

CEFR-LINKED LANGUAGE DESCRIPTORS FOR HISTORY/CIVICS AND MATHEMATICS

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Language descriptors in English

English listening – Descriptors for listening in history/civics and mathematics

	A2	B1	B2
Understand factual information and explanations	Can grasp the main point of short, clear, simple presentations or explanations by teachers and peers, if people speak slowly and clearly and time is allowed for repetition.	Can follow straightforward presentations and explanations by teachers and peers on subject related issues.	Can follow elaborated presentations and explanations by teachers and peers on subject related issues.
Understand instructions and directions	Can follow simple and clear instructions from teachers and peers on what to do when it is conducted clearly and slowly.	Can follow straightforward instructions and directions from teachers and peers on how to solve a task.	Can follow detailed instructions and directions from teachers or peers on how to solve a task. Can follow (lengthy) complex instructions and directions.
Understand opinions	Can understand whether a person is for or against something provided what is said is slowly and clearly articulated.	Can understand the main points of views expressed in class conversations and clear discussions on historical and social issues.	Can understand detailed points of views expressed in class conversations and discussions on historical and social issues.
Understand arguments and reasoning	Can understand the main point in simple explanations provided speech is slowly and clearly articulated.	Can understand straightforward arguments and reasoning (for example on historical and social issues or on how to prove something in mathematics).	Can understand detailed lines of argumentation and reasoning, even when it involves several steps, different perspectives, and both concrete and abstract topics (for example on historical and social issues or on how to prove something in mathematics).
Follow subject related conversations and discussions	Can follow simple subject related routine conversations if people speak slowly and clearly and time is allowed for repetition.	Can follow clear straightforward subject related conversations.	Can follow elaborated conversations on subject related issues.
Understand audio recorded materials (including videos)	Can understand and isolate the main point from short recorded passages, delivered slowly and clearly, dealing with well-known subject related issues.	Can understand the main points of recordings, in clear, slow standard speech, dealing with subject related issues.	Can understand most recorded audio and video recorded materials, in standard speech, dealing with subject related issues, and identify speaker viewpoints and attitudes.

English reading – Descriptors for reading in history/civics and mathematics

	A2	B1	B2
Understand factual information and explanations (21)	Can understand the most important information in short, simple factual teaching materials on familiar topics.	Can identify main conclusions in clearly written argumentative teaching materials. Can deduce the meaning of words and sentences from a context when the topic is familiar. Can understand the main points in simple factual texts, if they follow a clear structure and the topic is familiar (e.g. Stone Age, French Revolution, mathematical texts)	Can understand in detail factual texts on a wide range of both abstract and concrete topics in teaching materials.
Understand written instructions and tasks in teaching materials (22)	Can understand simple routine instructions/tasks in teaching materials.	Can understand clearly written straightforward instructions/tasks in teaching materials.	Can understand lengthy, complex instructions/tasks in teaching materials, also when it involves several steps.
Understand opinions (23)	Can understand whether an author is for or against something when reading short, simple paragraphs.	Can identify different views on historical and social issues in straightforward teaching materials.	Can understand articles and reports concerned with course related topics in which the writers adopt specific stances or detailed points of views.
Understand arguments and reasoning (24)	Can understand the main point in simple explanations.	Can understand the general line of argument in straightforward teaching materials (e.g. in a proof).	Can follow detailed lines of argumentation and reasoning concerning abstract and concrete topics in teaching materials even when it involves several steps or different perspectives. (for example on historical and social issues or on how to prove something in mathematics).
Find and localise information (27)	Can find and localise specific, predictable information in simple teaching materials and on the Internet.	Can scan longer, clearly structured texts in order to locate specific, relevant information.	Can scan quickly through relatively long, complex texts and decide if closer study is worthwhile.
Read and analyse graphically represented information in tables, graphs, maps, charts, symbols, as well as photographs, paintings and drawings	Can identify basic information communicated in simple tables, graphs, maps, charts.	Can understand specific information and identify facts from tables, graphs, maps and charts.	Can analyse tables, graphs, maps and charts and make inferences about the data.

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English speaking – Descriptors for speaking in history/civics and mathematics

	Mostly relevant for history/civics		
	Mostly relevant for mathematics		
	A2	B1	B2
Describe	Can describe events, activities in a simple list of points.	Can pass on information and briefly describe events, observations and processes. Can describe how s/he is thinking when solving a task in a straightforward way. Can briefly describe a visual representation (a graph, a figure, a table, a drawing etc.), pointing out important features.	Can pass on information and briefly describe events, observations and processes. Can describe in detail how s/he is thinking when solving a task. Can give clear, detailed descriptions of events, observations and processes. Can describe a visual representation (a graph, a figure, a table, a drawing etc.) in detail, pointing out both important features and significant details.
Explain	Can explain how to do something or what has been done in simple sentences.	Can explain and give reasons for why things, related to history/civics or mathematics, are the way they are, and why something is a problem in a straightforward way.	Can give the advantages and disadvantages of various solutions and options. Can explain different phenomena (for instance historical or mathematical processes), results or views on topical issues clearly.
State facts, outline, give an account of something	Can make brief statements about subject related issues.	Can give a short account of plans and actions. Can give a brief outline of an issue or a problem.	Can give an account of or outline an issue or a problem clearly.
Express opinions, discuss	Can say, in a simple way, what s/he thinks about something, or whether s/he is for or against something.	Can explain why s/he is for or against something in a straightforward way.	Can argue for her/his points of view and discuss the pros and cons of opposing positions or ways of solving a task in detail. Can discuss and explain her/his attitude towards a topical issue and make hypotheses. Can develop a clear coherent argument, linking ideas logically and expanding and supporting his/her points with appropriate examples.
Express arguments, prove	Can briefly and in a simple and basic way, give some reasons for what s/he has done or will do in a subject related context.	Can talk in a brief way about how to prove something. Can give straightforward arguments for something, for instance solutions to a mathematical problem, or reasons for different attitudes to current issues.	Can explain, step by step, how to prove something, in a structured and logical way that supports the final conclusion. Can provide evidence for conclusions drawn.
Summarise	Can pick out and reproduce key words, phrases or short sentences from what teachers or peers have said.	Can provide a brief explanation of a conclusion drawn. Can briefly summarise a group work.	Can summarise quite precisely something that has been said or written.

Define	Can reproduce a definition for a mathematical or historical concept in a brief and simple way.	Can define a mathematical or historical concept in a straightforward way.	Can define mathematical or historical concepts in a detailed way. Can support a definition with examples.
Evaluate, interpret	Can state whether something is good or bad, positive or negative in simple sentences.	Can give some reasons for why a source is reliable, or why something is an advantage or a problem.	Can evaluate different sources or ideas and solutions to a problem. Can speculate about causes, consequences and hypothetical situations.
Compare and contrast	Can use simple descriptive language to make brief statements about and compare objects and alternatives.	Can compare and contrast different alternatives and solutions in a straightforward way.	Can compare and contrast alternatives, solutions, views, sources etc. in a thorough way.
Make oneself understood and clear up misunderstandings /misconceptions	Can make her-/himself understood using simple language, if s/he gets some help. Can say s/he does not understand, or that something is not right.	Can check that the teacher and classmates understand what s/he is saying or that s/he has understood someone correctly and explain why s/he does not understand. Can make her-/himself understood by the teacher and classmates in most situations.	Can check that s/he understands, repeat and reformulate.
Talk to teachers and classmates	Can have short, simple routine conversations with classmates if people speak slowly and clearly and time is allowed for repetition.	Can participate in most conversations on topics dealt with in class, if the others speak clearly and in standard dialects.	Can enter unprepared into conversation on subject matter topics. Can exchange detailed information on topics dealt with in class. Can participate spontaneously in extended discussions on subject matter topics, for example with a teacher.
Ask for clarification	Can say s/he doesn't follow. Can ask for clarification when s/he doesn't understand.	Can ask someone to clarify or elaborate what they have just said.	Can ask follow-up questions to check s/he has understood, and get clarification of ambiguous points.
Respond to what other people say	Can respond to what the teacher and classmates say in a simple way.	Can respond to what the teacher and classmates say in a straightforward way.	Can react to attitudes, opinions and views in class discussions in an appropriate way.
Interact in team work	Can ask and answer simple questions on subject topics that s/he knows well.	Can help to solve practical problems that arise, e.g. while working on a project, explain her/his opinion and ask for classmates' views.	Can contribute to a project work by reporting and explaining detailed information on topics that he/she finds interesting. Can help organize the work, give feedback to team members and suggest how to proceed the work.
Give a presentation or talk about subject matter issues in class	Can give a short, rehearsed and simple presentation on a topic or talk about a topic the class has worked with.	Can give a prepared, straightforward presentation on a subject topic or talk about a topic, for example different types of calculations, a historical period or a current social issue, and answer clear questions if there is time for repetition.	Can give a clear and systematically developed presentation on a subject topic, for example present different methods for calculations or historical/current conflicts from different points of view, and highlight and emphasize important points. Can depart spontaneously from a prepared plan in a presentation and follow up points raised by classmates or the teacher.

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English writing - Descriptors for writing in history/civics and mathematics

Mostly relevant for history/civics

Mostly relevant for mathematics

	A2	B1	B2
Describe	Can write very short, basic descriptions of events and activities.	Can pass on information and briefly describe events, observations and processes. Can briefly describe a visual representation (a graph, a figure, a table, a drawing etc.), pointing out important features. Can describe how s/he is thinking when solving a task in a straightforward way.	Can pass on detailed information. Can give clear detailed descriptions of events, observations and processes. Can describe a visual representation (a graph, a figure, a table, a drawing etc.) in in detail, pointing out both important features and significant details. Can describe in detail how s/he is thinking when solving a task.
Explain	Can explain how to do something or what has been done in a simple way.	Can explain and give reasons for why things, related to history/ civics or mathematics, are the way they are, and why something is a problem in a straightforward way.	Can explain different phenomena (for instance historical or mathematical processes), results or views on topical issues clearly. Can give the advantages and disadvantages of various solutions and options.
State facts, outline, give an account of something	Can make brief statements about subject related issues.	Can give a short account of plans and actions. Can give a brief outline of an issue or a problem.	Can give an account of or outline an issue or a problem clearly.
Express opinions, discuss	Can express in a simple way, what s/he thinks about something, or whether s/he is for or against something.	Can explain in writing why s/he is for or against something in a straightforward way.	Can discuss subject related concepts and issues in detail, for instance democracy, the relationship between love and sexuality (history/civics) or solutions to mathematical problems or different ways of presenting data.
Express arguments, prove	Can briefly and in a simple and basic way, give some reasons for what s/he has done or will do in a subject related context.	Can give straightforward arguments for something, for instance solutions to a mathematical problem, or reasons for different attitudes to current issues	Can build a proof by stating arguments step by step in a structured and logical way that supports the final conclusion. Can express (in writing) evidence for conclusions drawn.
Summarise	Can pick out and reproduce key words and phrases or short sentences from a short text.	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. Can collate short pieces of information from several sources and summarize them in writing.	Can summarise a wide range of information and arguments from a number of sources.

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Define	Can reproduce a definition for a mathematical or historical concept in a brief and simple way.	Can define mathematical or historical concepts in writing in a straightforward way.	Can define mathematical or historical concepts in writing in a detailed way. Can support a definition with detailed illustrations and examples.
Organise	Can write a brief text copying a basic pattern	Can organise the text with an introduction, main part and an ending.	Can produce continuous writing which is generally intelligible throughout and organise the text in a structured and logical way.
Evaluate, interpret	Can state whether something is good or bad, positive or negative in simple sentences.	Can give some reasons for why a source is reliable, or why something is an advantage or a problem.	Can evaluate different sources or ideas and solutions to a problem. Can make hypotheses about causes, consequences and hypothetical situations.
Compare and contrast	Can use simple descriptive language to make brief statements about and compare objects and alternatives.	Can compare and contrast different alternatives and solutions in a straightforward way.	Can compare and contrast alternatives, solutions, views, sources etc in a thorough way
Work with forms, tables, charts, graphs	Can put basic information into forms, lists or charts responding to subject tasks.	Can fill in forms and charts with relative detailed information responding to subject tasks. Can create tables, charts etc. and organise information in a straightforward way.	Can create tables charts etc. and organise information, for instance comparing and contrasting information, with recipients in mind.

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