



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.

Administrative Information

Superclass:	FK
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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).