

MODERN LANGUAGES
Advanced Higher

Second edition – published December 1999

NOTE OF CHANGES TO ADVANCED HIGHER ARRANGEMENTS SECOND EDITION

COURSE TITLE: Modern Languages (Advanced Higher)

COURSE NUMBER:

C059 13	French
C060 13	German
C061 13	Italian
C062 13	Russian
C063 13	Spanish

National Course Specification

Course Details:	Core Skills	Amended text
	Rationale	Textual changes
	Course Content	Textual changes
	Assessment	Minor changes
	Grade Descriptions	Textual changes

National Unit Specification

Note on coverage of themes and topics	Textual changes
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D339 13 Language

Outcome 1	Performance criteria	Textual changes
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D342 13 Extended Reading/Viewing

Outcome 1	Performance criteria	Textual changes
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D338 13 Language in Work

Outcome 1	Performance criteria	Textual changes
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Outcome 2	Evidence requirements	Detail and textual changes
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Support Notes	Textual changes
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Appendices	Textual changes and minor changes to detail
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National Course Specification

MODERN LANGUAGES (ADVANCED HIGHER)

COURSE NUMBER	C059 13 French
	C060 13 German
	C061 13 Italian
	C062 13 Russian
	C063 13 Spanish

FRENCH: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

D339 13	<i>Language (AH)</i>	<i>2 credits (80 hours)</i>
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Optional unit

D342 13	<i>Extended Reading/Viewing (AH)</i>	<i>1 credit (40 hours)</i>
D338 13	<i>Language in Work (AH)</i>	<i>1 credit (40 hours)</i>

GERMAN: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

D465 13	<i>Language (AH)</i>	<i>2 credits (80 hours)</i>
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Optional unit

D467 13	<i>Extended Reading/Viewing (AH)</i>	<i>1 credit (40 hours)</i>
D464 13	<i>Language in Work (AH)</i>	<i>1 credit (40 hours)</i>

Administrative Information

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National Course Specification: general information (cont)

COURSE Modern Languages (Advanced Higher)

ITALIAN: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

D471 13	<i>Language (AH)</i>	<i>2 credits (80 hours)</i>
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Optional unit

D473 13	<i>Extended Reading/Viewing (AH)</i>	<i>1 credit (40 hours)</i>
D470 13	<i>Language in Work (AH)</i>	<i>1 credit (40 hours)</i>

RUSSIAN: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

D477 13	<i>Language (AH)</i>	<i>2 credits (80 hours)</i>
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Optional unit

D479 13	<i>Extended Reading/Viewing (AH)</i>	<i>1 credit (40 hours)</i>
D476 13	<i>Language in Work (AH)</i>	<i>1 credit (40 hours)</i>

SPANISH: COURSE STRUCTURE

The course consists of two units: one mandatory unit and one optional unit.

Mandatory unit

D483 13	<i>Language (AH)</i>	<i>2 credits (80 hours)</i>
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Optional unit

D485 13	<i>Extended Reading/Viewing (AH)</i>	<i>1 credit (40 hours)</i>
D482 13	<i>Language in Work (AH)</i>	<i>1 credit (40 hours)</i>

The two optional units are available either as stand-alone units or as components of the Advanced Higher course. It is suggested that, when preparing candidates for the full course award, teachers/lecturers will prefer to teach both units concurrently, rather than complete the 80-hour unit before embarking on the 40-hour unit. By working through the content of both units concurrently, with a pro-rata allocation of time to each, teachers/lecturers will be able to provide a varied diet of activity for candidates in the course of each teaching week. However, within this structure, timetabling arrangements in centres should still allow candidates who wish to study one unit only to do so.

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

National Course Specification: general information (cont)

COURSE Modern Languages (Advanced Higher)

RECOMMENDED ENTRY

While entry to the course or units is at the discretion of the centre, candidates would normally be expected to have attained:

- Higher Modern Languages or its component units
- or equivalent qualification

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details

COURSE Modern Languages (Advanced Higher)

RATIONALE

Study of the course at Advanced Higher will allow the candidate to develop to further levels of independent use the communicative competence established at Higher or its equivalent. It is anticipated that the Advanced Higher course will appeal to a range of candidates, whether or not they intend to follow a foreign language course in higher or further education. The value of an award at this level as an ancillary skill to a wide range of degree courses should not be under-estimated. From Advanced Higher, the candidate will be in a position to pursue foreign language study or to use a foreign language in a variety of ways, which might include:

- specialising in the study of the language, literature and culture of the country (or countries) concerned (eg study at Higher Education level)
- deploying his/her language skills for specific purposes, such as study of a subject at a university or other tertiary level establishment in the foreign country as part of a British degree
- interacting at an appropriate level with speakers of the language within an employment context
- drawing on the acquired level of knowledge about language and facility in language use to learn a different foreign language
- communicating with similarly educated foreign contemporaries
- using acquired language skills to access media in the target language, including TV programmes, films and magazine articles, for personal enjoyment

The course consists of an 80-hour unit and a 40-hour unit. The 80-hour unit is designed to develop the candidate's language skills within three broad themes – personal, social and cultural issues; topical and cultural issues; and environmental issues. The expression of opinions and exchanging of ideas, which are stressed at Higher, will be further developed in keeping with the increased maturity and language proficiency of the candidate. As the candidate begins to consider current affairs issues from the viewpoint of those living in the country of the target language, there will be greater opportunity for him/her to compare and contrast issues relevant in the foreign country and in Britain and to formulate and express opinions on them.

The 40-hour unit offers two options. One option will provide the opportunity for the candidate to engage with literature and with a detailed investigation of an aspect of the foreign country or with a series of linked texts. The other option focuses on the productive, interactive or mediating uses of language which are often required in work-related contexts, though that productive work also requires the candidate to read and understand relevant textual material. Work experience in a country of the target language would be a legitimate alternative content for the unit, though the outcomes required of the candidate would be the same. It is anticipated that, in the first instance, centres will wish to direct candidates' choice, taking account of teaching expertise, available resources and opportunities for work experience.

The course will contribute to the general education of the candidates by widening their horizons to encompass some in-depth knowledge of aspects of the culture of the country or countries where the language is spoken. For those candidates choosing the Language in Work option, it will provide some knowledge of specific aspects of business, commerce or other like contexts. It will also contribute to a wider understanding of how language works. The teaching approaches adopted will contribute to the development of confidence in talk, in interacting with others, at times at sophisticated levels, and in the ability to cope successfully and flexibly with unfamiliar situations.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

COURSE CONTENT

Candidates seeking an Advanced Higher course award must achieve the 80-hour unit and one of the two 40-hour units. If the units are studied on a stand-alone basis, the successful completion of each unit will lead to national certification. The additional benefits which a candidate will gain by taking the full Advanced Higher course include the following:

- extended opportunities to apply developing skills in a range of contexts
- the further development of translation skills and other higher-order language skills
- additional exposure time to the target language in general, hence the opportunity to acquire greater fluency, flexibility and accuracy in the language
- time to move from general study of language to a study more specifically relevant to his/her future pathway

It should be noted that all of the course content will be subject to sampling in the external assessment. The units are described briefly below. The unit specifications contain detailed information about standards and assessment. The Appendices are also an important part of the guidance on course content.

Appendices

For this level:

Appendix 1: Language content

Appendix 2: Summary of assessment procedures

For all levels:

Appendix A: Summary of assessment by skill and level

Appendix B: Grammar content

Appendix C: Explanation of terms

French/German/Italian/Russian/Spanish: Language (AH)

This unit aims to develop all language skills for use in a range of purposes. Contexts for this language work are defined in three broad themes:

- personal, social and cultural issues
- topical and cultural issues
- environmental issues

The themes are subdivided into related topics. The themes and topics are shown in Appendix 1. The three themes must be treated as prescriptive, but centres will have the flexibility to develop the topics in ways which are of particular interest to their candidates or are more relevant to their particular circumstances.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

French/German/Italian/Russian/Spanish: either *Extended Reading/Viewing (AH)* or *Language in Work (AH)*

It will be for each centre to decide, in the light of the expertise of the staff and the interests of the candidates, which of these options to offer, or whether both should be made available. Teachers/lecturers will take account of the personal or vocational needs and interests of the candidates when making this choice. For this reason, the reading or viewing selected may either be an extension of a prescribed theme (see Appendix 1) or may relate to a new text or field of interest of relevance to individual candidates. The level of language would require to be appropriate for Advanced Higher.

Comparability of standards and assessment across the options will be achieved in the following ways:

- by assessing internally, wherever possible, the work of the candidates against similar outcomes and performance criteria
- by ensuring that the demands on candidates will be equal in both options
- by having Speaking assessed by a Visiting Examiner

In terms of assessment, emphasis will be placed on speaking and writing. However, the main content of the unit, on which the assessment is based, focuses on the receptive skills of reading and listening/viewing, since confidence in both will underpin successful performance in the speaking and writing tasks set. The skill of reading will be developed in terms of the nature of the literary text or film script or the complexity/range of document(s) to be studied.

Note: For candidates who hold an award at Higher, the Extended Reading/Viewing (AH) unit represents a progressive development of reading skills acquired at that level through the unit Extended Reading/Viewing (H) leading to an appreciation of literary texts. Similarly, Language in Work (AH) provides the opportunity for the further development of previous learning acquired through the unit Language in Work (H). It should be noted, however, that previous study in the area of either option is not a requirement for study of the corresponding option at Advanced Higher. It is acceptable for a candidate to choose a different option in this Advanced Higher unit from the one studied at Higher.

ASSESSMENT

To gain the award for the course, the candidate must pass both component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Further information on the key principles of assessment is provided in the paper *Assessment*, published by HSDU in May 1996.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

Oral Assessment: Speaking/listening

Conducted by an external examiner. The speaking test will sample across both units studied, and will cover topics and texts studied.

Duration: 20 minutes. 50 marks.

Paper I: Reading

Reading comprehension, involving written answers to questions in English (30 marks) and translation into English (20 marks). One passage will be set, related to the prescribed themes.

Length: approx. 750-800 words, including the section to be translated.

Duration: 1 hour. 50 marks.

Paper II: Part 1: Listening/writing

Candidates will be required to write 150-200 words in the target language, summarising the main points of a 3-4 minute-discussion heard on tape, and comparing and contrasting the positions taken by the speakers. The discussion will normally be presented on audio tape by native speakers.

Duration: 45 minutes. 40 marks.

Part 2: Discursive essay

Candidates will be required to write an essay of 200-300 words in the target language on a topic relating to the themes and topics of the Language unit.

Duration: 55 minutes. 20 marks.

Part 3: Folio

The folio of work generated by the outcomes for both units will be internally assessed for unit assessment and externally marked for external course assessment. 40 marks.

For details of the work included in the folio, please refer to the unit specifications for Language (AH), Extended Reading/Viewing (AH) and Language in Work (AH).

Total marks for course assessment: 200 marks.

Total time for external assessment: 2 hours 40 minutes (excluding Speaking).

Further information about assessment is contained in the unit specifications in this document, in the National Assessment Bank and in the Subject Guide published in association with the Arrangements document. A summary of the assessment arrangements is attached as Appendix 2.

GRADE DESCRIPTIONS

The purpose of grade descriptions, as outlined below, is to assist teachers/lecturers who will have responsibility for preparing and assessing candidates for both internal and external assessment, and to assist those who will have responsibility for the setting of the external examinations, by providing a general indication of the level of performance required to achieve an award at C and A in each of the skill areas.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

The grade descriptions must be interpreted to take account of the level of language and the nature and content of the tasks expected at Advanced Higher. The grade descriptions, together with the information contained in the Appendices, will enable teachers/lecturers to gain a clear impression of the level of language and the nature and content of the tasks appropriate to Advanced Higher.

With regard to the productive skills (speaking and writing), more detailed descriptions of performance, including categories, criteria and pegged marks, will be provided to assist centres in the assessment and grading of performances. These criteria will be accompanied by examples of candidate performance.

Note: The bullet points shown in the following tables for speaking and writing are only indicators of characteristics of performance at C and A. Candidates are not required to fulfil every one of the points.

Speaking

C	A
<p>Makes a short, prepared presentation on a chosen topic, and sustains discussion in a manner comprehensible to a sympathetic speaker of the target language.</p> <p>Content</p> <ul style="list-style-type: none">• goes beyond exchange of factual/social information to express ideas and opinions clearly• discussion shows understanding of the content of areas studied• sustains discussion by going beyond minimal responses <p>Understanding</p> <ul style="list-style-type: none">• understands most of what is said directly to him/her when clearly articulated• asks for repetition/reformulation on occasions <p>Speaking</p> <ul style="list-style-type: none">• shows good awareness of rules of accent, intonation and pronunciation and has recognisable accent• shows sufficient control of the rules of grammar appropriate to this level to ensure communication in spite of errors• language shows some complexity of structure and a range of vocabulary	<p>Makes a short, prepared presentation on a chosen topic, and sustains discussion easily. Expands on ideas and opinions expressed in the presentation.</p> <p>Content</p> <ul style="list-style-type: none">• expresses ideas and opinions clearly expressing agreement/disagreement with other points of view• discussion shows good grasp of content of areas studied• sustains discussion by offering additional information/comments fairly frequently <p>Understanding</p> <ul style="list-style-type: none">• understands almost all of what is said directly to him/her when clearly articulated and at approaching native speaker speed• asks for repetition/clarification as required <p>Speaking</p> <ul style="list-style-type: none">• shows good awareness of rules of intonation and pronunciation and has good accent• shows control of the rules of grammar appropriate to this level and makes few errors of a major nature• language characterised by complexity of structure and very broad range of vocabulary

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

Writing

C	A
<p>With the help of a dictionary, produces straightforward text in the target language (using a variety of formats) in a manner comprehensible to a sympathetic reader of the target language with little or no knowledge of English.</p> <ul style="list-style-type: none"> • writing shows ability to express and develop points of view and to convey key information with some sense of structure • accuracy and use of register are appropriate to this level and sufficient to communicate clearly • uses some complex sentences and a fair range of vocabulary • performance may be uneven, but the good outweighs the bad; communication achieved 	<p>With the help of a dictionary, produces more complex texts in the target language (using a variety of formats) in a manner easily comprehensible to a sympathetic reader of the target language with little or no knowledge of English.</p> <ul style="list-style-type: none"> • writing shows ability to convey key information and to express and develop points of view with good sense of structure • writing shows fluency and accuracy, as appropriate to this level • uses more complex sentences, and a good range of structure and vocabulary • performance may be characterised by a high level of accuracy, or may be enterprising and show some flair with some inaccuracies

Research report (additional criteria for writing)

C	A
<p>Responds to a stimulus question relating to the area researched (literary, factual or work-related) by writing a minimum of 300-400 words in the target language.</p> <ul style="list-style-type: none"> • demonstrates understanding of the area researched • demonstrates the ability to evaluate and analyse critically the area researched • writing displays an adequate sense of structure 	<p>Responds to a stimulus question relating to the area researched (literary, factual or work-related) by writing 300-400 words in the target language.</p> <ul style="list-style-type: none"> • demonstrates a fuller and clearer understanding of the area researched • demonstrates the ability to evaluate and analyse critically the area researched showing personal insight and appreciation of the issues involved • writing is fluent and displays a sound sense of structure

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

Reading

C	A
With the help of a dictionary, obtains factual information and some ideas and opinions from complex texts relating to the themes, with a satisfactory level of detail and accuracy. <ul style="list-style-type: none">• extracts and understands essential information from texts which contain a number of major and subsidiary points, including the expression of points of view• understands a satisfactory proportion of points of detail and some of the opinions/ideas expressed• makes inferences about attitudes and intention embodied in the text	With the help of a dictionary, obtains factual information, ideas and opinions, with a high level of detail and accuracy, from complex texts relating to the themes. <ul style="list-style-type: none">• extracts and understands key items of information and additional items of detail from texts which contain a number of major and subsidiary points, including the expression of points of view• understands a high proportion of points of detail and grasps opinions/ideas expressed• makes inferences about the attitudes and intention embodied in the text with understanding of the author's purpose

Translation

The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. The total number of marks gained will be converted to a score out of 20.

CATEGORY	MARK	DESCRIPTION
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

Reading

C	A
<p>Listens to a discussion between two speakers in the target language (recorded or live) on subjects related to the prescribed themes, and summarises the discussion with satisfactory level of detail and accuracy. Speakers will articulate clearly at normal speed.</p> <ul style="list-style-type: none">• extracts and understands essential information from texts which contain a number of major and subsidiary points, including the expression of points of view• understands a satisfactory proportion of the opinions/ideas expressed• understands only partially texts of some complexity	<p>Listens to a discussion between two speakers in the target language (recorded or live) on subjects related to the prescribed themes, and summarises the discussion with a high level of detail and accuracy. Speakers will articulate clearly at normal speed.</p> <ul style="list-style-type: none">• extracts and understands key items of information and additional items of detail from texts which contain a number of major and subsidiary points, including the expression of points of view• understands a high proportion of opinions/ideas expressed• understands texts of some complexity

APPROACHES TO LEARNING AND TEACHING

The purpose of the course is to build on prior learning and to develop progressively the candidate's knowledge of the language, his/her competence in the four skills of speaking, writing, reading and listening, and his/her ability to handle the language in defined contexts relating to current affairs. The further development of the ability to express and understand opinions and views in the target language will form an important part of the content. Candidates may already have formulated views and opinions in their native language on the issues to be studied as they relate to their own situation, but should now be encouraged to consider these issues from the point of view of the country or countries of the target language.

Language competence at Advanced Higher will be developed by extending the range and complexity of the language encountered by the candidates, and by encouraging an increase in range, fluency and accuracy in the language they produce. In addition to handling with increased competence and confidence the language situations previously encountered, candidates will be expected to develop further proficiency in the language necessary for understanding and expressing ideas and opinions. Course assessment will derive from the three prescribed themes and will test language ability as defined above.

By defining syllabus content and relating it clearly to assessment, learning and teaching can concentrate on the thorough development of skills and understanding of language structure and an expanding range of purposes of language use.

The prescribed themes and topic areas at Advanced Higher provide the focus for a range of activities which develop the four skills of speaking, writing, reading and listening in a variety of combinations for different uses (productive, interactive, receptive, mediating), and provide a context for work aimed at developing the candidates' knowledge of the structure/grammar of the language.

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

The additional 40 hours

The structure of Advanced Higher provides for an allocation of 40 hours, in addition to the time allocation for each unit, giving a total time for the course of 160 hours. It is suggested that, at this level, the additional 40 hours might be used to provide added value in the following ways:

Induction:

- general overview of the objectives and content of the course
- introduction to ways of working on the course
- explanation of the form and content of the assessment arrangements

Extending the range of learning and teaching approaches:

- use of self-study materials
- individual projects
- further opportunities for formal or informal group work, discussion and debate
- greater use of a range of media/Information Technology

Remediation, consolidation and extension:

- revising, recycling language as appropriate to meet the needs of all candidates
- extending/innovating as appropriate for more able candidates
- practising known language in new situations within the topic areas
- providing further opportunities for the development of skills, eg research and report writing skills
- providing greater exposure to aspects relating to the background, culture and civilisation of the country or countries in which the target language is spoken

Preparation for external assessment:

- preparing for course assessment elements which are not covered by internal assessment, such as translation
- developing the kind of integration of the language skills which applies to learning in the Advanced Higher course
- building in opportunities for the candidates to demonstrate achievement of the required skills before the external assessment

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Course Specification: course details (cont)

COURSE Modern Languages (Advanced Higher)

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Language (Advanced Higher)	
NUMBER	D339 13	French
	D465 13	German
	D471 13	Italian
	D477 13	Russian
	D483 13	Spanish
COURSE	Modern Languages (Advanced Higher)	

This is a component unit of Advanced Higher Modern Languages.

SUMMARY

This unit aims to continue the progressive development of candidates' knowledge about language, their competence in the four skills of speaking, writing, reading and listening, and their ability to use these skills in appropriate ways within defined contexts. The outcomes below cover language use for receptive, productive, interactive and mediating purposes.

OUTCOMES

- 1 Make an oral presentation and engage in discussion in the target language.
- 2 Demonstrate understanding of the target language in spoken form.
- 3 Demonstrate understanding of text written in the target language.
- 4 Write in the target language with reference to two of the prescribed themes.

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National Unit Specification: general information (cont)

UNIT Language (Advanced Higher)

RECOMMENDED ENTRY

While entry to the unit is at the discretion of the centre, candidates would normally be expected to have attained:

- Higher Modern Languages or its component units
- or equivalent qualification

CREDIT VALUE

2 credits at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Language (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON COVERAGE OF THEMES AND TOPICS

Evidence that the candidate has reached the required level to pass a unit will be generated by the completion of tasks and activities related to the specified outcomes. For each level, a number of prescribed themes and topics have been elaborated and it is by using language within the context of these themes and topics that candidates will display their level of performance. An assessment instrument used by a centre to show that the candidate has reached the level of the unit may be devised by the centre according to set criteria or may be drawn from the National Assessment Bank. Such an instrument may cover only one of the prescribed themes. If a candidate gains a pass no other proof of attainment of the outcome with respect to other themes is necessary, except where the outcome specifies coverage of more than one theme. However, the centre should retain evidence (teaching notes, texts, plans, records of work, candidate notes or the like), which can indicate that, by the end of the unit, all prescribed themes have been covered by the candidate.

The justification of such an approach to gathering evidence of candidate performance lies in the nature of language development. The prescribed themes and topics provide the language contexts within which learners develop and then display their level of competence in the various skills of language use. As has been indicated elsewhere, it is not the context itself which defines a candidate's level of competence. The same topic can provide the context for levels of overall competence ranging from the near beginner to the native speaker. It is the level of performance in component competences - grammatical, socio-linguistic, cultural, strategic, discourse-related - which distinguish: a candidate operating at a certain level within one context (ie prescribed theme or topic) will be able to operate at the same level within another context. He or she may have to look up more words in a dictionary, or ask the interlocutor for help (both strategic competence-related activities) but the level of language used will be the same. Thus it is not necessary to require candidates to prove that they have reached the level of competence of the unit in each of the prescribed themes. Once they have reached it in one, they have proved their ability. All that remains is to extend their coverage. Of course, many candidates will have to work through all the prescribed themes as they improve towards the level of the unit and so early attempts at achieving the outcomes may not be successful.

The grade descriptions therefore may be regarded as context-free. But at the lower levels the context is still important because the notion of recycling and transferring of language competence may not have been sufficiently developed.

The performance criteria for a pass for each skill should be interpreted, where appropriate, as being the same as the Grade C description in the course specification.

Content relates to the prescribed themes and topics outlined in Appendix 1.

National Unit Specification: statement of standards (cont)

UNIT Language (Advanced Higher)

OUTCOME 1

Make a presentation and engage in discussion in the target language.

Performance criteria

- (a) Makes a presentation which has appropriate structure and content.
- (b) Sustains discussion, requesting clarification and repetition as necessary.
- (c) Employs appropriate language with sufficient clarity and accuracy to achieve the communication of facts and opinions to a speaker of the target language.
- (d) Uses a range of vocabulary and variety of structures which demonstrate flexibility of expression.
- (e) Accuracy, pronunciation and intonation are sufficient to allow effective communication.

Evidence requirements

A presentation on a topic drawn from the themes and face-to-face discussion with a speaker of the target language (approx. 8-10 minutes in total).

There is no requirement for audio recording but some note of candidate performance must be retained.

OUTCOME 2

Demonstrate understanding of the target language in spoken form.

Performance criterion

Demonstrates understanding of the main content and specific detail of the text.

Evidence requirements

Written work in the target language, demonstrating accurate understanding of a text, recorded or spoken live, of 3-4 minutes' length and heard up to 3 times. Use of a dictionary is permitted.

National Unit Specification: statement of standards (cont)

UNIT Language (Advanced Higher)

OUTCOME 3

Demonstrate understanding of text written in the target language.

Performance criteria

- (a) Demonstrates understanding of specific detail.
- (b) Demonstrates understanding of attitudes/opinions expressed or implied.

Evidence requirements

Written work in English, or other appropriate evidence, demonstrating understanding of a written text of 500-600 words relating to a theme studied. The task will be undertaken under controlled conditions as specified in Appendix C, normally within one teaching block/period.

The task will be undertaken under controlled conditions as specified in Appendix C, normally within one teaching block/period.

OUTCOME 4

Write in the target language with reference to two of the prescribed themes.

Performance criteria

- (a) Communicates clearly in the target language with a high level of accuracy as appropriate to this level.
- (b) Employs appropriate language to achieve the communication of facts and opinions.
- (c) Uses a fair range of vocabulary and structures.
- (d) Includes factual, evaluative and analytical elements in the response.

Evidence requirements

Two pieces of writing, each of approximately 200-250 words, in the target language. The two pieces may not be derived from the same theme. Each piece of writing will be produced under controlled conditions, as defined in Appendix C, and normally within one teaching block/period. The candidate's initial draft may be commented on by the teacher/lecturer and used as the basis for any redraft, which should also normally be produced within one teaching block/period. For each piece of writing, both the initial draft, including teacher/lecturer comment, and the final version should be included in the folio. Use of a dictionary is permitted.

The test of writing will require the candidate to give an account of the events or issues discussed, including an element of factual/evaluative/analytical response.

National Unit Specification: support notes

UNIT Language (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Further information is available in the Subject Guide published in association with the Arrangements document.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Language development will be encouraged in the following ways:

Language use – productive/interactive/mediating:

- by extending the candidate's ability to recount and discuss orally in the target language events and issues of personal and topical interest, with emphasis on communicating views and opinions
- by extending the candidate's ability to recount and discuss in writing in the target language events and issues of personal and topical interest, with increased emphasis on communicating views and opinions

Language use – receptive/interactive/mediating:

- by extending the candidate's ability to listen to the target language and demonstrate understanding of language of increasing complexity related to the prescribed themes
- by extending the candidate's ability to read texts in the target language related to the prescribed themes, for gist and detailed understanding

Knowledge about language:

- by developing the candidate's grasp of key aspects of grammatical structure
- by extending the range of grammatical structure which candidates can deploy

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The unit builds on existing good practice by encouraging an integrated teaching approach, which seeks to develop and assess skills in combination rather than in isolation. Progression from previous levels will be in terms of the candidate's ability to handle language in more sophisticated ways, and in terms of the range of language encountered by the candidate. The quality and accuracy of the language which he/she produces, together with its content, will also reflect this progression.

National Unit Specification: support notes (cont)

UNIT Language (Advanced Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Oral communication (Outcome 1)

The candidate will make a short prepared presentation on a topic drawn from the themes. The interlocutor will ask follow-up questions related to the chosen topic area and engage the candidate in a more general discussion relating to the topic. The candidate and interlocutor need not restrict themselves solely to the initial topic chosen, but may progress into related topic areas, provided that they continue to operate at a level of discussion appropriate to Advanced Higher. The presentation, responses to questions and discussion should last for 8-10 minutes.

Listening (Outcome 2)

Candidates will listen to texts from live and, where possible, audio- or video-recorded sources in the target language. For the purpose of the unit assessment, they will listen to views and opinions and accounts of events being expressed within topic areas included in the three themes, and will be required to demonstrate comprehension by undertaking tasks such as the following:

- listing in the target language the views/intentions expressed or the events recounted
- making notes in the target language under given headings
- choosing the correct multiple-choice option in the target language

The text may be heard up to 3 times and a dictionary may be used.

Reading (Outcome 3)

Candidates will read informative articles of a journalistic nature and narrative text describing events, in which speakers of the target language express their views and opinions on issues deriving from the three themes, and recount events which also relate to the three themes. For the purpose of the unit assessment, candidates will demonstrate comprehension by undertaking tasks such as the following:

- responding in English to questions in English
- writing a summary
- choosing the correct multiple-choice option
- completing grids to indicate understanding
- following written instructions to assemble something (problem-solving)

A variety of these tasks should be used in the internal assessment of reading. A glossary of terms likely to prove difficult may be provided at the end of the text. Use of a dictionary is also permitted.

Written communication (Outcome 4)

For the purpose of internal assessment, the candidate will be required to produce two pieces of writing in the target language on topics drawn from the themes. The two pieces must not be derived from the same theme. The pieces must be produced under supervision in class time, and should be of approximately 200-250 words in length. Use of a dictionary is permitted. Redrafting according to conditions specified in Appendix C is also allowed. The test of written communication will contribute to both the internal assessment of the unit and to the external assessment of the course. For the purpose of the unit assessment, the candidate's work will be assessed on a pass/fail basis. The performance criteria should be interpreted alongside the Grade C descriptions in the course specification. For the purpose of the course assessment, the candidate's performance will be forwarded for external assessment on a graded basis in terms of content, range, fluency and accuracy in accordance with the grade descriptions given in the course specification.

National Unit Specification: support notes (cont)

UNIT Language (Advanced Higher)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Extended Reading/Viewing (Advanced Higher)	
NUMBER	D342 13	French
	D467 13	German
	D473 13	Italian
	D479 13	Russian
	D485 13	Spanish
COURSE	Modern Languages (Advanced Higher)	

This is a component unit of Advanced Higher Modern Languages.

SUMMARY

This unit aims to develop competence in the four skills of speaking, writing, reading and listening. The broad context for the unit is extended reading, which can be supported by viewing. Assessment will relate to an oral presentation and discussion and written reactions. The receptive skills (reading, listening) will not be assessed discretely, but will be prerequisites for speaking and writing, on which assessment will be focused.

OUTCOMES

- 1 With reference to the option studied, make a presentation and engage in discussion in the target language.
- 2 Write at some length in the target language about the option studied.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Extended Reading/Viewing (Advanced Higher)

RECOMMENDED ENTRY

While entry to the unit is at the discretion of the centre, candidates would normally be expected to have attained:

- Higher Modern Languages or its component units
- or equivalent qualification

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Extended Reading/Viewing (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON RANGE FOR THE UNIT

Two areas of study are required:

- 1 one literary written text with or without related video/film
- 2 any **one** of the following, with or without related video/film:
 - a second literary written text
 - a set of linked written texts
 - a background topic

Outcomes 1 and 2 must relate to two **separate** areas of study.

OUTCOME 1

With reference to the option studied, make a presentation and engage in discussion in the target language.

Performance criteria

- (a) Makes a presentation which has appropriate structure and content.
- (b) Sustains discussion, requesting clarification and repetition as necessary.
- (c) Employs appropriate language with sufficient clarity and accuracy, as appropriate to this level, to achieve the communication of facts and opinions to a speaker of the target language.
- (d) Uses a range of vocabulary and variety of structures which demonstrate flexibility of expression.
- (e) Accuracy, pronunciation and intonation are sufficient to allow effective communication.

Evidence requirements

A presentation and face-to-face discussion with a speaker of the target language focusing on one of the areas studied and lasting approximately 8-10 minutes.

There is no requirement for audio recording but some form of performance checklist or other note of candidate performance should be retained.

National Unit Specification: statement of standards (cont)

UNIT Extended Reading/Viewing (Advanced Higher)

OUTCOME 2

Write at some length in the target language about the option studied.

Performance criteria

- (a) Includes a personal reaction or informed opinion.
- (b) Writes with sufficient structure, clarity and accuracy, as appropriate to this level, to achieve the communication of facts and opinions.
- (c) Demonstrates the ability to use language with some flexibility.

Evidence requirements

One piece of written work of approximately 300-400 words, which demonstrates that the candidate has fulfilled the performance criteria. The piece of work should include a personal response or an informed opinion relating to the area of study not covered in Outcome 1. Use of a dictionary is permitted.

The writing will be supported and produced as part of the ongoing work of the class under controlled conditions, as defined in Appendix C. Initial and final drafts should be retained by the centre.

National Unit Specification: support notes

UNIT Extended Reading/Viewing (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

Further information is available in the Subject Guide, published in association with the Arrangements document.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Candidates may read a literary text, read a text and view a related film, comparing and contrasting these, or read a film script and view the film, to discuss style and technique used by the director to deliver the theme of the work. The purpose is to develop critical awareness and to evaluate the treatment of a theme by its writer or film director.

Candidates may choose to read and/or view a set of linked factual and narrative texts which explore a common theme or topic. This should develop their skills of comprehension and interpretation, and present them with a series of different viewpoints and aspects of the theme or topic.

Candidates may choose to explore an aspect of a country or countries where the target language is spoken. This background topic could have a geographical, historical, political, musical, or artistic focus. The purpose is to develop candidates' ability to research and work independently.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Oral communication (Outcome 1)

The candidate will take part in a face-to-face discussion with a speaker of the target language. The candidate will be required to present a prepared outline of the work undertaken in one of the options studied, for example, a brief account of the text and/or film studied. The discussion, including presentation, should last for approximately 8-10 minutes. The discussion will develop issues raised in the presentation, and will afford the candidate the opportunity to express his or her reaction to the study undertaken.

Written communication (Outcome 2)

For the purpose of internal assessment, the candidate will be required to produce, in the course of this unit, one piece of writing in the target language on the area of study not covered in Outcome 1.

The assessment of this piece of writing will take account not only of structure, clarity and accuracy of language use, but also of the extent to which the language is able to sustain the ideas which the candidate wishes to communicate.

The test of written communication will contribute to both the internal assessment of the unit and to the external assessment of the course. For the purpose of the unit assessment, the candidate's work will be assessed on a pass/fail basis. For the purpose of the course assessment, the candidate's performance will also be graded for the purpose of providing estimates and will form part of the folio which will be externally assessed.

National Unit Specification: support notes (cont)

UNIT Extended Reading/Viewing (Advanced Higher)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Language in Work (Advanced Higher)	
NUMBER	D338 13	French
	D464 13	German
	D470 13	Italian
	D476 13	Russian
	D482 13	Spanish
COURSE	Modern Languages (Advanced Higher)	

This is a component unit of Advanced Higher Modern Languages.

SUMMARY

This unit aims to develop competence in the four skills of speaking, writing, reading and listening. The broad context for the unit is language in work. Assessment will relate to an oral presentation and interactional task, a memo, a letter and a written report in the target language. The receptive skills (reading, listening) will not be assessed discretely, but will be prerequisites for a successful performance in speaking and writing, on which assessment will be focused.

OUTCOMES

The outcomes below cover language use in the categories of production and interaction.

- 1 Make an oral presentation and take part in a discussion and in an interactional task in the target language.
- 2 Produce practical written documents in the target language.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Language in Work (Advanced Higher)

RECOMMENDED ENTRY

While entry to the unit is at the discretion of the centre, candidates would normally be expected to have attained:

- Higher Modern Languages or its component units
- or equivalent qualification

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Language in Work (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON RANGE FOR THE UNIT

The source materials for this unit should come from one or both of the following categories:

- research into 2 series of linked texts on a sector of business/industry or an area of vocational interest, possibly as preparation for a work experience programme (for example, Business Studies, Office Technology, Tourism, Information Technology), relating to a country where the target language is spoken
- work experience abroad, or in this country in a work environment where the target language is the normal means of communication, in which case it will be possible for the related preparation and follow-up to replace the reading of texts as the central language activity of the unit

OUTCOME 1

Make an oral presentation and take part in a discussion and in an interactional task in the target language.

Performance criteria

- (a) Makes an oral presentation which has appropriate structure and content.
- (b) Sustains discussion, requesting clarification and repetition as necessary.
- (c) Completes the interactional task.
- (d) Employs appropriate language with sufficient clarity and accuracy to achieve the communication of facts and opinions to a speaker of the target language.
- (e) Uses a range of vocabulary and variety of structures which demonstrate flexibility of expression.
- (f) Accuracy, pronunciation and intonation are sufficient to allow effective communication.

Evidence requirements

A presentation and face-to-face discussion with a speaker or speakers of the target language, lasting approximately 8-10 minutes. The discussion will develop issues raised in the presentation, and will afford the candidate the opportunity to express his/her reaction to **one** aspect of the study undertaken.

Completion of an interactional task of 4-5 minutes with a speaker of the target language.

There is no requirement for the performance to be audio-recorded but some note of candidate performance should be retained.

National Unit Specification: statement of standards (cont)

UNIT Language in Work (Advanced Higher)

OUTCOME 2

Produce practical written documents in the target language.

Performance criteria

- (a) Presents all essential information with supporting detail clearly, concisely, and accurately, as appropriate at this level.
- (b) Adopts conventions, structure and format appropriate to the writer's purpose.
- (c) Uses vocabulary and sentence structure with sufficient flexibility to allow expression of opinion to be conveyed clearly.

Evidence requirements

A report of 300-400 words in the target language about the option studied, produced as the result of normal class activity, which demonstrates that the candidate has fulfilled the performance criteria. The piece of work should include an evaluation of an aspect of the study undertaken but not covered in Outcome 1. The writing will be supported and produced as part of the ongoing work of the class under controlled conditions, as defined in Appendix C. Initial and final drafts should be retained by the centre.

A formal text in a standard format of at least 150-200 words relating to the option studied.

A short text of 100-130 words relating to the option studied.

Candidates may use dictionaries and reference material relating to the field chosen.

National Unit Specification: support notes

UNIT Language in Work (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

Further information is available in the Subject Guide, published in association with the Arrangements document.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this option is to encourage candidates to study source materials in the target language.

By concentrating on one broad work-related area, it is hoped to develop in candidates a high level of competence in comprehension and in language use in spoken and written form. As in the Language unit, all four skills will continue to be developed through working in and with the target language, which continues to be seen as the connecting thread.

Linked texts may include written business documents, such as correspondence, promotional materials, articles on the vocational sector chosen, TV or video programmes relating to the chosen field, or computer-based information on screen (a copy of which should be retained on paper or disk). While this option may cover a relatively wide field within one vocational area, it is important that the various texts/source materials used should form a coherent area of study which can be evaluated in a single written report and at the presentation/discussion stage of assessment. The level of language should be appropriate for Advanced Higher.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In terms of assessment, emphasis will be placed on speaking and writing. However, the main content of the unit, on which the speaking assessment is based, focuses on the receptive skills of reading and listening/viewing. In this option, the range of source material is likely to be wide, reflecting in-depth study of aspects of a chosen vocational area or an experience in the workplace, including experience abroad, where appropriate. This will lead to a structured presentation relating to the chosen field of study.

Oral communication (Outcome 1)

The candidate will make a formal presentation followed by a discussion with a speaker or speakers of the target language. The presentation should last 3-4 minutes and the discussion a further 5-7 minutes. The candidate will be required to present a prepared outline of the area studied, or one aspect of the option studied, to an audience of one or more speakers of the target language. The discussion will develop issues raised in the presentation, and will afford the candidate the opportunity to express his/her reaction to the study undertaken. The candidate may use OHTs or other appropriate methods and materials to aid his/her presentation. The candidate will then be asked to take part in an interactional task lasting 4-5 minutes, in which he/she will:

National Unit Specification: support notes (cont)

UNIT Language in Work (Advanced Higher)

- convey key points of information
- give further information as requested or required for the task
- negotiate in response to key points of information given
- give views and opinions relating to the task
- use persuasion in relation to the task at hand, if appropriate
- come to an agreed conclusion

Written communication (Outcome 2)

For the purpose of assessment, the candidate will be required to provide three pieces of writing produced in the course of this unit.

One piece of writing will be a report of one aspect, not covered in Outcome 1, of the reading or research undertaken during the study of the option, or of a work-experience placement undertaken. It will include a personal response or an informed opinion relating to the study undertaken.

The formal texts will be produced in response to a different aspect of the study undertaken.

The longer text should be of 150-200 words. Candidates will have access to model letters and formats and will be able to consult these while writing. This task will be carried out under controlled conditions.

The shorter formal text could be in the form of a fax, e-mail or related business format, such as Internet communication. Text length should be 100-130 words. This task will also be carried out under controlled conditions.

The two formal texts may be produced on separate occasions. If they so desire, candidates may use supporting texts in English relating to the field chosen.

The assessment of writing will take account not only of range, fluency and accuracy of language use, but also of the extent to which the language is able to sustain the ideas which the candidate wishes to communicate. Both the research report and the written communication will contribute to unit assessment and to course assessment. For the purpose of the unit assessment, the candidate's performance will be assessed on a pass/fail basis. For the purpose of the course assessment, the candidate's performance will also be graded for the purpose of estimates and will form part of the folio which will be externally assessed.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

Appendices

UNIT Language (Advanced Higher) – 80 hours

THEMES	TOPICS	TOPIC DEVELOPMENT
Personal, social and cultural issues	Pattern of family life	<ul style="list-style-type: none"> • marriage, generation gap, gender issues • changing work patterns and lifestyles
	Media and the arts	<ul style="list-style-type: none"> • aspects of press, TV, information technology • aspects of film, art, literature, theatre, music
Topical and cultural issues	European issues	<ul style="list-style-type: none"> • issues and experiences relating to eg EU, Council of Europe, European Parliament
	Issues relating to the countries where the language is spoken	<ul style="list-style-type: none"> • the way people live • topical issues eg immigration, education, (un)employment
Environmental issues	Pollution/conservation	<ul style="list-style-type: none"> • sources of energy and effects • urban expansion, transport, implications for the countryside, endangered species

Notes:

- 1 This appendix subsumes the content of Higher.
- 2 The following types of textual source are suitable for use in any of the above contexts: personal letters, notes, CV, letters of application, passages describing events, narrative texts, magazine and newspaper articles, poems, TV/film extracts, CD-ROM, fax, e-mail, Internet, speech of others present or taped, work-related documents, etc.

Summary of Assessment Procedures

Appendix 2

NB This grid should be read in conjunction with the course and unit details.

INTERNAL:

UNIT Language	O1: S	Presentation on topic of choice; follow-up discussion
	O2: L	1 text 3-4 minutes; responses in target language; played up to 3 times
	O3: R	1 text 500-600 words
	O4: W	2 pieces of writing, 200-250 words each; controlled conditions; dual-purpose (part of folio)
UNIT Extended Reading/Viewing	Option A	Extended Reading/Viewing
	O1: S	Presentation and follow-up discussion on content of programme of study (texts/books/video)
	O2: W	Piece of writing (300-400 words) on area of study (for folio)
UNIT Language in Work	Option B	Language in Work
	O1: S	Presentation, follow-up discussions and interactional task based on programme study (texts read, realia, letters, account of work experience abroad)
	O2: W	Research report 300-400 words; formal text of 150-200 words; shorter formal text of 100-130 words; all 3 for folio

EXTERNAL:

Speaking	25%	Visiting Examiner, sampling across both units (20 minutes)
Listening	20%	1 text 3-4 minutes, discussion, played twice; answer as summary in target language (45 minutes)
Reading	25%	1 text 750-800 words (60 minutes) including translation into English
Writing	30%	Internal folio: 20% Discursive essay: 10% (55 minutes)

Appendix A Summary of assessment by skill and level

NB This grid should be read in conjunction with the course and unit details

LISTENING: INTERNAL

ACC 3	INT 1	INT 2	H	AH
Unit: Personal Language O2	Unit: Pers./Soc. Language O2: Text Length: approx. 10 × 5-15 secs.	Unit: Language O2: Text Length: 2 × 40-60 secs.	Unit: Language O2: Text Length: 2-3 mins.	Unit: Language O2: Text Length: 3-4 mins.
<ul style="list-style-type: none"> ongoing understand information milestones rehearsal, repetition, retries contexts relate to themes/experience <p>no dictionary</p>	<ul style="list-style-type: none"> understand main content/detail of short items text heard up to 3 times <p>Time: max 20 mins no dictionary</p>	<ul style="list-style-type: none"> understand theme/specific detail both extracts in same test text heard up to 3 times <p>Time: max 30 mins no dictionary</p>	<ul style="list-style-type: none"> understand main content/specific detail text heard up to 3 times answer in English <p>Time: max 30 mins no dictionary</p>	<ul style="list-style-type: none"> understand theme/specific detail text heard up to 3 times answer in target language <p>Time: max 45 mins dictionary permitted</p>
Unit: Transactional Lang. O2	Unit: Transactional Lang. O2: Text Length: approx. 8 × 5-15 secs.	Unit option: Pers.Comm.	Unit option: Ext. Rdg/View	Unit option: Ext. Rdg/View.
As Unit: Personal Language	<ul style="list-style-type: none"> understand main points and some detail text heard up to 3 times <p>Time: max 20 mins no dictionary</p>	N/A	N/A	N/A
Unit: Language in Work O1	Unit: Language in Work	Unit option: Lang. in Work	Unit option: Lang. in Work	Unit option: Lang. in Work
As Unit: Personal Language	N/A	N/A	N/A	N/A

Appendix A (cont)

LISTENING: EXTERNAL

ACC 3	INT 1	INT 2	H	AH
N/A	Text Length: 10 × 5-15 secs. <ul style="list-style-type: none"> • text heard twice • answer in English • no dictionary 	Text Length: 3 × 40-60 secs. <ul style="list-style-type: none"> • text heard twice • answer in English • no dictionary 	Text Length: 2-3 mins. <ul style="list-style-type: none"> • taped conversation – 2 voices • text heard twice • answer in English • dictionary permitted 	Text Length: 3-4 mins. <ul style="list-style-type: none"> • taped discussion – 2 voices • text heard twice • summary: 150-200 words in target language • dictionary permitted
	approx. 20 mins 20%	approx. 30 mins 20%	approx. 20 mins 20%	45 mins 20%

Appendix A (cont)

SPEAKING: INTERNAL

ACC 3	INT 1	INT 2	H	AH
Unit: Personal Language	Unit: Pers./Soc. Language	Unit: Language	Unit: Language	Unit: Language
O1 <ul style="list-style-type: none"> communicate in target language milestone approach rehearsal, repetition, retries contexts relate to themes/experience no audio-recording 	O1: Length: 2 mins. <ul style="list-style-type: none"> presentation of self 8-10 statements + 3 personal language questions may be recorded on cassette dual purpose assessment 	O1: Length: 5-7 mins. <ul style="list-style-type: none"> presentation on topic follow-up discussion record all candidates dual purpose assessment 	O1: Length: 6-8 mins. <ul style="list-style-type: none"> presentation on topic follow-up discussion record all candidates dual purpose assessment 	O1: Length: 8-10 mins. <ul style="list-style-type: none"> presentation on topic follow-up discussion audio-recording optional
Unit: Transactional Lang.	Unit: Transactional Lang.	Unit option: Pers.Comm.	Unit option: Ext. Rdg/View	Unit option: Ext. Rdg/View
O1 <ul style="list-style-type: none"> request info in target language (otherwise as unit above) O3 <ul style="list-style-type: none"> use basic language to make a purchase (otherwise as unit above) 	O1 <ul style="list-style-type: none"> role-play min. 4 questions/utterances cue card no audio-recording internal assessment only 	N/A	O1: Length: 6-8 mins. <ul style="list-style-type: none"> presentation follow-up discussion 	O1: Length: 8-10 mins. <ul style="list-style-type: none"> presentation follow-up discussion

Appendix A (cont)

SPEAKING: INTERNAL (cont)

ACC 3	INT 1	INT 2	H	AH
Unit: Language in Work O2	Unit: Language in Work O1	Unit option: Lang. in Work O1: Length: 5-7 mins.	Unit option: Lang. in Work O1: Length: 8-10 mins.	Unit option: Lang. in Work O1: Length: 12-15 mins.
<ul style="list-style-type: none"> provide info in target language (otherwise as unit above) O3 use basic language to provide a service (otherwise as unit above) 	<ul style="list-style-type: none"> role-play: responds to questions and requests min. 4 utterances cue card no audio-recording internal assessment only 	<ul style="list-style-type: none"> interactional task no audio-recording 	<ul style="list-style-type: none"> presentation follow-up discussion interactional task (both options: see below) Both options recording necessary 1 sitting or 2 prompt – max 5 headings acceptable 	<ul style="list-style-type: none"> presentation follow-up discussion interactional task (both options: see below) Both options recording optional

Appendix A (cont)

SPEAKING: EXTERNAL

ACC 3	INT 1	INT 2	H	AH
N/A	As Unit: Pers./Soc. Language above either: dual-purpose assessment or: option of re-test, graded A-C recording necessary 30%	As Unit: Language above (dual purpose assessment) 30%	As units above (dual purpose assessment) 25%	Visiting Examiner test will sample across work of both units 20 minutes per candidate 25%

Appendix A (cont)

READING: INTERNAL

ACC 3	INT 1	INT 2	H	AH
Unit: Personal Language O2	Unit: Pers./Soc. Language O3	Unit: Language O3	Unit: Language O3	Unit: Language O3
<ul style="list-style-type: none"> ongoing understand information milestones re-hearsal, repetition, retries contexts relate to themes/experience 	Text Length: 150-200 words <ul style="list-style-type: none"> understand main content/detail personal correspondence articles glossary provided <p>dictionary permitted</p>	Text Length: 300-350 words <ul style="list-style-type: none"> understand theme/specific detail personal correspondence, articles, narrative glossary provided <p>dictionary permitted</p>	Text Length: 400-450 words <ul style="list-style-type: none"> understand main content/specific detail articles, narrative text views and opinions glossary provided <p>dictionary permitted</p>	Text Length: 500-600 words <ul style="list-style-type: none"> understand theme/specific detail articles, narrative text views and opinions glossary provided <p>dictionary permitted</p>
Unit: Transactional Lang. O2	Unit: Transactional Lang. O3	Unit option: Pers.Comm. O1	Unit option: Ext. Rdg/View	Unit option: Ext. Rdg/View.
As Unit: Personal Language	Text Length: 120-150 words <ul style="list-style-type: none"> understand main content/detail brochure, adverts, transactional correspondence <p>dictionary permitted</p>	Text Length: 250-300 words <ul style="list-style-type: none"> letter + attachment understand detail/points of view based on themes: Lifestyles and Education and Work see also Writing entry O2 <p>dictionary permitted</p>	N/A	Texts/video assessed by Speaking/Writing

Appendix A (cont)

READING: INTERNAL (cont)

ACC 3	INT 1	INT 2	H	AH
Unit: Language in Work O1 As Unit: Personal Language	Unit: Language in Work O2: Text Length: 2 × 40-50 words • understand main content/specific detail dictionary permitted	Unit option: Language in Work N/A	Unit option: Language in Work N/A	Unit option: Language in Work Texts/documents assessed by Speaking/Writing

Appendix A (cont)

READING: EXTERNAL

ACC 3	INT 1	INT 2	H	AH
N/A	Text Length: 2 × 120-150 words 2 × 40-50 words <ul style="list-style-type: none"> • answer in English • short passages: extract key information only • glossary provided dictionary permitted	Text Length: 3 × 50-75 words 1 × 300-350 words <ul style="list-style-type: none"> • answer in English • short passages: 1 per prescribed theme: extract key information only • glossary provided dictionary permitted	Text Length: 1 × 550-650 words <ul style="list-style-type: none"> • questions in English: 20 marks • translation into English (derived from reading text): 10 marks • glossary provided dictionary permitted	Text Length: 1 × 750-800 words <ul style="list-style-type: none"> • questions in English: 30 marks • translation into English (derived from reading text): 20 marks • glossary provided dictionary permitted
	45 mins 35%	70 mins 30%	60 mins 30%	60 mins 25%

Appendix A (cont)

WRITING: INTERNAL

ACC 3	INT 1	INT 2	H	AH
Unit: Personal Language	Unit: Pers./Soc. Language	Unit: Language O4	Unit: Language O4	Unit: Language O4
N/A	N/A	<ul style="list-style-type: none"> 1 piece of supported writing length: 120-150 words account of past tense experience topics: leisure, social events, holidays/travel controlled conditions <p>dictionary permitted</p>	<ul style="list-style-type: none"> 1 piece of supported writing personal experience to date/interests/aspirations controlled conditions length: 150-200 words <p>dictionary permitted</p>	<ul style="list-style-type: none"> 2 pieces of writing in target language drawn from 2 themes account/personal response approx. 200-250 words each part of folio controlled conditions <p>dictionary permitted</p>
Unit: Transactional Lang.	Unit: Transactional Lang.	Unit option: Pers.Comm. O2	Unit option: Ext. Rdg/View O2	Unit option: Ext. Rdg/View. O2
N/A	N/A	<ul style="list-style-type: none"> 1 piece of writing personal opinion, based on reading stimulus length: 120-150 words see also Reading entry (O1) <p>dictionary permitted</p>	<ul style="list-style-type: none"> 1 piece of writing, related to presentation (O1) length: 100-150 words <p>dictionary permitted</p>	<ul style="list-style-type: none"> 1 piece of supported writing in target language approx. 300-400 words part of folio controlled conditions <p>dictionary permitted</p>

Appendix A (cont)

WRITING: INTERNAL (cont)

ACC 3	INT 1	INT 2	H	AH
Unit: Language in Work	Unit: Language in Work O3	Unit option: Language in Work O2	Unit option: Language in Work	Unit option: Language in Work O2
N/A	<ul style="list-style-type: none"> supported writing respond to 3-4 requests for information scenario provided – local focus controlled conditions <p>dictionary permitted</p>	<ul style="list-style-type: none"> 2 letters: 4-5 items of information each length: 120-150 words 2 messages: 6-8 items of information each controlled conditions <p>dictionary permitted</p>	<ul style="list-style-type: none"> 1 letter in target language – length: 100-150 words 1 message in target language approx. 50-80 words controlled conditions <p>support materials and dictionary permitted</p>	<ul style="list-style-type: none"> research report in target language approx. 300-400 words letter in target language approx. 150-200 words message in target language approx. 100-130 words all controlled conditions all part of folio <p>support materials and dictionary permitted</p>

Appendix A (cont)

WRITING: EXTERNAL

ACC 3	INT 1	INT 2	H	AH
N/A	<ul style="list-style-type: none"> • compile simple personal profile • specified headings 	<ul style="list-style-type: none"> • application for job abroad – given scenario and headings • include achievements/ experiences to date • length: 120-150 words 	<ul style="list-style-type: none"> • personal response linked to Listening • 120-150 words 40 mins • directed writing based on given scenario • provide specified information • 150-180 words 40 mins 	<ul style="list-style-type: none"> • Folio of Writing • completed internally • see details under Internal Assessment • discursive essay • related to themes/topic areas of Language Unit
	dictionary permitted 30 mins 15%	dictionary permitted 40 mins 20%	dictionary permitted total weighting 25%	55 mins 10% total weighting 30%

Appendix B Grammar Grid (Productive)

NB This grid should be read in conjunction with the grammar notes which are an appendix of the subject guide.

VERBS

	ACCESS	INTERMEDIATE 1	INTERMEDIATE 2	HIGHER	ADVANCED HIGHER
Person	The person involved is indicated clearly by pronoun/noun. Meaning of the verb is clear.	Notion of endings of verbs for regular verbs and common irregular verbs. Person must be clear from the verb if the language does not usually use pronouns.			
				Less common irregular verbs.	
Time	Notion of time may be unclear from the verb. Other time words may make timing obvious.	Notion of present, future and past time clear from verb (though may be very inaccurate in form). Increasing accuracy of form in regular and then common and less common irregular verbs.	Generally recognisable forms of: • present • immediate future (or future) • completed past • continuous past		
				Future	
				Pluperfect (or equivalent)	
					Other past tenses
Mood/ modality	Notions of volition (<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.		Modals in less common tenses.
			(Verbs) expressing beliefs, opinions.	(Verbs) expressing feelings, hopes.	Subjunctive forms.
			Conditional tense or equivalent.	Reporting others' views, speech.	
			(if relevant)		
Commands	Common singular/plural commands.	Command rules for common irregular/regular verbs.			

Appendix B (cont)

NB These grids should be considered in conjunction with the notes in the text of the appendix.

NOUNS

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

PRONOUNS

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

Appendix B (cont)

NB These grids should be considered in conjunction with the notes in the text of the appendix.

ADJECTIVES

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

ADVERBS

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

Appendix B (cont)

NB This grid should be considered in conjunction with the notes in the text of the Appendix.

PREPOSITIONS

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

OTHER

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

Explanation of terms

Within the arrangements for assessment at different levels, reference is made to a number of different conditions for the production of evidence of candidates' performances. This Appendix defines the key categories. It should be regarded as a further point of reference to supplement the information provided within course and unit specifications.

1. Supported Writing

The concept of supported writing is that candidates are able to access a number of types of support while undertaking a writing task, whether or not that task is then subject to assessment. By this means, candidates are encouraged to redraft work and therefore both to produce a final product which is likely to be polished and to acquire the habit of reflection and critical awareness which is a feature of effective development of this skill.

The teacher/lecturer will discuss the task in general terms with all candidates as part of the learning/teaching process. The candidates will do the writing task under controlled conditions. At an appropriate point thereafter, the teacher/lecturer will discuss with the candidate what he/she has written, focusing on general comments such as presentation of content, points of grammar and range of vocabulary and structure (if such is necessary to improve the quality of the writing). The comments should not be 'corrections' of the candidate's work, in that no correct forms should be indicated orally or in writing. However, the general comments may be indicated in writing in the margins. Samples of annotated candidate draft will form part of the National Assessment Bank support materials.

Candidates will then be given an opportunity to redraft on one occasion. The final version should also be produced in controlled conditions, but with reference to a dictionary only, not to the original draft. Normally, the redrafting should occur within a maximum of one week of the candidate producing the original draft, in order for the candidate to gain maximum benefit from the learning/teaching process. If the final version still does not meet the performance criteria for a pass, the process of teacher/lecturer comment and candidate redraft may be repeated. All versions must be kept.

For evidence, the centre should normally retain the original drafts, with teacher/lecturer comments and the final version. Note that redrafting is not obligatory if the initial piece of work is deemed an immediate pass.

2. Directed Writing

Directed writing is the name which has been given to some writing tasks. It should be understood as meaning simply that the content of the candidate's writing is to be directed towards specified headings or to the inclusion of certain points of information. Thus, while the task may allow the candidate to introduce content of his/her choosing, some elements will be predetermined by the nature of the task. This does not necessarily mean a close prescription of what is to be written.

3. Template

The most directed type of writing is that which is to be written to a template. Often, the template (eg in the form of a letter) will require short phrases to be inserted by the candidate, though at other times the inserts may be of a longer and/or more complex nature. This type of directed writing is mostly, though not exclusively, to be found in the Language in Work units.

4. Controlled conditions

By this is meant the completion of tasks or assessments within the presenting centre and under the supervision of the teacher/lecturer, without examination conditions having to be imposed. It is expected, however, that the candidates will complete the work on their own without reference to fellow candidates or the teacher/lecturer, unless the nature of the task (eg interactional) makes that necessary.

5. Teaching block/period

This refers to the block of time available for work at any one time. The length may range from 30 minutes in some schools to 2 hours 30 minutes in some colleges of further education. The length of time provided for candidates to undertake an assessment task should be neither artificially shortened nor prolonged. For example, if it is estimated that a task would take 50 minutes when the school's timetable is organised in 30-minute blocks, it would be sensible for the task to be completed within a double rather than a single period. At the other extreme, the availability of an extended period of time should not lead to the completion of the task being unnecessarily prolonged.