followed by a 10 minute student reviewed section within each lesson.
- Write the teaching situations and try to make them exciting and appealing to the students.
- Write the guidance notes for teaching those activities to maximise student centred learning. Prepare scaffolding and task description for each group.
- Ensure that each supporting adult, e.g. LSA, has the activity that they are to do, demonstrated to them (not just explained).
- Ensure that everyone knows that the learning outcomes are possible indicators of student response and not teaching objectives.

3. Flexibility in modifying your guidance notes as you progress

4.1 During the lesson

- During the lesson activities constantly check that the adult/s are doing what you expect. If the adult/s is not doing what you want either show them there and then or talk to them after the lesson.
- Ensure that any behaviour guidance is clear and adhered to.
- At the end of the lesson review the subject content that has been covered and evaluate if you need to make changes for the coming week. You may keep the same content for the whole teaching block or you may insert new activities or content.

Maintain Flexibility as the plan of the lesson progresses: then you can evaluate.

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

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

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

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

- Evaluate the effectiveness of the teaching objectives
- Evaluate the learning outcomes for each student
- Use the above information to inform the planning of the next unit

4.3 Flexibility with the Teaching Objectives

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

- All of the teaching objectives contribute to the Teaching Objectives Framework for the subject.
- The teaching objectives reflect the syllabus of the Central Curriculum that are appropriate to the level of attainment of our students.
- Teaching objectives should NOT be referred to as learning objectives.
- Teaching objectives challenge the quality of the teacher's knowledge of the subject they are teaching.

4.4 Flexibility in evaluating learning outcomes

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

The Teaching objective is: to identify and interpret weather forecasts on radio, TV, newspapers and the internet.

The Macro Learning Outcomes are that the students will:

understand the main points and some specific information in short, simple stories, dialogues, announcements and messages e.g. weather reports, advertisements (Level 6)

identify words or short phrases in context. (Level 5)

show understanding by matching text to visuals. They recognise words which they already know from other languages. (Level 4)

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

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

Examples of Micro Learning Outcomes could be at level 4

The Macro learning outcome is to obtain from various sources and give information about climate and weather conditions.

The Micro learning outcome differences may be;

Students can react to what they see or hear relying on a limited memorised range of key-words and basic phrases

Students can repeat words and match them to cue cards or visuals

Students can identify certain words pertaining to weather in a spoken text

Students can answer basic questions on the topic with short rehearsed utterances

By appreciating the different micro learning outcomes for different students, the teacher is able to deliver a curriculum of diversity. So for example a low attaining student may be a high achiever even though his/her work is below the average for the class. This student needs to be praised. Conversely a high attaining student may be achieving at a very low level and s/he needs to be encouraged to work harder.

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

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

Critical review criteria

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

Foot note on curriculum management and flexibility.

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

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

- In a curriculum that is underpinned by the need to respond to diversity and student centred learning, then at each level there are two important features. In this case we are referring to curriculum management features for classroom teachers.
- The first feature is the need for teacher freedom to flexibly make decisions on how best to use the resources available. The second feature is the need to have responsibility so that the decisions that are made need to be evaluated.
- In this case the EO and HOD give the teacher a set of units which the teacher has flexibility to deliver. Conversely the teacher then is responsible to the EO and HOS evaluating the effectiveness of the planning as indicated by the progression in attainment of the students.
- Flexibility and responsibility of managing the curriculum at the higher levels will be referred to in another paper. At every level it is the successful progression in attainment level of the students that drives the management of the full range of curriculum resources.
- The driver of the curriculum is the attainment level of the students. The units provide a curriculum of opportunity within which the student is given appropriate opportunities to learn. This is why ipsative assessment is so important where each student is their point of reference for progression in learning.

Appendix 2: Use of target language

Further notes on the German as a Foreign Language Curriculum

German as a Foreign Language (GFL) – *Deutsch als Fremdsprache (DaF)*

To secure effective and permanent learning by all students, the correct, judicious use of the Target Language (TL) complements other key factors in teaching and learning of German as a Foreign language which have already been mentioned in this document and in the units.

Exposure to and the use of the TL in its various forms should occur in and be encouraged outside the classroom. All students should receive appropriate and equitable provision in this area. By being more explicit about use of the TL in the teaching and learning approach, teachers will be making the German as a Foreign Language curriculum more transparent and accessible to students and should do this in the TL.

From the beginning of the very first lesson(s) the use of the TL in the learning process is to be made clear to students. Since in the first lessons it is difficult to conduct such a discussion in the target language, the teacher should make ample and intensive use of visual prompts, re-phrasing, mime, gestures and body language to introduce and uphold this concept.

Whenever the need arises for Maltese or English to be used in the classroom, there should be a clear justification for this, which in turn is evident to the students and which serves the planned purpose of the lesson.

Appendix 3:

German as a Foreign Language (GFL) – *Deutsch als Fremdsprache (DaF)*

Grammar and communicative competence

Communicative competence is the focus of current pedagogic approaches to modern foreign language teaching. This means that students need to be equipped with the knowledge, skills and interpersonal strategies and competencies they need to be able to communicate effectively with speakers of the target language. This translates to an appropriate use of the target language in real everyday situations.

While explicit and implicit teaching and learning of grammar are important elements in language acquisition and learning, a teaching approach which focuses on relevant grammar and structures which complement the communicative competencies of the student would avoid producing grammatically competent students who are communicatively incompetent.

Grammatical Content Form 1 to Form 5

The following is a generic overview of the grammatical content to be covered by the end of Form 5. It is divided into levels which comply with the Common European Framework of Reference. (Refer to *Profile Deutsch – Langenscheidt*) More details about the grammar and structures to be covered are to be found in the units.

Level A1

Students are expected to have a good knowledge of the following grammatical items

when **reaching A1 (CEFR) level** at the end of Form 2. (Form 1 - A1.1 and Form 2 - A1.2):

- Sentence: statement, question, command.
- Question words
- Position of the verb in statements, questions and commands (first, second and last place.)
- Word order in a main clause; inversion
- Time, manner and place,
- Expressions of frequency
- Verb: infinitive, imperative, indicative – *Präsens, Perfekt*
- *Präteritum* of *sein* and *haben*
- Present tense of auxiliary verbs, and present tense of modal verbs including *möchten*.
- Verbs with prefixes – separable and inseparable.
- Nouns : Gender, plural, *Wortbildung*
- Cases: Nominative, Accusative, Dative.
- Articles: Definite and Indefinite, Negative and *Nullartikel*
- Adjectives: predicative use.
- Comparison: *gut, gern, viel*
- Pronouns: personal, interrogative, possessive and demonstrative (in Accusative & Dative), *man, jemand, niemand* the impersonal pronouns *es, etwas, nichts*.
- Prepositions: with Accusative; with Dative, with Accusative and Dative

- Modal Prepositions *als*
- Contractions: e.g. *im, am*
- Conjunctions: *und, aber, oder, sondern, denn.*
- Numerals : cardinal and ordinal numbers.
- Modal particles: *aber, auch, denn, doch, mal, nur.*
- Negation: *nicht, kein, nie.*
- Special adverbs: *gern / lieber / am liebsten.*

Level A2

Students are expected to have a good knowledge of the following grammatical items

when reaching A 2 level (CEFR) at the end of Form 4,. including those already covered in A1 (Form 3 - A2.1 and Form 4 – A2.2):

- Subordinate clauses: temporal clauses with *als, wenn, nachdem, bevor, bis, seit.*
- Indirect questions with the *Fragepronomen, was, wer, ob*
- Clauses with : *um ...zu, statt... zu, ohne... zu* with infinitive , *damit*
- Formation of adjectives with *un-, -los, -ig, -bar, isch,*
- Adjective endings with/out article
- Comparative and superlative including *Vergleichspartikel: als, wie*
- Verb: *Perfekt, Präteritum, Plusquamperfekt,*
- *Konjunktiv II* of the auxiliary and modal verbs used in common expressions.
- *würde* + infinitive.
- Verbs with reflexive pronouns in accusative and dative.
- Verbs with prepositions.
- Passive : *Präsens.*
- *Lassen* as a modal verb.
- Direct and indirect object.
- Names in the genitive.
- Possessive pronouns.(all cases)
- Indefinite pronouns: *einer, man, keiner, jeder, jemand, was.*
- Interrogative pronouns: *was für ein....?*
- Reciprocal pronouns: *einander.*
- Pronominal adverbs : *wo-, da-*
- Directional adverbs: *her-, hin-, runter, raus, rüber ...*
- Prepositions with Accusative and Dative.
- Conjunctions: *trotzdem, deshalb...*
- Subordinating Conjunctions: *als, wenn, bevor, bis, seit, nachdem, damit, dass, weil, obwohl, dass, da, ob, obgleich, obwohl, während.*
- articles: *alles, viele, etwas, jeder, was.*

Level A2 +

Students are expected to have a good knowledge of the following grammatical items

when reaching A 2+ level (CEFR) at the end of Form 5. including those already covered in Forms 1, 2, 3 and 4

- Pronouns : relative Pronoun (Non., Acc., Dat. *wer* as relative pronoun)
- Relative clauses (without genitive) *wer, der*.
- Nouns : Genitive
- Adjective endings : Genitive
- *Ausdrücke mit „es“*
- Quantitative Adjectives - *all-, jed-, beid-, wenig, einig-, viel, ander-, genug, mehr, mehrer-, ein bisschen, ein paar*.
- Participial adjectives - all cases: *geschrieben-,...*
- *Futur*,
- *Plusquamperfect*,
- Indicative Passive : *Präteritum*.
- Verbs + Accusative; + Dative; + Accusative & Dative.
- Prepositional phrases - *e.g., bitten um, sich interessieren für*
- Correlative - *weder... noch; entweder...oder; zwar...aber; sowohl... als auch;*
- *so...wie, nicht...nur*
- Concessive - *trotzdem, deshalb, außerdem, darum, deswegen*.
- Position of the direct and indirect objects.
- Expressions: of time, measurement, quantity, manner; common expressions; common idioms & exclamations.
- Intensifiers: *gar, irgend,...*

Appendix 4: Assessment for Learning – important general principles

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

1. Understanding what students know

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

2. Effective Questioning Techniques

We should consider the use of open challenging questions which allow a range of correct responses and require students to think. Such questions bring students to terms with what they are understanding and the concepts they are forming on the topic being tackled.

More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a 'hands up' technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

Types of questions

Literal Questions

Simple recall: Who? Where? When? What?

Application Questions

Can you think of another situation similar to this?

Do you know of another story that deals with the same issues?

Do you know where else this can be used?

Analytical Questions

What makes you think that?

Can you support your view with evidence?

Are there familiar patterns you notice?

Why do you think this was written/given in such a way?

Why did you decide to do it in such a way?

Synthesis Questions

What is your opinion?

What evidence do you have to support your view?

Given what you know about... what do you think?

If you were.... what would you think?

Evaluation Questions

What makes this ... successful?

Does it work if done in another way?
Which is better and why?

3. Oral Feedback during the lesson

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

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

4. Oral and Written Feedback after the lesson

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

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

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

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

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

The feedback given has to cause thinking and students have to be given time to act accordingly.

- Focus on specifics: Ask a question on a specific thing that went wrong.
- Delve: Ask questions that prompt students to tell more about a specific thing.

The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students' self-esteem.

5. Promoting Self-Assessment and Peer-Assessment

Self-Assessment

Many studies show significant progress made by children who have been trained to be self-evaluative. At the end of every lesson students are asked to produce reflective comments about their learning, followed by a teacher's summary, unravelling misconceptions that might have been created and providing links with future learning.

Self-evaluation has to be linked with the learning intentions and this will lead to student progress, more persistence and a higher self-esteem from the students' part.

Training students to be self-evaluative

1. Explain why a self-evaluation is needed. Significant progress is made by students who are self-evaluative. When they compare their learning against the learning intentions, they understand where they stand in their learning. Then they can ask the necessary questions to move forward.
2. Recap the learning intention a number of times during the lesson.
3. Be prepared with a number of questions for the end of the lesson.

What did you find most difficult to learn?

Is there something which you are still unsure about?

Is there anything you need to know more about?

4. Give students some thinking time (15-30 seconds) to answer the above questions.
5. Use different approaches to get the answers for the above questions such as whole class responses, paired-responses, group responses.

Peer-Assessment

When students are given the opportunity to verbalise what they have learnt, their brain will start processing the data by giving it a structure, forming bridges between what is new and those concepts/perceptions that they had before. This will make students aware of what has been learnt and what needs further clarification. Therefore it is of extreme importance that teachers give space and time for students to speak about the topic in question.

Peer-assessment is the ability to assess the work of others, whether it is written, spoken, painted or any other practical piece of work. Students will be able to perform peer-assessment only if the teacher has given them clearly stated success criteria against which they can perform assessment. Skills which form

the basis of peer-assessment: Students have to learn to observe to form an opinion to know why they have formed that opinion

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Appendix 5: Digital Technology Enhanced Learning.

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

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

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

The PC and other digital technology

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

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

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;

- exchange and share information, both directly and through electronic media especially Web 2.0 tools; and,
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Bloom's Digital Taxonomy

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

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

Appendix 6

Matching software to Attainment Levels 1 to 3

Level 1:

A1i Using **Big Bang, Switch It Patterns** to attract attention, student may be passive or resistant.

A1ii Using **Switch It Series**, student shows alertness and simple reflex responses.

A2i Switching on a fan or tape recorder using a switch, watch and track images on a screen using **Big Bang, Big Bang Patterns**.

A2ii Turn towards familiar music and stories and respond to familiar events in a story. Repeatedly press a **switch**, a **Big Step by Step Communicator** to complete a sequence. Work with an adult to complete a **Switch It Pictures** sequence.

A3i Communicate intentionally to ask for computer, press the **Go** button on a **BeeBot** to repeat a movement. Show pleasure at the responses e.g. **Switch It Series** build up.

A3ii Initiate a program - e.g. **Touch Games, Switch it Maker 2** to start the sequence. Anticipate the next step in a program e.g. **Choose and tell Legends**. Use two switches to make a choice e.g. **Switch Skills for Two, Choose and Tell Series**. Use **Choose it Maker 2** to make a simple decision. Show awareness of problem-solving e.g. pressing a switch repeatedly when the computer has been switched off.

Level 2

A4 Students recognise their own image (digital photographs in **Switch It! Face Maker**), start a story on a DVD.

A5 Matching activities in **Skill Builders Matching Skills, Sorting Skills**, recognising numbers and alphabet letters in **Choose It Maker 2, Clicker 5**. Use a communication grid to make needs and wants known **Boardmaker Plus, The Grid 2**.

A6 Use the computer or portable communication device to send a message, write their own name in **Clicker 5, Symwriter**. Save and retrieve work they have done in **Clicker 5**. Follow a set of instructions to control the **Constructa-bot, Pro-Bot**. Switch on the computer and load a familiar program independently

Level 3

A7 Choose which images to include in **Switch It Maker 2**. Give directions and instructions and use symbols to write messages in **Clicker 5, Symwriter, Communicate in Print 2**

A8 Record own voice on **Easi-Speak** or computer program e.g. **Switch-it Maker 2**, put together their own slide sequence using **Switch-it Maker 2**, select and insert a clip art into a word processor, Select a range of tools from a toolbar in **Clicker 5**, make animation in **Textease**.

Appendix 6: Online resources compiled by the ICT SEN unit

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

ACE Centre Advisory Trust <http://www.acecentre.org.uk>

ACE Centre access software, a free version of Switch Access to Windows plus Windows shareware.

Call Centre <http://www.callcentrescotland.org/resources>

Downloadable communication boards and resources, BoardMaker V6, Clicker 5 and PowerPoint resources.

Children's BBC (CBBC) <http://www.bbc.co.uk/cbbc/>

BBC web site for children with switch accessible online games.

Communication for All <http://www.communication4all.co.uk/>

An interesting website which supports inclusion

Crick Software Ltd <http://www.cricksoft.com/uk/> and <http://www.learninggrids.com/uk/>

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

Do to Learn <http://www.dotolearn.com>

Games, songs and fun activities.

Enchanted Learning <http://www.enchantedlearning.com/Home.html>

Online curriculum material including Languages, Physical Sciences, Geography, Sciences, Maths, Music.

Help kidz learn <http://www.helpkidzlearn.com>

a number of activities which can be used with a switch, tracker-ball or other hardware.

Hiyah <http://www.hiyah.net/software.html>

downloadable games including pre-literacy and early maths skills.

Inclusive Technology <http://oneswitch.org.uk/>

Ideas, games and resources for art, music and playing video and computer games using switches.

Intellitools Inc <http://www.intellitools.com/>

Activity exchange area including the Intellikeys concept keyboard and Classroom Suite.

Jigsaw Planet <http://www.jigsawplanet.com/>

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

Mayer-Johnson resources www.mayer-johnson.com

Software downloads and a 30 day trail version of Boardmaker symbols.

Meldreth Manor <http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html>

Meldreth Manor School has downloadable PowerPoint and Illuminatus switch activities.

Northern Grid for Learning <http://www.northerngrid.org/sen/dbsenmain.htm>

