SQA

Scots Language Award Support Notes (SCQF levels 3, 4, 5 and 6)

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

Contents

Introduction

These *Award Support Notes* are **not** mandatory. They provide advice and guidance on approaches to delivering and assessing the *Scots Language Award (SCQF levels 3, 4, 5 and 6)*. They are intended for teachers and lecturers. They should be read in conjunction with:

♦ the *Award Specification* at the relevant SCQF levels
♦ the *Unit Specifications* for the mandatory Units in the Award at the relevant SCQF levels
♦ assessment support materials for these Units at the relevant SCQF levels

General guidance on the Award

Aims

The overall aim of the *Scots Language Awards* at SCQF levels 3, 4, 5 and 6 is to provide recognition for learners who have chosen to develop their understanding of the Scots Language, its history, development and contemporary use. Learners also have the opportunity to develop their general language skills when demonstrating that they can communicate in, and understand, Scots.

Further information on the detailed aims of this Award at each level can be found in the *Scots Language Award Specification (SCQF levels 3, 4, 5 and 6).*

Skills, knowledge and understanding

There are two mandatory Units in the Award at all levels. These are:

Scots Language: History and Development

SCQF level 3	H790 43	6 SCQF Credit Points
SCQF level 4	H790 44	6 SCQF Credit Points
SCQF level 5	H790 45	6 SCQF Credit Points
SCQF level 6	H790 46	6 SCQF Credit Points

Scots Language: Understanding and Communicating

SCQF level 3	H791 43	6 SCQF Credit Points
SCQF level 4	H791 44	6 SCQF Credit Points
SCQF level 5	H791 45	6 SCQF Credit Points
SCQF level 6	H791 46	6 SCQF Credit Points

A summary of the specific skills, knowledge and understanding which will be developed in each Unit at each level is given in the table below:

Scots Language: History and Development	
SCQF level 3	Learners will be able to: • identify and describe factors which have influenced the contemporary Scots language • identify Scots words and similar words from other languages • describe the relationship between Scots and the other languages
SCQF level 4	Learners will be able to: • identify, describe and explain factors which have influenced the contemporary Scots language • identify Scots words and similar words from other languages • explain the relationship between Scots and the other languages

SCQF level 5	Learners will be able to: • Identify, explain in detail, and reach reasoned conclusions about, factors which have influenced the contemporary Scots language • identify Scots words and similar words from other languages • explain the relationship between Scots and the other languages • identify and describe linguistic features of the Scots language
SCQF level 6	Learners will be able to: • identify, explain in detail and in depth, and reach reasoned conclusions about factors which have influenced the contemporary Scots language • identify Scots words and similar words from other languages • explain the relationship between Scots and the other languages • identify and explain linguistic features of the Scots language
Scots Language: Understanding and Communicating	
SCQF level 3	Learners will be able to: • identify the purpose and audience for a simple text in Scots • identify the main idea of the text • communicate the meaning of the text • use an appropriate method of communication for a specific purpose and audience • select simple ideas and content for the communication • use a format and structure to communicate meaning in Scots
SCQF level 4	Learners will be able to: • identify the purpose and audience for a straightforward text in Scots • identify the main idea of the text • explain the meaning of the text • select an appropriate method of communication for a specific purpose and audience • select straightforward ideas and content for the communication • use a format and structure to communicate meaning in Scots
SCQF level 5	Learners will be able to: • identify the purpose and audience for a detailed text in Scots • identify the main ideas and supporting details of the text • explain the meaning and effect of the text • select an appropriate method of communication for a specific purpose and audience • select detailed ideas and content for the communication • use a format and structure to communicate meaning in Scots

SCQF level 6	Learners will be able to: • identify the purpose and audience for a detailed and complex text in Scots • identify the main ideas and supporting details of the text • explain the meaning and effect of the text • select an appropriate method of communication for a specific purpose and audience • select detailed and complex ideas and content for the communication • use a format and structure to communicate meaning in Scots

Hierarchies

Both Units in the Award are in a hierarchy from SCQF levels 3-6. This means that if learners are initially working towards the Award at, for example, SCQF level 4 but achieve both Units at SCQF level 5, they can be entered for the level 5 Award. Equally, if they achieve one or both Units at SCQF level 3, they can be entered for the Award at this level.

Approaches to learning, teaching and assessment

Introduction the Award

As a general introduction to the Award, it may be helpful for teachers and lecturers to discuss with the group their existing knowledge and understanding of the Scots language. This could involve discussions about, for example:

♦ what the term 'the Scots language' means to them

♦ the extent to which they themselves use the Scots language

♦ where and when they think the Scots language is used today

♦ their individual perceptions of the importance and relevance of the Scots language

♦ positive and negative perceptions of the Scots language in contemporary society

♦ words and phrases from the Scots language that they already know

They could also be encouraged to investigate how Scots is used in their family and local community.

Learning and Teaching

Appropriate learning and teaching approaches will depend upon the resources and expertise available in each centre. They will also depend on the prior experiences, strengths and knowledge of learners. Approaches could include, for example:

♦ reading and discussing works of fiction or factual texts

♦ listening to and discussing extracts from films, radio and television programmes and/or online recordings

♦ role plays of imaginary or everyday situations

♦ paired and/or group discussions

♦ creative or factual writing activities

♦ presentation of information by the teacher or lecturer followed by whole-class or group discussion

♦ question and answer sessions

♦ individual or group investigations using hardcopy and/or online resources

♦ carrying out surveys in the centre, local community or among family members.

♦ Order of Delivery and Assessment

♦ The most appropriate order for the delivery and assessment of the Award will depend upon the learning, teaching and assessment strategies used in each centre. It will also depend on the existing knowledge, skills and interests of learners. Some potential approaches are given below but centres are free to adopt any approach which best fits the needs of their learners and the time, expertise and resources available.

♦ **Potential approach 1:** *The Scots Language: History and Development Unit* could be delivered first. This would give learners an introduction to the Scots language and allow them to become familiar with some Scots words (and linguistic features at SCQF levels 5 and 6) before they engage with Scots texts and communications in the *Scots Language: Understanding and Communicating Unit.*

♦ **Potential approach 2:** The *Scots Language: Understanding and Communicating Unit* could be delivered first to allow learners to begin using the language from the outset. They would then be able to broaden their understanding of the language when going on to complete the *Scots Language: History and Development Unit.*

♦ With both of the above approaches, assessment could take place at different points throughout the delivery of each Unit, at the end of delivery of each Unit or once both Units have been delivered.

♦ **Potential approach 3:** Delivery and assessment of both Units could be combined in a variety of ways, for example:

♦ the delivery and assessment of Outcome 1 of the *Scots Language: History and Development Unit* could be combined with Outcome 2 of the *Scots Language: Understanding and Communicating Unit*. This could be achieved if learners use Scots to communicate what they have learned about the history and development of the Scots Language.

♦ the delivery and assessment of Outcome 1 of the *Scots Language: Understanding and Communicating Unit* could be combined with Outcome 2 of the *Scots Language: History and Development Unit*. This could be achieved by encouraging learners to explore Scots words which have a relationship to words in other languages while they are studying written, oral or multimedia texts. Those working at SCQF levels 5 and 6 could also be encouraged to explore linguistic features of Scots in the texts they are studying.

♦ the delivery and assessment of both Outcomes in the *Scots Language: Understanding and Communicating Unit* could be combined with Outcome 2 of the *Scots Language: History and Development Unit*. This could be achieved in a similar way to the example above by also encouraging learners

to communicate their understanding of the text they are studying using Scots.

♦ Whichever approaches are taken, assessment for both Units must be under supervision with centres making sure that evidence is each learner's own work.

Judging the evidence

Evidence for both Units must be judged against the Outcomes, Assessment Standards and Evidence Requirements in the Unit Specifications at the relevant SCQF level.

All Unit assessment must be internally verified using each centre's agreed internal verification processes and will be subject to external quality assurance by SQA.

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

It is expected that learners will develop broad, generic skills for learning, skills for life and skills for work while completing this Award. Details of these skills can be found in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The specific range of these skills developed by learners will depend on the approaches taken to the delivery and assessment of each Unit in the Award. Opportunities to develop some of the following skills can be built into the Award as appropriate.

Main skill	Relevant skill subset
1. Literacy This is the ability to communicate by reading, by writing, and by listening and talking.	**1.1 Reading** Reading means the ability to understand and interpret ideas, opinions and information presented in texts, for a purpose and within a context. It includes handling information to make reasoned and informed decisions. In the context of qualifications, 'texts' are defined as word-based materials (sometimes with supporting images) which are written, printed, Braille or displayed on screen, and which are presented in a way that is accessible for the intended audience. Texts which allow learners to demonstrate these skills are most likely to be non-fiction (ie functional and transactional) in nature. **1.2 Writing** Writing means the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context. In the context of qualifications, 'texts' are defined as word-based materials (sometimes with supporting images) which are written, printed, Braille or displayed on screen. These will be technically accurate for the purpose, audience and context. Texts which allow learners to demonstrate these skills are most likely to be non-fiction (ie functional and transactional) in nature. **1.3 Listening and talking** Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and

	information for a purpose and within a context.
3. Health and Wellbeing This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life and building relationships with others.	**3.1 Personal learning** This means being actively engaged in learning and how it can be planned, sourced, implemented and sustained. It also includes following up on curiosity, thinking constructively, reflecting and learning from experience.
4. Employability, enterprise and citizenship This is the ability to develop skills, understandings and personal attributes including a positive attitude to work, to others and to the world's resources.	**4.6 Citizenship** 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 responsibility within these and acting responsibly.
5. Thinking skills This is the ability to develop the cognitive skills of remembering, identifying, understanding, applying, analysing, evaluating and creating.	**5.1 Remembering** This is the ability to identify, recognise and recall facts, events and sequences. **5.2 Understanding** This is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence and to interpret in a different setting or context. **5.3 Applying** This is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete tasks. **5.4 Analysing and evaluating** This covers the ability to identify and weigh up the features of a situation or issue and to use one's judgement in coming to a conclusion. It includes reviewing and considering any potential solutions.

Equality and inclusion

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

Approaches to assessment should take account of the specific needs of learners. However, centres must ensure that the validity of the assessment is maintained and that all approaches to assessment have the potential to generate evidence of achievement covering all Outcomes and Assessment Standards for each of the contributing Units.

Administrative information

Published: June 2014 (version 1.0)

History of changes to Award and Unit Support Notes

Award details	Version	Description of change	Authorised by	Date

Scots Language: History and Development
(SCQF levels 3, 4, 5 and 6)
Unit Support Notes

Introduction

These *Unit Support Notes* are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Scots Language: History and Development Unit* at SCQF levels 3, 4, 5 and 6. They are intended for teachers and lecturers and should be read in conjunction with:

♦ the Unit Specifications
♦ the Award Specification
♦ the Award Support Notes
♦ Assessment support materials

General guidance on the Unit

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

Aims

The aim of this Unit is to allow learners to develop an understanding of the history and development of the Scots language from its origins to the present day. At all SCQF levels this will include knowledge of relationships to another language or languages. For those studying at SCQF levels 5 and 6, it will also include knowledge of some of the linguistic features of the Scots language.

Skills, knowledge and understanding

Learners who achieve this Unit at SCQF levels 3, 4, 5 or 6 will develop skills that will help them to investigate how language has evolved over time. They will also develop their ability to communicate what they have learned. These skills will enable them to:

♦ identify historical and/or cultural factors which have helped to shape a contemporary language

♦ describe or explain these factors

♦ describe or explain the impact these factors have had on the language

♦ describe or explain similarities between different languages

At SCQF levels 5 and 6, learners will also develop their ability to:

♦ reach reasoned conclusions based on what they have learned

♦ identify, and describe or explain, linguistic features of a language

Although the skills that must be demonstrated are specified, there is no mandatory knowledge or understanding for the Unit. For **Outcome 1** at each level, centres are free to explore any historical and/or cultural factors that they think will be of most relevance and interest to their learners. Additionally, centres can choose to focus on only historical factors or cultural factors, or look at a combination of both, as appropriate to the expertise and resources available to them. Examples of historical and cultural factors which could be explored can be found in the section *Approaches to Learning and Teaching* below.

For **Outcome 2**, any contemporary Scots words and similar words in other languages can be studied. At SQCF levels 5 and 6 the specific linguistic features to be studied are also a matter for each centre to choose. These contemporary Scots words and linguistic features can come from any local or regional dialect.

Approaches to learning and teaching

Introducing the Unit

As an introduction to the Unit, it may be helpful for teachers and lecturers to discuss with the group their existing knowledge and understanding of the Scots language. This could involve discussions about, for example:

♦ what the term 'the Scots language' means to them

♦ the extent to which they themselves use the Scots language

♦ where and when they think the Scots language is used today

♦ their individual perceptions of the importance and relevance of the Scots language

♦ positive and negative perceptions of the Scots language in contemporary society

♦ words and phrases from the Scots language that they already know

They could also be encouraged to investigate how Scots is used in their family and local community.

If this Unit is being delivered as part of the *Scots Language Award* at SCQF levels 3, 4, 5 or 6, this introduction could form part of a general introduction to the Award.

Learning and Teaching

Appropriate learning and teaching approaches will depend upon the resources and expertise available in each centre. They will also depend on the prior experiences, strengths and knowledge of learners. Approaches could include, for example:

♦ presentation of information by the teacher or lecturer followed by whole-class or group discussion

♦ question and answer sessions

♦ individual or group investigations using hardcopy and/or online resources

♦ the use of multi-media resources (eg films, television or radio broadcasts and online audio resources) in which the Scots language is used

♦ carrying out surveys in the centre, local community or among family members.

Guidance for Outcome 1: Historical and Cultural Factors

A range of factors have helped to shape the contemporary Scots language. The precise influence of many of these factors is often the subject of academic debate. Teachers and lecturers should keep this in mind when identifying potential resources and working with their learners. Learners are not expected to develop knowledge of academic debates on the relative influence of any given factor.

As already mentioned above, centres are free to explore the factors that they think will be most relevant, accessible and interesting to their learners. The following list contains some examples of factors that centres may wish to explore as part of learning and teaching for Outcome 1. **The examples are for illustrative purposes only** – centres are free to choose any other relevant factors.

<u>Historical Factors</u>

♦ from 7th century AD, Anglo-Saxons speaking a northern variety of Old English settle in parts of south-east Scotland; this is the earliest form of the language that developed into Scots

♦ in 12th century, David I encourages Norman nobles to settle in Scotland, bringing followers who speak a type of Old English influenced by Norse

♦ establishment of Royal Burghs increases spread of early Scots (then called 'Inglis') and brings influences from other languages such as Flemish

♦ Viking settlement in northern Scotland and Northern Isles; Norn, a variety of Old Norse, is spoken in Northern Isles until 18th century

♦ Auld Alliance between France and Scotland increases French influence on Scots

♦ Acts of Parliament written in Scots rather than Latin from 1420s

♦ introduction of the printing press in 16th century; London-centred printing results in most books being printed in English rather than Scots

♦ the Reformation of 1560 brings the English translation of the Geneva bible to Scotland followed by Authorised King James version in 1611; no comparable Scots language translation

♦ Union of the Crowns in 1603 and Union of the Parliaments in 1707 lead to closer economic, social and political ties with England; English becomes the language of State

♦ Education (Scotland) Act of 1872 promotes use of English as standard in Scottish Schools; no provision for either Scots or Gaelic language teaching

♦ the Scots language recognised as a regional or minority language of Europe in 1993 by the European Bureau for Lesser-Used Languages

♦ UK Government ratifies the Council of Europe's Charter for Regional or Minority Languages in 2001, recognising Scots as a regional or minority language of the UK

- from mid-16th century, written Scots increasingly influenced by developing Standard English forms

- by the 18th century, English considered more appropriate for formal or intellectual purposes; Scots avoided by Enlightenment writers such as David Hume and Adam Smith

- Scots spoken by all ranks of society well into the 18th century but ruling elite largely shifted to English by the early 19th century

- revival of the use of Scots as a literary language in the 18th and 19th centuries eg Ramsay, Fergusson, Burns, Walter Scott, James Hogg

- publication of Scots dictionaries including Jamieson's Dictionary in 1808 and the *Scottish National Dictionary* from the 1930s onwards

- Hugh MacDiarmid's development of synthesised Scots in the 20th century

- Scottish Education Department largely discouraged the use of Scots in education from the 1940s

- Scots often used for entertainment and comedy, eg football commentaries, popular press, pantomime, comic strips

- impact of the internet and social media

- long tradition of literary translation into Scots, from 16th century onwards

- records of the Scottish Parliament now translated into Scots

Guidance for Outcome 2: Scots Words (SCQF levels 3-6) and Linguistic Features (SCQF levels 5 and 6)

Scots Words (SCQF levels 3-6)

There are many words in contemporary Scots which are similar to words from other languages and there are a variety of reasons for this. For example: Scots has shared ancestry with other Germanic languages, including English (old English) and Scandinavian languages (old Norse); loan words have come into the language with settlers from other countries, or through the influence of trade; the Gaelic language has influenced the development of Scots in certain areas of the country and Latin, the language of the Church and scholarship for many centuries, has added to the vocabulary of Scots, particularly in the area of education. In addition, although Scots and English have shared roots, the two languages underwent separate sound changes, leading to them developing different forms of some words.

As is the case with the factors that have helped to shape the Scots language for Outcome 1, there are no mandatory words or other languages which have to be studied for Outcome 2. Centres are free to select Scots words and words from other languages - which could include earlier languages, such as Latin, Old Norse and Old English - in light of the resources and expertise they have

available to them. In addition, the Scots words can come from any local or regional dialect. This will help centres to ensure that learners explore words which are most relevant and/or familiar to them

Examples of Scots words are given in the table below - **these are for illustrative purposes only.**

Scots Word	Similar or Related Word (language)	English Equivalent
breeks	broek (Dutch)	trousers
keek	kijken (Dutch)	look or peek
ken	kennen (Dutch and German)	to know
kirk	kerk (Dutch)	church
licht	licht (German)	light
nicht	nacht (German)	night
ashet	assiette (French)	dish or plate
douce	douce (French)	soft or mild
fash	se fâcher (French = to become angry)	to worry or fret
gigot	gigot (French)	leg of lamb or mutton
tassie	tasse (French)	cup
bairn	barn (Danish)	child
braw	bra (Swedish)	good
hoose	hus (Norwegian)	house
dominie	dominus (Latin = master)	teacher
janitor	janitor (Latin = doorkeeper)	caretaker
bannock	bonnach (Gaelic)	round cake or bun
ceilidh	cèilidh (Gaelic)	ceilidh
golach	gobhlag (Gaelic)	beetle
loch	loch (Gaelic)	lake
strath	srath (Gaelic)	river valley
gadgie	gadgi (Travellers' languages = non-Romany)	man or fellow
brig	bridge (English)	
rig	ridge (English)	ridge or strip of land
kist	chest (English)	
coo	cow (English)	NB these differences are due to separate sound changes, and are not corrupt forms
doon	down (English)	"
moose	mouse (English)	"
bane	bone (English)	"
hame	home (English)	"
stane	stone (English)	"

Linguistic Features (SCQF levels 5 and 6 only)

At SCQF levels 5 and 6, learners must also explore some linguistic features of contemporary Scots. Again, these features can be studied within the context of any local or regional dialect and **the examples given below are for illustrative purposes only**.

Linguistic Feature	Examples
Negatives formed by adding –*nae* or –*na* to auxiliary verbs	*cannae/canna; cudnae/cudna dinnae/dinna; didnae/didna havenae/havena/hinnae/hinna michtnae/michtna shudnae/shudna wullnae/wullna/winnae/winna*
Negatives formed with *no* in questions	*Can ye no gie's a haund? Have ye no seen the film? Wull they no be there?*
Negatives formed with *no* (*nae* in North Eastern Scots) after contractions. [NB this is different from *nae* = English *no*, as in *There's nae time tae lose*!]	*She's no weel. I'm nae fussy. We're no gaun there. I'm no daein that.*
Present participles formed by adding –*in*. In verbs that end in –le, the ending is –lin. [NB there is no need for an apostrophe at the end of the word.]	*bletherin, greetin, hingin, lowpin, speirin, fleggin; cairryin, cooryin; guddlin, tummlin*
Past tense of weak verbs formed by adding–*it* or –*t*. In verbs that end in –le, the ending is –elt.	*cleekit, gruppit, hingit, keepit, lowpit, roastit, scrievit, skelpit; blethert, gaithert, kent, scunnert, shairpent, telt; fankelt, tummelt*
Scots strong verbs which change their vowels to form the past tense	*buy > bocht drive > drave* or *dreeve* (NE) *fecht > focht greet > grat may > micht think >thocht*
Scots demonstratives	*that yin there / thae yins there thon* or *yon ower there* [further away]
Distinctive plurals	*coo > kye ee > een shae > shuin* or *sheen* (NE)
Distinctive use of definite article and possessive pronouns	*I'm comin doon wi the cauld. She's gaun tae the scuil. I'm awa tae ma bed. That's for yer Christmas.*
Use of double modals	*I used tae cud dae that. Ye'll no can see her the day. We micht can get a bus.*
Northern subject rule (in some dialects)	*My feet's gey sair. Thae bairns is awfie quiet.*
Use of the fricative sounds [x] and [hw]	*broch, loch, dicht, fecht; wheech, whummle*
Use of initial *f-* rather than *wh-* in North Eastern Scots	*foo, far, fan; fit like?*

Approaches to assessment and gathering evidence

Timing and conditions

Assessment must take place under centre supervision, once learners have developed the knowledge and skills required. The most appropriate timing for assessment will depend on the way in which each centre approaches learning and teaching for the Unit.

Gathering Evidence

The nature of the evidence produced to demonstrate achievement will depend on the assessment approach taken by each centre. Evidence could be, for example:

♦ written, oral or electronically recorded

♦ presented in an information booklet, poster or logbook

♦ delivered through an oral or electronic presentation or product, eg a website, supported by an assessor checklist

♦ delivered through a performance.

Whichever form the evidence takes, centres must ensure that it is each learner's own work.

At SQCF levels 3-6, it will be possible to combine assessment of Outcome 1 and Assessment Standards 2.1, 2.2 and 2.3 if learners are encouraged to identify contemporary Scots words which have developed as a result of certain historical and/or cultural factors.

If centres are delivering this Unit as part of the *Scots Language Award* at SCQF levels 3-6 it will also be possible to combine assessment for this Unit with the Assessment of the *Scots Language: Understanding and Communicating* Unit at the appropriate level. Further guidance on combining assessment across both Units of the Award can be found in the *Award Support Notes*.

Judging the evidence

When making and verifying assessment decisions, evidence must be judged against the Outcomes, Assessment Standards and Evidence Requirements in the *Scots Language: History and Development Unit Specification* at the relevant SCQF level 3 – 6.

The Unit has been designed in a hierarchy from SCQF level 3-6 and each level is differentiated by the depth and detail of learners' responses. This means that if a learner has initially been assessed at SCQF level 4, for example, but produces evidence which could potentially meet the Outcomes and Assessment Standards

at SCQF level 5, the evidence could be reassessed against the SCQF level 5 requirements. Equally, if the learner does not fully meet the SCQF level 4 requirements, the evidence could be reassessed against the SCQF level 3 requirements.

Further guidance on Unit assessment can be found in the *Unit Assessment Support* packs for this Unit which can be found on SQA's secure website.

Equality and inclusion

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

Approaches to assessment should take account of the specific needs of learners. However, centres must ensure that the validity of the assessment is maintained and that all approaches to assessment have the potential to generate evidence of achievement covering both Outcomes and all Assessment Standards.

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Scots Language: Understanding and Communicating
(SCQF levels 3, 4, 5 and 6)
Unit Support Notes
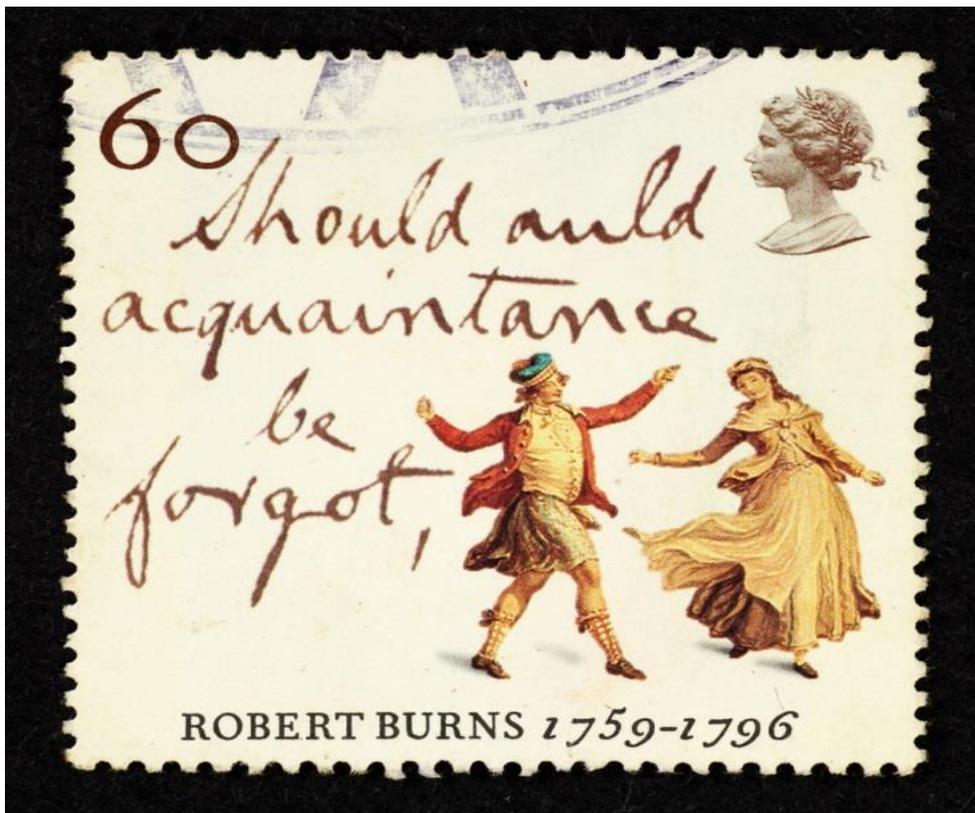
Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These *Unit Support Notes* are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Scots Language: Understanding and Communicating Unit* at SCQF levels 3, 4, 5 and 6. They are intended for teachers and lecturers and should be read in conjunction with:

♦ the Unit Specifications
♦ the Award Specification
♦ the Award Support Notes
♦ Assessment support materials

General guidance on the Unit

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

Aims

The aim of this Unit is to allow learners to develop their ability to understand, and communicate in, the Scots language. This will involve listening to and/or reading texts in Scots, and creating and producing communications in Scots. From SCQF levels 3-6 the nature of the texts studied and the communications produced increase in depth and complexity.

Skills, knowledge and understanding

Learners who achieve this Unit at SCQF levels 3, 4, 5 or 6 will develop skills that will help them to understand written and/or spoken texts. They will also develop their written and/or oral communication skills. These skills will enable them to:

♦ identify and describe/explain the purpose of, and audience for, a text

♦ identify the main idea/s of a text (and supporting detail at SCQF levels 5 and 6)

♦ communicate or explain the meaning of the text and, at SCQF levels 5 and 6, its effect

♦ select an appropriate method, along with ideas and content, for a communication

♦ use an appropriate format and structure for a communication

♦ successfully communicate meaning for a specific purpose and to a specific audience.

Although the skills that must be demonstrated are specified, there are no mandatory texts or types of communication specified for the Unit.

For **Outcome 1** at each level, centres are free to select written, oral or multimedia texts which are of most interest and relevance to their learners. Guidance on the characteristics of texts which would be appropriate for each SCQF level, 3-6, are given in the section *Approaches to Learning and Teaching* below.

For **Outcome 2**, learners can communicate in writing, orally or in a multimedia format, as appropriate for the selected purpose and audience. Additionally, this communication can be in any local or regional dialect of Scots. Guidance on the characteristics which would be expected of communications for each SCQF level are given in the section *Approaches to Learning and Teaching* below.

Approaches to learning and teaching

Introducing the Unit

As an introduction to the Unit, it may be helpful for teachers and lecturers to discuss with the group their existing knowledge and understanding of the Scots language. This could involve discussions about, for example:

♦ what the term 'the Scots language' means to them

♦ the extent to which they themselves use the Scots language

♦ where and when they think the Scots language is used today

♦ their individual perceptions of the importance and relevance of the Scots language

♦ positive and negative perceptions of the Scots language in contemporary society

♦ words and phrases from the Scots language that they already know

♦

They could also be encouraged to investigate how Scots is used in their family and local community.

If this Unit is being delivered as part of the *Scots Language Award* at SCQF levels 3, 4, 5 or 6, this introduction could form part of a general introduction to the Award.

Learning and Teaching

Appropriate learning and teaching approaches will depend upon the resources and expertise available in each centre. They will also depend on learners' prior experiences, strengths and knowledge. Approaches could include, for example:

♦ reading and discussing works of fiction or factual texts

♦ listening to and discussing extracts from films, radio and television programmes and/or online recordings

♦ role plays of imaginary or everyday situations

♦ paired and/or group discussions

♦ creative or factual writing activities

Guidance for Outcomes 1 and 2: Written, Oral and/or Multimedia Texts and Communications

As already mentioned, when helping learners to develop their ability to understand or analyse Scots texts and communicate in Scots, centres are free to choose any written, oral and/or multimedia texts and communications that will be

of most relevance and interest to their learners. Texts could include texts in translation. From SCQF levels 3-6, the texts and communications chosen should be of increasing depth and complexity.

General guidance on appropriate types of texts for Outcome 1 at each level is given in the table below:

SCQF Level	Text	Examples of texts
3	Simple	Extracts from fiction or factual written texts which contain some Scots words, phrases and sentences Poems Extracts from graphic novels A short scene from a play Simple songs/spoken rhymes Short extracts from television/radio programmes or films E-mails and tweets
4	Straightforward	Edited short stories or poems with straightforward ideas in Scots Graphic novels Letters An act from a play Short accounts of historical events Contemporary or traditional songs A Soap Opera A blog or webpage
5	Detailed	Short stories or poems which contain detailed ideas Non-fiction prose Extracts from historical documents Literary prose A short play Contemporary or traditional songs A dramatic performance A film A blog or webpage
6	Detailed and Complex	Contemporary and earlier fiction, poetry and/or drama Historical documents Historical and/or contemporary factual accounts A dramatic performance A complex discussion A film with some complex ideas A website

General guidance on appropriate types of communication for Outcome 2 at each level is given in the table below:

SCQF level	Examples of communications
3	An e-mail, diary entry or a letter giving or asking for information A poster or leaflet A poem or factual account An oral presentation A conversation involving questioning and answering
4.	A letter or diary over a period of time A blog A piece of creative writing with straightforward ideas An oral or multimedia presentation A role play
5.	A report on an event A webpage A detailed oral or multimedia presentation A detailed piece of creative writing or translation A performance
6	A discursive essay An online resource A complex piece of creative writing or translation An in-depth oral or multimedia presentation A performance

Approaches to assessment and gathering evidence

Timing and conditions

Assessment must take place under centre supervision, once learners have developed the knowledge and skills required. The most appropriate timing for assessment will depend on the way in which each centre approaches learning and teaching for the Unit.

Gathering Evidence

The nature of the evidence produced to demonstrate achievement will depend on the assessment approach taken by each centre. Evidence could be, for example:

♦ written, oral or electronically recorded

♦ presented in an information booklet, poster or logbook

♦ delivered through an oral or electronic presentation or product, eg a website, supported by an assessor checklist

♦ delivered through a performance.

Whichever form the evidence takes, centres must ensure that it is each learner's own work.

At SQCF levels 3-6, it will be possible to combine assessment of Outcomes 1 and 2 if learners are asked to communicate, in Scots, the meaning of the text they have studied for Outcome 1, as part of their assessment for Outcome 2.

If centres are delivering this Unit as part of the *Scots Language Award* at SCQF levels 3-6 it will also be possible to combine assessment for this Unit with the Assessment of the *Scots Language: History and Development* Unit at the appropriate level. Further guidance on combining assessment across both Units of the Award can be found in the *Award Support Notes*.

Judging the evidence

When making and verifying assessment decisions, evidence must be judged against the Outcomes, Assessment Standards and Evidence Requirements in the *Scots Language: Understanding and Communicating Unit Specification* at the relevant SCQF level 3 – 6.

The Unit has been designed in a hierarchy from SCQF level 3-6 and each level is differentiated by the depth and detail of texts studied and of learners' communications. If a learner has initially been assessed at SCQF level 4, for example, but produces evidence which could potentially meet the Outcomes and Assessment Standards at SCQF level 5, the evidence could be reassessed against the SCQF level 6 requirements. Equally, if the learner does not fully meet the SCQF level 4 requirements, the evidence could be reassessed against the SCQF level 3 requirements.

Further guidance on Unit assessment can be found in the Unit Assessment Support packs for this Unit which can be found on SQA's secure website.

Equality and inclusion

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

Approaches to assessment should take account of the specific needs of learners. However, centres must ensure that the validity of the assessment is maintained and that all approaches to assessment have the potential to generate evidence of achievement covering both Outcomes and all Assessment Standards.

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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