

## National 5 Modern Languages

<b>Course code:</b>	C811 75	Cantonese
	C830 75	French
	C831 75	Gaelic (Learners)
	C834 75	German
	C842 75	Italian
	C845 75	Mandarin (Simplified)
	C846 75	Mandarin (Traditional)
	C869 75	Spanish
	C870 75	Urdu
<b>Course assessment code:</b>	X811 75	Cantonese
	X830 75	French
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	X846 75	Mandarin (Traditional)
	X869 75	Spanish
	X870 75	Urdu
<b>SCQF:</b>	level 5 (24 SCQF credit points)	
<b>Valid from:</b>	session 2019–20	

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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# Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has five components.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	not applicable	1 hour and 30 minutes (Chinese languages 2 hours)
Component 2: question paper 1 Writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
Component 4: Assignment–writing	20	15	See ‘Course assessment’ section
Component 5: Performance–talking	30	not applicable	6–8 minutes approximately See ‘Course assessment section’

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or the National 4 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none"> <li>◆ other SQA qualifications in modern languages or related areas</li> <li>◆ further study, employment or training</li> </ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

## Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The National 5 Modern Languages course provides candidates with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Candidates reflect, communicate and develop ideas through language. The course provides candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

The study of a modern language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

## Purpose and aims

The main purpose of the course is to enable candidates to develop the skills of reading, listening, talking and writing in order to understand and use one of the following languages:

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

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to enable candidates to develop the ability to:

- ◆ read, listen, talk and write in a modern language
- ◆ apply knowledge and understanding of a modern language

The course contributes towards the development of literacy skills by providing candidates with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to their use of English and other languages.

## Who is this course for?

This course is suitable for a wide range of candidates and combines the receptive (listening and reading) and productive (talking and writing) skills of language. Prior learning in the subject is not essential, although the course provides opportunities for candidates to build on prior learning experienced in a broad general education or in modern languages qualifications at a lower SCQF level.

Additionally, the course provides a pathway for those candidates who wish to undertake further studies of a modern language.

# Course content

The course provides candidates with the opportunity to develop reading and listening, talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

## Skills, knowledge and understanding

### Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, and culture
- ◆ knowledge and understanding of detailed language required to understand and use a modern language
- ◆ applying grammatical knowledge and understanding

### Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

#### Reading and Writing; Listening

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

#### Assignment–writing

Candidates will be assessed on one of three contexts: society, learning or culture.

#### Performance–talking

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

The productive grammar grid contains information on grammatical knowledge, and the context development document provides a list of suggested topics for each context. These can be found in the course support notes.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.scqf.org.uk](http://www.scqf.org.uk)).

# Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

# Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ 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 enables candidates to:

- ◆ apply language skills to understand and use detailed written and spoken language in the modern language from the contexts of society, learning, employability, and culture



# Course assessment structure: question paper

## Question paper 1: Reading and Writing

**50 marks**

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

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

- ◆ understand detailed written language and significant ideas and/or information and supporting details from the contexts of: society, learning, employability or culture
- ◆ extract the main points and details of texts
- ◆ use detailed written language in the modern language
- ◆ apply knowledge and understanding of the modern language

This question paper has a total mark allocation of 50 marks. The question paper is subdivided into two components: Reading 30 marks and Writing 20 marks (Writing is scaled to 15 marks).

This question paper has two sections.

### Section 1 Reading (30 marks)

Candidates read three texts of equal length in the modern language. Each text derives from a different context: society, learning, employability or culture, and is followed by questions in English. Candidates respond to the questions in English. There are 10 marks available for the questions on each text.

Candidates may use a bilingual dictionary.

### Section 2 Writing (20 marks)

Candidates produce one written text of 120–150 words (150–200 Chinese characters) in the modern language in response to a job advert stimulus supported by six bullet points which the candidate must address. Four of the bullet points are common and are predictable but there are two additional bullet points that are linked to the specific context. Candidates may use a bilingual dictionary.

## Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates complete this question paper in 1 hour and 30 minutes.

For Chinese languages, candidates complete this question paper in 2 hours.

## **Question paper 2: Listening**

**20 marks**

The purpose of this question paper is to allow candidates to demonstrate breadth, challenge and application in the skill of listening.

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

- ◆ understand detailed spoken language in the modern language from the contexts of: society, learning, employability, or culture
- ◆ select relevant information
- ◆ apply knowledge and understanding of the modern language
- ◆ apply grammatical knowledge and understanding

This question paper has a total mark allocation of 20 marks, which is scaled to 30 marks.

Candidates first listen to one monologue in the modern language, and respond to questions worth 8 marks. They then listen to one conversation in the modern language and respond to questions worth 12 marks. The texts are linked thematically and are based on the context which is not sampled in the reading texts in question paper 1.

Candidates may not use a dictionary. Questions are in English and candidates respond in English.

### **Setting, conducting and marking the question paper**

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates complete this question paper in approximately 30 minutes.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

# Course assessment structure: assignment–writing

## Assignment–writing

20 marks

The purpose of this assignment is to allow candidates to produce a piece of writing in the modern language based on one of the following contexts: society, learning or culture.

Note: candidates already have the opportunity to write on the context of employability in question paper 1.

The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ the ability to use detailed written language, in the modern language, as part of a coursework writing task on a chosen topic
- ◆ the ability to use language accurately to convey meaning
- ◆ the ability to express ideas and opinions and use content relevant to the task
- ◆ the ability to demonstrate language resource and to employ a range of vocabulary, structures and, where appropriate, tenses

The assignment–writing has a total mark allocation of 20 marks, which is scaled to 15 marks.

The assignment–writing has one section.

### Assignment–writing overview

Candidates produce a piece of writing of 120–200 words in the modern language (150–250 Chinese characters), using detailed language, based on one of the following contexts: society, learning or culture. Candidates may refer to other contexts in their writing if they wish.

Centres may provide candidates with a choice of writing stimuli in English. These may be selected from those published by SQA, or centres may produce their own stimuli. Candidates may choose to write about a topic of particular interest and agree this with the teacher or lecturer. Whichever of these approaches is adopted, it is important to note that candidates must not have sight of the actual stimulus until the point of assessment.

Candidates have opportunities for remediation and consolidation of their writing. Teachers and lecturers provide feedback on areas for improvement via the use of, for example, a writing improvement code.

The information relayed in the piece of writing is mainly of a factual nature. Candidates should be encouraged to write in a focused and structured way and to write in paragraphs. They should also practise how to structure a piece of writing, while developing techniques on how to check the accuracy of written work.

Candidates should aim to demonstrate relevant content, ideas and opinions and where applicable, reasons for their opinions. Candidates should also demonstrate language resource (variety and range of structures) and accuracy.

### **Setting, conducting and marking the assessment**

This assignment–writing is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high degree of supervision and control, in the classroom
- ◆ externally marked by SQA

Teachers and lecturers are not required to mark the assignment–writing. This is submitted to SQA for external marking.

## Assessment conditions

### Time

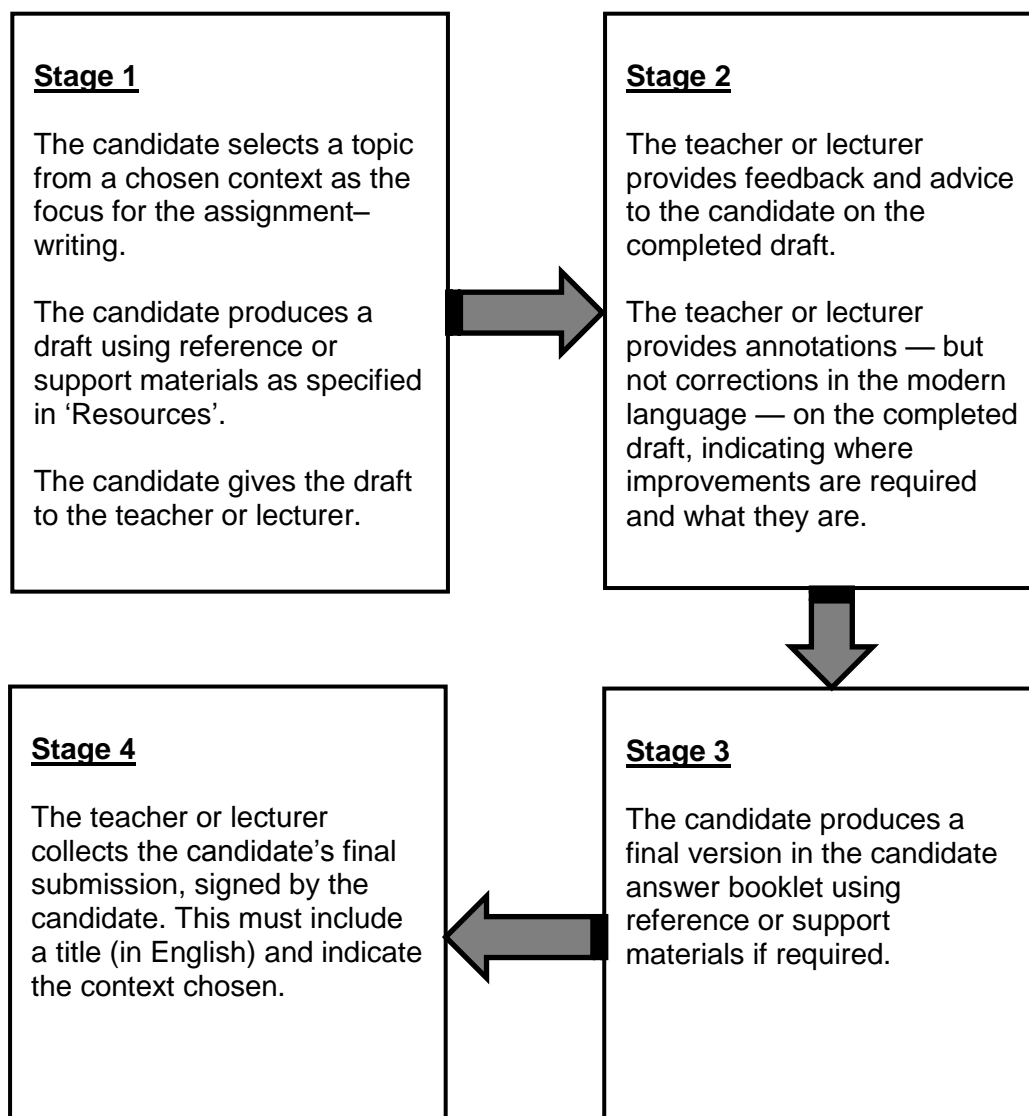
There is no time limit for any of the four stages of the assignment–writing. Centres may use their discretion to decide how much time is required by each candidate for preparation, consolidation, remediation and completion of the piece of writing.

### Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate’s own work.

Candidates must confirm by a signature that the submission is their own work. They are also required to provide a title (in English) for the submission and indicate the context they have chosen. Candidate submissions must be legible and free from teacher or lecturer annotations.

The assignment–writing is outlined in the diagram below and should take place over a period of time.



When candidates receive their annotated draft (stage 2), they do not have to produce their final version immediately (stage 3). They may have the time they need to reflect on any annotations. How much time this takes can vary from candidate to candidate.

Candidates may choose to revise a particular topic or rules of the language out of class time, between the draft and final version. Teachers and lecturers should encourage them to reflect on their writing prior to producing their final submission.

Candidates have up to two attempts to produce their assignment (that is a maximum of one draft annotated by teachers or lecturers) before it is ready for submission to SQA.

Teachers and lecturers must not provide the correct version in the modern language of any part of the writing but may discuss with candidates how to go about making improvements using their reference or support materials. At all stages, candidates should be encouraged to develop their knowledge about language and their understanding of how the modern language works.

Any drafts produced by candidates, together with all reference and support materials used during the assignment–writing process must be retained by the teacher or lecturer and must not be removed from the classroom during the process.

## **Resources**

Candidates may use any of the following support materials:

- ◆ grammar reference notes (including verb tables)
- ◆ bilingual dictionary
- ◆ wordlist or vocabulary list
- ◆ writing improvement code (if applied by teachers or lecturers to writing drafts and with which candidates are familiar)
- ◆ draft writing annotated by the teacher or lecturer, provided it does not contain the correct version in the modern language
- ◆ the writing stimulus (bullet points or equivalent in English)

Candidates may not use:

- ◆ textbooks or reading texts in the modern language (paper or electronic)
- ◆ web-based resources
- ◆ list/bank of phrases
- ◆ writing frames

## **Reasonable assistance**

Candidates must undertake preparation of their assignment–writing independently. However, reasonable assistance may be provided. The term ‘reasonable assistance’ is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be ‘reasonable assistance’, they may not be ready for assessment or it may be that they have been entered at an inappropriate level.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example advice on how to develop ideas and opinions and the language resource to use in order to structure a piece of writing. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a risk that it becomes support for assessment; centre staff should be aware that this may be going beyond reasonable assistance.

## **Evidence to be gathered**

The following candidate evidence is required for this assessment:

- ◆ one piece of writing in the modern language as a response to a stimulus provided in English, from one of the contexts of society, learning or culture
- ◆ candidate answer booklet signed by the candidate

## **Volume**

The recommended length of the assignment–writing is 120–200 words (150–250 Chinese characters) in the modern language.

A submission which is significantly longer or significantly shorter than this is likely to be self-penalising.

Word count is given to indicate the volume of evidence required. No penalty will be applied.

# Assignment–writing marking instructions

In line with SQA’s normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing candidates for the assignment–writing task.

## General marking principles for National 5 Modern Languages: assignment–writing

This information is provided to help you understand the general principles you must apply when marking candidates’ submissions for this assignment–writing. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- a Candidates produce a piece of writing, using **detailed** language, based on one of the following contexts: society, learning or culture. Candidates may refer to other contexts in their writing if they wish. The recommended length of the assignment–writing is 120–200 words (150–250 Chinese characters) in the modern language. Word count is given to indicate the volume of evidence required. No penalty will be applied.
- b Marks for each candidate response should **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- c The candidates’ assignment–writing will be marked in terms of content, accuracy and language resource
- d Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions and marks are not deducted where a candidate does not address one or more bullet points in the writing stimulus.
- e Assessment is holistic. There may be strengths and weaknesses; assessment focuses as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the quality of the writing. The highest level mark can be awarded even if there are minor errors when these do not detract from the overall impression of the writing.
- f The overall quality of the candidates’ assignment–writing is to be assessed against the pegged mark descriptors in the detailed marking instructions. Considered holistically, the writing will be allocated the pegged mark which most closely describes it.
- g Candidates may display ability across more than one pegged mark. It is always important to assess what it is the candidate can do, and thus highlight the positive.
- h Where no assignment–writing is submitted for a candidate this would mean a mark of 0/20 for assignment–writing, rather than a ‘No Award’ for the course overall.



The three aspects of the assignment are expanded below to eight characteristics:

#### Content

- ◆ communication of relevant ideas and opinions
- ◆ range of ideas and opinions and reasons for these
- ◆ organisation and structure of writing and/or focus

#### Accuracy

- ◆ all aspects of grammatical accuracy
- ◆ accuracy in spelling

#### Language resource

- ◆ use of detailed language
- ◆ range of vocabulary and language structures used
- ◆ application and understanding of the modern language, including use of a range of tenses (if appropriate) and other language features

## Detailed marking instructions: assignment–writing

The assignment–writing at National 5 involves candidates using **detailed** language.

Markers should use the following pegged mark descriptors in this document in conjunction with the productive grammar grid.

Content	Accuracy	Language resource	Pegged Marks
<b>The candidate:</b>			
<ul style="list-style-type: none"> <li>◆ addresses the title in a full and balanced way</li> <li>◆ uses content which is relevant</li> <li>◆ expresses a wide range of ideas, opinions and reasons</li> <li>◆ writes in a very structured and organised way and the language flows well</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression</li> <li>◆ demonstrates a very good degree of accuracy in spelling and, where appropriate, word order</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses <b>detailed</b> language throughout</li> <li>◆ uses a wide range of structures</li> <li>◆ uses a wide range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>20</b>
<ul style="list-style-type: none"> <li>◆ addresses the title competently</li> <li>◆ uses content which is mostly relevant</li> <li>◆ expresses a range of ideas, opinions and reasons</li> <li>◆ writes in a structured and organised way</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression</li> <li>◆ demonstrates a good degree of accuracy in spelling and, where appropriate, word order</li> </ul>	<ul style="list-style-type: none"> <li>◆ mostly uses <b>detailed</b> language</li> <li>◆ uses a range of structures</li> <li>◆ uses a range of verbs/verb forms, tenses (if appropriate) and other language features</li> <li>◆ may occasionally repeat structures, verbs, etc</li> </ul>	<b>16</b>

Content	Accuracy	Language resource	Pegged Marks
<b>The candidate:</b>			
<ul style="list-style-type: none"> <li>◆ addresses the title fairly competently</li> <li>◆ uses content which is generally relevant</li> <li>◆ expresses some ideas, opinions and reasons</li> <li>◆ writes with an adequate sense of structure and writing is mostly organised</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors, which occasionally may be serious, detract from the overall impression</li> <li>◆ demonstrates an adequate degree of accuracy in spelling and, where appropriate, word order</li> <li>◆ produces more correct language than incorrect</li> </ul>	<ul style="list-style-type: none"> <li>◆ attempts to use <b>detailed</b> language</li> <li>◆ attempts to use a range of structures</li> <li>◆ uses a few different verbs/verb forms, tenses (if appropriate) and other language features</li> <li>◆ may use fairly repetitive language</li> <li>◆ may use some lists</li> </ul>	<b>12</b>
<ul style="list-style-type: none"> <li>◆ uses content which at times may not be relevant to the title</li> <li>◆ expresses limited ideas, opinions and reasons</li> <li>◆ writes with a limited sense of structure and writing may not be well-organised</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates an inadequate degree of grammatical accuracy corresponding to the level</li> <li>◆ makes errors, many of which are serious and impede communication</li> <li>◆ demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order</li> <li>◆ may demonstrate evidence of misuse of the dictionary</li> <li>◆ may include other language interference</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a limited amount of <b>detailed</b> language</li> <li>◆ uses a limited range of structures</li> <li>◆ uses a limited amount of verbs/verb forms, and other language features</li> <li>◆ uses language which is largely repetitive</li> <li>◆ demonstrates an over-reliance on the use of lists</li> </ul>	<b>8</b>

Content	Accuracy	Language resource	Pegged Marks
<b>The candidate:</b>			
<ul style="list-style-type: none"> <li>◆ uses content which may have little relevance to the title</li> <li>◆ expresses very limited ideas, opinions and reasons</li> <li>◆ demonstrates little sense of structure or organisation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates serious grammatical inaccuracies corresponding to the level</li> <li>◆ serious errors impede communication throughout</li> <li>◆ demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order</li> <li>◆ demonstrates evidence of misuse of the dictionary</li> <li>◆ may include other language interference</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a very limited amount of <b>detailed</b> language</li> <li>◆ uses a very limited range of structures</li> <li>◆ uses a very limited amount of verbs/verb forms, and other language features</li> <li>◆ language is repetitive</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>◆ uses content which is irrelevant to the title</li> <li>◆ does not express any ideas, opinions or reasons</li> <li>◆ is unable to write with any structure or organisation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>◆ has great difficulty in spelling most words correctly</li> <li>◆ demonstrates little or no knowledge of word order</li> <li>◆ frequently demonstrates evidence of misuse of the dictionary</li> <li>◆ includes frequent other language interference</li> </ul>	<ul style="list-style-type: none"> <li>◆ does not use <b>detailed</b> language</li> <li>◆ makes little or no use of structures, verbs/verb forms and other language features</li> </ul>	<b>0</b>

# Course assessment structure: performance–talking

## Performance–talking

30 marks

The purpose of this performance is to carry out a spoken presentation and conversation in the modern language from at least two of the following contexts: society, learning, employability or culture.

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

- ◆ the ability to use detailed spoken language as part of a presentation and conversation on the chosen topics
- ◆ the ability to use language accurately to convey meaning
- ◆ the ability to maintain interaction as appropriate to purpose

The performance has a total mark allocation of 30 marks.

## Performance–talking overview

The performance has one section, with two subsections:

**Subsection 1** Presentation (10 marks)

**Subsection 2** Conversation (20 marks)

### Presentation

Candidates carry out a spoken presentation in the modern language, using detailed language on a topic chosen from at least one of the following contexts: society, learning, employability or culture. Candidates choose the topic and develop this into a short presentation.

### Conversation

Following the prepared presentation and any associated questions, candidates take part in a conversation using detailed language on a different context and respond to some questions in the modern language on that context. The information to be exchanged is mainly of a factual nature and also includes some ideas and opinions. Candidates may also ask questions where appropriate during the conversation. 15 marks are awarded for the conversation and 5 marks for the ability to sustain the conversation.

Candidates identify the contexts and topics for the presentation and conversation beforehand and communicate these to the teacher or lecturer before taking part in the performance–talking. The contexts chosen for the presentation and conversation must be noted on the candidate assessment record (or equivalent). It is expected that the contexts and topics chosen are included in the course and that preparation largely takes place as a normal part of learning and teaching.

## **Setting, conducting and marking the performance–talking**

This performance is:

- ◆ set and externally verified by SQA
- ◆ conducted, marked and internally verified in centres under the conditions specified by SQA

The performance–talking must be audio or video recorded.

Evidence is internally marked by assessors in each centre in line with SQA marking instructions, and is quality assured by SQA.

### **Assessment conditions**

#### **Time**

Presentation and Conversation

This assessment is a one-off, single assessment event. This means that candidates must undertake both sections of the assessment at the same time and without interruption and may have only one attempt at the performance–talking. If centres wish, it is permissible to conduct a performance–talking prelim as long as the content is different to that of the final assessment.

Candidates complete the assessment at an appropriate point in the course.

The presentation should last approximately 1–2 minutes and the conversation should last approximately 5–6 minutes.

#### **Supervision, control and authentication**

Teachers and lecturers should exercise their professional responsibility in ensuring that the preparation for the performance–talking together with any support notes used during it are the candidate’s own work.

The assessment of the performance is conducted by centres within SQA guidelines, under supervised and controlled conditions. It is important to take steps to ensure that the performance–talking is conducted in appropriate surroundings, eliminating the possibility of disruptions and background noise.

#### **Resources**

For the presentation only, candidates may refer to up to five headings of no more than eight words each as prompts, and/or use visual aids. These headings may be in the modern language or English. Any headings used by candidates as an aid to memory do not need to be submitted to SQA for verification purposes. They are to be used as prompts and are not to be read out verbatim.

## **Reasonable assistance**

Candidates must undertake their preparation for the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example advice on how to develop a presentation. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a risk that it becomes support for assessment; teachers and lecturers need to be aware that this may be going beyond reasonable assistance.

It is appropriate for the teacher or lecturer to comment on the contexts/topics selected by candidates before they start the task of preparing for the performance.

The role of the teacher or lecturer is to try to draw out the best in the candidates. The teacher or lecturer should endeavour to keep candidates at their ease, so that they do not lose confidence. The teacher or lecturer should try not to correct the candidates' errors during the performance—talking, but should try to ensure that all candidates, whatever their level of attainment, are being given the opportunity to demonstrate their abilities.

The teacher or lecturer should encourage candidates to respond readily and as accurately as possible. Teachers or lecturers should try not to monopolise the conversation section by speaking too much themselves. It is important to avoid the conversation becoming a repetition of points made or language used in the presentation.

## **Evidence to be gathered**

The following candidate evidence is required for this assessment:

- ◆ an audio or video recording of the performance, which should be retained by centres for verification purposes
- ◆ a candidate assessment record (or equivalent) containing the marks for each subsection as well as the total for the performance—talking. This should be retained by the centre

## **Volume**

This does not apply to this performance.

# Performance–talking marking instructions

In line with SQA’s normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing candidates for course assessment.

## General marking principles for National 5 Modern Languages: performance–talking

This information is provided to help you understand the general principles you must apply when marking candidate responses in this performance. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- a Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c The candidate’s performance will be marked in terms of content, accuracy, language use and, for the conversation only, interaction.
- d For each of the sections for talking the assessor should select the description of performance and mark which most closely describe the evidence gathered.
- e For the conversation there are two sets of marking instructions: one for content, language resource and accuracy, and one for the candidate’s ability to sustain the conversation. Where a candidate does not demonstrate the coverage of a different context in the conversation, they will be awarded a maximum pegged mark of 9 for the conversation subsection. The mark for ‘sustaining the conversation’ should be considered in relation to the criteria in the marking instructions and should not be impacted by a lack of coverage of a different context in the conversation.
- f Assessment should be holistic. There will be strengths and weaknesses in every performance; assessment should focus as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the overall performance. Marks should be awarded for the quality of the performance, and not deducted for errors or omissions. Assessors can award the highest level mark even if there are minor errors. These should not detract from the assessor’s overall impression of the performance.
- g A candidate may display ability across more than one pegged mark. Assessors should consider carefully the most appropriate overall pegged mark to describe the candidate’s performance. It is always important to assess what it is the candidate can do, and thus highlight the positive.
- h The assessor must use a range of questioning techniques to allow the candidate to demonstrate their ability to sustain a conversation.



The four aspects of the performance are expanded below to eight characteristics:

#### Content

- ◆ organisation and communication of ideas and opinions
- ◆ development and relevance of ideas and opinions

#### Accuracy

- ◆ accuracy of vocabulary and structures
- ◆ accuracy of pronunciation and intonation

#### Language resource

- ◆ variety and range of vocabulary and language structures used

#### Interaction (applicable to the conversation only)

- ◆ understanding of the modern language
- ◆ using the modern language
- ◆ ability to maintain and sustain a conversation

Although the length of the presentation should normally be 1–2 minutes and the conversation 5–6 minutes, no automatic penalty is to be applied to performances which fall outwith this duration.

## Detailed marking instructions: performance–talking

The performance–talking at National 5 involves candidates using **detailed** language.

Assessors should use the following pegged mark descriptors in this document in conjunction with the productive grammar grid, given in the course support notes.

### Presentation

Content	Accuracy	Language resource	Pegged Marks
<b>The candidate:</b>			
<ul style="list-style-type: none"> <li>◆ uses content which is relevant and well-organised</li> <li>◆ expresses a wide range of ideas and opinions</li> <li>◆ speaks without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression</li> <li>◆ uses pronunciation and intonation which are sufficient to be readily understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses <b>detailed</b> language throughout</li> <li>◆ uses a wide range of structures</li> <li>◆ uses a wide range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>10</b>
<ul style="list-style-type: none"> <li>◆ uses content which is mostly relevant and well-organised</li> <li>◆ expresses a range of ideas and opinions</li> <li>◆ may speak with occasional hesitation but recovers successfully</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression</li> <li>◆ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>◆ mostly uses <b>detailed</b> language</li> <li>◆ uses a range of structures</li> <li>◆ uses a range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>◆ uses content which is generally relevant and well-organised</li> <li>◆ expresses some ideas and opinions</li> <li>◆ hesitates on a few occasions, but attempts to recover</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors detract from the overall impression</li> <li>◆ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language, although some points may not be immediately clear</li> </ul>	<ul style="list-style-type: none"> <li>◆ attempts to use <b>detailed</b> language</li> <li>◆ attempts to use a range of structures</li> <li>◆ uses a few different verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>6</b>

Content	Accuracy	Language resource	Pegged Marks
<b>The candidate:</b>			
<ul style="list-style-type: none"> <li>◆ uses content which at times may not be relevant or well-organised</li> <li>◆ expresses limited ideas and opinions</li> <li>◆ often hesitates, affecting the flow of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates an inadequate degree of grammatical accuracy corresponding to the level. Errors often impede communication</li> <li>◆ uses pronunciation and intonation which are generally sufficient to be understood by a speaker of the language, although some points may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a limited amount of <b>detailed</b> language</li> <li>◆ uses a limited range of structures</li> <li>◆ uses a limited amount of verbs/verb forms, tenses and other language features</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>◆ mostly uses content which lacks relevance and organisation</li> <li>◆ expresses very limited ideas and opinions</li> <li>◆ frequently hesitates, affecting the flow of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates serious grammatical inaccuracies corresponding to the level. Errors impede communication throughout the presentation</li> <li>◆ uses pronunciation and intonation which are often insufficient to be understood by a speaker of the language, and many points may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>◆ uses a very limited amount of <b>detailed</b> language</li> <li>◆ uses a very limited range of structures</li> <li>◆ uses a very limited amount of verbs/verb forms, tenses and other language features</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>◆ uses content which is irrelevant and not organised</li> <li>◆ expresses no ideas and opinions</li> <li>◆ hesitates throughout, which seriously affects the flow of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>◆ uses pronunciation and intonation which are insufficient to be understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>◆ does not use <b>detailed</b> language</li> <li>◆ makes little or no use of structures, verbs/verb forms and other language features</li> </ul>	<b>0</b>

## Conversation

Content	Accuracy	Language resource	Pegged Marks
<b>The candidate:</b>			
<ul style="list-style-type: none"> <li>◆ uses content which is relevant and well-organised</li> <li>◆ expresses a wide range of ideas and opinions</li> <li>◆ covers a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression</li> <li>◆ uses pronunciation and intonation which are sufficient to be readily understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>◆ responds using a wide range of <b>detailed</b> language</li> <li>◆ responds using a wide range of structures</li> <li>◆ responds using a wide range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>15</b>
<ul style="list-style-type: none"> <li>◆ uses content which is mostly relevant and well-organised</li> <li>◆ expresses a range of ideas and opinions</li> <li>◆ covers a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression</li> <li>◆ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>◆ responds using a range of <b>detailed</b> language</li> <li>◆ responds using a range of structures</li> <li>◆ responds using a range of verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>12</b>
<ul style="list-style-type: none"> <li>◆ uses content which is generally relevant and well-organised</li> <li>◆ expresses some ideas and opinions</li> <li>◆ may not cover a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors detract from the overall impression</li> <li>◆ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language, although some points may not be immediately clear</li> </ul>	<ul style="list-style-type: none"> <li>◆ attempts to respond using <b>detailed</b> language</li> <li>◆ attempts to respond using a range of structures</li> <li>◆ responds using a few different verbs/verb forms, tenses (if appropriate) and other language features</li> </ul>	<b>9</b>

Content	Accuracy	Language resource	Pegged Marks
<b>The candidate:</b>			
<ul style="list-style-type: none"> <li>◆ uses content which at times may not be relevant and well-organised</li> <li>◆ expresses limited ideas and opinions</li> <li>◆ may not cover a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates an inadequate degree of grammatical accuracy corresponding to the level. Errors often impede communication</li> <li>◆ uses pronunciation and intonation which are generally sufficient to be understood by a speaker of the language, although some points may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>◆ responds using a limited amount of <b>detailed</b> language</li> <li>◆ responds using a limited range of structures</li> <li>◆ responds using a limited amount of verbs/verb forms, tenses and other language features</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>◆ mostly uses content which lacks relevance and organisation</li> <li>◆ expresses very limited ideas and opinions</li> <li>◆ may not cover a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates serious grammatical inaccuracies corresponding to the level. Errors impede communication throughout the conversation</li> <li>◆ uses pronunciation and intonation which are often insufficient to be understood by a speaker of the language, and many points may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>◆ responds using a very limited amount of <b>detailed</b> language</li> <li>◆ responds using a very limited range of structures</li> <li>◆ responds using a very limited amount of verbs/verb forms, tenses and other language features</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>◆ uses content which is irrelevant and not organised</li> <li>◆ expresses no ideas and opinions</li> <li>◆ may not cover a different context to that used in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ demonstrates little or no evidence of grammatical accuracy corresponding to the level</li> <li>◆ uses pronunciation and intonation which are insufficient to be understood by a speaker of the language</li> </ul>	<ul style="list-style-type: none"> <li>◆ responds using no <b>detailed</b> language</li> <li>◆ responds making little or no use of structures, verbs/verb forms and other language features</li> </ul>	<b>0</b>

## Sustaining the conversation

Note: The mark for sustaining the conversation should be considered in relation to the criteria in the marking instructions and should not be impacted by a lack of coverage of a different context in the conversation.

<b>The candidate readily sustains the conversation, for example:</b>	<b>Pegged Mark</b>
<ul style="list-style-type: none"> <li>◆ understands almost all of what is said</li> <li>◆ speaks without undue hesitation or recovers successfully when there is such hesitation</li> <li>◆ deals with unpredictable elements</li> <li>◆ may occasionally seek clarification in the modern language</li> <li>◆ may take the initiative (eg ask relevant questions and/or expand on an answer)</li> <li>◆ may use some interjections and/or connectives</li> </ul>	<b>5</b>
<b>The candidate adequately sustains the conversation, for example:</b>	<b>Pegged Mark</b>
<ul style="list-style-type: none"> <li>◆ understands most of what is said</li> <li>◆ hesitates occasionally, affecting the flow of the conversation</li> <li>◆ mostly deals with unpredictable elements</li> <li>◆ may attempt to seek clarification in the modern language, but not always successfully</li> <li>◆ may occasionally take the initiative</li> <li>◆ may attempt to use some interjections and/or connectives, but not always successfully</li> <li>◆ may require some support and/or prompting from the interlocutor</li> </ul>	<b>3</b>
<b>The candidate has difficulty in sustaining the conversation, for example:</b>	<b>Pegged Mark</b>
<ul style="list-style-type: none"> <li>◆ understands only some of what is said</li> <li>◆ hesitates in most responses</li> <li>◆ has difficulty dealing with most unpredictable elements</li> <li>◆ requires support and/or prompting from the interlocutor</li> <li>◆ may attempt to seek clarification in the modern language, but often unsuccessfully</li> </ul>	<b>1</b>
<b>The candidate cannot sustain the conversation, for example:</b>	<b>Pegged Mark</b>
<ul style="list-style-type: none"> <li>◆ understands little of what is said</li> <li>◆ is unable to seek clarification in the modern language or does so ineffectively</li> <li>◆ hesitates throughout</li> <li>◆ is unable to deal with unpredictable elements</li> <li>◆ requires significant support and/or prompting from the interlocutor</li> </ul>	<b>0</b>

## **Grading**

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### **Grade description for C**

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

### **Grade description for A**

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

# Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).



# Further information

The following reference documents provide useful information and background.

- ◆ [National 5 Modern Languages subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

# Appendix 1: course support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

## Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

The course enables candidates to communicate, to be critical thinkers, to develop cultural awareness, and to be creative. The following summarises the skills, knowledge and understanding for the course:

- ◆ reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, culture
- ◆ knowledge and understanding of detailed language required to understand and use a modern language
- ◆ applying grammatical knowledge and understanding

Grammatical knowledge is contained in the productive grammar grid (appendix 2).

Course assessment evidence is generated in the following contexts: society, learning, employability, culture. Suggested topics and topic development are contained in the contexts, topics and topic development table (appendix 3).

# Approaches to learning and teaching

The National 5 Modern Languages course is delivered in a variety of settings, for example school, college or life-long learning contexts. Teachers and lecturers use their professional judgement in designing and delivering the course so that it is appropriate, relevant and motivating for individual candidates.

Learning about Scotland and Scottish culture will enrich candidates' experience and help them to develop skills for learning, life and work. They will need these skills for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

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

The course offers many opportunities for personalisation and choice. Some examples include:

- ◆ candidates choosing contexts and topics
- ◆ candidates having opportunities for choice in day-to-day delivery of the course where appropriate, for example choosing to respond orally or in writing
- ◆ giving individual feedback to candidates
- ◆ candidates creating their own learning targets/plans for their language learning
- ◆ providing differentiated materials and approaches
- ◆ teachers and lecturers selecting the most appropriate assessment methods, taking into account individual needs of candidates

Examples of candidate opportunities during their language learning, can include:

- ◆ enhancing communication skills through the consistent development of listening, talking, pronunciation, reading and writing
- ◆ developing a knowledge of the structure of the modern language and how it relates to their own
- ◆ raising awareness of other cultures and international citizenship
- ◆ developing generic skills such as working with others, researching, presenting information and IT skills

Where resources permit, and where appropriate, centres should use technology as much as possible to support learning, teaching and assessment. For the National 5 Modern Languages course, this can include:

- ◆ compiling and maintaining e-portfolios
- ◆ web-based research
- ◆ interactive language tasks such as cloze passages in electronic format
- ◆ listening and responding to and/or creating podcasts
- ◆ games-based learning
- ◆ using virtual learning environments
- ◆ video conferencing
- ◆ using language-based websites to develop candidates' vocabulary
- ◆ using websites to record the spoken language to create an interactive question/answer learning experience
- ◆ submission of assessed work through virtual learning environment/email
- ◆ e-twinning, for example emailing penpals
- ◆ using media such as television, radio and websites in the modern language

### **Generating evidence**

Teachers and lecturers should aim to help candidates to progress through the course at their own pace and to enable them to demonstrate their achievements in a range of ways. Skills are to be taught in a combined way and the amount of time spent on each will depend on the needs of the candidates and their prior skills, knowledge and understanding. Reading, listening, talking, and writing are to be developed and practised in the most appropriate way.

## **Approaches to learning and teaching: reading**

### **Reading skills**

Candidates will best develop their reading skills by accessing as wide a range of level-appropriate materials as possible. Candidates can develop reading skills by:

- ◆ developing the ability to prepare for reading, for example discussing the topic of a passage or predicting what language/ideas a passage may contain
- ◆ scanning for specific information
- ◆ skimming for the gist and the main ideas of a reading passage
- ◆ drawing on knowledge of English and other languages to assist understanding
- ◆ making effective use of reference materials such as word glossaries and a bilingual dictionary
- ◆ applying knowledge and understanding of grammar and language structure to assist comprehension, such as the effect of tenses on the document
- ◆ being aware of the purpose and style of a reading passage for information, for work, for enjoyment
- ◆ reading a variety of types and styles of texts, such as informational texts, fiction, brochures, instructions, leaflets
- ◆ giving a personal reaction to a written text
- ◆ extracting ideas and structures to use in other skill areas, such as talking and writing

## **Reading activities**

Examples of reading activities can include:

- ◆ comparing two sources by asking what information is different/the same
- ◆ reading a text and answering questions
- ◆ producing a summary of a text, orally or in writing
- ◆ using pre-reading activities such as discussing the topic of a passage or predicting what language/ideas a passage may contain
- ◆ highlighting specific language or ideas in a passage
- ◆ cloze procedure activities

## **Approaches to learning and teaching: listening**

### **Listening skills**

Candidates can develop listening skills by:

- ◆ being aware of the pronunciation of individual sounds, words and phrases and having the ability to link the spoken word to the written word
- ◆ having an awareness of register and intonation patterns, for example recognising the difference between a statement and a question
- ◆ recognising the expression of emotions through language such as humour, happiness, enthusiasm, sadness, anger, annoyance
- ◆ listening to and understanding what someone is saying to them and responding appropriately using the correct register
- ◆ recognising body language and facial expression to help understanding
- ◆ focusing on and picking out key information
- ◆ recognising useful vocabulary and ideas which can be developed and used in other contexts, for example by note-taking
- ◆ listening for enjoyment, for example giving a reaction to a television programme or podcast

### **Listening activities**

Candidates can develop their listening skills in the context of interaction or discussion. Making these interactions/discussions realistic and meaningful helps to prepare candidates to contextualise their listening. Examples of listening activities can include:

- ◆ listening to, and understanding, what someone is saying, and responding appropriately in the modern language
- ◆ understanding how non-verbal conventions such as body language and facial expression can help to work out meaning
- ◆ focusing on, and picking out, key language, information and ideas
- ◆ listening to monologues and conversations and then, for example answering questions about what they have heard or making notes in order to discuss what they have heard

## **Approaches to learning and teaching: talking**

### **Talking skills**

Candidates can develop their talking skills in the modern language by talking individually or within an interaction, transaction, conversation or discussion. Interactions can be with a fellow candidate, teacher or lecturer, or language assistant. Candidates should be encouraged to communicate clearly and will be given opportunities to practise their talking skills in order to build confidence. Self-evaluation and supportive peer-evaluation can support candidates in building confidence and identifying areas for improvement.

Talking contexts will motivate candidates if they are meaningful and relevant.

Candidates may need support in talking, especially where candidates lack confidence. Consideration should also be given to group dynamics, for example choice of subject for discussion, room layout, group size, gender and age of the candidate. Allowing personalisation and choice in terms of topic, context and audience will support candidates.

Candidates can develop talking skills by:

- ◆ engaging in conversation
- ◆ being aware of the pronunciation of individual sounds and words, and making themselves understood when reading aloud or when responding to another person in a conversation or role-play
- ◆ making use of vocabulary and language structures gathered from listening and reading activities
- ◆ being aware of intonation and using appropriate register
- ◆ being aware of audience and purpose
- ◆ developing presentation skills
- ◆ using non-verbal conventions, such as body language and facial expression, to aid communication
- ◆ applying knowledge of grammar and language structures to talk with accuracy

### **Talking activities**

Examples of talking activities can include:

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

## **Approaches to learning and teaching: writing**

### **Writing skills**

Candidates are to be encouraged to plan their writing, for example by building knowledge of relevant vocabulary, grammar and expression. In planning and preparing for writing, candidates will consider the audience and purpose for their writing.

Candidates can use reference materials such as wordlists or dictionaries and should be encouraged to 'recycle' words and phrases, for example by applying and developing these in new contexts.

Candidates can develop writing skills by:

- ◆ being aware that the target audience and the purpose for composing a piece of writing will have an impact on the type of language used
- ◆ demonstrating accuracy in spelling, grammatical awareness
- ◆ showing an awareness of sentence structure
- ◆ making appropriate use of reference materials, such as a bilingual dictionary, word glossaries and vocabulary lists
- ◆ applying vocabulary and language structures gathered from listening and reading activities
- ◆ demonstrating good use of research skills
- ◆ drafting, editing and self-evaluating their writing

### **Writing activities**

Examples of writing activities can include:

- ◆ analysing a text previously studied
- ◆ writing a summary of a reaction to a film
- ◆ writing a description of school for use on the partner school's website
- ◆ writing an email to a penpal in another country
- ◆ writing a description of their home area
- ◆ writing about work experience
- ◆ writing about future career and/or language learning

# Preparing for course assessment

## Reading and writing question paper

In preparation for the reading question paper, candidates should have the opportunity to practise:

- ◆ responding in English to questions in English
- ◆ reading views/intentions expressed or events recounted in the modern language
- ◆ making notes in English under given headings
- ◆ working out different types of questions
- ◆ using a bilingual dictionary

In preparation for the writing question paper, candidates should have the opportunity to practise:

- ◆ understanding and addressing the stimulus and the six bullet points
- ◆ using information, ideas, approaches and language to develop writing skills in the modern language

## Listening question paper

In preparation for the listening question paper, candidates should have the opportunity to practise:

- ◆ responding in English to questions in English
- ◆ listening to views/intentions expressed or events recounted in the modern language
- ◆ making notes in English under given headings
- ◆ taking notes in the modern language while listening
- ◆ working out different types of questions

Specimen question papers and past papers are published on the [National 5 Modern Languages subject page](#).



### **Assignment–writing**

In preparation for the assignment–writing, candidates should have the opportunity to practise:

- ◆ re-using ideas, vocabulary and structures from other skills
- ◆ using an improvement code or equivalent
- ◆ drafting and re-drafting based on feedback
- ◆ using reference materials appropriately, including how to use a bilingual dictionary
- ◆ applying grammatical knowledge to writing

Please refer to the [assignment–writing assessment task](#) for further information.

### **Performance–talking**

In preparation for the performance–talking, candidates should have the opportunity to practise:

- ◆ using spoken language in the modern language in a conversation
- ◆ listening to other people talking, and responding appropriately
- ◆ using coping mechanisms to maintain interaction

Candidates must be alerted to the possible application of a penalty in the conversation section in the performance–talking. The penalty relates to the requirement to cover two contexts in the performance–talking (one in the presentation and a different context in the conversation).

This is outlined in the 'Instructions for candidates' in the [performance–talking assessment task](#).

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

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

The table below provides some suggested opportunities of how these skills can be further developed in the course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p><b>4.6 Citizenship</b></p> <p>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; being aware of global issues; understanding one's responsibilities within these, and acting responsibly.</p>	<p>Candidates will learn about the culture, customs, practices and beliefs in another country and can develop all four language skills and knowledge in another language. The contexts: society, learning, employability, culture within the course will develop candidates' understanding of citizenship issues in another country as well as encouraging understanding of their own culture and community.</p>
<p><b>5.3 Applying</b></p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>	<p>Whenever possible, candidates should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Candidates will use what they know already, for example when they use a familiar structure for writing but use different content. Candidates will also develop the ability to plan, organise and complete tasks when they undertake language activities, for example designing a web page in the modern language. Candidates will apply their language skills in the course assessment.</p>

# Appendix 2: productive grammar grid

## Verbs

	National 3	National 4	National 5	Higher	Advanced Higher
<b>Person</b>	The person involved is indicated clearly by pronoun and/or 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.	
<b>Time</b>	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
<b>Mood/modality</b>	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
<b>Commands</b>	Common singular/plural commands.	Command rules for common irregular/regular verbs.			

## Nouns

	National 3	National 4	National 5	Higher	Advanced Higher
<b>Gender</b>		Notion of gender; most common words remembered.	Some conventions of gender, individual nouns showing increasing accuracy.		
<b>Number</b>	Singular/plural indicated by noun, or article or number or ending for common words.	Common irregular plurals.	Rules of plural forms.		
<b>Case</b>	←-----	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

<b>Subject/object</b>	(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).		
<b>Reflexive</b>	←-----	Common reflexive verbal forms with pronouns as learned phrases.	Reflexives with common verbs in appropriate tenses.		
<b>Emphatic</b>	First/second person.		All persons.		
<b>Relative</b>				Common relative pronouns, in different cases as relevant.	Less common relative pronouns.
<b>Position</b>		Notion of position of direct or indirect pronouns (Note: commands).	Notion of rules where more than one pronoun is involved.		

## Adjectives

	National 3	National 4	National 5	Higher	Advanced Higher
<b>Rules of agreement</b>		Notion of agreement and common forms — regular plus some irregular.	Increasing irregular forms or ending rules for case as relevant.		→
<b>Rules of position</b>		Notion of position of adjectives.	Rules of position.		→
<b>Possessives</b>	<i>My/Your.</i>	Indication of possessive for all persons.	Agreements as appropriate.		→
<b>Comparative/superlative</b>	Indication of comparative.	→	Common irregular comparatives. Notion of superlatives.	Less common comparatives and superlatives.	→

## Adverbs

<b>Rules of order</b>			Notion (where relevant) of rules of order.		→
<b>Comparative/superlative</b>	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 above categories should be handled in similar ways in a continuum through Intermediate 1 to Advanced Higher, as appropriate.			→
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# Appendix 3: contexts, topics and topic development

The following are suggested means of developing the contexts with candidates:

Context	Topic	Topic development
<b>Society</b>	Family and friends	<ul style="list-style-type: none"> <li>◆ getting on with family members/who have influenced candidates in their life</li> <li>◆ having arguments</li> <li>◆ ideal parents</li> <li>◆ different types of friends</li> <li>◆ peer pressure</li> </ul>
	Lifestyles	<ul style="list-style-type: none"> <li>◆ lifestyle-related illnesses</li> <li>◆ advantages and disadvantages of healthy/unhealthy lifestyle</li> </ul>
	Media	<ul style="list-style-type: none"> <li>◆ impact of TV reality shows</li> <li>◆ advantages/disadvantages of new technology, eg internet, mobile phones</li> </ul>
	Global languages	<ul style="list-style-type: none"> <li>◆ language-learning and relevance</li> </ul>
	Citizenship	<ul style="list-style-type: none"> <li>◆ description of local area as a tourist centre</li> <li>◆ comparison of town and country life</li> <li>◆ being environmentally friendly in the home</li> </ul>
<b>Learning</b>	Learning in context	<ul style="list-style-type: none"> <li>◆ learning activities in modern languages/in each subject and whether they are liked or disliked</li> <li>◆ preparing for exams</li> </ul>
	Education	<ul style="list-style-type: none"> <li>◆ comparing education systems</li> <li>◆ improving own education system</li> <li>◆ candidate responsibilities</li> </ul>

Context	Topic	Topic development
<b>Employability</b>	Jobs	<ul style="list-style-type: none"> <li>◆ part-time jobs and studying</li> <li>◆ qualities for present/future jobs/future plans</li> </ul>
	Work and CVs	<ul style="list-style-type: none"> <li>◆ planning, reporting back on work experience</li> <li>◆ reviewing achievements/ambitions</li> </ul>
<b>Culture</b>	Planning a trip	<ul style="list-style-type: none"> <li>◆ the importance of travel and learning a modern language</li> <li>◆ the best holiday/trip/attitudes to travel</li> </ul>
	Other countries	◆ aspects of other countries including educational, social, historical, political aspects
	Celebrating a special event	<ul style="list-style-type: none"> <li>◆ comparing special occasions/traditions/ celebrations/events in another country</li> <li>◆ the importance of customs/traditions</li> </ul>
	Literature of another country	◆ literary fiction, eg short stories — understanding and analysis
	Film and television	<ul style="list-style-type: none"> <li>◆ studying films in the modern language</li> <li>◆ studying television in other countries</li> </ul>

## Useful websites

The list below may provide resources suitable for the National 5 Modern Languages course.

- ◆ [National 5 Modern Languages subject page](#)
- ◆ [Candidate materials and good practice case studies](#)
- ◆ [Editions of Gaelic Orthographic Conventions in both English and Gaelic](#)
- ◆ [CPD and webinar materials](#)
- ◆ [NQ events page](#)
- ◆ [Resources via Ushare](#)



# Administrative information

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## History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.	June 2017
2.1	Clarification to wording in the 'Course assessment structure' section, in the 'Overview' and 'Assessment conditions' sections for the assignment-writing and the performance-talking.	October 2019

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