

## National 3 Modern Languages Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These Support Notes provide advice and guidance to support the delivery of the National 3 Modern Languages Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

They should be read in conjunction with the:

- ◆ National 3 Modern Languages *Course Specification*
- ◆ Modern Languages: *Understanding Language (National 3) Unit Specification*
- ◆ Modern Languages: *Using Language (National 3) Unit Specification*
- ◆ Modern Languages: *Using Language (National 3) Unit Support Notes*
- ◆ Modern Languages: *Understanding Language (National 3) Unit Support Notes*

Course Support Notes are not mandatory but provide advice and guidance on approaches to delivering and assessing the Course.

# General guidance on the Course

## Aims

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

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

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

- ◆ read, listen, talk and write in a modern language, as appropriate to purpose, audience and context
- ◆ understand and use a modern language, as appropriate to purpose, audience and context
- ◆ apply basic knowledge of a modern language

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

## Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following, or by equivalent qualifications and/or experience:

- ◆ National 2 Modern Languages Course or relevant component Units
- ◆ Modern Languages for Life and Work Award (SCQF level 3)
- ◆ Modern Languages for Work Purposes (SCQF level 3) Unit
- ◆ prior learning and/or accreditation of knowledge of a modern language at Basic User level of the CEFR

### Experiences and outcomes

- ◆ There is an expectation that learners have overtaken relevant experiences and outcomes.

## Skills, knowledge and understanding covered in this Course

The following summarises the skills, knowledge and understanding from the mandatory content of the Course:

- ◆ reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, culture
- ◆ basic knowledge of simple language required to understand and use a modern language
- ◆ the ability to apply basic grammatical knowledge

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Grammatical knowledge is contained in the Productive grammar grid (Appendix 1).

Course assessment evidence will be generated in the contexts of society, learning, employability, culture.

## Progression from this Course

Completion of this Course or any of its component Units may provide progression to:

- ◆ National 4 Modern Languages Course or relevant component Units
- ◆ National 3 Modern Languages Course in another modern language
- ◆ Modern Languages for Life and Work Award (SCQF level 4)
- ◆ Modern Languages for Work Purposes (SCQF levels 3 or 4) Units
- ◆ further study or training

## Hierarchies

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

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, knowledge and understanding should be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The National 3 Modern Languages Course forms a hierarchy with the National 4 and National 5 Modern Languages Courses. These Courses follow a similar structure in terms of Outcomes and Assessment Standards but differ in the degree of difficulty and complexity from one level to the next. This structure aims to facilitate bi-level teaching and enables learners to gain recognition for their best achievement. Learners may achieve and be certificated for Courses or Units at the level above or below.

Evidence should satisfy the Assessment Standards at the appropriate level.

Further information on this hierarchy is given in Appendix 4.

<b>National 3</b>	<b>National 4</b>	<b>National 5</b>
Understanding Language	Understanding Language	Understanding Language
Using Language	Using Language	Using Language
	Added Value Assignment	Course assessment

# Approaches to learning, teaching and assessment

The National 3 Modern Languages Course will be delivered variously in school, college, and life-long learning contexts. Practitioners will use their professional judgement in designing and delivering the Course so that it is appropriate, relevant and motivating for individual learners.

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

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

Suggested topics and topic development are contained in Appendix 2. This also gives examples of suggested learner transactions for each topic.

The National 3 Modern Languages Course offers many opportunities for personalisation and choice. Examples of this include that:

- ◆ learners choose contexts and topics for Unit activities
- ◆ learners are given choices in day-to-day delivery of the Course where appropriate, for example, in choosing a partner for a conversation
- ◆ individualised feedback is given to learners
- ◆ learners create their own learning targets/plans for their language learning
- ◆ materials and approaches are differentiated
- ◆ the most appropriate assessment methods and points of assessment for individual learners are chosen

During the Course, 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 modern language and how it relates to their own first language
- ◆ 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, centres should use technology as much as possible to support learning, teaching and assessment. For the National 3 Modern Languages Course, this could include:

- ◆ compiling and maintaining e-portfolios
- ◆ web-based research, for example, as part of the *Understanding Language Unit*
- ◆ interactive language tasks such as cloze passages in an electronic format
- ◆ listening and responding to and/or creating podcasts
- ◆ games-based learning
- ◆ using chat rooms 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
- ◆ e-twinning, for example, emailing pen pals

### Generating evidence

Assessment approaches should aim to help learners to progress through the Course at their own pace and 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 showing evidence of satisfying, completely or partially, a Unit or Units. This is naturally occurring evidence.

The table below contains examples of suggested activities within each of the four contexts which could generate naturally occurring assessment opportunities:

Context	Topic/ Activity	Understanding Language Unit (Outcome 1)	Understanding Language Unit (Outcome 2)	Using Language Unit (Outcome 1)	Using Language Unit (Outcome 2)
Society	<b>Sport:</b> Learners focus on football (or an alternative sport) in another country	Learners could read selected news articles or web pages about football and show understanding	Learners could role play a player/fan conversation	Learners could listen to a player/fan conversation	Learners might write a description of their favourite player
Learning	<b>Schools:</b> Learners participate in an e-twinning arrangement with a partner school in another country	Learners could read pen pal replies and respond to show understanding	Learners might listen to audio recordings sent by pen pal	Learners might participate in an internet voice call with a pen pal	Learners could write emails to pen pals in the modern language
Employability	<b>Working Abroad:</b> Learners explore what it is like to work in another country by researching a specific job	Learners might read texts about jobs and show understanding	Learners could listen to a conversation about the job they have researched	Learners might give brief presentations about the job they have researched	Learners could write summaries of their research



Culture	<b>Media:</b> Learners watch a film in the modern language	Learners might read abridged reviews of the film and show understanding	Learners could answer questions as part of a conversation about the film to show understanding	Learners could contribute within a group discussion about the film	Learners might write brief reviews of the film in the modern language
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### Combination and sequencing of Units

The National 3 Modern Languages Course contains skills which should be taught in an integrated way. The amount of time spent on each of the skills and Units will depend on the needs of the learners and their prior skills, knowledge and understanding. For example, activities/programmes of work could integrate reading and writing, and contain opportunities to integrate listening and talking in transactions/conversations.

Where Units are being delivered in an integrated way, there is still scope to focus on specific skills. Assessment will occur at appropriate points during the Course.

### Combined approaches to assessing listening and talking

The integration of listening and talking activities will allow learners to develop both their listening and talking skills in the context of 'natural' conversations/transactions.

This type of integration can:

- ◆ develop the learners' skills in a realistic communicative situation
- ◆ reinforce and consolidate listening and talking skills
- ◆ reduce the burden of assessment
- ◆ motivate learners by providing meaningful and relevant listening and talking activities

Learners will develop talking skills by contributing to conversations. They can develop listening skills by responding within the same conversations. This approach can reduce the amount of assessment as learner responses can provide evidence of both listening and talking. Learners could listen to/within:

- ◆ transactions/conversations
- ◆ discussions
- ◆ role plays
- ◆ audio materials

Learners should be prepared for any integrated activity so that they are aware of the purpose of the activity and of their role within the interaction.

Suggested transactions for each context are contained in the table below. All the Assessment Standards should be satisfied if the evidence is to be used for both listening and talking.

Suggested transactions/conversations	Assessment Standards for listening and talking
<p><b>Context: Society</b>  <b>Topic — Living Abroad</b>  Learners listen to learners talking in the modern language about aspects of living in another country. They then participate in conversations in the modern language with the teacher about the same aspects in their own country.</p> <p><b>Context: Learning</b>  <b>Topic — Foreign Schools</b>  Learners listen to a webcast about schools/colleges in another country and then carry out paired conversations in the modern language asking and answering questions about information in the webcast.</p> <p><b>Context: Employability</b>  <b>Topic — Jobs</b>  Learners participate in role plays in the modern language as, eg a tourist/train guard.</p> <p><b>Context: Culture</b>  <b>Topic — Music</b>  In the modern language, learners discuss music in another country, asking each other's opinions about the music.</p>	<p>Oral responses demonstrate the learner's ability to:</p> <p>1.1 use simple ideas and content  1.2 apply knowledge of simple language  1.3 convey meaning to a sympathetic listener</p> <p>2.1 identify overall purpose and some main points (Centres need to plan strategies for gathering evidence in relation to identifying overall purpose)  2.2 apply basic knowledge of the modern language</p>

### Combined approaches to assessing reading, writing, talking, and listening

Integration can also be used to combine the assessment of other language skills in the following ways:

- ◆ Oral response/s to reading can provide evidence for reading and talking
- ◆ Written responses to listening can provide evidence for listening and writing
- ◆ Written responses to reading can provide evidence for reading and writing
- ◆ Oral responses to listening can provide evidence for listening and talking

Some suggested approaches to integrating reading, writing, talking and listening are shown in the table below:

<b>Suggested activities</b>	<b>Assessment evidence</b>	<b>Potential evidence for <i>Understanding Language Unit</i></b>	<b>Potential evidence for <i>Using Language Unit</i></b>
<p><b>Society:</b> <b>Current Affairs</b> Learners read a news item about an event in another country then answer questions on the news item in a conversation in the modern language.</p> <p><b>Learning:</b> <b>Learners</b> A learner reads an e-mail from a learner in another country and writes a reply in the modern language.</p> <p><b>Employability:</b> <b>Unemployment</b> Learners listen to a podcast about youth unemployment in another country and talk about what they have heard in paired conversations in the modern language.</p> <p><b>Culture:</b> <b>Drama</b> A learner listens to an actor from another country talking about his/her work. The learner then writes about the actor in the modern language for the college website</p>	<p>Oral responses in the modern language</p> <p>E-mail in the modern language</p> <p>Oral report in English</p> <p>Written description in the modern language</p>	<p><b>Outcome 1:</b> <b>Understand simple written language by:</b> 1.1 Identifying overall purpose and some main points  1.2 Applying basic knowledge of the modern language</p> <p><b>Outcome 2:</b> <b>Understand simple spoken language by:</b> 2.1 Identifying overall purpose and some main points  2.2 Applying basic knowledge of the modern language</p>	<p><b>Outcome 1:</b> <b>Use simple spoken language in conversations by:</b> 1.1 Using simple ideas and content  1.2 Applying knowledge of simple language  1.3 Conveying meaning to a sympathetic listener</p> <p><b>Outcome 2:</b> <b>Use simple written language by:</b> 2.1 Using simple ideas and content  2.2 Applying knowledge of simple language  2.3 Communicating with sufficient accuracy</p>

The following illustrations show how combined assessment evidence can be generated using a thematic/topic-based approach:

### **Illustration A (Context: Culture)**

The writing evidence in the following example can also provide assessment evidence for reading:

#### **Tourist attractions**

As part of a tourism topic, learners visit a local tourist information office and collect leaflets in the modern language. On their return to school, they choose a local place of interest/tourist attraction and make notes about it. They produce a simple guide in the modern language about their chosen attraction. These are collated to produce a tourist leaflet/website about the local area.

Combined assessment evidence — reports (writing and reading)

### **Illustration B (Context: Culture)**

The talking evidence in the following example can also provide evidence for listening:

#### **In a restaurant**

Learners visit a local restaurant and listen to interactions in the modern language. At school, they participate in role plays, as waiter and customer.

Their contributions can be assessed as examples of both listening (has the waiter understood the customer's order?) and talking (has the customer given detailed information and used a clear structure for the interaction?)

Integrated assessment evidence — contributions and responses (listening and talking)

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

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen, talk and read in a modern language, and to reflect on how this relates to English.

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

#### 4.6 Citizenship

### **5 Thinking skills**

#### 5.3 Applying

The table below provides some suggested opportunities of how these skills can be further developed within the Course:

<b>Skills for learning, skills for life and skills for work</b>	<b>Approaches for learning and teaching</b>
<p><b>4.6 Citizenship</b></p> <p>Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>	<p>Learners will learn about the culture, customs, practices and beliefs in another country and will develop their language skills and knowledge in another language. The contexts of society, learning, employability and 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.</p>
<p><b>5.3 Applying</b></p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>	<p>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 a role play but use different content/context. Learners will also develop the ability to plan, organise and complete language activities.</p>

# Equality and inclusion

When delivering this Course and its component Units, teachers and lecturers should develop learning and teaching methods to reflect the diversity of our society: methods which do not reinforce prejudices and avoid stereotyping. Learning activities should actively promote equality and provide opportunities to explore diverse lifestyles and cultures. Clear language should be used to allow learners whose first language is not English to understand materials.

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes, and use the assessment process and evidence of assessment to support continued learning. The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Further advice can be found on SQA's website.

Inclusive approaches in the National 3 Modern Languages Course include:

- ◆ ensuring that texts are inclusive, unbiased and gender/age appropriate
- ◆ overcoming potential barriers to learning by providing alternative teaching and learning resources and approaches, and by making alternative assessment arrangements for learners
- ◆ being aware of cultural considerations, for example, in group discussions
- ◆ responding to the needs of individual learners by using support strategies
- ◆ differentiating resources and approaches eg by adapting texts

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods, and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course 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](http://www.sqa.org.uk/sqa/14977.html).

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Productive grammar grid

## Verbs

	National 3	National 4	National 5	Higher	Advanced Higher
<b>Person</b>	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	
<b>Time</b>	Notion of time may be unclear from the verb; other time words may make timing obvious	Notion of present, future and past time clear from verb (though may be very inaccurate in form) Increasing accuracy of form in regular and then common and less common irregular verbs	Generally recognisable forms of: ◆ present ◆ immediate future (or future) ◆ completed past ◆ continuous past	Future Pluperfect (or equivalent)	Other past tenses
<b>Mood/modality</b>	Notions of volition ( <i>would like to...</i> ); being able to; imperatives ( <i>must do something...</i> ) as learned in common phrases	Some manipulation of verbal forms	Control of modal verbs in common tenses  (Verbs) expressing beliefs, opinions  Conditional tense or equivalent (if relevant)	(Verbs) expressing feelings, hopes  Reporting others' views, speech	Modals in less common tenses  Subjunctive forms
<b>Commands</b>	Common singular/plural commands	Command rules for common irregular/regular verbs			

## Nouns

	Access	National 4	National 5	Higher	Advanced Higher
<b>Gender</b>		Notion of gender; most common words remembered	Some conventions of gender, individual nouns showing increasing accuracy		
<b>Number</b>	Singular/plural indicated by noun, or article or number or ending for common words	Common irregular plurals	Rules of plural forms		
<b>Case</b>		If relevant, case made evident enough to give clear meaning by the noun or article as necessary	Concept of case shown by noun or modifier as appropriate		

## Pronouns

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



## Adjectives

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

## Adverbs

	Access	National 4	National 5	Higher	Advanced Higher
<b>Rules of order</b>			Notion (where relevant) of rules of order		
<b>Comparative/ Superlative</b>	Indication of comparative		Common irregular comparatives Notion of superlatives	Less common comparatives and superlatives	

## Prepositions

	Access	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: Contexts, suggested topics and suggested topic development

The following are suggested means of developing the contexts:

<b>Contexts</b>	<b>Suggested topics</b>	<b>Suggested topic development</b>	<b>Suggested transactions/ conversations</b>
Society	Family and friends	My family and friends	Asking about family members/friends, eg age, appearance, qualities
	Lifestyle	My interests/hobbies	Talking in pairs about interests/hobbies
	Media	TV, cinema, music, computer, computer games	Buying/ordering tickets, talking in pairs about experiences
	Global languages	Where languages are spoken	Talking to a learner in another country
	Citizenship	My roles and responsibilities, being a global citizen	Conversation with a learner in another country
Learning	Learning in context	Learning a language, learning/education in another country	Conversation with another learner about school in another country
	Education	Aspects of school/college, likes and dislikes	Asking for information in college reception
Employability	Jobs	My future plans, jobs	Phone call replying to an advert

Culture	Planning a trip	Destinations, journeys, facilities	<b>Travel</b> <ul style="list-style-type: none"> <li>◆ asking for directions</li> <li>◆ requesting information about travel</li> <li>◆ reporting problems with a vehicle</li> </ul> <b>In the tourist office</b> <ul style="list-style-type: none"> <li>◆ requesting information</li> <li>◆ seeking accommodation</li> <li>◆ asking the way</li> </ul> <b>At a hotel/youth hostel/campsite</b> <ul style="list-style-type: none"> <li>◆ booking accommodation</li> <li>◆ requesting items</li> <li>◆ making enquiries</li> </ul>
	Aspects of other countries	Lifestyles, customs, traditions	<b>Eating out</b> <ul style="list-style-type: none"> <li>◆ requesting a table</li> <li>◆ asking for a menu</li> <li>◆ placing an order</li> <li>◆ paying the bill</li> </ul>
	Celebrations, events	Special events, birthdays, holidays	<b>Shopping</b> <ul style="list-style-type: none"> <li>◆ greeting</li> <li>◆ asking for information</li> <li>◆ paying for the item</li> </ul>
	Culture of another country	The arts, simple fiction, eg poems, songs, stories, film	Ordering/buying tickets, talking in pairs about a film in the modern language

## Appendix 3: Suggested web resources

Suggested web resources for teachers and learners are contained in the table below:

Organisation/ website	Brief description	Website address
The British Council	Advice on school partnerships	<a href="http://www.britishcouncil.org/learning-ie-school-partnerships.htm">http://www.britishcouncil.org/learning-ie-school-partnerships.htm</a>
The British Council	Advice on e-twinning	<a href="http://www.britishcouncil.org/etwinning.htm">http://www.britishcouncil.org/etwinning.htm</a>
The British Council	General resources and advice	<a href="http://schoolsonline.britishcouncil.org/">http://schoolsonline.britishcouncil.org/</a>
The Big Challenge Club	Pen-pal club	<a href="http://www.thebigchallengeclub.com/">http://www.thebigchallengeclub.com/</a>
E-pals	Pen-pal club	<a href="http://www.epals.com/">http://www.epals.com/</a>
Languages without limits	Support for language teachers	<a href="http://www.languageswithoutlimits.co.uk/index.html">http://www.languageswithoutlimits.co.uk/index.html</a>
Education Scotland	Resources for teaching languages	<a href="http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/languages/index.asp">http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/languages/index.asp</a>
Film in Language Teaching Association	Using film — resources and advice	<a href="http://www.filta.org.uk/index.html">http://www.filta.org.uk/index.html</a>
SCILT	Scotland's National Centre for Languages	<a href="http://www.strath.ac.uk/scilt/informationandresources/usefulwebsites/#d.en.305118">http://www.strath.ac.uk/scilt/informationandresources/usefulwebsites/#d.en.305118</a>
SALT	Scottish Association for Language Teaching	<a href="http://www.saltlangs.org.uk/">http://www.saltlangs.org.uk/</a>
Languages on Screen	Short films for free download	<a href="http://languagesonscreen.org.uk/">http://languagesonscreen.org.uk/</a>
BBC Learning Zone	Video and audio teaching resources	<a href="http://www.bbc.co.uk/learningzone/clips/">http://www.bbc.co.uk/learningzone/clips/</a>
Language at Work	Video case studies	<a href="http://www.routesintolanguages.ac.uk/videos/923">http://www.routesintolanguages.ac.uk/videos/923</a>
Linguacast	Podcasts for language learning	<a href="http://linguacast.ncl.ac.uk/">http://linguacast.ncl.ac.uk/</a>
Unversed	Podcasts for language learning	<a href="http://www.unversed.co.uk/">http://www.unversed.co.uk/</a>
Links into Languages	Materials for language teaching	<a href="http://www.linksintolanguages.ac.uk/linkdup">http://www.linksintolanguages.ac.uk/linkdup</a>
Europarl	European Parliament TV channel	<a href="http://www.europartv.europa.eu/en/home.aspx">http://www.europartv.europa.eu/en/home.aspx</a>

[websites accessed 2012]

# Appendix 4: Progression (National 3 into National 4)

The following tables show the progression between Outcomes and Assessment Standards at National 3 and National 4 levels:

<p><b>Outcome 1</b></p> <p><b>Understand simple written language by:</b></p> <p>1.1 identifying overall purpose and some main points</p> <p>1.2 applying basic knowledge of the modern language</p>	<p><b>Outcome 1</b></p> <p><b>Understand straightforward written language by:</b></p> <p>1.1 identifying overall purpose and main points</p> <p>1.3 applying knowledge of the modern language</p>
<p><b>Outcome 2</b></p> <p><b>Understand simple spoken language by:</b></p> <p>2.1 identifying overall purpose and some main points</p> <p>2.2 applying basic knowledge of the modern language</p>	<p><b>Outcome 2</b></p> <p><b>Understand straightforward spoken language by:</b></p> <p>2.1 identifying overall purpose and main points</p> <p>2.3 applying knowledge of the modern language</p>
<p><b>Outcome 1</b></p> <p><b>Use simple spoken language in conversations by:</b></p> <p>1.1 using simple ideas and content</p> <p>1.2 applying knowledge of simple language</p> <p>1.3 conveying meaning to a sympathetic listener</p>	<p><b>Outcome 1</b></p> <p><b>Use straightforward spoken language in conversations by:</b></p> <p>1.1 using relevant ideas and content</p> <p>1.2 applying knowledge of straightforward language</p> <p>1.3 conveying meaning to a sympathetic listener</p>
<p><b>Outcome 2</b></p> <p><b>2 Use simple written language by:</b></p> <p>2.1 using simple ideas and content</p> <p>2.2 applying knowledge of simple language</p> <p>2.3 communicating with sufficient accuracy</p>	<p><b>Outcome 2</b></p> <p><b>2 Use straightforward written language by:</b></p> <p>2.1 using relevant ideas and content</p> <p>2.2 applying knowledge of straightforward language</p> <p>2.3 communicating with sufficient accuracy</p>

# Appendix 5: Reference documents

The following reference documents will provide useful information and background:

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa//14977.html](http://www.sqa.org.uk/sqa//14977.html).
- ◆ [Building the Curriculum 3: A framework for Learning and Teaching](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)

# Administrative information

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**Published:** May 2014 (version 1.1)

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Changes to ' <i>General guidance on the Course</i> ' section and ' <i>Approaches to learning, teaching and assessment</i> ' section for clarification.	Qualifications Manager	May 2014

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

## Unit Support Notes — Modern Languages: Understanding Language (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).



# Introduction

These support notes provide advice and guidance to support the delivery of the *Modern Languages: Understanding Language* (National 3) Unit. They are intended for teachers and lecturers who are delivering the Unit.

They should be read in conjunction with the:

- ◆ National 3 Modern Languages *Course Specification*
- ◆ Modern Languages: *Using Language* (National 3) *Unit Specification*
- ◆ Modern Languages: *Understanding Language* (National 3) *Unit Specification*
- ◆ Modern Languages: *Using Language* (National 3) *Unit Support Notes*

So that skills can be integrated, the *Modern Languages: Understanding Language* (National 3) Unit will normally be delivered in conjunction with the *Using Language* Unit. Further advice and guidance on the integration of skills is contained in the National 3 Modern Languages *Course Support Notes*.

*Unit Support Notes* are not mandatory but provide advice and guidance on approaches to delivering and assessing the Course.

# General guidance on the Unit

## Aims

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

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

This Unit will provide learners with the opportunity to develop listening and reading skills in the modern language, and to develop their knowledge of simple language in the contexts of society, learning, employability, culture.

Learners who complete this Unit will be able to:

- ◆ understand simple written language in the modern language
- ◆ understand simple spoken language in the modern language

This Unit is a mandatory Unit of the National 3 Modern Languages Course and is also available as a free-standing Unit. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following learning and/or qualifications:

- ◆ National 2 Modern Languages Course or relevant component Units
- ◆ Modern Languages for Work Purposes (SCQF level 2) Units
- ◆ Modern Languages for Life and Work Award (SCQF level 3)

## **Skills, knowledge and understanding covered in this Unit**

Information about skills, knowledge and understanding is contained in the *Unit Specification* and the *Course Support Notes* for National 3 Modern Languages.

Unit assessment evidence will be generated in the contexts of society, learning, employability, culture.

Suggested topics and suggested topic development are contained in Appendix 2 of the *Course Support Notes*.

## **Progression from this Unit**

Completion of this Unit may provide progression to:

- ◆ National 4 Modern Languages or any relevant component Units
- ◆ Modern Languages for Work Purposes (SCQF level 4) Units
- ◆ National 3 Modern Languages in another modern language
- ◆ Modern Languages for Life and Work Award (SCQF levels 3 or 4)

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on gathering assessment evidence within the Modern Languages: *Understanding Language* (National 3) Unit.

The Modern Languages: *Understanding Language* (National 3) Unit offers many opportunities for personalisation and choice. Some examples include:

- ◆ learners choose contexts and topics for reading and listening
- ◆ learners are given choices where appropriate, for example, in choosing texts to listen to/read
- ◆ individual feedback is given to learners about their reading and listening
- ◆ learners create their own learning targets/plans for their reading and listening skills
- ◆ materials and approaches for reading and listening are differentiated
- ◆ the most appropriate assessment methods and points of assessment for reading and listening for individual learners are chosen

## Generating evidence

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 showing evidence of satisfying, completely or partially, a Unit or Units. This is naturally occurring evidence.

The table below contains examples of suggested activities within each of the four contexts which could generate naturally occurring assessment opportunities:

Context	Topic/Activity	Reading	Listening
<b>Society</b>	<b>Health:</b> Learners focus on aspects of health in another country	Learners could read selected news articles or web pages about healthy lifestyles in another country and show understanding	Learners could role play a health club receptionist/customer conversation
<b>Learning</b>	<b>Learning a Language:</b> Learners have conversations in the modern language about learning a language and also write evaluations of their language learning experiences in the modern language	Learners could read peers' evaluations and respond to show understanding	Learners take part in role play conversations

<b>Employability</b>	<b>Working/Living in a Developing Country:</b> Learners explore the qualities needed to work/live in a developing country where the modern language is spoken by internet research	Learners might read texts about working/living in a developing country and show understanding of the information they read	Learners could respond in a conversation about these qualities
<b>Culture</b>	<b>Media:</b> Learners listen to a radio play in the modern language	Learners might read reviews of the play and show understanding of the review	Learners could answer questions as part of a conversation about the play to show understanding

## Reading

Learners can develop their reading skills by reading a variety of written, digital and multimodal texts in a variety of styles, genres and layouts such as informational texts, fiction, brochures, instructions, leaflets, reports, news items, descriptions, recipes, letters, web pages and timetables.

Learning and teaching activities which can support learners in reading texts include:

- ◆ building up vocabulary, for example, by creating word banks for specific activities
- ◆ drawing on knowledge of English and the modern language to assist understanding
- ◆ making effective use of reference materials such as word glossaries and bilingual dictionaries
- ◆ applying knowledge and understanding of grammar and language structures to assist comprehension
- ◆ 'recycling' ideas and structures to use in other skill areas, such as talking
- ◆ skimming texts to find key ideas or information
- ◆ planning for reading, for example, predicting what language/ideas a passage may contain from the title

Examples of reading activities could include:

- ◆ reading a text and finding information
- ◆ highlighting specific language or ideas in a passage
- ◆ answering questions on a text
- ◆ using information from the text to write or talk
- ◆ discussing the ideas in the text with other learners
- ◆ comparing and contrasting texts
- ◆ cloze procedure activities

The table below contains examples of learner evidence for reading and how this might satisfy the Assessment Standards. Learners can use a bilingual dictionary or a glossary of terms:

### Reading — examples of assessment evidence

Context and suggested topic	Outcome 1 Assessment Standards	Assessment evidence
<p><b>Society:</b> a news article in the modern language about how new year is celebrated in another country</p>	<p>1.1 identifying overall purpose and main points</p> <p>1.2 applying knowledge of the modern language</p>	<p>Learners show understanding by answering questions about the purpose of the news article and selecting information from the article. (Where answers are written in the modern language, these could provide evidence for writing)</p>
<p><b>Learning:</b> a college timetable in the modern language for a student in another country</p>	<p>1.1 identifying overall purpose and main points</p> <p>1.2 applying knowledge of the modern language</p>	<p>Learners describe the student's college week, showing understanding of the timetable information. (If the description is written in the modern language, this could provide evidence for writing)</p>
<p><b>Employability:</b> a job advertisement in the modern language</p>	<p>1.1 identifying overall purpose and main points</p> <p>1.2 applying knowledge of the modern language</p>	<p>Learners make a phone call after reading an advertisement in the modern language. During the phone call, they show understanding of the purpose and the information in the advertisement. (Where the phone call is made in the modern language, this could also provide evidence for talking)</p>
<p><b>Culture:</b> a recipe in the modern language</p>	<p>1.1 identifying overall purpose and main points</p> <p>1.2 applying knowledge of the modern language</p>	<p>Learners make the dish from the recipe, showing understanding of the information in the recipe</p>

Centres need to plan strategies for gathering evidence in relation to identifying overall purpose and main points.

### **Listening**

Evidence of listening can be gathered from listening to a variety of spoken or recorded texts. Responses will be in English for example, to audio, moving image, web-based or other digital media.

Conversations provide meaningful and realistic listening opportunities and can also be used as the contexts for integrated assessment with talking, as in the tourist/hotel receptionist example below.

Learners could listen to:

- ◆ transactions/conversations
- ◆ discussions
- ◆ interviews
- ◆ role plays

Learning and teaching activities which can support learners in listening include

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

The table below contains examples of learner evidence and how this might satisfy the Assessment Standards. Learners can use a bilingual dictionary or a glossary of terms.

### Listening — examples of assessment evidence

Context and suggested topic	Outcome 2 Assessment Standards	Assessment evidence
<b>Society:</b> individual talk giving opinions by exchange student in the modern language	2.1 identifying overall purpose and main points  2.2 applying knowledge of the modern language	Learners listen to an exchange student talking in the modern language about what he/she feels about his/her home town and, following the talk, show understanding of the student's opinions in a paired conversation. (Where learners' conversations about the talk are in the modern language, these could also provide evidence for talking)
<b>Learning:</b> conversations in the modern language with learners in a partner school	2.1 identifying overall purpose and main points  2.2 applying knowledge of the modern language	Learners carry out internet voice calls to students in the partner school, showing understanding of what is said/asked about the school. (Learners' contributions/responses could also provide evidence for talking)
<b>Employability:</b> learners participate in an imagined role play in the modern language as tourist/hotel receptionist	2.1 identifying overall purpose and main points  2.2 applying knowledge of the modern language	Learners listen and respond within the role play, showing understanding of what is said/asked about accommodation/facilities. (Learners' contributions/responses could also provide evidence for talking)
<b>Culture:</b> watching/ listening to a film in the modern language	2.1 identifying overall purpose and main points  2.2 applying knowledge of the modern language	Learners watch and listen to a film, showing understanding of what is said by talking to each other about the characters. (Where learners' conversations about the film are in the modern language, these could also provide evidence for talking)

Centres need to plan strategies for gathering evidence in relation to identifying overall purpose and main points.

### Generating evidence for reading and listening

Assessment approaches should aim to help learners to progress through the Unit at their own pace and 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 to observe learners showing evidence of satisfying, completely or partially, a Unit or Units. This evidence should be naturally occurring.



### Combining Assessment

The contexts used to generate evidence can be the same for both reading and listening. (The contexts can be the same as the contexts used for the *Using Language* Unit. If the contexts are the same, evidence can be used for both Units). The following examples show how reading and listening evidence can be generated in the same context.

#### Context: Culture

Topic	Suggested activities	Suggested assessment evidence
'Focus on Fiction' programme of study	Learners read a simple poem in the modern language. They read the poem and write answers to questions on it in the modern language	Learners' answers could provide evidence for writing <b>and</b> reading
	Learners listen to a simple story in the modern language. They talk about their opinions about the story in the modern language	Learners' opinions could provide evidence for talking <b>and</b> listening

#### Context: Society

Topic	Suggested activities	Suggested assessment evidence
Tourism: choosing a holiday destination	Learners read a tourism web page in the modern language. They create a poster which includes information about the destination	Written information on the poster could provide evidence for writing <b>and</b> reading
	Learners listen to a speaker talking about the destination in the modern language. They then carry out interviews in which they ask the speaker questions about the destination	Learners' questions/ contributions could provide evidence for talking <b>and</b> listening

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

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Equality and inclusion

When delivering this Course and its component Units, teachers and lecturers should develop learning and teaching methods to reflect the diversity of our society: methods which do not reinforce prejudices and avoid stereotyping. Learning activities should actively promote equality and provide opportunities to explore diverse lifestyles and cultures. Clear language should be used to allow learners whose first language is not English to understand materials.

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes, and use the assessment process and evidence of assessment to support continued learning. The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Further advice can be found on SQA's website.

Inclusive approaches in the National 3 Modern Languages: Understanding Language Unit includes:

- ◆ ensuring that texts are inclusive, unbiased and gender/age appropriate
- ◆ overcoming potential barriers to learning by providing alternative teaching and learning resources and approaches, and by making alternative assessment arrangements for learners
- ◆ being aware of cultural considerations, for example, in group discussions
- ◆ responding to the needs of individual learners by using support strategies
- ◆ differentiating resources and approaches eg by adapting texts

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods, and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course 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](http://www.sqa.org.uk/sqa//14977.html).

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will in fact generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background:

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications on SQA's website:  
<http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 3: A framework for Learning and Teaching\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and  
SCQF level descriptors (to be reviewed during 2011 to 2012):  
[www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Published:** May 2014 (version 1.2)

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Generating evidence for Reading and Writing – p.31 - now reflects two pieces of evidence needed for Unit	QDM	December 2013
	1.2	Changes to ' <i>General guidance on the Unit</i> ' section and ' <i>Approaches to learning, teaching and assessment</i> ' section for clarification.	Qualifications Manager	May 2014

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## Unit Support Notes — Modern Languages: Using Language (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes provide advice and guidance to support the delivery of the *Modern Languages: Using Language* (National 3) Unit. They are intended for teachers and lecturers who are delivering the Unit.

They should be read in conjunction with the:

- ◆ National 3 Modern Languages *Course Specification*
- ◆ Modern Languages: *Using Language* (National 3) *Unit Specification*
- ◆ Modern Languages: *Understanding Language* (National 3) *Unit Specification*
- ◆ Modern Languages: *Understanding Language* (National 3) *Unit Support Notes*

So that skills can be integrated, the *Modern Languages: Using Language* (National 3) Unit will normally be delivered in conjunction with the *Understanding Language* Unit. Further advice and guidance on the integration of skills is contained in the National 3 Modern Languages *Course Support Notes*.

*Unit Support Notes* are not mandatory but provide advice and guidance on approaches to delivering and assessing the Course.

# General guidance on the Unit

## Aims

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

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

This Unit will provide learners with the opportunity to develop talking and writing skills in the modern language and to develop their knowledge of simple language in the contexts of society, learning, employability, culture.

Learners who complete this Unit will be able to:

- ◆ use simple spoken language
- ◆ use simple written language

This Unit is a mandatory Unit of the National 3 Modern Languages Course and is also available as a free-standing Unit. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following learning and/or qualifications:

- ◆ National 2 Modern Languages or relevant component Units
- ◆ Modern Languages for Work Purposes (SCQF level 2) Units
- ◆ Modern Languages for Life and Work Award (SCQF level 3)

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is contained in the *Unit Specification* and the *Course Support Notes* for National 3 Modern Languages.

Unit assessment evidence will be generated in the following contexts: society, learning, employability, culture.

## **Progression from this Unit**

Completion of this Unit may provide progression to:

- ◆ National 4 Modern Languages or relevant component Units
- ◆ Modern Languages for Work Purposes (SCQF levels 3 or 4) Units
- ◆ National 3 Modern Languages in another modern language
- ◆ Modern Languages for Life and Work Award (SCQF level 4)



# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on gathering assessment evidence within the Modern Languages: *Using Language (National 3) Unit*.

The Modern Languages: *Using Language (National 3) Unit* offers many opportunities for personalisation and choice. Examples of this include that:

- ◆ learners choose contexts and topics for conversations
- ◆ learners are given choices where appropriate, for example, in choosing topics for writing pieces
- ◆ individual feedback is given to learners about their talking and writing
- ◆ learners create their own learning targets/plans for their talking and writing skills
- ◆ materials and approaches for talking and writing activities are differentiated
- ◆ the most appropriate assessment methods and points of assessment for talking and writing for individual learners are chosen

## Generating evidence

Assessment approaches should aim to help learners to progress through the Unit 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 showing evidence of satisfying, completely or partially, a Unit or Units. This is naturally occurring evidence.

The table below contains examples of suggested activities within each of the four contexts which could generate naturally occurring assessment opportunities:

Context	Topic/Activity	Talking	Writing
<b>Society</b>	<b>Health:</b> Learners focus on aspects of health in another country	Learners could role play a health club receptionist/customer conversation	Learners might write reports on their own attitudes to health
<b>Learning</b>	<b>Learning a Language:</b> Learners have conversations in the modern language about learning a language and also write evaluations of their language learning experiences in the modern language	Learners take part in role play conversations	Learners write evaluations
<b>Employability</b>	<b>Working/living in a developing country:</b> Learners explore the qualities needed to work/live in a developing	Learners might give brief presentations about the qualities needed	Learners could write reflectively about their own attitudes to working/living in

	country where the modern language is spoken by researching using the internet		another country
<b>Culture</b>	<b>Media:</b> Learners listen to a radio play in the modern language	Learners could contribute to paired conversations about the play	Learners might write brief reviews of the play in the modern language

### Talking

Learning and teaching activities which can support learners in talking include:

- ◆ developing awareness of the pronunciation of individual sounds and words for learners to make themselves understood when reading aloud or responding to another person in a conversation or role play
- ◆ making use of vocabulary and language structures gathered from listening, reading and writing activities
- ◆ developing an awareness of audience, purpose and register
- ◆ developing the use of body language and facial expression to aid communication
- ◆ applying knowledge of grammar and language structures to talk with greater accuracy
- ◆ developing awareness of conventions in conversations such as turn-taking, and use of non-verbal conventions and aspects of language such as formality/tone/politeness

Learners may need support in talking, especially where they lack confidence, and consideration should be given to pair/group dynamics when assessing talking. For example, choice of subject/content/context, room layout, group size, gender, and age of the learner should all be considered. Allowing personalisation and choice in terms of topic, context and audience will support learners.

Learners should be encouraged to communicate clearly and will be given opportunities to practise their talking skills in order to build confidence. Self-evaluation and supportive peer evaluation will support learners in building confidence and identifying areas for improvement.

Examples of talking contexts include:

- ◆ conversations with peers or with a teacher/tutor ie talking in pairs
- ◆ transactional contexts such as obtaining goods, information or services, for example, in role plays
- ◆ group discussions
- ◆ web chats/conferencing
- ◆ internet voice calls

The table below contains examples of learner evidence in different talking contexts and how this might satisfy the Assessment Standards:

<b>Assessment Standards</b>	<b>Context: Employability</b>  <b>Topic: Working in/Buying things from a shop</b>  <b>Activity: Role play where learner is tourist and teacher is shop assistant</b>	<b>Context: Society</b>  <b>Topic: Sport in another country</b>  <b>Activity: Small group discussion about sport in another country</b>
1.1 using simple ideas and content	Learner uses simple questions/contributions	Learner contributes simple questions/responses
1.2 applying knowledge of simple language	Learner uses simple language and pronunciation and uses the appropriate formal register  Learner uses simple sentences which make sense	Learner uses simple language and pronunciation and uses the appropriate informal register  Learner uses simple sentences which make sense
1.3 conveying meaning to a sympathetic listener	Learner answers simple questions appropriately	Learner contributes and responds to others appropriately

## Writing

Learning and teaching activities which can support learners in talking include:

- ◆ building up vocabulary, for example, by learning linking words and phrases
- ◆ discussing ideas before writing
- ◆ developing extended writing by using linking words and phrases
- ◆ developing understanding of purpose and structure for writing
- ◆ reading good examples of writing
- ◆ using templates, mind maps and other scaffolding techniques
- ◆ being aware of simple grammatical rules
- ◆ making use of vocabulary and language structures gathered from listening, reading and talking activities
- ◆ developing the use of bilingual dictionaries for support and for checking
- ◆ being aware of the relationship between the spoken and the written word

Learners can develop skills in writing by participating in relevant and realistic activities such as writing a response to an e-mail from a person using the modern language or completing a form in the modern language. Knowledge of the relationship between the written and the spoken word is also useful in terms of improving a learner's confidence in writing in the modern language.

Learners are likely to use simple language to write various types of texts including:

- ◆ leaflets
- ◆ simple essays
- ◆ simple reports
- ◆ descriptions
- ◆ opinions
- ◆ evaluations
- ◆ reviews
- ◆ timetables
- ◆ forms
- ◆ invitations
- ◆ emails/letters
- ◆ simple fiction e.g. poems

### Approaches to assessing writing

The table below contains examples of learner evidence in different writing contexts and how this might satisfy the Assessment Standards.

<b>Assessment Standards</b>	<b>Context: Learning</b> <b>Topic: E-mail partners</b> <b>Activity: E-mail reply to a learner in another school</b>	<b>Context: Employability</b> <b>Topic: Enterprise event</b> <b>Activity: Creating a poster for an event</b>
2.1 using simple ideas and content	Learner gives simple personal responses to questions about family, friends and local area	Learner creates posters for an event including factual information
2.2 applying knowledge of simple language	Learner begins and ends e-mail appropriately  Learner uses simple sentences which make sense e.g. using correct word order  Learner uses appropriate spelling and punctuation	Learner uses appropriate structure for poster  Learner uses simple sentences which make sense e.g. using correct tenses  Learner uses appropriate spelling and punctuation
2.3 communicating with sufficient accuracy	Learner's reply can be understood	Learner's poster can be understood

### Combining Assessment

The contexts used to generate evidence can be the same for both writing and talking. (They can also be the same as the contexts used for the *Using Language* Unit. If the contexts are the same, evidence can be used for both Units.) The following examples show how talking and writing evidence can be generated in the same context. These two contexts could potentially provide the two pieces of learner evidence required for the *Using Language* Unit.

### Context — Culture

Context/Topic	Suggested activities	Suggested assessment evidence
'Focus on Fiction' programme of study	Learners read a simple poem in the modern language. They read the poem and write answers to questions on it in the modern language	Learners' answers could provide evidence for writing <b>and</b> reading
	Learners listen to a simple story in the modern language. They talk about their opinions about the story in the modern language	Learners' opinions could provide evidence for talking <b>and</b> listening

### Context — Society

Context/Topic	Suggested activities	Suggested assessment evidence
Tourism: choosing a holiday destination	Learners read a tourism web page in the modern language. They create a poster which includes information about the destination	Written information on the poster could provide evidence for writing <b>and</b> reading
	Learners listen to a speaker talking about the destination in the modern language. They then carry out interviews in which they ask the speaker questions about the destination	Learners' questions/ contributions could provide evidence for talking <b>and</b> listening

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

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Equality and inclusion

When delivering this Course and its component Units, teachers and lecturers should develop learning and teaching methods to reflect the diversity of our society: methods which do not reinforce prejudices and avoid stereotyping. Learning activities should actively promote equality and provide opportunities to explore diverse lifestyles and cultures. Clear language should be used to allow learners whose first language is not English to understand materials.

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes, and use the assessment process and evidence of assessment to support continued learning. The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Further advice can be found on SQA's website

Inclusive approaches in the National 3 Modern Languages: Using Language Unit includes:

- ◆ ensuring that texts are inclusive, unbiased and gender/age appropriate
- ◆ overcoming potential barriers to learning by providing alternative teaching and learning resources and approaches, and by making alternative assessment arrangements for learners
- ◆ being aware of cultural considerations, for example, in group discussions
- ◆ responding to the needs of individual learners by using support strategies
- ◆ differentiating resources and approaches e.g. by adapting texts

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods, and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course 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](http://www.sqa.org.uk/sqa//14977.html).

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background:

- ◆ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications on SQA's website:  
<http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 3: A framework for Learning and Teaching\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and  
SCQF level descriptors (to be reviewed during 2011 to 2012):  
[www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Published:** May 2014 (version 1.2)

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Generating evidence for Reading and Writing – p.43 - now reflects two pieces of evidence needed for Unit	QDM	December 2013
	1.2	Changes to ' <i>General guidance on the Unit</i> ' section and ' <i>Approaches to learning, teaching and assessment</i> ' section for clarification.	Qualifications Manager	May 2014

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