Advanced Higher
Course Assessment
Specification

Advanced Higher Modern Languages Course Assessment Specification

C711 77	Cantonese
C730 77	French
C731 77	Gaelic (Learners)
C734 77	German
C742 77	Italian
C745 77	Mandarin (Simplified)
C746 77	Mandarin (Traditional)
C769 77	Spanish

Valid from August 2015

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	Advanced Higher Modern Languages
SCQF level:	7 (32 SCQF credit points)
Course codes:	C711 77, C730 77, C731 77, C734 77, C742 77, C745 77, C746 77, C769 77
Course assessment codes:	X711 77, X730 77, X731 77, X734 77, X742 77, X745 77, X746 77, X769 77

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper: Reading and Translation	50 marks
Component 2 — question paper: Listening and Discursive Writing	70 marks
Component 3 — portfolio	30 marks
Component 4 — performance	50 marks
Total marks	**200 marks**

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the Course Support Notes.

Assessment

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will provide instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In this Course assessment, added value will focus on the following:

- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- applying advanced language skills to understand complex and sophisticated written and spoken language in the modern language from the contexts of society, learning, employability, and culture
- applying advanced language skills in writing and talking in the modern language

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C
For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course. Learners will be able to apply advanced language skills to understand complex and sophisticated written and spoken information in the modern language from the contexts of society, learning, employability, and culture, with a satisfactory level of detail and accuracy. Learners will be able to apply advanced language skills to use complex and sophisticated written and spoken language in the modern language from the contexts of society, learning, employability, and culture, by sustaining discussion in a manner comprehensible to a speaker of the modern language and producing a complex and sophisticated written text in the modern language.

Grade description for A
For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course. Learners will be able to apply advanced language skills to understand complex and sophisticated written and spoken information in the modern language from the contexts of society, learning, employability, and culture with a high level of detail and accuracy. Learners will be able to apply advanced language skills to use complex and sophisticated written and spoken language in the modern language from the contexts of society, learning, employability, and culture by sustaining discussion in a manner comprehensible to a speaker of the modern language and producing a complex and sophisticated written text in the modern language.

Credit
To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of four Components — two question papers, a portfolio and a performance.

Component 1 — question paper: Reading and Translation
The purpose of this question paper is to allow learners to demonstrate challenge and application in the skills of reading and translation.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- understand, analyse and draw inferences from complex and sophisticated written from one of the following contexts: society, learning, employability, or culture
- identify and explain the overall purpose
- translate one section of the written text into English

This question paper will have 50 marks (25% of the total mark).

Learners will read one written non-fiction text in the modern language.

They will respond to questions about the written text in English.

They will translate part of the text into English.

30 marks will be for identifying, explaining, analysing and drawing inferences from significant aspects of detail.

20 marks will be for translating part of the text into English.

Learners may use a bi-lingual dictionary.

Component 2 — question paper: Listening and Discursive Writing
The purpose of this question paper is to allow learners to demonstrate challenge and application in the skills of listening and writing.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- understand complex and sophisticated spoken language from one of the following contexts: society, learning, employability, or culture
- identify the overall purpose
- use complex and sophisticated written language in the modern language to write a discursive essay in response to a statement based on one of the following contexts: society, learning, employability, culture

This question paper will have 70 marks (35% of the total mark).

Section 1, titled 'Listening', will have 30 marks.

Item 1: Learners will listen to one monologue in the modern language and respond to questions worth 10 marks. The final question on the monologue will require learners to identify the overall purpose of the text.

Item 2: Learners will listen to one conversation between two people in the modern language and respond to questions worth 20 marks.

The questions for both Item 1 and Item 2 will be in English and learners will respond in English.

The content of the monologue and the conversation will be from one of the following contexts: society, learning, employability, or culture.

Section 2, titled 'Discursive Writing', will have 40 marks.

Learners will write one essay using complex and sophisticated language in the modern language from one of the following contexts: society, learning, employability, and culture.

Learners may use a bi-lingual dictionary for both Section 1 and Section 2 of the question paper.

Component 3 — portfolio
This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- analysing literature or media or language in work within the context of the modern language

Learners will produce one piece of writing in English of 1,200–1,500 words.

The portfolio will have 30 marks (15% of the total mark).

Component 4 — performance
The purpose of this performance is to give learners the opportunity to demonstrate their talking skills in the modern language in a discussion.

Learners will talk about themes or topics related to the *Specialist Study* Unit and at least one context from Society, Learning, Employability or Culture studied in the *Understanding Language* or *Using Language* Units or in preparation of the portfolio.

This performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to use complex and sophisticated spoken language, in the modern language, as part of a discussion
- the ability to take part effectively in a discussion
- the ability to use language accurately to convey meaning in the modern language
- the ability to maintain interaction as appropriate to purpose

The performance will have 50 marks (25% of the total mark).

Setting, conducting and marking of assessment

Question paper 1 — Reading and Translation
This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in 1 hour and 30 minutes.

Question paper 2 — Listening and Discursive Writing
This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Learners will complete this question paper in approximately 1 hour 20 minutes

For Chinese languages, learners will complete this question paper in 1 hour and 45 minutes.

Controlled assessment — portfolio
This portfolio is:

- set by centres within SQA guidelines
- conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

Controlled assessment — performance
Setting the assessment
Set by centres within SQA guidelines.

Conducting the assessment
Visiting Assessors appointed by SQA will carry out the assessment.

Learners will complete this performance in approximately 20 minutes and under controlled conditions.

Further mandatory information on Course coverage

The following table gives details of mandatory skills, knowledge and understanding for the Advanced Higher Modern Languages Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills knowledge and understanding also provides the basis for the assessment of Units of the Course.

Grammar grid (productive)

Verbs

	National 3	National 4	National 5	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: ♦ present ♦ immediate future (or future) ♦ completed past ♦ continuous past	Future Pluperfect (or equivalent)	Other past tenses
Mood/ modality	Notions of volition (*would like to…*); being able to; imperatives (*must do something…)* 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.			

Nouns

	National 3	National 4	National 5	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/you/we/one* 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.		

Adjectives

	National 3	National 4	National 5	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	*My/Your*	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.	

Prepositions

	National 3	National 4	National 5	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.

Administrative information

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History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	Course codes added and number of SCQF points clarified as 8, question paper titles added, and number of Components clarified as 4 in Course assessment structure section. Clarifications made to Added value section. Additional information included about Component 2, and clarifications made to Components 3 and 4 in Structure and coverage of the course assessment section. Further information provided about duration of Listening and Discursive Writing question papers for Chinese languages in Setting, conducting and marking of assessment section.	Qualifications Development Manager	April 2015
	3.0	Portfolio and Performance renumbered as Components 3 and 4 respectively.	Qualifications Manager	September 2015

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