

Advanced Higher Modern Languages Draft Course/Unit Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable)

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Higher Modern Languages Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.

These support notes cover both the Advanced Higher Course and the Units in it.

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General guidance on the Course/Units

Aims

The main purpose of this Course and its component Units is to develop the skills of listening and talking, reading and writing in order to understand and use one of the following languages.

- ◆ Cantonese
- ◆ French
- ◆ Gaelic (Learners)
- ◆ German
- ◆ Italian
- ◆ Mandarin (Traditional)
- ◆ Mandarin (Simplified)
- ◆ Spanish

The aims of the Course are to enable learners to:

- ◆ read, listen, talk and write in a modern language
- ◆ understand and use a modern language
- ◆ apply advanced language skills of translation
- ◆ apply knowledge and understanding of a modern language to a range of contexts
- ◆ understand, analyse and evaluate complex literary and/or media texts in the modern language
- ◆ apply knowledge and understanding of language in work in the modern language

Progression

In order to do this Course, learners should have achieved the Higher Modern Languages Course.

Learners who have achieved this Advanced Higher Course may progress to further study, employment and/or training. Opportunities for progression include:

- ◆ Progression to further/higher education:
 - For many learners a key transition point will be to further or higher education, for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes.
 - Advanced Higher Courses provide good preparation for learners progressing to further and higher education as learners doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education.

Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.

- Advanced Higher Courses are challenging and testing qualifications: learners who have achieved multiple Advanced Higher Courses are regarded as having a proven level of ability which attests to their readiness for higher education in HEIs in other parts of the UK as well as in Scotland.
- ◆ Progression to employment:
 - For many learners, progression will be directly to employment or work-based training programmes. Examples of employment opportunities and training programmes are teaching, interpreting, business, marketing, publishing, finance, broadcasting, journalism, civil service, engineering, medicine, international opportunities.

This Advanced Higher is part of the Scottish Baccalaureate in Languages. The Scottish Baccalaureates in Expressive Arts, Languages, Science, and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project which adds breadth and value and helps learners to develop generic skills, attitudes and confidence that will help them make the transition into higher education or employment.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

This Advanced Higher Course is not in a hierarchy with the corresponding Higher Course or its Units.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of them. It is the transferability that will help learners with further study and enhance their personal effectiveness.

The skills, knowledge and understanding that will be developed in the Advanced Higher Modern Languages Course are:

- ◆ advanced listening and talking, reading, and writing skills in the modern language, as appropriate to purpose and audience, in the contexts of society, learning, employability, and culture
- ◆ advanced knowledge and understanding required to understand and use the modern language, as appropriate to purpose and audience, in the contexts of society, learning, employability, and culture
- ◆ understanding an advanced range of grammatical knowledge when using the modern language
- ◆ advanced knowledge and understanding required to apply the language skills of translation

and either:

- ◆ advanced knowledge and appreciation of literary and/or media texts in the modern language

or:

- ◆ advanced knowledge and appreciation of a thematic aspect

or:

- ◆ advanced knowledge and appreciation of language in work

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Approaches to learning and teaching

Advanced Higher Courses place more demands on learners as there will be a higher proportion of independent study and less direct supervision. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level but there will be a stronger emphasis on independent learning.

For Advanced Higher Courses, a significant amount of learning may be self-directed and require learners to demonstrate a more mature approach to learning and the ability to work on their own initiative. This can be very challenging for some learners, who may feel isolated at times, and teachers and lecturers should have strategies for addressing this. These could include, for example, planning time for regular feedback sessions/discussions on a one-to-one basis and on a group basis led by the teacher or lecturer (where appropriate).

Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research and investigation skills and higher-order evaluation and analytical skills. The use of information and communications technology (ICT) can make a significant contribution to the development of these higher-order skills as research and investigation activities become more sophisticated.

Learners will engage in a variety of learning activities as appropriate to the subject, for example:

- ◆ researching information for their subject rather than receiving information from their teacher or lecturer
- ◆ using active and open-ended learning activities such as research and presentation tasks
- ◆ making use of the internet to draw conclusions about specific issues
- ◆ engaging in wide-ranging independent reading
- ◆ recording in a systematic way the results of research and independent investigation from different sources
- ◆ presenting findings/conclusions of research and investigation activities in a presentation
- ◆ participating in group work with peers, where appropriate, and using collaborative learning opportunities to develop team working
- ◆ participating in informed debate and discussion with peers where they can demonstrate skills in constructing and sustaining lines of argument to provide challenge and enjoyment, breadth, and depth to learning
- ◆ drawing conclusions from complex information
- ◆ using sophisticated written and/or oral communication and presentation skills to present information
- ◆ using appropriate technological resources (eg web-based resources)
- ◆ using appropriate media resources (eg video clips)

- ◆ demonstrating development, improvement and refinement of techniques and practices in practical/performance-based subjects
- ◆ using real-life contexts and experiences familiar and relevant to young people to meaningfully hone and exemplify skills, knowledge and understanding
- ◆ participating in field trips and visits

Teachers and lecturers should support learners by having regular discussions with them and giving regular feedback. Some learning and teaching activities may be carried out on a group basis and, where this applies, learners could also receive feedback from their peers.

Teachers and lecturers should, where possible, provide opportunities to personalise learning for learners, and to enable them to have choices in approaches to learning and teaching. The flexibility in Advanced Higher Courses and the independence with which learners carry out the work lend themselves to this. Teachers and lecturers should also create opportunities for, and use, inclusive approaches to learning and teaching. This can be achieved by encouraging the use of a variety of learning and teaching strategies which suit the needs of all learners. Innovative and creative ways of using technology can also be valuable in creating inclusive learning and teaching approaches.

The Advanced Higher Modern Languages Course will be delivered in a variety of settings, for example school, college or lifelong learning contexts. Practitioners will use their professional judgement in designing and delivering the Course so that it is appropriate, relevant and motivating for individual learners.

Learning about cultural and topical issues in the relevant country/countries where the modern language is spoken will develop the learner's ability to better appreciate the realities of different cultural systems around the world, including their own. By interpreting different linguistic, socio-cultural and economic aspects of the country/countries being studied, learners will enrich their intercultural competence and develop valuable skills for learning, life and work necessary to research and critically evaluate a range of cultural and topical issues in depth and beyond popular stereotypes. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should also consider this.

The production of the portfolio 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.

Evidence for assessment will be generated in the following contexts; society, learning, employability and culture. Centres will choose a variety of topics which are engaging and meaningful for learners. It is particularly important that topics are delivered at an appropriate level and that learners are encouraged to engage with topics in different ways at different levels.

Suggested topics and topic development are contained in the context table (Appendix 1). This table also gives examples of suggested learners' transactions for each topic.

The Advanced Higher Modern Languages Course offers many opportunities for personalisation and choice. Some examples include:

- ◆ learners choose contexts and topics for the Units
- ◆ learners are given choices in day-to-day delivery of the Course where appropriate, for example choosing to respond orally or in writing
- ◆ individual feedback to learners
- ◆ learners create their own learning targets/plans for their language learning
- ◆ providing differentiated materials and approaches
- ◆ practitioners select the most appropriate assessment methods, taking into account individual needs of learners

During the course of their language learning, learners should be given the opportunity to:

- ◆ enhance their communication skills through the consistent development of the skills of listening, talking, pronunciation, reading and writing
- ◆ develop a knowledge of the structure of the foreign language and how it relates to their own
- ◆ raise their awareness of other cultures and international citizenship
- ◆ develop generic skills such as working with others, research skills, skills in presenting information and IT skills

Where resources permit and where appropriate, centres should use technology as much as possible to support learning, teaching and assessment. For the Advanced Higher Modern Languages Course, this could include:

- ◆ compiling and maintaining e-portfolios
- ◆ web-based research, for example as part of the *Understanding and Using Language* Unit and the optional Unit
- ◆ interactive language tasks such as cloze passages in electronic format
- ◆ listening and responding to and/or creating podcasts
- ◆ games-based learning
- ◆ using online forums for discussion
- ◆ using virtual learning environments
- ◆ video conferencing
- ◆ use of language-based websites to develop learners' vocabulary
- ◆ use of websites to record the spoken language to create an interactive question/answer learning experience
- ◆ submission of assessed work through VLE/e-mail
- ◆ using social media
- ◆ using media such as television, radio and websites, in the modern language

Assessment approaches should aim to help learners to progress through the Course at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the

day-to-day delivery of the Units in the Course to observe learners providing evidence which satisfies, completely or partially, a Unit or Units. This is naturally occurring evidence.

Combination and sequencing of Units

The Modern Languages Advanced Higher Course contains Outcomes which can be delivered and assessed in a variety of ways. The four skills of listening, talking, reading and writing should be taught in a combined way and the amount of time spent on each will depend on the needs of the learners and prior skills, knowledge and understanding.

Timing and sequencing of the delivery and assessment of the Units is at the discretion of the centre. The Units should be combined in terms of delivery to ensure all four skills are developed and practised in the most appropriate way. This approach can help to provide more time for learning and teaching, emphasise the transferability and combination of skills and at the same time avoid duplication of assessment.

Developing skills for learning, skills for life and skills for work

The following skills for learning, skills for life and skills for work should be developed in this Course.

- 1 **Literacy**
- 1.2 Writing
- 4 **Employability, enterprise and citizenship**
- 4.6 Citizenship
- 5 **Thinking skills**
- 5.3 Applying
- 5.4 Analysing and evaluating

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

1 Literacy and 1.2 Writing

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen and talk, read and write in a modern language, and to reflect on how this relates to English.

4 Employability, enterprise and citizenship

4.6 Citizenship

4.6 Citizenship	Approaches for learning and teaching
Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.	Learners will learn about the culture, customs, practices and beliefs in another country and can develop all four language skills and knowledge in another language. The contexts of society, learning, employability, or culture within the Course will develop learners' understanding of citizenship issues in another country as well as encouraging understanding of their own culture and community.

5 Thinking skills

5.3 Applying

5.3 Applying	Approaches for learning and teaching
Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will use what they know already, for example when they use a familiar structure for writing but use different content. Learners will also develop the ability to plan, organise and complete tasks when they undertake language activities, for example designing a web page in the modern language.

Teachers and lecturers should ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve them.

At Advanced Higher level it is expected that learners will be using a range of higher-order thinking skills. They will also develop skills in independent and autonomous learning.

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Approaches to assessment

Assessment in Advanced Higher Courses will generally reflect the investigative nature of Courses at this level, together with high-level problem-solving and critical thinking skills and skills of analysis and synthesis.

This emphasis on higher-order skills, together with the more independent learning approaches that learners will use, distinguishes the added value at Advanced Higher level from the added value at other levels.

There are different approaches to assessment, and teachers and lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgements to be made by all teachers and lecturers. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

Unit assessment

Assessments must ensure that the evidence generated demonstrates, at the least, the minimum level of competence for each Unit. Teachers and lecturers preparing assessment methods should be clear about what that evidence will look like.

Sources of evidence likely to be suitable for Advanced Higher Units could include:

- ◆ meaningful contribution to group work and/or discussions (making use of blogs, question and answer sessions to confirm individual learners have met the required standards)
- ◆ presentation of information to other groups and/or recorded oral evidence
- ◆ short written responses
- ◆ extended response essay-type questions

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so reduce barriers to attainment.

The structure of an assessment used by a centre can take a variety of forms, for example:

- ◆ individual pieces of work could be collected in a folio as evidence for Outcomes and Assessment Standards
- ◆ assessment of each complete Outcome
- ◆ assessment that combines the Outcomes of one or more Units
- ◆ assessment that requires more than the minimum competence, which would allow learners to prepare for the Course assessment

Teachers and lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment. However, such naturally occurring evidence must still be conducted under appropriate conditions, recorded and evidence such as written reports, recording forms, PowerPoint slides, video footage or observational checklists provided.

Assessment approaches should aim to help learners to progress through the Units at their own pace and to enable them to demonstrate their achievements in a range of ways, including naturally occurring evidence.

The Advanced Higher Modern Languages Course contains Outcomes which can be delivered and assessed in a variety of ways. The four skills of listening, talking, reading and writing should be taught in a combined way and the amount of time spent on each will depend on the needs of the learners and prior skills, knowledge and understanding.

Timing and sequencing of the delivery and assessment of the Units is at the discretion of the centre. The Units should be combined in terms of delivery to ensure all four skills are developed and practised in the most appropriate way. This approach can help to provide more time for learning and teaching, emphasise the transferability and combination of skills and at the same time avoid duplication of assessment.

Combining assessment

Units will be assessed on a pass/fail basis. All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Outcome-by-Outcome basis or via the use of combined assessment for some or all Outcomes.

A combined approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and allow more emphasis on learning and teaching. Evidence could be drawn from a range of activities for a combined assessment. Care must be taken to ensure that combined assessments provide appropriate evidence for all the Outcomes that they claim to assess. Suggestions for this approach are contained in Appendix 1.

Combining assessment will also give centres more time to manage the assessment process more efficiently. When combining assessments across Units, teachers/lecturers should use e-assessment wherever possible. Learners can easily update portfolios, electronic or written diaries and recording sheets.

Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for

Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

For this Advanced Higher Course, the assessment methods for Course assessment are a question paper, a performance and a portfolio. Learners should be given opportunities to practise these methods and prepare for them.

Examples of activities to include within this preparation time include:

- ◆ Preparing for the components of Course assessment, for example:
 - preparing for non-question paper components: selecting topics, gathering and researching information, evaluating and analysing findings, developing and justifying conclusions, presenting the information (as appropriate)
 - practising and refining practical skills
 - practising and refining performance skills
 - practising question paper techniques, revising for the question paper, for example, listening, talking practice. In preparation, learners should be given opportunities to practise activities similar to those which are expected in the external Course assessment. For example, centres could develop similar writing and speaking activities, that is, the development of discussion topics from the contexts of society, learning, employability and culture to practice discursive writing titles, as well as practising their performance in speaking. Listening activities similar to those in the Course assessment should also be developed and practised. This additional time should also be used to advise learners on the preparation and completion of the portfolio

In relation to preparing for the performance and portfolio, teachers and lecturers should explain requirements to learners and the amount and nature of the support they can expect. However, at Advanced Higher level it is expected that learners will work with more independence and less supervision and support.

Authenticity

In terms of authenticity, there are a number of techniques and strategies to ensure that learners present work that is their own. Teachers and lecturers should put in place mechanisms to authenticate learners' evidence.

In Advanced Higher Courses, because learners will take greater responsibility for their own learning and work more independently, teachers and lecturers need to have measures in place to ensure that work produced is the learner's own work.

For example:

- ◆ regular checkpoint/progress meetings with learners
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ learners' notes from their independent reading

Group work approaches are acceptable as part of the preparation for assessment and also for formal assessment. However, there must be clear evidence for each learner to show that they have met the Evidence Requirements.

For more information, please refer to SQA's [Guide to Assessment](#).

Added value

Advanced Higher Courses include assessment of added value which is assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In Advanced Higher Courses, added value involves the assessment of higher-order skills such as high-level and more sophisticated investigation and research skills, critical thinking skills and skills of analysis and synthesis. Learners may be required to analyse and reflect on their assessment activity by commenting on it and/or drawing conclusions with commentary/justification. These skills contribute to the uniqueness of Advanced Higher Courses and to the overall higher level of performance expected at this level.

In this Course, added value will be assessed by means of a question paper, a performance and a portfolio.

This Advanced Higher Course has a question paper as one of the assessment methods. This is used to assess whether the learner can retain and consolidate the knowledge and skills gained in individual Units. It assesses knowledge and understanding and the various different applications of knowledge such as reasoning, analysing, evaluating and solving problems.

This Advanced Higher Course also has a portfolio as one of the assessment methods. The portfolio is used to assess a wide range of high-order cognitive and practical skills and to integrate assessment. The portfolio brings a number of higher-order skills together, such as skills relating to planning, analysis, synthesis, evaluation and report writing. The learner will carry out a significant part of the work for the portfolio independently with minimal supervision. The purpose of the portfolio is to assess learners' analytical and evaluative skills in using:

- ◆ literary and/or media texts

or:

- ◆ literary and/or media texts and the thematic aspect

or:

- ◆ the modern language in a work context

This gathers a representative collection of a learner's work. The portfolio can be produced in a range of media. Teachers and lecturers are responsible for ensuring that materials included in the portfolio are authentic and are the learner's own work.

This Advanced Higher Course also has a performance as one of the assessment methods. As well as assessing application and challenge, the performance allows learners to demonstrate skills of talking in the modern language as part of a discussion which will be based on all the contexts of the *Understanding and Using Language* Unit and the content of the portfolio.

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Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

The greater flexibility and choice in Advanced Higher Courses provide opportunities to meet a range of learners' needs and may remove the need for learners to have assessment arrangements. However, where a disabled learner needs a reasonable adjustment/assessment arrangements to be made, you should refer to the guidance given in the above link.

Appendix 1: Further information on Units in the Course

Context development

The table below outlines suggested development of the four contexts:

Society	Personal relationships	New family structure/ marriage/partnership/gang culture/bullying/social influences and pressures
	Lifestyle	Social issues, eg effects of unemployment, gambling, euthanasia, alcohol and drugs, welfare state, environment
	Media	Impact of the digital age
	Globalisation I	Minority languages and their importance/association with culture, cross-cultural influences, global issues
	Citizenship	Global citizenship/democracy/politics/ human rights
Learning	Learning in context	Understanding self as a learner, eg learning styles/importance of language learning an education
	Education	Advantages/disadvantages of higher or further education, choosing a university/college, lifelong learning
Employability	Jobs	Searching for a job, planning for future jobs/higher education, gap year, career path, equality in the workplace, voluntary and charitable work
	Work and CVs	Preparing for a job interview/importance of language in global contexts, job opportunities
Culture	Planning a trip	Taking a gap year Working abroad (mobility) Travel Living abroad
	Other cultures	Living in a multicultural society/stereotypes/ prejudice and racism
	Traditions, customs and beliefs	Social influences on/importance of traditions, customs and beliefs in another country
	Literature of another country	Literature — analysis and evaluation
	Film and media	Studying

Combined approached to assessing listening and talking

This type of combination can:

- ◆ develop the learner's skills in a realistic communicative situation
- ◆ reinforce and consolidate listening and talking skills
- ◆ reduce the burden of assessment
- ◆ motivate learners by providing meaningful and relevant listening and talking activities

Learners will develop talking skills by contributing within conversations and discussions on a range of topics. They will develop listening skills by responding within the same conversations and discussions. This approach can reduce the amount of assessment as learners' responses can provide evidence of both listening and talking.

Some suggested learning and teaching contexts are shown below:

Type of interaction	Suggested context for listening and talking
An interview	Imagined job interview
A dialogue	Conversation on events currently in the news
A transaction	The learners play the roles of a visitor to a foreign country seeking to hire a car, exchange currency, etc
Group discussion	Debate about a literary text or film

Learners should be prepared for any combined activity so that they are aware of the purpose of the activity and of their role within the interaction/discussion. The interaction can be with a fellow learner, a teacher or a language assistant.

Learners can develop listening skills by:

- ◆ listening to and understanding what someone is saying to them and responding appropriately
- ◆ using body language and facial expression to help understanding
- ◆ focusing on and picking out key information from discussions
- ◆ watching a video/short/film/advert and make notes to develop own arguments

Learners can develop talking skills by:

- ◆ making use of vocabulary and language structures gathered from listening and reading activities
- ◆ being aware of audience and purpose
- ◆ developing presentation skills
- ◆ using non-verbal conventions to aid communication
- ◆ summarising information, opinions and ideas

During the conversation or discussion, it is important that the speaker or speakers contribute ideas and use language at a level which allows the listener or listeners to satisfy the Assessment Standards.

What a learner says within an interaction can provide evidence of talking and listening. This is because the learner can show he or she has understood the content, language and structure of what has been said within his or her responses. Using a checklist will support teachers and lecturers in assessing which Assessment Standards have been satisfied. An example of a checklist is given below.

Understand detailed and complex spoken language by:	Teacher assessment
Identifying overall purpose, main and secondary points	The learner's contributions/responses show that he/she has identified the overall purpose, main and secondary points with detail
Applying knowledge and understanding of the modern language	The learner's contributions/responses show that he/she has applied knowledge and understanding of the modern language to an advanced level
Use detailed and complex spoken language by:	Teacher assessment
Using relevant ideas and content	The learner's contributions/responses use relevant ideas and content as appropriate to purpose, context and audience
Applying knowledge and understanding of detailed and complex language	The learner's contributions/responses show that she/he has applied knowledge and understanding of detailed and complex language to an advanced level
Conveying meaning to a listener with accuracy	The learner can convey meaning to a listener effectively and with an advanced level of accuracy

Combined assessment examples

<p>Citizenship Learners watch/listen to a government-sponsored advert about responsible use of energy in Germany. Learners take notes and then discuss in pairs the purpose and target audience, then use these as the basis for a group discussion/debate in class in which learners will compare different attitudes towards energy consumption, giving their personal opinions about the environmental impact and attitudes to different forms of generating energy in today's society.</p> <p>Society Learners research the issue of Spanglish spoken in the United States and Latin America, and its origins, development and influence in the continent, offering some examples of its current use. They present their findings to the group, then have a discussion, in which they could critically comment on the impact of this form of speaking and the strategies immigrants have to develop in order to integrate in a foreign cultural system.</p>	<p>Understanding Language Outcome 2</p>
<p>The above examples can easily be adapted to substitute the talking Outcome for a written Outcome, or be adapted to include a written Outcome.</p>	<p>Using Language Outcomes 1 and/or 2</p>

Combined assessment — focus on reading

Learners can develop reading skills by:

- ◆ drawing on knowledge of English and other languages to assist understanding
- ◆ making effective use of reference materials such as word glossaries, bilingual and monolingual dictionaries
- ◆ applying knowledge and understanding of grammar and language structure to assist comprehension
- ◆ extracting ideas and structures to use in other skill areas, such as talking and writing

Combined assessment examples

Learning	Understanding Language
<p>The learner researches French universities' websites to decide which university and courses to take during her/his Erasmus year in France. The learner also plans what other information she/he will need to obtain from the university to arrange accommodation, foreign language support, etc.</p>	<p>Outcome 1</p>
<p>In order to obtain the necessary information to prepare the year abroad, the learner makes contact with the French university via e-mail and reports back the findings to the group.</p>	<p>Using Language Outcomes 1 and 2</p>

Combined assessment — focus on writing

Learners can develop writing skills by:

- ◆ demonstrating a high level of accuracy in spelling, application of grammatical knowledge and diversity of sentence structure
- ◆ making appropriate use of reference materials, such as bilingual and monolingual dictionaries, word glossaries and vocabulary lists
- ◆ applying vocabulary and language structures gathered from listening and reading activities

Combined assessment examples

Employability	Understanding Language
<p>Learners review statistical information about the increase use of social media in China's society. They then write in Mandarin a report in which they critically analyse the information and compare it with the situation in their own country.</p>	<p>Outcome 1</p>
<p>The above examples can easily be adapted to substitute the writing Outcome for a talking Outcome, or be adapted to include a talking Outcome.</p>	<p>Using Language Outcomes 1 and/or 2</p>

Assessment — focus on talking in the modern language

Talking contexts can be formal or informal and can include:

- ◆ talking about individual experience or to give information
- ◆ dialogue with peers or with a teacher/tutor
- ◆ transactional contexts such as obtaining goods, information or services
- ◆ podcasts
- ◆ mock interviews and role plays
- ◆ group discussions and debates
- ◆ web chats/conferencing
- ◆ internet voice calls

Learners may need support in talking, especially where they lack confidence, and consideration should be given when assessing talking to group dynamics, for example choice of subject for discussion, room layout, group size, gender and age of the learner. Allowing personalisation and choice in terms of topic, context and audience will support learners.

Learners can develop talking skills by:

- ◆ engaging in conversation
- ◆ making use of vocabulary and language structures gathered from listening and reading activities
- ◆ focusing on pronunciation
- ◆ being aware of audience and purpose
- ◆ developing presentation skills

Combining assessment across Units

A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of assessment, provide more time for learning and teaching and allow centres to manage the assessment process more efficiently.

Each of the Units in the Advanced Higher Modern Languages Course is focused on delivering different, but interrelated, skills, knowledge and understanding. When Units are taken as part of the Course, there will be opportunities to combine assessment across the Units. This has been outlined in individual *Unit Support Notes*. If assessment across Units is combined, then it must be clear where such evidence has been taken from and which Assessment Standards it evidences.

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work
- ◆ Building the Curriculum 5: A Framework for Assessment
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)

Administrative information

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History of changes to Advanced Higher draft Course/Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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