



MODERN LANGUAGES
Advanced Higher

Eighth edition – published March 2009

NOTE OF CHANGES TO ADVANCED HIGHER ARRANGEMENTS EIGHTH EDITION PUBLISHED MARCH 2009

COURSE TITLE: Modern Languages (Advanced Higher)

COURSE NUMBER: C247 13 Cantonese
C059 13 French
C060 13 German
C061 13 Italian
C256 13 Mandarin (Simplified)
C257 13 Mandarin(Traditional)
C063 13 Spanish

National Course Specification

Course details: Cantonese, Mandarin (Simplified) and
Mandarin (Traditional) Courses added to the list of
Languages served by these Arrangements

National Unit Specification: Cantonese, Mandarin (Simplified) and
Mandarin (Traditional) Units added to the list of
Languages served by these Arrangements

National Course Specification

MODERN LANGUAGES (ADVANCED HIGHER)

COURSE NUMBER	C247 13 Cantonese
	C059 13 French
	C060 13 German
	C061 13 Italian
	C256 13 Mandarin (Simplified)
	C257 13 Mandarin (Traditional)
	C063 13 Spanish

CANTONESE: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

F3F1 13 Language (AH) *2 credits (80 hours)*

Optional unit

F3F2 13 Extended Reading/Viewing (AH) *1 credit (40 hours)*

F296 13 Language in Work (AH) *1 credit (40 hours)*

FRENCH: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

D339 13 Language (AH) *2 credits (80 hours)*

Optional unit

D342 13 Extended Reading/Viewing (AH) *1 credit (40 hours)*

D338 13 Language in Work (AH) *1 credit (40 hours)*

Administrative Information

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National Course Specification: general information (cont)

COURSE Modern Languages (Advanced Higher)

GERMAN: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

D465 13 Language (AH) 2 credits (80 hours)

Optional unit

D467 13 Extended Reading/Viewing (AH) 1 credit (40 hours)

D464 13 Language in Work (AH) 1 credit (40 hours)

ITALIAN: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

D471 13 Language (AH) 2 credits (80 hours)

Optional unit

D473 13 Extended Reading/Viewing (AH) 1 credit (40 hours)

D470 13 Language in Work (AH) 1 credit (40 hours)

MANDARIN (SIMPLIFIED): COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

F3CV 13 Language (AH) 2 credits (80 hours)

Optional unit

F3CT 13 Extended Reading/Viewing (AH) 1 credit (40 hours)

F3CX 13 Language in Work (AH) 1 credit (40 hours)

MANDARIN (TRADITIONAL): COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

F3CP 13 Language (AH) 2 credits (80 hours)

Optional unit

F3CN 13 Extended Reading/Viewing (AH) 1 credit (40 hours)

F3CS 13 Language in Work (AH) 1 credit (40 hours)

National Course Specification: general information (cont)

COURSE Modern Languages (Advanced Higher)

CREDIT VALUE

The Advanced Higher Course in Modern Languages is allocated 32 SCQF credit points at SCQF level 7*

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

RECOMMENDED ENTRY

While entry to the course or units is at the discretion of the centre, candidates would normally be expected to have attained:

- Higher Modern Languages or its component units
- or equivalent qualification

CORE SKILLS

There is no automatic certification of core skills or core skills components in this course.

National Course Specification: course details

COURSE Modern Languages (Advanced Higher)

RATIONALE

Study of the course at Advanced Higher will allow the candidate to develop to further levels of independent use the communicative competence established at Higher or its equivalent. It is anticipated that the Advanced Higher course will appeal to a wide range of candidates, whether or not they intend to follow a foreign language course in higher or further education. The value of an award at this level as an ancillary skill to a wide range of degree courses should not be under-estimated. From Advanced Higher, the candidate will be in a position to pursue further foreign language study or to use a foreign language in a variety of ways, which might include:

- specialising in the study of the language, literature and culture of the country (or countries) concerned (eg study at Higher Education level)
- deploying her/his language skills for specific purposes, such as study at a university or other tertiary level establishment in the foreign country as part of a British degree
- interacting at an appropriate level with speakers of the language within an employment context
- drawing on the acquired level of knowledge about language and facility in language use to learn a different foreign language
- communicating with similarly educated foreign contemporaries
- using acquired language skills to access media in the target language, including TV programmes, films and magazine articles, for personal enjoyment

The course consists of an 80-hour unit and a 40-hour unit. The 80-hour unit is designed to develop the candidate's language skills within three broad themes – personal, social and cultural issues; topical and cultural issues; and environmental issues. The expression of opinions and exchanging of ideas, which are stressed at Higher, will be further developed in keeping with the increased maturity and language proficiency of the candidate. As the candidate begins to consider current affairs issues from the viewpoint of those living in the country of the target language, there will be greater opportunity for him/her to compare and contrast issues relevant in the foreign country or countries where the language is spoken and in Britain and to formulate and express opinions on them.

The 40-hour unit offers two options. One option will provide the opportunity for the candidate to engage with literature and/or with a detailed investigation of an aspect of the foreign country or with a series of linked texts. The other option focuses on the productive, interactive or mediating uses of language which are often required in work-related contexts, though that productive work also requires the candidate to read and understand relevant textual material. Work experience in a country of the target language would be a legitimate alternative content for the unit, though the outcomes required of the candidate would be the same. It is anticipated that, in the first instance, centres may wish to direct candidates' choice, taking account of teaching expertise, available resources and opportunities for work experience.

The course will contribute to the general education of the candidates by widening their horizons to encompass some in-depth knowledge of aspects of the culture of the country or countries where the language is spoken. It will also contribute to a wider understanding of how language works. The teaching approaches adopted will contribute to the development of confidence in speaking, in interacting with others, at times at sophisticated levels, and in the ability to cope successfully and flexibly with unfamiliar situations. For those candidates choosing the Language in Work option, it will provide some knowledge of specific aspects of business, commerce or other similar contexts.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

COURSE CONTENT

Candidates seeking an Advanced Higher course award must achieve the 80-hour unit and one of the two 40-hour units. If the units are studied on a stand-alone basis, the successful completion of each unit will lead to national certification. The additional benefits which a candidate will gain by taking the full Advanced Higher course include the following:

- extended opportunities to apply developing skills in a range of contexts
- the further development of translation skills and other higher-order language skills
- additional exposure time to the target language in general, hence the opportunity to acquire greater fluency, flexibility and accuracy in the language
- sufficient time to permit a move from general study of language to a study more specifically relevant to the candidate's future pathway
- development of the ability to work independently, carrying out research in a context requiring critical and analytical skills

It should be noted that all of the course content will be subject to sampling in the external assessment. The units are described briefly below. The unit specifications contain detailed information about standards and assessment. The Appendices are also an important part of the guidance on course content.

Appendices

For this level:

Appendix 1: Language content

Appendix 2: Summary of assessment procedures

For all levels:

Appendix A: Grammar content

Appendix B: Explanation of terms

Cantonese/French/German/Italian/Mandarin(Simplified)/Mandarin(Traditional)Spanish: Language (AH)

This unit aims to develop all language skills for use in a range of purposes. Contexts for this language work are defined in three broad themes:

- personal, social and cultural issues
- topical and cultural issues
- environmental issues

The themes are subdivided into related topics. The themes and topics are shown in Appendix 1. The three themes must be treated as prescriptive, but centres will have the flexibility to develop the topics in ways which are of particular interest to their candidates or are more relevant to their particular circumstances.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

Cantonese/French/German/Italian/Mandarin(Simplified)/Mandarin(Traditional)Spanish: either ***Extended Reading/Viewing (AH)*** or ***Language in Work (AH)***

It will be for each centre to decide, in the light of the expertise of the staff and the interests of the candidates, which of these options to offer, or whether both should be made available. Teachers/lecturers will take account of the personal or vocational needs and interests of the candidates when making this choice. For this reason, the reading or viewing selected may either be an extension of a prescribed theme (see Appendix 1) or may relate to a new text or field of interest of relevance to individual candidates. The level of language would require to be appropriate for Advanced Higher.

Comparability of standards and assessment across the options will be achieved in the following ways:

- by assessing the work of the candidates against the same performance criteria
- by ensuring that the demands on candidates will be equal in both options
- by having Speaking assessed by a Visiting Examiner

Note: It should be noted that previous study in the area of either option is not a requirement for study of the corresponding option at Advanced Higher. It is acceptable for a candidate to choose a different optional unit at Advanced Higher from the one studied at Higher.

ASSESSMENT

To gain the award of the *Modern Languages (Advanced Higher)* Course, the candidate must pass the mandatory Unit and one optional Unit as well as the Course assessment. The candidate's grade is based on the Course assessment.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

Oral Assessment: Speaking (20 minutes, 50 marks)

Conducted by an external examiner, the speaking test will take the form of a discussion. This will sample across both units studied, and will cover topics, texts and/or vocational area(s) studied.

Folio (30 marks)

A folio of work relating to the content of the optional unit will be externally marked for external course assessment. The folio will consist of two essays in English of approximately 750 words each for candidates taking the Extended Reading/Viewing option and of one report in English of approximately 1500 words for candidates taking the Language in Work option. Candidates will prepare the folio at appropriate times during the Course. The production of the folio will not be under controlled conditions.

Paper I: Reading and Translation (1 hour and 30 minutes, 50 marks)

Reading comprehension, involving written answers to questions in English (30 marks) and translation into English (20 marks). One passage will be set, related to the prescribed themes.

Length: approx. 750-800 words or 900-1,100 Chinese characters, including the section to be translated.

Paper II: Listening and Discursive Writing (1 hour and 20 minutes, 70 marks)

Part 1: Listening (30 marks)

Candidates will be required to answer questions in English in response to stimulus material of 4.5-6 minutes duration in the target language. The stimulus material will normally be presented on CD/audio tape by native speakers.

Part 2: Discursive Writing (40 marks)

Candidates will be required to write an essay of approximately 250-300 words or 300-400 Chinese characters in the target language on a topic relating to the themes and topics of the Language unit.

For Chinese languages Paper II lasts 1 hour 45 minutes

Total marks for course assessment: 200 marks.

Total time for external assessment: 2 hours 50 minutes (excluding Speaking and Folio).

Total time for external assessment for Chinese languages: 3 hours 15 minutes (excluding Speaking and Folio).

Further information about assessment is contained in the unit specifications in this document and in the National Assessment Bank. A summary of the assessment arrangements is attached as Appendix 2.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

GRADE DESCRIPTIONS

The purpose of grade descriptions, as outlined below, is to assist teachers/lecturers who will have responsibility for preparing and assessing candidates and to assist those who will have responsibility for the setting of the external examinations, by providing a general indication of the level of performance required to achieve an award at C and A in each of the skill areas.

The grade descriptions must be interpreted to take account of the level of language and the nature and content of the tasks expected at Advanced Higher. The grade descriptions, together with the information contained in the Appendices, will enable teachers/lecturers to gain a clear impression of the level of language and the nature and content of the tasks appropriate to Advanced Higher.

Speaking

C	A
<p>Sustains discussion in a manner comprehensible to a sympathetic speaker of the target language.</p> <p>Content</p> <ul style="list-style-type: none"> • goes beyond exchange of factual/social information to express ideas and opinions clearly • discussion shows understanding of the content of areas studied • sustains discussion by going beyond minimal responses <p>Understanding</p> <ul style="list-style-type: none"> • understands most of what is said directly to him/her when clearly articulated • asks for repetition/reformulation on occasions <p>Speaking</p> <ul style="list-style-type: none"> • shows good awareness of rules of accent, intonation and pronunciation • shows sufficient control of the rules of grammar appropriate to this level to ensure communication in spite of errors • language shows some complexity of structure and a range of vocabulary 	<p>Sustains discussion easily. Expands on ideas and opinions expressed in the presentation.</p> <p>Content</p> <ul style="list-style-type: none"> • expresses ideas and opinions clearly, expressing agreement/disagreement with other points of view • discussion shows good grasp of content of areas studied • sustains discussion by offering additional information/comments fairly frequently <p>Understanding</p> <ul style="list-style-type: none"> • understands almost all of what is said directly to him/her when clearly articulated and at normal speed of delivery • asks for repetition/clarification as required <p>Speaking</p> <ul style="list-style-type: none"> • shows good awareness of rules of intonation and pronunciation and has good accent • shows good control of the rules of grammar appropriate to this level and makes few errors of a major nature • language characterised by considerable complexity of structure and very broad range of vocabulary

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

Folio essays/report

C	A
<p data-bbox="188 461 751 562">Writes at some length in English relating to the area researched (literary, factual or work-related).</p> <ul data-bbox="188 600 751 875" style="list-style-type: none"><li data-bbox="188 600 751 667">• Demonstrates some understanding of the area researched<li data-bbox="188 667 751 734">• demonstrates the ability to evaluate and analyse critically the area researched<li data-bbox="188 801 751 875">• writing displays an adequate sense of structure	<p data-bbox="805 461 1398 528">Writes at some length in English relating to the area researched (literary, factual or work-related).</p> <ul data-bbox="805 600 1398 875" style="list-style-type: none"><li data-bbox="805 600 1398 667">• demonstrates clear understanding of the area researched<li data-bbox="805 667 1398 801">• demonstrates the ability to evaluate and analyse critically the area researched showing personal insight and appreciation of the issues involved<li data-bbox="805 801 1398 875">• writing is fluent and displays a sound sense of structure

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

Reading

C	A
<p>With the help of a dictionary, obtains factual information and some ideas and opinions from complex text relating to the themes, with a satisfactory level of detail and accuracy.</p> <ul style="list-style-type: none"> • extracts and understands essential information from text which contains a number of major and subsidiary points, including the expression of points of view • understands a satisfactory proportion of points of detail and some of the opinions/ideas expressed • makes inferences about attitudes and intention embodied in the text 	<p>With the help of a dictionary, obtains factual information, ideas and opinions, with a high level of detail and accuracy, from complex text relating to the themes.</p> <ul style="list-style-type: none"> • extracts and understands key items of information and additional items of detail from text which contains a number of major and subsidiary points, including the expression of points of view • understands a high proportion of points of detail and grasps opinions/ideas expressed • makes inferences about the attitudes and intention embodied in the text with understanding of the author's purpose

Translation

The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. The total number of marks gained will be converted to a score out of 20.

CATEGORY	MARK	DESCRIPTION
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

Listening

C	A
<p>Listens to complex stimulus material in the target language on subjects related to the prescribed themes and obtains factual information and some ideas and opinions with a satisfactory level of detail and accuracy. Speakers will articulate clearly at normal speed.</p> <ul style="list-style-type: none"> extracts and understands essential information from stimulus which contain a number of major and subsidiary points, including the expression of points of view understands a satisfactory proportion of points of detail and some of the opinions/ideas expressed 	<p>Listens to complex stimulus material in the target language on subjects related to the prescribed themes and obtains factual information and some ideas and opinions with a good level of detail and accuracy. Speakers will articulate clearly at normal speed.</p> <ul style="list-style-type: none"> extracts and understands key items of information and additional items of detail from stimulus material which contain a number of major and subsidiary points, including the expression of points of view understands a high proportion of points of detail and grasps opinions/ideas expressed

Discursive Writing

C	A
<p>With the help of a dictionary, produces straightforward text in the target language.</p> <ul style="list-style-type: none"> writing shows ability to express and develop points of view and to convey key information with some sense of structure accuracy and use of register are appropriate to this level and sufficient to communicate clearly uses some complex sentences and a fair range of vocabulary performance may be uneven, but the good outweighs the bad; communication achieved 	<p>With the help of a dictionary, produces more complex text in the target language.</p> <ul style="list-style-type: none"> writing shows ability to convey key information and to express and develop points of view with good sense of structure writing shows fluency and accuracy, as appropriate to this level uses more complex sentences, and a good range of structure and vocabulary performance may be characterised by a high level of accuracy, or may be enterprising and show some flair with some inaccuracies

Note: The bullet points shown in the tables are only indicators of characteristics of performance at C and A. Candidates are not required to fulfil every one of the points. With regard to the productive skills (Speaking and Writing), more detailed descriptions of performance, including categories, criteria and pegged marks, will be provided to assist centres in the assessment and grading of performances. These criteria may be supplemented as appropriate by examples of candidate performance.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

APPROACHES TO LEARNING AND TEACHING

The purpose of the course is to build on prior learning and to develop progressively the candidate's knowledge of the language, her/his competence in the four skills of Speaking, Writing, Reading and Listening, and her/his ability to handle the language in a number of defined contexts. The further development of the ability to express and understand opinions and views in the target language will form an important part of the course. Candidates may already have formulated views and opinions in their native language on the issues to be studied as they relate to their own situation, but should now be encouraged to consider these issues from the point of view of the country or countries of the target language.

The production of the folio essays/report will provide candidates with the opportunity to work independently, carrying out research in a context requiring the critical and analytical skills appropriate to Advanced Higher level.

Language competence at Advanced Higher will be developed by extending the range and complexity of the language encountered by the candidates, and by encouraging an increase in range, fluency and accuracy in the language they produce. In addition to handling with increased competence and confidence the language situations previously encountered, candidates will be expected to develop further proficiency in the language necessary for understanding and expressing ideas and opinions. Course assessment will derive from the three prescribed themes and will test language ability as defined above.

By defining syllabus content and relating it clearly to assessment, learning and teaching can concentrate on the thorough development of skills and understanding of language structure and an expanding range of purposes of language use.

The prescribed themes and topic areas at Advanced Higher provide the focus for a range of activities which develop the four skills of Speaking, Writing, Reading and Listening in a variety of combinations for different uses (productive, interactive, receptive, mediating), and provide a context for work aimed at developing the candidates' knowledge of the structure/grammar of the language.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

The additional 40 hours

The structure of Advanced Higher provides for an allocation of 40 hours, in addition to the time allocation for each unit, giving a total time for the course of 160 hours. It is suggested that, at this level, the additional 40 hours might be used to provide added value in the following ways:

Induction:

- general overview of the objectives and content of the course
- introduction to ways of working on the course
- explanation of the form and content of the assessment arrangements

Extending the range of learning and teaching approaches:

- use of self-study materials
- individual projects
- further opportunities for formal or informal group work, discussion and debate
- greater use of a range of media/Information Technology

Remediation, consolidation and extension:

- revising, recycling language as appropriate to meet the needs of all candidates
- extending/innovating as appropriate for more able candidates
- practising known language in new situations within the topic areas
- providing further opportunities for the development of skills, eg research and report writing skills
- providing greater exposure to aspects relating to the background, culture and civilisation of the country or countries in which the target language is spoken

Preparation for external assessment:

- preparing for course assessment elements which are not the focus of internal assessment, such as translation into English and the folio essays/report
- developing integration of language skills in a manner appropriate to this level
- building in opportunities for the candidates to demonstrate achievement of the required skills before the external assessment

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: general information

UNIT	Language (Advanced Higher)	
NUMBER	F3F1 13	Cantonese
	D339 13	French
	D465 13	German
	D471 13	Italian
	F3CV 13	Mandarin (Simplified)
	F3CP 13	Mandarin (Traditional)
	D477 13	Russian
	D483 13	Spanish
COURSE	Modern Languages (Advanced Higher)	

This is a component unit of Advanced Higher Modern Languages.

SUMMARY

This unit aims to continue the progressive development of candidates' knowledge about language, their competence in the four skills of Speaking, Writing, Reading and Listening, and their ability to use these skills in appropriate ways within defined contexts. The assessment for this unit will focus on the skills of Speaking, Listening and Reading. The skill of Writing in the target language will not be assessed discretely, but will continue to be integral to the development of the other skills.

OUTCOMES

- 1 Make an oral presentation and engage in discussion in the target language.
- 2 Demonstrate understanding of the target language in spoken form.
- 3 Demonstrate understanding of text written in the target language.

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National Unit Specification: general information (cont)

UNIT Language (Advanced Higher)

RECOMMENDED ENTRY

While entry to the unit is at the discretion of the centre, candidates would normally be expected to have attained:

- Higher Modern Languages or its component units
- or equivalent qualification

CREDIT VALUE

2 credits at Advanced Higher (16 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

National Unit Specification: statement of standards

UNIT Language (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON COVERAGE OF THEMES AND TOPICS

Evidence that the candidate has reached the required level to pass a unit will be generated by the completion of tasks and activities related to the specified outcomes. For each level, a number of prescribed themes and topics have been elaborated, and it is by using language within the context of these themes and topics that candidates will display their level of performance. An assessment instrument used by a centre to show that the candidate has reached the level of the unit may be devised by the centre according to set criteria or may be drawn from the National Assessment Bank. Such an instrument may cover only one of the prescribed themes. If a candidate gains a pass, no other proof of attainment of the outcome with respect to other themes is necessary. The centre should retain evidence (eg teaching notes, texts, plans, records of work, candidate notes), which can indicate that, by the end of the unit, all prescribed themes have been covered by the candidate.

The justification for such an approach to gathering evidence of candidate performance lies in the nature of language development. The prescribed themes and topics provide the language contexts within which learners develop and then display their level of competence in the various skills of language use. It is not the context itself which defines a candidate's level of competence. The same topic can provide the context for levels of overall competence ranging from the near beginner to the native speaker. It is the level of performance in component competences - grammatical, socio-linguistic, cultural, strategic, discourse-related - which distinguish: a candidate operating at a certain level within one context (ie prescribed theme or topic) will be able to operate at the same level within another context. He or she may have to look up more words in a dictionary, or ask the interlocutor for help (both strategic competence-related activities) but the level of language used will be the same. Thus it is not necessary to require candidates to prove that they have reached the level of competence of the unit in each of the prescribed themes. Once they have reached it in one, they have proved their ability. All that remains is to extend their coverage. Of course, many candidates will have to work through all the prescribed themes as they improve towards the level of the unit and so early attempts at achieving the outcomes may not be successful.

The performance criteria for a pass for each skill should be interpreted, where appropriate, as being the same as the Grade C description in the course specification. The grade descriptions are context-free.

Content relates to the prescribed themes and topics outlined in Appendix 1.

National Unit Specification: statement of standards (cont)

UNIT Language (Advanced Higher)

OUTCOME 1

Make a presentation and engage in discussion in the target language.

Performance criteria

- (a) Makes a presentation which has appropriate structure and content.
- (b) Sustains discussion, requesting clarification and repetition as necessary.
- (c) Employs appropriate language with sufficient clarity and accuracy to achieve the communication of facts and opinions to a speaker of the target language.
- (d) Uses a range of vocabulary and variety of structures which demonstrate flexibility of expression.
- (e) Accuracy, pronunciation and intonation are sufficient to allow effective communication.

Evidence requirements

A presentation on a topic drawn from the themes and face-to-face discussion with a speaker of the target language (approx. 8-10 minutes in total).

There is no requirement for audio recording but some note of candidate performance must be retained.

OUTCOME 2

Demonstrate understanding of the target language in spoken form.

Performance criterion

Demonstrates understanding of the main content and specific detail of the text.

Evidence requirements

Written work in English or the target language, demonstrating accurate understanding of a text, recorded or spoken live, of 3-4 minutes' length and heard up to 3 times. Use of a dictionary is permitted.

National Unit Specification: statement of standards (cont)

UNIT Language (Advanced Higher)

OUTCOME 3

Demonstrate understanding of text written in the target language.

Performance criteria

- (a) Demonstrates understanding of specific detail.
- (b) Demonstrates understanding of attitudes/opinions expressed or implied.

Evidence requirements

Written work in English, or other appropriate evidence, demonstrating understanding of a written text of 500-600 words or 600-800 Chinese characters relating to a theme studied. The task will be undertaken under controlled conditions as specified in Appendix B, normally within one teaching block/period.

National Unit Specification: support notes

UNIT Language (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Language development will be encouraged in the following ways:

Language use – productive/interactive/mediating:

- by extending the candidate's ability to recount and discuss orally in the target language events and issues of personal and topical interest, with emphasis on communicating views and opinions
- by extending the candidate's ability to recount and discuss in writing in the target language events and issues of personal and topical interest, with increased emphasis on communicating views and opinions

Language use – receptive/interactive/mediating:

- by extending the candidate's ability to listen to the target language and demonstrate understanding of language of increasing complexity related to the prescribed themes
- by extending the candidate's ability to read texts in the target language related to the prescribed themes, for gist and detailed understanding

Knowledge about language:

- by developing the candidate's grasp of key aspects of grammatical structure
- by extending the range of grammatical structure which candidates can deploy

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit builds on existing good practice by encouraging an integrated teaching approach, which seeks to develop skills in combination rather than in isolation, even when not all skills are the focus for assessment. Progression from previous levels will be in terms of the candidate's ability to handle language in more sophisticated ways, and in terms of the range of language encountered by the candidate. The quality and accuracy of the language which s/he produces, together with its content, will also reflect this progression.

National Unit Specification: support notes (cont)

UNIT Language (Advanced Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Oral communication (Outcome 1)

The candidate will make a short prepared presentation on a topic drawn from the themes. The interlocutor will ask follow-up questions related to the chosen topic area and engage the candidate in a more general discussion relating to the topic. The candidate and interlocutor need not restrict themselves solely to the initial topic chosen, but may progress into related topic areas, provided that they continue to operate at a level of discussion appropriate to Advanced Higher. The presentation, responses to questions and discussion should last for 8-10 minutes.

Listening (Outcome 2)

Candidates will listen to texts from live and, where possible, audio- or video-recorded sources in the target language. For the purpose of the unit assessment, they will listen to views and opinions and accounts of events being expressed within topic areas included in the three themes, and will be required to demonstrate comprehension by undertaking tasks such as the following:

- answering question in English or the target language on what they have heard
- listing in English or the target language the views/intentions expressed or the events recounted
- making notes in English or the target language under given headings

The text may be heard up to 3 times and a dictionary may be used.

Reading (Outcome 3)

Candidates will read informative articles of a journalistic nature and narrative text describing events, in which speakers of the target language express their views and opinions on issues deriving from the three themes, and recount events which also relate to the three themes. For the purpose of the unit assessment, candidates will demonstrate comprehension by undertaking tasks such as the following:

- responding in English to questions in English
- writing a summary
- choosing the correct multiple-choice option
- completing grids to indicate understanding
- following written instructions to complete a task

A variety of these tasks should be used in the internal assessment of reading. A glossary of terms likely to prove difficult may be provided at the end of the text. Use of a dictionary is also permitted.

National Unit Specification: support notes (cont)

UNIT Language (Advanced Higher)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: general information

UNIT Extended Reading/Viewing (Advanced Higher)

NUMBER

F3F2 13	Cantonese
D342 13	French
D467 13	German
D473 13	Italian
F3CT 13	Mandarin(Simplified)
F3CN 13	Mandarin(Traditional)
D479 13	Russian
D485 13	Spanish

COURSE Modern Languages (Advanced Higher)

This is a component unit of Advanced Higher Modern Languages.

SUMMARY

This unit aims to develop competence in the four skills of Speaking, Writing, Reading and Listening. The broad context for the unit is extended reading, which can be supported by viewing. The skills of Reading, Listening and Speaking will not be assessed discretely, but will be integral to the development of the skill of Writing, on which assessment will be focused.

OUTCOME

Write at some length in the target language about the chosen area of study.

Administrative Information

Superclass: FK
Publication date: March 2009
Source: Scottish Qualifications Authority
Version: 06

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National Unit Specification: general information (cont)

UNIT Extended Reading/Viewing (Advanced Higher)

RECOMMENDED ENTRY

While entry to the unit is at the discretion of the centre, candidates would normally be expected to have attained:

- Higher Modern Languages or its component units
- or equivalent qualification

CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

National Unit Specification: statement of standards

UNIT Extended Reading/Viewing (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON RANGE FOR THE UNIT

Two areas of study are required:

- 1 one literary written text with or without related video/film
- 2 any **one** of the following, with or without related video/film:
 - a second literary written text
 - a set of linked written texts
 - a background topic

Candidates will choose one of these areas of study as the subject of internal assessment. Candidates undertaking the full Advanced Higher course will, in addition, write an essay in English on **both** areas of study for inclusion in their folio. Texts must be read in the target language and any quotations candidates may wish to include in their essays from such text(s) must also be in the target language.

OUTCOME

Write at some length in the target language about the chosen area of study.

Performance criteria

- (a) Demonstrates the ability to use language with some flexibility.
- (b) Writes with sufficient structure, clarity and accuracy, as appropriate to this level, to achieve the communication of facts and opinions.
- (c) Includes a personal reaction or informed opinion.

Evidence requirements

One piece of written work of approximately 300-400 words or 350-500 Chinese characters, which demonstrates that the candidate has fulfilled the performance criteria. The piece of work should include a personal response or an informed opinion relating to one of the two areas of study. Use of dictionaries and relevant reference material, as defined in Appendix B, is permitted.

The Writing will be supported and produced as part of the ongoing work of the class under controlled conditions, as defined in Appendix B. Initial and final drafts should be retained by the centre.

National Unit Specification: support notes

UNIT Extended Reading/Viewing (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This Unit will develop candidates' skills of comprehension and interpretation. Candidates can choose to focus on selected themes or topics. Each of these presents candidates with opportunities to develop skills appropriate to the theme or topic chosen.

Candidates may read a literary text, read a text and view a related film, comparing and contrasting these, or read a film script and view the film, to discuss style and technique used by the director to deliver the theme of the work. The purpose is to develop critical awareness and to evaluate the treatment of a theme by its writer or film director.

In the second required area of study, candidates may choose to read a set of linked factual or narrative texts which explore a common theme or topic. This will present them with opportunities to consider a series of different viewpoints and aspects of the theme or topics.

Candidates may choose to explore an aspect of a country or countries where the target language is spoken. This background topic could have a geographical, historical, political, musical, or artistic focus. The purpose is to develop candidates' ability to research and work independently.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Written communication

For the purpose of internal assessment, the candidate will be required to produce, in the course of this unit, one piece of writing in the target language on one of the two areas of study. It will include a personal response and/or an informed opinion relating to the study undertaken.

The assessment of this piece of writing will take account not only of structure, clarity and accuracy of language use, but also of the extent to which the language is able to sustain the ideas which the candidate wishes to communicate.

National Unit Specification: support notes (cont)

UNIT Extended Reading/Viewing (Advanced Higher)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: general information

UNIT Language in Work (Advanced Higher)

NUMBER

F296 13	Cantonese
D338 13	French
D464 13	German
D470 13	Italian
F3CX 13	Mandarin(Simplified)
F3CS 13	Mandarin(Traditional)
D476 13	Russian
D482 13	Spanish

COURSE Modern Languages (Advanced Higher)

This is a component unit of Advanced Higher Modern Languages.

SUMMARY

This unit aims to develop competence in the four skills of Speaking, Writing, Reading and Listening. The broad context for the unit is language in work. The skills of Reading, Listening and Speaking will not be assessed discretely, but will be integral to the development of the skill of Writing, on which assessment will be focused.

OUTCOME

Write at some length in the target language about the chosen area(s) of study.

Administrative Information

Superclass: FK
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National Unit Specification: general information (cont)

UNIT Language in Work (Advanced Higher)

RECOMMENDED ENTRY

While entry to the unit is at the discretion of the centre, candidates would normally be expected to have attained:

- ♦ Higher Modern Languages or its component units
- ♦ or equivalent qualification

CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

National Unit Specification: statement of standards

UNIT Language in Work (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON RANGE FOR THE UNIT

The source materials for this unit should come from research, texts and materials relating to the vocational areas of:

- ♦ travel and tourism
- ♦ information technology
- ♦ business studies
- ♦ work experience

OUTCOME

Write at some length in the target language about a scenario originating from one of the above vocational areas.

Performance criteria

- (a) Demonstrates the ability to use language with some flexibility.
- (b) Writes with sufficient structure, clarity and accuracy, as appropriate to this level, to achieve the communication of essential, required information.

Evidence requirements

A report of 300-400 words or 350-500 Chinese characters in the target language about the chosen vocational area, which demonstrates that the candidate has fulfilled the performance criteria. Use of dictionaries and relevant reference material, as defined in Appendix B, is permitted.

The Writing will be supported and produced as part of the ongoing work of the class under controlled conditions, as defined in Appendix B. Initial and final drafts should be retained by the centre.

National Unit Specification: support notes

UNIT Language in Work (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this option is to encourage candidates to study source materials in the target language.

By concentrating on one vocational area, it is hoped to develop in candidates a high level of competence in comprehension and in language use in spoken and written form. As in the Language unit, all four skills will continue to be developed.

Linked texts may include written business documents, such as correspondence, promotional materials, articles on the vocational sector chosen, TV or video programmes relating to the chosen field, or computer-based information on screen (a copy of which should be retained on paper or electronic storage medium). The level of language should be appropriate for Advanced Higher.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Written communication

For the purpose of internal assessment, the candidate will be required to produce in the target language a detailed report in response to a stimulus scenario originating from one of the vocational areas.

The assessment of this piece of writing will take account not only of structure, clarity and accuracy of language use, but also of the extent to which the language used sustains the communication of the essential, required information.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Appendices

UNIT Language (Advanced Higher) – 80 hours

THEMES	TOPICS	TOPIC DEVELOPMENT
Personal, social and cultural issues	Pattern of family life Media and the arts	<ul style="list-style-type: none"> • Marriage, generation gap, gender issues • Changing work patterns and lifestyles • Aspects of press, TV, information technology • Aspects of film, art, literature, theatre, music
Topical and cultural issues	European/global issues Issues relating to the countries where the language is spoken	<ul style="list-style-type: none"> • Issues and experiences relating to eg EU, Council of Europe, etc • the way people live • topical issues eg immigration, education, (un)employment
Environmental issues	Pollution/conservation	<ul style="list-style-type: none"> • sources of energy and effects • urban expansion, transport, implications for the countryside, endangered species

Notes:

- 1 This appendix subsumes the content of Higher.
- 2 The following types of textual source are suitable for use in any of the above contexts: personal letters, notes, CV, letters of application, passages describing events, narrative texts, magazine and newspaper articles, poems, TV/film extracts, CD-ROM, fax, e-mail, Internet, speech of others present or taped, work-related documents, etc.

Summary of Assessment Procedures

Appendix 2

NB This grid should be read in conjunction with the course and unit details.

INTERNAL:

UNIT Language	O1: S	Presentation on choice of topic; follow up discussion.
	O2: L	1 text 3-4 minutes; responses in English or target language; played up to 3 times
	O2: R	1 text 500-600 words or 600-800 Chinese characters
UNIT Extended Reading/Viewing	Option A	Extended Reading/Viewing
	O1: W	Piece of writing in target language on one area of study 300-400 words or 350-500 Chinese characters
UNIT Language in Work	Option B	Language in Work
	O1: W	Report in target language based on a stimulus scenario, originating from one of the vocational areas , 300-400 words or 350-500 Chinese characters

EXTERNAL:

Speaking	25%	Visiting Examiner, discussion sampling across both units (20 minutes)
Folio	15%	2 essays (approx 750 words each) or 1 research report (approx 1500 words) in English
Listening	15%	Stimulus material 4.5-6 minutes, played twice; answers in English
Reading	25%	1 text 750-800 words or 900-1,100 Chinese characters (1 hour and 30 minutes) including translation into English
Writing	20%	Discursive essay

APPENDIX A Grammar Grid (Productive)

VERBS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
Person	The person involved is indicated clearly by pronoun/noun. Meaning of the verb is clear.	Notion of endings of verbs for regular verbs and common irregular verbs. Person must be clear from the verb if the language does not usually use pronouns.		Less common irregular verbs.	
Time	Notion of time may be unclear from the verb. Other time words may make timing obvious.	Notion of present, future and past time clear from verb (though may be very inaccurate in form). Increasing accuracy of form in regular and then common and less common irregular verbs.	Generally recognisable forms of: <ul style="list-style-type: none"> • present • immediate future (or future) • completed past • continuous past 	Future Pluperfect (or equivalent)	Other past tenses
Mood/modality	Notions of volition (<i>would like to...</i>); being able to; imperatives (<i>must do something...</i>) as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. (Verbs) expressing beliefs, opinions. Conditional tense or equivalent. (if relevant)	(Verbs) expressing feelings, hopes. Reporting others' views, speech.	Modals in less common tenses. Subjunctive forms.
Commands	Common singular/plural commands.	Command rules for common irregular/regular verbs.			

Appendix A (cont)

NOUNS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
Gender		Notion of gender; most common words remembered.	Some conventions of gender, individual nouns showing increasing accuracy.		
Number	Singular/plural indicated by noun, or article or number or ending for common words.	Common irregular plurals.	Rules of plural forms.		
Case	←-----	If relevant, case made evident enough to give clear meaning by the noun or article as necessary.	Concept of case shown by noun or modifier as appropriate.		

PRONOUNS

Subject/ Object	(See person of verb above.) If relevant, able to distinguish <i>I/you/we/one</i> as subject or object.	Subject and direct object pronouns (all).	Indirect object pronouns (as relevant in the language).		
Reflexive	←-----	Common reflexive verbal forms with pronouns as learned phrases.	Reflexives with common verbs in appropriate tenses.		
Emphatic	First/second person.	→	All persons.		
Relative				Common relative pronouns, in different cases as relevant.	Less common relative pronouns.
Position		Notion of position of direct or indirect pronouns (NB commands).	Notion of rules where more than one pronoun is involved.		

Appendix A (cont)

ADJECTIVES

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
Rules of agreement		Notion of agreement and common forms – regular plus some irregular.	Increasing irregular forms or ending rules for case as relevant.		
Rules of position		Notion of position of adjectives.	Rules of position.		
Possessives	<i>My/Your.</i>	Indication of possessive for all persons.	Agreements as appropriate.		
Comparative/ Superlative	Indication of comparative.		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	

ADVERBS

Rules of order			Notion (where relevant) of rules of order.		
Comparative/ Superlative	Indication of comparative.		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	

Appendix A (cont)

PREPOSITIONS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
		Notion that prepositions may change case/form of noun/article etc as relevant.	Most common prepositional effects.	Less common prepositional effects.	

OTHER

		Key concepts of grammatical features of any language not definable by the foregoing categories should be handled in similar ways in a continuum through Intermediate 1 to Advanced Higher, as appropriate.			
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Appendix B

Explanation of terms

Within the arrangements for assessment at different levels, reference is made to a number of different conditions for the production of evidence of candidates' performances. This Appendix defines the key categories. It should be regarded as a further point of reference to supplement the information provided within course and unit specifications.

1. Supported Writing

The concept of supported writing is that candidates are able to access a number of types of support while undertaking a writing task, whether or not that task is then subject to assessment. By this means, candidates are encouraged to redraft work and therefore both to produce a final product which is likely to be polished and to acquire the habit of reflection and critical awareness which is a feature of effective development of this skill.

The teacher/lecturer will discuss the task in general terms with all candidates as part of the learning/teaching process. The candidates will do the writing task under controlled conditions. At an appropriate point thereafter, the teacher/lecturer will discuss with the candidate what s/he has written, focusing on general comments such as presentation of content, points of grammar and range of vocabulary and structure (if such is necessary to improve the quality of the writing). The comments should not be 'corrections' of the candidate's work, in that no correct forms should be indicated orally or in writing. However, the general comments may be indicated in writing in the margins. Samples of annotated candidate draft will form part of the National Assessment Bank support materials.

Candidates will then be given an opportunity to redraft on one occasion. The final version should also be produced in controlled conditions, but with reference to a dictionary only, not to the original draft. Normally, the redrafting should occur within a maximum of one week of the candidate producing the original draft, in order for the candidate to gain maximum benefit from the learning/teaching process. If the final version still does not meet the performance criteria for a pass, the process of teacher/lecturer comment and candidate redraft may be repeated. All versions must be kept.

For evidence, the centre should normally retain the original drafts, with teacher/lecturer comments and the final version. Note that redrafting is not obligatory if the initial piece of work is deemed an immediate pass.

2. Directed Writing

Directed writing is the name which has been given to some writing tasks. It should be understood as meaning simply that the content of the candidate's writing is to be directed towards specified headings or to the inclusion of certain points of information. Thus, while the task may allow the candidate to introduce content of her/his choosing, some elements will be predetermined by the nature of the task. This does not necessarily mean a close prescription of what is to be written.

3. Template

The most directed type of writing is that which is to be written to a template. Often, the template (eg in the form of a letter) will require short phrases to be inserted by the candidate, though at other times the inserts may be of a longer and/or more complex nature. This type of directed writing is mostly, though not exclusively, to be found in the Language in Work units.

4. Controlled conditions

By this is meant the completion of tasks or assessments within the presenting centre and under the supervision of the teacher/lecturer, without examination conditions having to be imposed. It is expected, however, that the candidates will complete the work on their own without reference to fellow candidates or the teacher/lecturer, unless the nature of the task (eg interactional) makes that necessary.

5. Reference material

At Advanced Higher, the use of relevant reference material is permitted in the production of the internally assessed piece of writing in the target language. By this is meant text(s) and/or other primary sources studied (eg newspaper articles, business reports, promotional materials). The use of secondary sources related to them (eg critical commentaries, teaching notes, previous drafts) is not permitted.

6. Teaching block/period

This refers to the block of time available for work at any one time. The length may range from 30 minutes in some schools to 2 hours 30 minutes in some colleges of further education. The length of time provided for candidates to undertake an assessment task should be neither artificially shortened nor prolonged. For example, if it is estimated that a task would take 50 minutes when the school's timetable is organised in 30-minute blocks, it would be necessary for the task to be completed within a double rather than a single period. At the other extreme, the availability of an extended period of time should not lead to the task being unnecessarily prolonged.