



Advanced Higher
Coursework
Assessment Task



Advanced Higher Modern Languages Performance—talking Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It must be read in conjunction with the course specification.

Valid from session 2019-20 and until further notice.

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Introduction

This document contains instructions for teachers, lecturers and candidates for the Advanced Higher Modern Languages performance—talking. It must be read in conjunction with the course specification.

The performance—talking has 50 marks out of a total of 200 marks available for the course assessment.

This is one of four course assessment components. The other components are a reading and translation question paper, a listening and discursive writing question paper, and a portfolio.

The performance—talking is a face-to-face discussion in the modern language with a visiting assessor.

The instructions for candidates can be printed and shared with candidates.

Instructions for teachers and lecturers

This must be read in conjunction with the ‘Course assessment structure: performance–talking’ section in the course specification.

Preparation for the performance–talking involves candidates undertaking a larger amount of independent study, without close supervision, than before.

Teachers and lecturers may provide guidance and support as part of normal learning and teaching. Teachers and lecturers can comment on the contexts selected by candidates before they start preparing for the performance–talking. However, they should not adopt a directive role or provide specific advice on how to rephrase, improve responses or provide model answers.

Recording documentation

Candidates should complete a Subject Topic List (STL) form, provided by their centre, to note their chosen themes or topics. This forms the basis of the discussion in the modern language with the visiting assessor.

The STL form for each language, together with guidance on how to complete this form, is on the [Advanced Higher Modern Languages subject page](#), under the 'Visiting assessing' tab.

Centres must submit the completed STL form to SQA no later than one week prior to the start of the visiting assessment period (normally mid-February).

Candidates should:

- ◆ provide some detail on the themes or topics they wish to discuss during the assessment; however, they must not write suggested questions for the visiting assessor to ask
- ◆ provide details of about three to four themes or topics from at least one context from society, learning, employability, culture
- ◆ identify their area of study for the portfolio (literature, media or language in work)
- ◆ give an indication of the focus of the portfolio and the sources used

Marking instructions

The marking instructions for the Advanced Higher Modern Languages performance—talking are in the course specification.

Instructions for candidates

This assessment applies to the performance—talking for Advanced Higher Modern Languages.

The performance—talking has 50 marks out of a total of 200 marks available for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ using complex and sophisticated spoken language, in the modern language, as part of a discussion
- ◆ taking part effectively in a discussion
- ◆ using language accurately to convey meaning in the modern language
- ◆ maintaining the interaction as appropriate to purpose

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In this assessment, you take part in a discussion with a visiting assessor. You will talk about themes or topics relating to at least one context from society, learning, employability or culture, and your portfolio study of literature, media or language in work.

The performance—talking is a one-off assessment. It lasts approximately, but no more than, 20 minutes. It will be audio recorded by the visiting assessor.

The main details are as follows:

Before the assessment

- ◆ You should identify about three or four themes or topics you have studied in the course that are of interest to you.
- ◆ You must note your chosen themes or topics on the STL form provided by your teacher or lecturer, along with the focus of the portfolio and the main sources used. You should keep a note of your selected themes or topics.
- ◆ Your teacher or lecturer submits the STL form to SQA on your behalf, at least one week before the start of the visiting assessment period (normally mid-February).
- ◆ You may find it useful to ask your teacher or lecturer to share the general and detailed marking instructions with you. The four main aspects of the performance are: content, accuracy, language resource, interaction.

On the day of the assessment, the visiting assessor may meet all candidates as a group. This is to ensure you are familiar with the assessment process, and to put you at ease as much as is possible.

During the assessment

- ◆ The discussion with the visiting assessor will begin with some general questions, for example what you have studied, opinions of where you live, what you do in your free time, future plans. This initial section lasts no more than 3 or 4 minutes.
- ◆ The visiting assessor may ask you which topic you would like to discuss first in the assessment. If you choose not to discuss a particular topic on the day of the assessment, this is acceptable.
- ◆ It is important that you are ready to discuss topics in depth. You should be prepared to ask and answer questions. Remember that this is a discussion, and mini presentations on your part are not appropriate.
- ◆ During the discussion, you may refer to brief notes, which may take the form of bullet points. These may be in the modern language or English. You must use these only as prompts, and not read them out word for word.
- ◆ If you require assistance during the discussion (for example, forgotten vocabulary), you should ask for it. The visiting assessor will help you by, for example, repeating or rephrasing questions or offering some items of vocabulary.
- ◆ There is no specific length of time to spend on each topic. The visiting assessor will ensure that you have enough time to discuss topics you have studied and your portfolio.
- ◆ When discussing your portfolio, you should be ready to express opinions about your particular area of study, for example:
 - which aspects you did or did not enjoy
 - what you thought of the plot, characters, style
 - how this study helped with your language learning

Administrative information

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History of changes

Version	Description of change	Date
1.1	'Recording documentation' section: sentence that directs centres to the visiting assessor documents updated with new location for these.	January 2020

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

Security and confidentiality

This document can be used by SQA approved centres for the assessment of National Courses and not for any other purpose.

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