



Higher Modern Languages Course Assessment Specification

C711 76	Cantonese
C730 76	French
C734 76	German
C742 76	Italian
C745 76	Mandarin (Simplified)
C746 76	Mandarin (Traditional)
C769 76	Spanish
C770 76	Urdu

Valid from August 2014

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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:	Higher Modern Languages
SCQF level:	6 (24 SCQF credit points)
Course code:	C711 76 Cantonese C730 76 French C734 76 German C742 76 Italian C745 76 Mandarin (Simplified) C746 76 Mandarin (Traditional) C769 76 Spanish C770 76 Urdu

Course assessment code:	X711 76 Cantonese X730 76 French X734 76 German X742 76 Italian X745 76 Mandarin (Simplified) X746 76 Mandarin (Traditional) X769 76 Spanish X770 76 Urdu
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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 1: reading and directed writing	40 marks
— question paper 2: listening and writing	30 marks
Component 2 — performance: talking	30 marks

Total marks **100 marks**

This Course includes six 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 candidates 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 candidate must pass all of 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 produce and give 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 language skills to understand detailed and complex written and spoken information in the modern language from the contexts of society, learning, employability, and culture
- ◆ applying language skills to use detailed and complex written and spoken language in the modern language from the contexts of society, learning, employability, and culture

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

Grade description for C

For the award of Grade C, candidates will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, candidates will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, candidates will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, candidates will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

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 two Components:

Component 1 comprises two question papers, one titled 'Reading and Directed Writing', another titled 'Listening and Writing'. Component 2 comprises a performance titled 'Talking'. Each Component will have two Sections.

The four contexts of society, learning, employability and culture will be covered across Component 2.

Component 1 — question paper 1: reading and directed writing

The purpose of this question paper is to allow candidates to demonstrate challenge and application in the skills of reading and writing.

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

- ◆ understand detailed and complex written language from one of the following contexts: society, learning, employability, or culture
- ◆ identify the main points and supporting detail
- ◆ identify and explain overall purpose of the text
- ◆ translate one section of the written text into clear English
- ◆ use detailed and complex written language in the modern language
- ◆ apply knowledge and understanding of the modern language
- ◆ apply grammatical knowledge and understanding

This question paper will have 40 marks (40% of the total mark).

This question paper has two Sections.

Section one, titled 'Reading', will have 30 marks (30% of the total mark).

Candidates will read one written text in the modern language. The text will be taken from one of the following contexts: society, learning, employability or culture and will be followed by questions in English.

20 marks will be for identifying main points, supporting detail and overall purpose.

Candidates will respond to the questions in English. Candidates will provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks. The penultimate question will require candidates to identify the overall purpose of the text. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.

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

In the last question candidates will translate part of the text into English. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will

be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.

Candidates may use a dictionary and glossary (if appropriate).

Section two, titled 'Directed Writing', will have 10 marks (10% of the total mark).

Candidates will produce one written text of 120-150 words (150 -180 Chinese characters) using detailed and complex language in the modern language.

Scenarios

The candidate will choose one from two scenarios. The two scenarios will be taken from two of the contexts not covered in Reading or Listening.

Bullet points

Candidates will write a piece of extended writing in the modern language addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each.

The Directed Writing task will assess the candidate's ability to use appropriate past tenses and at least one other tense (eg conditional or future).

Candidates may use a dictionary.

Question paper 2: listening and writing

The purpose of this question paper is to allow candidates to demonstrate challenge and application in the skills of listening and writing.

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

- ◆ understand detailed and complex spoken language in a monologue and conversation from one of the following contexts: society, learning, employability, or culture
- ◆ identify the main points and supporting detail
- ◆ identify the overall purpose of the monologue
- ◆ use detailed and complex written language in the modern language
- ◆ apply knowledge and understanding of the modern language
- ◆ apply grammatical knowledge and understanding

This question paper will have 30 marks (30% of the total mark).

This question paper has two Sections.

Section one, titled 'Listening', will have 20 marks. This section has two items.

In item 1 candidates will listen to one monologue in the modern language, and respond to questions worth 8 marks. In item 2 candidates will listen to one short conversation in the modern language, with questions worth 12 marks. The texts will be based on the context which was not covered in the reading text or directed writing scenarios. The questions will be in English and candidates will respond in English. The final question on the monologue will require candidates to identify the overall purpose of the text.

Section two, titled 'Writing', will have 10 marks.

Candidates will write 120-150 words (150 - 180 Chinese characters) in a piece of extended writing in the modern language using detailed and complex language in response to a stimulus of two or three questions in the modern language.

Candidates may use a dictionary.

Component 2 — performance: talking

Candidates will:

- ◆ deliver a spoken presentation
- ◆ take part in a follow-up conversation

The presentation will be based on one context from the following: society, learning, culture and employability. The conversation will follow on from this context and must develop into at least one other context.

This performance will give candidates an opportunity to demonstrate the following skills, knowledge and understanding in the modern language:

- ◆ the ability to use detailed and complex spoken language, as part of a presentation and conversation on the chosen topic
- ◆ the ability to take part effectively in a conversation
- ◆ the ability to use language accurately to convey meaning
- ◆ the ability to maintain interaction as appropriate to purpose

The performance will have 30 marks out of a total of 100 marks.

The candidate's performance will be marked in terms of 4 performance aspects:

- ◆ content
- ◆ accuracy
- ◆ language resource
- ◆ interaction (conversation only)

10 marks will be awarded for the presentation. 20 marks will be awarded for the conversation of which a maximum of 5 marks are awarded for the ability to sustain a conversation.

Setting, conducting and marking of assessment

Question paper 1 — reading and directed writing

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates will complete this question paper in 1 hour and 40 minutes.

For Chinese languages, candidates will complete this question paper in 2 hours and 10 minutes.

Question paper 2 — listening and writing

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates will complete this question paper in 1 hour.

For Chinese languages, candidates will complete this question paper in 1 hour and 20 minutes.

Controlled assessment — performance

This performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high degree of supervision and control

Evidence will be internally marked by centre staff in line with SQA marking instructions.

All marking will be quality assured by SQA.

Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Conducted under a high degree of supervision and control.

Candidates will complete this performance in at least six minutes and under controlled conditions.

The performance will be recorded.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the 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.

Assessors should refer to the grammar grid in Appendix A which illustrates the knowledge and understanding of language expected at Higher level where appropriate to the modern language.

Component 1: reading and directed writing; listening and writing

Candidates will be assessed on all four contexts: society, learning, employability, and culture.

Component 2: performance: talking

Candidates will be assessed on at least two of the following four contexts: society, learning, employability, and culture.

Appendix A: 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: <ul style="list-style-type: none"> ◆ present ◆ immediate future (or future) ◆ completed past ◆ continuous past 	Future Pluperfect (or equivalent)	Other past tenses
Mood/modality	Notions of volition (<i>would like to...</i>); being able to; imperatives (<i>must do something...</i>) as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. (Verbs) expressing beliefs, opinions. Conditional tense or equivalent. (if relevant)	(Verbs) expressing feelings, hopes. Reporting others' views, speech.	Modals in less common tenses. Subjunctive forms.
Commands	Common singular/plural commands.	Command rules for common irregular/regular verbs.			

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

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	<i>My/Your</i>	Indication of possessive for all persons.	Agreements as appropriate.		
Comparative/superlative	Indication of comparative.		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	

Adverbs

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

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.			
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Administrative information

Published: April 2014 (version 2.0)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	Order of Components changed (p2, 6, 8, 10); Component 2 'directed' added to writing for clarity (p2); number of Components reduced to two; additional information provided regarding component 1 (p6, 7); question paper numbers added, additional information provided regarding Component 2 (p8); duration of question paper 1 increased to 1 hour and 40 minutes; information added about duration of question papers for Chinese languages (p9).	Qualifications Development Manager	April 2014

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