



## **Advanced Higher Modern Languages**

**(Cantonese, French, German, Italian,  
Mandarin (Simplified), Mandarin (Traditional)  
and Spanish)**

**Revised Arrangements in and after 2003**

**Guidance on the Folio of Writing**

**September 2002**

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## Introduction

When the Review of National Courses was instituted in the summer of 2001, design criteria were established for all Courses at Intermediate 1, Intermediate 2, Higher and Advanced Higher which required a clear rationale to be produced for each element of internal and external assessment in order to ensure that there was no unnecessary duplication of assessment.

In the context of this Review, it was not possible to justify, for Advanced Higher Modern Languages, the dual purpose nature of the Writing in the target language for the Folio, nor the duplication of assessment of this skill which was already the focus of external assessment in an end-of-course examination paper. This raised the issue of whether or not a Folio should continue to be a feature of the Advanced Higher Modern Languages Course.

The Folio was seen as making an important contribution to the Advanced Higher Course and the issue of its continued existence was resolved by clarifying its purpose, ie to assess candidates' knowledge and understanding of the content of the Optional Unit.

The majority of Scottish universities use English to assess students' knowledge and understanding of the literary/contextual/business related aspects of their first year courses. This allows for more sophisticated discussion and analysis of the area of study, without demanding a level of competence in the target language that it would be unreasonable to expect at this stage. The same approach was therefore taken for the revised Folio in Advanced Higher Modern Languages.

Another issue which required to be addressed in the context of the Review was that of word limits. In the first year of implementation, when Folios were marked, it was apparent that the word limits prescribed were unrealistically short; particularly in relation to the two pieces drawn from the Language Unit. It was extremely difficult, even for very good candidates, to produce a piece of Writing with content appropriate to Advanced Higher within the word limits set.

A significant proportion of candidates responded to this challenge by producing pieces of Writing which exceeded the prescribed word limits. Others, however, adhered strictly to the word limits and, even though they may have been very able linguists, had considerable difficulty in producing pieces of work whose content was appropriate to the level. Examiners faced an extremely difficult task in ensuring that all candidates were treated equitably in these circumstances.

Although no penalty was applied for disregarding the word limits in the previous version of the Advanced Higher Folio, it was decided to be more prescriptive in this respect in the revised Folio, in order to ensure that all candidates are treated equitably.

This document is intended to offer guidance to teachers/lecturers/candidates on the Folio of Writing for Advanced Higher Modern Languages. Marking Instructions detailing Assessment Criteria and Pegged Marks are included in Appendix 1. A survey of commonly used literary texts/background topics for French, German, Italian and Spanish is provided in Appendix 2. **Please note that texts/background topics studied for Advanced Higher Modern Languages are not prescribed by SQA.**

Exemplification of candidate performance in French, German, Italian and Spanish from the 2003 diet of examinations, with accompanying Examiner commentaries, is available to teachers/lecturers from the SQA Secure website. Each SQA Co-ordinator has access to this Exemplification.

### **The Optional Unit at Advanced Higher: Approaches to Learning and Teaching**

The guidance contained in this document is intended to complement the 'integrated teaching approach' outlined in the *Approaches to Learning and Teaching* section of the Advanced Higher National Course Specification.

This suggested approach is offered as guidance only and is not intended to be prescriptive. Centres should choose the approach to learning and teaching which best suits their own individual needs and those of their candidates. Nevertheless, as candidates are required to write in English for their Folio, in the target language for the purposes of internal assessment, and to discuss the study that they have undertaken in the target language with the Visiting Assessor, it is essential to ensure that whatever approach is taken allows for practice and development of each of the relevant skills.

In the Optional Unit at Advanced Higher, candidates are encouraged to research areas of interest – literary, cultural or vocational as the case may be – and to develop their intellectual faculties by presenting for assessment written work, produced during their course of study.

External assessment of the content of the Optional Unit is by means of a Folio, as this will provide candidates with considerable flexibility in pursuing topics of interest to them. It is in order to allow for more sophisticated discussion and analysis of literary, cultural and/or vocational topics that Writing for external assessment to be included in the Folio will be **in English**.

For the *Extended Reading/Viewing* Unit, candidates will be expected to submit an essay of no more than 750 words on one literary written text with or without related film, **and** a second essay of no more than 750 words on any **one** of the following, with or without related film:

- a second literary written text
- a set of linked written texts
- a background topic.

For the *Language in Work* Unit, candidates are to produce one research report of no more than 1500 words.

The Folio will promote initiative and independence of study of a sort appropriate to a qualification at level 7 of the Scottish Credit and Qualifications Framework. It will encourage a continuation of an integrated approach to learning and teaching, through Reading and Listening in the case of the *Extended Reading/Viewing* Unit and through the study of a vocational area in the *Language in Work* option, followed by discussion and Writing in the target language (for internal assessment), and by Writing in English (for external assessment). It will therefore provide clear links between linguistic development and literary, background and/or vocational studies, encouraging the use of the target language to approach critically and to discuss topics of increasing depth and complexity.

### **Advice on Selection of Essay Titles – *Extended Reading/Viewing***

The essay in the target language for internal assessment should be more limited in scope than those in English for external assessment. For example, in writing on Sartre's *Huis Clos*, a Folio essay in English might discuss the idea of freedom expressed in the play, whereas an essay in French for internal assessment might be limited to a discussion of the opening scene. Similarly, in writing on the Post-Impressionists, a Folio essay in English might compare Van Gogh's artistic vision with that of Gauguin, whereas an essay in French for internal assessment might discuss one painting by either artist.

With regard to essay titles, these should be chosen after negotiation between candidate and teacher/lecturer. In the first instance what should be negotiated is the topic or aspect to be discussed and written about. Thereafter, the teacher/lecturer's role is to suggest **essay titles which will evoke some measure of argument and evaluation and the expression of attitudes and opinions by the candidate, avoiding the mere repetition or listing of data.**

Appropriate essay titles are likely to feature such phrases as "To what extent ...", "Examine critically ...", and "... Discuss this point of view". Titles of this nature will readily stimulate much more in the way of original argument and genuine personal response by the candidate than those such as "The Life and Works of Pagnol", "The Characters in *La Peste*", "Tourism in Brittany" or "The French Revolution of 1789", which may simply encourage the regurgitation of notes.

Another important point to be borne in mind when devising essay titles is that, since the essay written in the target language for internal assessment is intended to be shorter than those written in English for inclusion in the Folio, titles for the former need to be more limited in scope than those for the latter. Essay topics for internal assessment must not therefore be over-complex or demand a level of competence in the target language that it would be unreasonable to expect at this stage. However they must give candidates the opportunity to write analytically/critically/informatively about the topic they have chosen and to include a personal reaction or informed opinion.

### **Advice on Selection of Report Titles – *Language in Work***

The report in the target language for internal assessment is more limited in scope than that in English for external assessment. It concentrates on a single aspect of the vocational area studied. Centres should note that a range of scenarios have been provided by SQA for the *Language in Work* Unit in the National Assessment Bank and these may form the basis of internal assessment for the Unit.

With regard to the subject of the report which forms the Folio submission, titles should be chosen after negotiation between candidate and teacher/lecturer. In the first instance what should be negotiated is the topic or aspect to be discussed and written about. Again, the role of the teacher/lecturer is to suggest **titles which will provide candidates with the opportunity to write analytically/critically/informatively about the vocational area, avoiding the mere repetition or listing of data.**

Appropriate report titles are likely to feature such phrases as "An analysis of ...", "A critical study of ...", and "... – a case study". Titles of this nature will readily stimulate much more in the way of original argument and genuine personal response by the candidate.

Where a candidate uses work experience as the basis of the report, it is important to note that the report must include analysis and critical evaluation of the experience, rather than merely retelling the experience.

### Preparing a Bibliography

The Folio must be the candidate's own work. Candidates will be required to sign a declaration stating that this is the case.

**Candidates are not required to complete their Folio pieces under the controlled conditions, defined in Appendix B of the Arrangements document**, which apply to internal assessment. They must, however, supply a bibliography documenting **all** sources consulted in the preparation of their Folio pieces.

There is no prescription as to the format of the bibliography, although the use of standard academic conventions should be encouraged. The most important thing, however, is that the details in the bibliography should be sufficiently clear to allow the marker to identify the sources that the candidate has consulted.

The most common sets of conventions are those of the Modern Humanities Research Association (MHRA) and the Harvard and Vancouver Author/Date systems, full details of which are available from most libraries and a number of online sources. A few examples are given here as illustrations of how to cite common types of sources using the MHRA conventions.

- A book would be cited as follows:

Carrère, Emmanuel, La classe de neige, Paris, Gallimard, 1995.

- A film would be cited as follows:

Holland, Agnieszka, *Europa, Europa*, London, Arrow Video, 1991.

- An audio recording would be cited as follows:

Carter, B (Speaker), *The growth of English* (Cassette Recording No. 222).  
New York: Audio Associates, 1977.

- An article consulted on a website would be cited as follows:

Mayor Zaragoza, Federico, "Gen ética", *EL PAÍS Edición digital*, 5 July 2002,  
Available:  
[http://www.elpais.es/articulo.html?d\\_date=20020705&xref=20020705elpepiopi\\_8&type=Tes&anchor=elpepiopi](http://www.elpais.es/articulo.html?d_date=20020705&xref=20020705elpepiopi_8&type=Tes&anchor=elpepiopi)

## Conclusion – Key Points

In conclusion, the following key points are particularly to be borne in mind:

1. Folio pieces do not require to be written under controlled conditions
2. The content of Folio pieces must be the candidate's own work
3. Folio pieces are to be written **in English**
4. Poor English may impede candidate performance
5. Folio pieces which are well structured, developing towards a conclusion in the final part of the essay/report, may lead to a better performance
6. A bibliography of **all** sources consulted in preparation of the Folio must be included for each Folio piece; **a penalty will be applied in the marking for failure to include a bibliography**
7. Word limits are to be observed; **a penalty will be applied in the marking for failure to observe word limits**
8. Essay/report titles should be carefully chosen so as to allow candidates to **address the title fully within the prescribed word limit**, while demonstrating **an analytical/critical/informative approach**
9. For candidates who have chosen the *Extended Reading/Viewing* option, reasonable quotation from texts or from works of criticism lies outwith the word limit
10. Text(s) studied for the *Extended Reading/Viewing* option must be read **in the target language** and any quotations included in essays from such text(s) must also be **in the target language**
11. Appropriate and carefully copied quotation may lead to a better performance
12. Text(s) studied for the *Extended Reading/Viewing* option may be enhanced by the viewing of a film/documentary etc. **A film on its own, however, is not sufficient.** A candidate may refer to a film, but only in conjunction with a related text (which may include a published screenplay). Similarly, the study of one film, on its own, is unlikely to provide a suitable basis for a background topic
13. Background topics should be written with an analytical/critical slant
14. Language in Work reports should not read like a diary of events.

## Appendix 1

### Advanced Higher Folio – Assessment Criteria and Pegged Marks

Categories	Criteria	Pegged Marks	
		ERV	LIW
<b>Very Good</b>	Content is appropriate to Advanced Higher. The Writing takes an analytical/critical/informative approach, with sound argument and evaluation, demonstrating a very good understanding of the area of study. The work is well structured and all aspects are relevant to the title.	15	30
<b>Good</b>	Content is appropriate to Advanced Higher. The Writing takes an analytical/critical/informative approach and, although there may be some weakness in argument and/or evaluation, demonstrates a good understanding of the area of study. The work has an adequate sense of structure and most aspects are relevant to the title.	12	24
<b>Satisfactory</b>	Content is appropriate to Advanced Higher. The Writing shows some features of an analytical/critical/informative approach, with some attempt at argument and/or evaluation, demonstrating a satisfactory understanding of the area of study. The work has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	9	18
<b>Unsatisfactory</b>	The work fails to meet the criteria for satisfactory. Weakness will be evident in content and/or approach and/or understanding of the area of study and/or structure and/or relevance to the title.	6	12
<b>Poor</b>	The content is largely inappropriate to Advanced Higher. There may be some structure, but any understanding of the area will be limited. There may be serious doubt concerning relevance to the title.	3	6
<b>Very Poor</b>	The content is inappropriate to Advanced Higher. The work may be unstructured or irrelevant. Any understanding of the area of study will be severely limited. The Writing may be such as to mislead the reader as to the nature and/or content of the area of study.	0	

Essays should be no more than 750 words in length and reports should be no more than 1500 words in length.

- Three individual marks will be deducted for failing to include a bibliography. In the case of *ERV*, this penalty may only be applied once.
- There will be no penalty for slightly exceeding the word limit. However, candidates will be penalised for excessive length. If the word limit for the essay/report is exceeded by 100 words or more, three individual marks will be deducted.\* This penalty may only be applied once.
- Please note that the **maximum** deduction per Folio is three individual marks.
- Essays/reports which fall short of the word limit are likely to be self-penalising.
- It is the responsibility of the centre to ensure that their candidates state the number of words they have written on the work they submit.

\* **Note:** for candidates who have chosen the *ERV* Unit, reasonable quotation from the text will not be included in the word limit.

## Appendix 2 Commonly Used Literary Texts and Background Topics

### Advanced Higher Folio: French

Here are some examples of literary texts and background topics used by centres since 2004.

- Jean de Florette
  - Manon des Sources
  - La gloire de mon père
  - Le château de ma mère
  - Au revoir les enfants
  - Le petit garçon
  - La peste
  - Les jeux sont faits
  - Thérèse Desqueyroux
  - La symphonie pastorale
  - Moderato Cantabile
  - La dentellière
  - Huis clos
  - L'Etranger
  - Un sac de billes
  - Les mains sales
  - Le silence de la mer
  - Prévert – Poèmes
  - Antigone
  - Le petit prince
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- Regional Studies
  - Napoléon
  - Napoléon III
  - The Revolution and its Causes
  - The Resistance
  - De Gaulle
  - Treaty of Versailles
  - La France se Dévoile
  - Les 35 Heures

## **Advanced Higher Folio: German**

Here are some examples of literary texts used by centres since 2004.

- Frisch: Biedermann und die Brandstifter
- Frisch: Andorra
- Duerrenmatt: Der Besuch der alten Dame
- Brecht: Der gute Mensch von Sezuan
- Andersch: Sansibar, oder der letzte Grund
- Kafka: Die Verwandlung
- Pausewang: Die Wolke
- Borchert: Draussen vor der Tuer
- Borchert: Short stories
- Boell: Die verlorene Ehre der Katharina Blum
- Boell: Short stories

## **Advanced Higher Folio: Italian**

Here are some examples of literary texts and background topics used by centres since 2004.

- Niccolo Amminiti: Io non ho paura
  - Italo Calvino: Marcovaldo
  - Lara Cardella: Volevo i pantaloni
  - Carlo Cassola: La ragazza di Bube
  - Carlo Collodi: Le avventure di Pinocchio
  - Carlo Levi: Cristo si è fermato a Eboli
  - Primo Levi: Il sistema periodico
  - Leonardo Sciascia: A ciascuno il suo
  - Leonardo Sciascia: Il giorno della civetta
  - Ignazio Silone: Fontamara
  - Antonio Tabucchi: Sostiene Pereira
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- Mafia
  - Il Risorgimento
  - Italian Unification
  - Fascism
  - Garibaldi
  - Mussolini
  - Fashion

## **Advanced Higher Folio: Spanish**

Here are some examples of literary texts and background topics used by centres since 2004.

- Federico García Lorca: Bodas de sangre
  - Federico García Lorca: La casa de Bernada Alba
  - Federico García Lorca: Yerma
  - Manuel Rivas: ¿Qué me quieres, amor? (with film La lengua de las mariposas)
  - Isabel Allende: Eva Luna
  - Antonio Buero Vallejo: Historia de una escalera
  - Ramón J Sender: Réquiem por un campesino español (with film)
  - Laura Esquivel: Como agua para chocolate (with film)
  - Gabriel García Márquez: Crónica de una muerte anunciada
  - Gabriel García Márquez: El Coronel no tiene quien le escriba
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- Regional Studies
  - Picasso
  - Bullfighting
  - Immigration