Modern Languages (National 5)

National Course Assessment Specification

This edition: November 2011, draft version 1.0

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:	Modern Languages (National 5)
SCQF level:	5 (24 SCQF credit points)
Course code:	to be advised
Course assessment code:	to be advised

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

The structure of this Course assessment is as follows:

Component 1 — question paper: listening	20 marks
Component 2 — question paper: reading and writing	50 marks
Component 3 — performance: talking and listening	30 marks
Total marks	**100 marks**

This Course includes six SCQF credit points for 40 additional programmed hours to allow preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

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

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

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

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Assessment

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

Course assessment

SQA will 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 written and spoken information in the modern language
- applying language skills to use written and spoken language in the modern language

Grading

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

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

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

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

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

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.

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Structure and coverage of the Course assessment

The Course assessment will consist of three Components: a question paper titled 'Listening', a question paper titled 'Reading and Writing', and a performance, titled 'Talking and Listening'.

Component 1 — question paper: listening
The purpose of this question paper is to allow learners to demonstrate challenge and application in the skill of listening.

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

- identify detailed spoken language from the following familiar contexts: culture, employability, learning and society
- identify and explain key aspects of detail

This question paper will have 20 marks (20% of the total mark).

This question paper has one Section.

Section 1, titled 'Listening', will have 20 marks.

Learners will listen to one monologue and two short conversations in the modern language. Learners will answer questions in English and respond in English. Learners will hear each part three times, with 30 seconds intervals between playings. There will be a minute between each part. Learners will have two minutes at the start of the paper to read over the questions, and learners may make notes at any time.

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

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

- understand detailed written language and significant ideas/information and supporting details
- extract the main points of texts
- identify and explain key aspects of detail
- use detailed written language in one of the following familiar contexts: culture, employability, learning and society
- create and produce a piece of written text, as appropriate to purpose, audience and context
- use detailed language and a range of grammar to convey ideas
- select content for purpose and audience

This question paper will have 50 marks (50% of the total mark).
This question paper has two Sections.

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

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Learners will read three texts in the modern language. They will respond to questions in English by using English. Learners may use a dictionary and glossary (if appropriate).

Section 2, titled 'Writing', will have 20 marks.

Learners will produce one written text in response to a stimulus supported by six bullet points which the learner must address. Learners may use a dictionary and glossary (if appropriate).

Component 3 — performance: talking and listening
The purpose of this performance is to carry out a spoken presentation and conversation in the modern language on a chosen topic from one of the following familiar contexts: society, learning, employability and culture.

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

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

The performance will have 30 marks (30% of the total marks).

This performance has one Section.

Learners will deliver a presentation on the chosen topic in the modern language, lasting at least one minute. Learners can supplement their spoken language with visual and audio aids such as PowerPoint slides, film/audio clips, newspaper articles, web-based or other digital media.

The conversation should cover the chosen topic of the presentation as well as one other topic area. The conversation will last at least three minutes.

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Setting, conducting and marking of assessment

Question paper — listening

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in 20 minutes.

Question paper — reading and writing

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

Learners will complete this performance in at least four minutes and under controlled conditions.

The presentation and follow-up conversation will be based on a chosen topic from one of the following contexts: society, learning, employability or culture.

The assessments are to be conducted by a **qualified teacher/lecturer or teachers/lecturers** of the centre, and recorded on cassette or CD.

Assessments may be carried out at any time convenient to the centre, but in making arrangements for their conduct it must be borne in mind that a sample of the marks and recordings must be available for submission for verification purposes.

Candidates will be assessed with an interlocutor.

Centres are required to supply **for each candidate** a separate cassette or CD which will be returned to centres in due course.

Only **completely blank** cassettes or CDs should be used.

The cassette must allow the recording of the assessment on **one** side only.

In the interests of standardisation, time allocations should be observed as closely as possible.

There is no advantage to the candidate in prolonging the assessment unnecessarily.

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Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Modern Languages (National 5) 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.

Knowledge of contexts	
Society	lifestyles environment
Learning	school college lifelong learning future plans
Employability	job skills world of work
Culture	customs and celebrations holidays literature film and television

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Appendix A — grammar grid (productive)

Verbs

	ACCESS 3	NATIONAL 4	NATIONAL 5	HIGHER	ADVANCED HIGHER
Person	The person involved is indicated clearly by pronoun/noun. Meaning of the verb is clear.	Notion of endings of verbs for regular verbs and common irregular verbs. Person must be clear from the verb if the language does not usually use pronouns.		Less common irregular verbs.	
Time	Notion of time may be unclear from the verb. Other time words may make timing obvious.	Notion of present, future and past time clear from verb (though may be very inaccurate in form). Increasing accuracy of form in regular and then common and less common irregular verbs.	Generally recognisable forms of: • present • immediate future (or future) • completed past • continuous past	Future Pluperfect (or equivalent)	Other past tenses
Mood/ modality	Notions of volition (*would like to…*); being able to; imperatives (*must do something…)* as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. (Verbs) expressing beliefs, opinions. Conditional tense or equivalent. (if relevant)	(Verbs) expressing feelings, hopes. Reporting others' views, speech.	Modals in less common tenses. Subjunctive forms.
Commands	Common singular/plural commands.	Command rules for common irregular/regular verbs.			

Appendix A (continued)

Nouns

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
Gender		Notion of gender; most common words remembered.	Some conventions of gender, individual nouns showing increasing accuracy. →	→	→
Number	Singular/plural indicated by noun, or article or number or ending for common words.	Common irregular plurals. →	→	→	→
			Rules of plural forms. →	→	→
Case	← - - - - - - -	If relevant, case made evident enough to give clear meaning by the noun or article as necessary.	Concept of case shown by noun or modifier as appropriate. →	→	→

Pronouns

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

Appendix A (cont)

Adjectives

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
Rules of agreement		Notion of agreement and common forms – regular plus some irregular.	Increasing irregular forms or ending rules for case as relevant.	→	→
Rules of position		Notion of position of adjectives.	Rules of position.	→	→
Possessives	*My/Your.*	Indication of possessive for all persons.	Agreements as appropriate.	→	→
Comparative/ Superlative	Indication of comparative.	→	Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives. →	→

Adverbs

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

Appendix A (cont)

Prepositions

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
		Notion that prepositions may change case/form of noun/ article, etc, as relevant.	→	→	→
			Most common prepositional effects.	→	→
				Less common prepositional effects.	→

Other

		Key concepts of grammatical features of any language not definable by the foregoing categories should be handled in similar ways in a continuum through Intermediate 1 to Advanced Higher, as appropriate.	→

Administrative information

Published: November 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Course details	Version	Description of change	Authorised by	Date

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