Course/Unit Support Notes

XSQA

Advanced Higher Modern Languages Course/Unit Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Higher Modern Languages Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

These support notes cover both the Advanced Higher Course and the Units in it.

The Advanced Higher Course/Unit Support Notes should be read in conjunction with the relevant:

Mandatory Information:
♦ Course Specification
♦ Course Assessment Specification
♦ Unit Specifications

Assessment Support:
♦ Specimen and Exemplar Question Papers and Marking Instructions
♦ Exemplar Question Paper Guidance
♦ Guidance on the use of past paper questions
♦ Coursework Information:
  — General assessment information
  — Coursework Assessment Task*
♦ Unit Assessment Support*

*These documents are for assessors and are confidential. Assessors may access these through the SQA Co-ordinator in their centres.

Related information
Advanced Higher Course Comparison

Further information on the Course/Units for Advanced Higher Modern Languages
This information begins on page 11, and both teachers and learners may find it helpful.

General guidance on the Course/Units

Aims

The main purpose of these Courses and their component Units is to develop the skills of listening, talking, reading and writing in order to understand and use one of the following languages:

♦ Cantonese
♦ French
♦ Gaelic (Learners)
♦ German
♦ Italian
♦ Mandarin (Traditional)
♦ Mandarin (Simplified)
♦ Spanish

These Courses offer learners opportunities to develop and extend a wide range of skills. In particular, the Courses aim to enable learners to develop the ability to:

♦ read, listen, talk and write in a modern language
♦ understand and use a modern language
♦ apply advanced language skills of translation
♦ apply knowledge and understanding of a modern language to a range of contexts
♦ develop and apply research skills to engage in an independent individual study of literature or media or language in work

Progression

Learners who have achieved one of these Advanced Higher Courses may progress to further study, employment and/or training. Opportunities for progression include:

♦ Progression to further/higher education:
 — For many learners a key transition point will be to further or higher education, for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes.

 — Advanced Higher Courses provide good preparation for learners progressing to further and higher education as learners doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education.

 — Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.

 — Advanced Higher Courses are challenging and testing qualifications:

learners who have achieved multiple Advanced Higher Courses are regarded as having a proven level of ability which attests to their readiness for higher education.

♦ Progression to employment:
— For many learners, progression will be directly to employment or work-based training programmes. Examples of employment opportunities and training programmes are a range of modern language-related careers, including teaching, interpreting, business, marketing, publishing, finance, broadcasting, journalism, civil service, or working abroad.

Advanced Higher Courses in Modern Languages may also be taken as part of the Scottish Baccalaureate in Languages. The Scottish Baccalaureates in Expressive Arts, Languages, Science, and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project which adds breadth and value and helps learners to develop generic skills, attitudes and confidence that will help them make the transition into higher education or employment.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

Advanced Higher Modern Languages Courses are in a hierarchy with their corresponding Higher Courses and Units for understanding and using language.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

♦ Modern Languages Courses from National 3 to Advanced Higher are hierarchical.
♦ Courses from National 3 to Advanced Higher have Units with the same structure and titles.
♦ Advanced Higher has the additional mandatory *Specialist Study* Unit.

A hierarchical arrangement enables learners to work at different levels carrying out similar activities, with their work being differentiated and benchmarked against the Assessment Standards and Evidence Requirements at different SCQF levels.

Centres should be aware that, although the mandatory knowledge and skillset may be similar across the hierarchical Units in Higher and Advanced Higher Courses, there may be differences in the:

♦ depth of underpinning knowledge and understanding
♦ complexity and sophistication of the applied skills
♦ ways in which learners will learn; namely, they will take more responsibility for their learning at Advanced Higher and work more autonomously

Centres should take care to ensure that learners progressing from Higher to Advanced Higher are exposed to different contexts for learning and assessment to avoid repetition.

This may be achieved through the planned use of appropriately differentiated activities and contexts within Units. The level of learner support and the sophistication of responses expected would also be a useful factor in ensuring progression rather than repetition.

Skills, knowledge and understanding covered in this Course

Teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject-specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of them. It is the transferability that will help learners with further study and enhance their personal effectiveness.

The skills, knowledge and understanding that will be developed in the Advanced Higher Modern Languages Course are:

♦ understand, analyse and draw inferences from complex and sophisticated written texts from the following contexts: society, learning, employability, or culture
♦ identify and explain the overall purpose of a written text
♦ translate one section of a written text into English
♦ understand complex and sophisticated spoken language from one of the following contexts: society, learning, employability, or culture
♦ identify the overall purpose of a spoken text
♦ use complex and sophisticated written language in the modern language to write a discursive essay in response to a statement based on one of the following contexts: society, learning, employability, culture
♦ use complex and sophisticated spoken language, in the modern language, as part of a discussion
♦ use language accurately to convey meaning in the modern language
♦ maintain interaction in a discussion as appropriate to purpose
♦ analyse literature or media or language in work within the context of the modern language

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Approaches to learning and teaching

At Advanced Higher level, learners will develop the ability to work independently. Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research skills and evaluation and analytical skills. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level.

For Advanced Higher Courses, a significant amount of learning may be self-directed, and may require learners to demonstrate a more mature approach to learning and the ability to work on their own initiative. This can be very challenging for some learners, who may feel isolated at times, and teachers and lecturers should have strategies for addressing this. These could include, for example, planning time for regular feedback sessions/discussions on a one-to-one basis and on a group basis led by the teacher or lecturer (where appropriate).

Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research and investigation skills and higher-order evaluation and analytical skills. The use of information and communications technology (ICT) can make a significant contribution to the development of these higher-order skills as research and investigation activities become more sophisticated.

Learners should engage in a variety of learning activities as appropriate to the subject, for example:

♦ researching information for their subject rather than receiving information from their teacher or lecturer
♦ using active and open-ended learning activities such as research and presentation tasks
♦ making use of the internet to draw conclusions about specific issues
♦ engaging in wide-ranging independent reading
♦ recording in a systematic way the results of research and independent investigation from different sources
♦ presenting findings/conclusions of research and investigation activities in a presentation
♦ participating in group work with peers, where appropriate, and using collaborative learning opportunities to develop team working
♦ participating in informed debate and discussion with peers where they can
♦ demonstrate skills in constructing and sustaining lines of argument to provide challenge and enjoyment, breadth, and depth to learning
♦ drawing conclusions from complex and sophisticated information
♦ using complex and sophisticated written and/or oral communication and presentation skills to present information
♦ using appropriate technological resources (eg web-based resources)
♦ using appropriate media resources (eg video clips)
♦ demonstrating development, improvement and refinement of techniques and

practices
- ♦ using real-life contexts and experiences familiar and relevant to learners to develop skills, knowledge and understanding
- ♦ participating in field trips and visits

Teachers and lecturers should support learners by having regular discussions with them and giving regular feedback. Some learning and teaching activities can be carried out on a group basis and, where this applies, learners could also receive feedback from their peers.

Teachers and lecturers should, where possible, provide opportunities to personalise learning. The flexibility in Advanced Higher Courses, and the independence with which learners carry out the work, lend themselves to this. Teachers and lecturers should also create opportunities for, and use, inclusive approaches to learning and teaching. This can be achieved by encouraging the use of a variety of learning and teaching strategies which suit the needs of all learners. Innovative and creative ways of using technology can also be valuable in creating inclusive learning and teaching approaches.

The Advanced Higher Modern Languages Courses will be delivered in a variety of settings, for example school, college or lifelong learning contexts. Practitioners will use their professional judgement in designing and delivering the Courses so that they are appropriate, relevant and motivating for individual learners.

Learning about cultural and topical issues in the relevant country/countries where the modern language is spoken will develop the learner's ability to better appreciate the realities of different cultural systems around the world, including their own. By considering different linguistic, socio-cultural and economic aspects of the country/countries being studied, learners will enrich their cultural awareness and develop valuable skills for learning, life and work. Where there are opportunities to contextualise approaches to learning and teaching in Scottish contexts, teachers and lecturers should also consider this.

The Specialist Study Unit and the coursework Portfolio will provide candidates with the opportunity to work independently, carrying out research and analysis appropriate to Advanced Higher level.

Skills in understanding and using language will be developed in the following contexts: society, learning, employability and culture. Centres will choose a variety of topics relevant to the needs and interests of the learners.

Suggested topics and topic development are given in the Further Information section.

The Advanced Higher Modern Languages Course offers many opportunities for personalisation and choice. See the section titled *Further Information on Course/Units* for further details.

Centres are free to sequence the teaching of the Outcomes, Units and/or Course in any order they wish.

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

The following skills for learning, skills for life and skills for work should be developed in this Course.

1   Literacy

1.2   Talking, listening, reading and writing

4   Employability, enterprise and citizenship

4.6   Citizenship

5   Thinking skills

5.3   Applying
5.4   Analysing and evaluating

Teachers and lecturers should ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve them.

1 Literacy
1.2 Talking, listening, reading and writing
The Course contributes towards the development of literacy skills by providing learners with opportunities to listen and talk, read and write in a modern language, and to reflect on how this relates to English.

4 Employability, enterprise and citizenship
4.6 Citizenship
Learners will learn about the culture, customs, practices and beliefs in another country, and can develop all four language skills and knowledge in another language. The contexts of society, learning, employability, or culture within the Course will develop learners' understanding of citizenship issues in another country as well as encouraging understanding of their own culture and community.

5 Thinking skills
5.3 Applying
5.4 Analysing and evaluating
Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will use what they know already, for example when they use a familiar structure for writing but use different content. Learners will also develop the ability to plan, organise and complete tasks when they undertake language activities, particularly in the *Specialist Study* Unit.

Approaches to assessment

There are different approaches to assessment, and teachers and lecturers should use their professional judgement, subject knowledge and experience, as well as their understanding of their learners and their varying needs, to determine the most appropriate approaches and, where necessary, to consider workable alternatives.

Unit assessment support packs

Information about Unit assessment is found in the Unit Specifications and Unit assessment support packs.

The purpose of Unit assessment is to ensure that learners have achieved at least the minimum level of competence in the skills, knowledge and understanding required in Advanced Higher Modern Languages.

Teachers and lecturers preparing assessment methods should be clear about what that evidence will look like.

Flexibility in the method of assessment provides opportunities for learners to demonstrate competence in a variety of ways and so reduce barriers to attainment.

Teachers and lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially.

Course assessment

Information about Course assessment is found within the Course Assessment Specification, the Specimen Question Paper and the Coursework (Task and General Assessment Information).

The purpose of Course assessment is to assess the added value of challenge and application, through the question papers and the Coursework-Portfolio and Coursework-Performance. In the question papers, candidates will apply their skills, knowledge and understanding of the mandatory content. The Coursework will assess the challenge of applying skills of research and presenting findings in the form of a Portfolio and a Performance (talking).

Each Course has additional time that may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Examples of activities which may help learners prepare for course assessment could include:

♦ preparing for non-question paper components: selecting topics, gathering and

researching information, evaluating and analysing findings, developing and justifying conclusions, presenting the information (as appropriate)
♦ practising and refining practical skills
♦ practising and refining performance skills
♦ practising question paper techniques, revising for the question papers

In preparation, learners should be given opportunities to practise activities similar to those which are expected in the external Course assessment. For example, centres could develop similar writing and speaking activities, that is, the development of discussion topics from the contexts of society, learning, employability and culture to practise discursive writing titles, as well as practising their performance in talking. Listening activities similar to those in the Course assessment should also be developed and practised. This additional time should also be used to advise learners on the preparation and completion of the portfolio.

In relation to preparing for the performance and portfolio, teachers and lecturers should explain requirements to learners and the amount and nature of the support they can expect. However, at Advanced Higher level it is expected that learners will work with more independence and less supervision and support.

Authenticity

Teachers / lecturers are responsible for ensuring that evidence presented by learners for Course or Unit assessment is the learner's own work.

A number of techniques and strategies can be used to ensure that learners present work that is their own. Teachers and lecturers should put in place mechanisms to authenticate learner evidence. For example:

♦ regular checkpoint/progress meetings with learners
♦ short spot-check personal interviews
♦ checklists which record activity/progress
♦ learners' notes from their independent reading

Group work approaches are acceptable as part of the preparation for assessment and also for formal assessment. However, there must be clear evidence for each learner to show that they have met the Evidence Requirements.

For more information, please refer to SQA's *Guide to Assessment.*

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Further information on Course/Units

Information given in the Course Specification and the Course Assessment *Specification* about the assessment of added value is mandatory.

In Advanced Higher Courses, added value involves the assessment of higher-order skills such as high-level and more sophisticated investigation and research skills, critical thinking skills and skills of analysis and synthesis. Learners may be required to analyse and reflect on their assessment activity by commenting on it and/or drawing conclusions with commentary/justification. These skills contribute to the uniqueness of Advanced Higher Courses and to the overall higher level of performance expected at this level.

In these Courses, added value will be assessed by means of two question papers, a portfolio and a performance.

The Advanced Higher Courses in Modern Languages have question papers as one of the assessment methods. There are two question papers, which are used to assess whether the learner can demonstrate the skills developed in individual units. They assesses knowledge and understanding and the various different applications of knowledge such as reasoning, analysing, evaluating and solving problems.

These Advanced Higher Courses also have a portfolio as one of the assessment methods. The portfolio is used to assess a wide range of high-order cognitive and practical skills and to integrate assessment. The portfolio brings a number of higher-order skills together, such as skills relating to planning, analysis, and report writing. The learner will carry out a significant part of the work for the portfolio independently, with minimal supervision. The purpose of the portfolio is to assess learners' skills in analysing literature or media or language in work within the context of the modern language. Learners will produce one piece of writing in English of 1,200–1,500 words. Teachers and lecturers are responsible for ensuring that materials included in the portfolio are authentic and are the learner's own work.

These Advanced Higher Courses also have a performance as one of the assessment methods. As well as assessing application and challenge, the performance allows learners to demonstrate the skill of talking in the modern language as part of a discussion which will be based on the contexts of the *Understanding Language* and *Using Language* Units, and the research into literature, media or language in work undertaken in the *Specialist Study* Unit.

Suggestions for context development

There are many topics which can be used to develop skills through the four contexts of society, learning, employability and culture. Topics can be developed to suit any of these contexts. The examples below are not mandatory, and any other suitable topics can be used:

- New family structure/ marriage/partnership/gender equality
- Social influences and pressures
- Understanding self as a learner, eg learning styles/importance of language learning in education
- Preparing for a job interview/importance of language in global contexts, job opportunities
- Open borders for workers
- Living in a multicultural society/stereotypes
- Social issues, eg effects of unemployment, gambling, alcohol and drugs, welfare state
- Environmental issues
- Human rights

- Advantages/disadvantages of higher or further education, choosing a university/college, lifelong learning
- Immigration/prejudice/racism
- Impact of the digital age
- Minority languages and their importance/association with culture, cross- cultural influences, global issues
- Social influences on/importance of traditions, customs and beliefs in another country
- Searching for a job, planning for future jobs/higher education, taking a gap year, career path, equality in the workplace, voluntary and charitable work
- Democracy/political engagement

Suggestions for personalisation and choice

The Advanced Higher Modern Languages Courses offer many opportunities for personalisation and choice. Examples include:

- learners choosing contexts and topics for the Units
- learners given choices in day-to-day delivery of the Course where appropriate, for example choosing to respond orally or in writing
- individual feedback to learners
- learners creating their own learning targets/plans for their language learning
- providing differentiated materials and approaches
- practitioners selecting the most appropriate assessment methods, taking into account individual needs/strengths of learners

During the course of their language learning, learners should be given the opportunity to:

- enhance their communication skills through the consistent development of the skills of listening, talking, reading and writing
  develop a knowledge of the structure of the language of study and how it relates to their own

- ♦ raise their awareness of other cultures and international citizenship
- ♦ develop generic skills such as working with others, research skills, skills in presenting information and IT skills

Where resources permit, technology can support learning, teaching and assessment. For the Advanced Higher Modern Languages Course, this could include:

- ♦ compiling and maintaining e-portfolios
- ♦ web-based research, for example as part of the *Understanding Language* Unit, the *Using Language* Unit and the *Specialist Study* Unit
- ♦ interactive language tasks such as cloze passages in electronic format
- ♦ listening and responding to and/or creating podcasts
- ♦ games-based learning
- ♦ using online forums for discussion
- ♦ using virtual learning environments
- ♦ video conferencing
- ♦ using language-based websites to develop learners' vocabulary
- ♦ using websites to record the spoken language to create an interactive question/answer learning experience
- ♦ submission of assessed work through VLE/e-mail
- ♦ using social media
- ♦ using media such as television, radio and websites in the modern language

Assessment approaches should aim to help learners to progress through the Course at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Units in the Course to observe learners providing evidence which satisfies, completely or partially, a Unit or Units. This is naturally occurring evidence.

Suggestions for combination and sequencing of Units

The Modern Languages Advanced Higher Courses contain Outcomes that can be delivered and assessed in a variety of ways. The four skills of listening, talking, reading and writing should be taught in a combined way and the amount of time spent on each will depend on the needs of the learners and prior skills, knowledge and understanding. In addition to this, the skills of research and analysis developed in the *Specialist Study* Unit could be combined with activities undertaken in the *Understanding Language* and *Using Language* Units.

Timing and sequencing of the delivery and assessment of the Units is at the discretion of the centre. The Units should be combined in terms of delivery to ensure all four skills are developed and practised in the most appropriate way, but in terms of assessment, while it may reduce the burden, it is not necessary that the skills be combined. However, thought should be given to this when planning and delivering courses as this approach can help to provide more time for learning and teaching, emphasise the transferability and combination of skills and at the same time avoid duplication of assessment.

Possible combined approaches to Unit assessment include:

♦ writing and talking tasks
♦ a writing task based on the learner's chosen area for the *Specialist Study* Unit
♦ a conversation in the language of study between the learner and the assessor on the findings of the Specialist Study as a combined *Specialist Study* Unit/talking assessment
♦ a writing or talking task based on matters arising from a reading or listening text

Suggestions for gathering evidence for Unit assessment

Assessments must ensure that the evidence generated demonstrates, at the least, the minimum level of competence for each Unit. Teachers and lecturers preparing assessment methods should be clear about what that evidence will look like.

Sources of evidence likely to be suitable for Advanced Higher Units could include:

♦ meaningful contribution to group work and/or discussions (making use of blogs, question and answer sessions to confirm individual learners have met the required standards)
♦ presentation of information to other groups and/or recorded oral evidence
♦ short written answers to restricted response questions
♦ extended responses to essay-type questions

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so reduce barriers to attainment.

The structure of an assessment used by a centre can take a variety of forms, for example:

♦ individual pieces of work could be collected in a portfolio as evidence for
♦ Outcomes and Assessment Standards
♦ assessment of each complete Outcome
♦ assessment that combines the Outcomes of one or more Units
♦ assessment that requires more than the minimum competence, which would allow learners to prepare for the Course assessment

Teachers and lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment. However, such naturally occurring evidence must still be conducted under appropriate conditions, recorded and evidence such as written reports, recording forms, PowerPoint slides, video footage or observational checklists provided.

Assessment approaches should aim to help learners to progress through the Units at their own pace and to enable them to demonstrate their achievements in a range of ways, including naturally occurring evidence.

Appendix 1: Productive Grammar Grid

Verbs

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

Nouns

	National 3	National 4	National 5	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

	National 3	National 4	National 5	Higher	Advanced Higher
Subject/ object	(See person of verb above.) If relevant, able to distinguish *I/you/we/one* as subject or object.	Subject and direct object pronouns (all).	Indirect object pronouns (as relevant in the language).		
Reflexive	← - - - - - - - -	Common reflexive verbal forms with pronouns as learned phrases.	Reflexives with common verbs in appropriate tenses.		
Emphatic	First/second person. →		All persons.		
Relative				Common relative pronouns, in different cases as relevant.	Less common relative pronouns.
Position		Notion of position of direct or indirect pronouns (NB commands).	Notion of rules where more than one pronoun is involved.		

Adjectives

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

Adverbs

	National 3	National 4	National 5	Higher	Advanced Higher
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.	

Prepositions

	National 3	National 4	National 5	Higher	Advanced Higher
		Notion that prepositions may change case/form of noun/article etc as relevant. ———————→	Most common prepositional effects. ———→	Less common ———→ prepositional effects.	

Other

		Key concepts of grammatical features of any language not definable by the foregoing categories should be handled in similar ways in a continuum through National 3 to Advanced Higher, as appropriate. ——————————————→

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work
♦ Building the Curriculum 5: A Framework for Assessment
♦ Course Specification
♦ Design Principles for National Courses
♦ *Guide to Assessment*
♦ Principles and practice papers for curriculum areas
♦ *SCQF Handbook: User Guide* and SCQF level descriptors
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
♦ *Coursework Authenticity: A Guide for Teachers and Lecturers*

Administrative information

Published: May 2015 (version 2.0)

History of changes to Course/Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	2.0	Document updated for consistency with changes made to Course assessment Components and Unit assessment approaches. More detail added to Hierarchies section. Skills, knowledge and understanding section is now consistent with the revised Course Assessment Specification. Combination and sequencing of Units section moved to Further information on Course/Units section. Approaches to Assessment section updated to reflect what has been developed. Productive Grammar Grid inserted.	Qualifications Development Manager	May 2015