

National 4 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 4 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 4 Modern Languages *Course Specification*
- ◆ Modern Languages: *Understanding Language (National 4) Unit Specification*
- ◆ Modern Languages: *Using Language (National 4) Unit Specification*
- ◆ Modern Languages: *Using Language (National 4) Unit Support Notes*
- ◆ Modern Languages: *Understanding Language (National 4) Unit Support Notes*
- ◆ Modern Language: *Assignment (National 4) Unit Specification*

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 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 3 Modern Languages Course or relevant component Units
- ◆ Modern Languages for Life and Work Award (SCQF level 3 or level 4)
- ◆ Modern Languages for Work Purposes Unit (SCQF level 3 or level 4)

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
- ◆ knowledge of straightforward language required to understand and use a modern language
- ◆ applying grammatical knowledge

Grammatical knowledge is contained in the Productive Grammar Grid (Appendix 1).

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

Progression from this Course

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

- ◆ National 5 Modern Languages or any relevant component Units
- ◆ National 4 Modern Languages in another modern language
- ◆ Modern Languages for Work Purposes Units (SCQF levels 4 or 5)
- ◆ 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 and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The National 4 Modern Languages Course forms a hierarchy with the Modern Languages Courses at National 3, National 5, and Higher. 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 how this hierarchy can be managed is given in the section 'Approaches to learning, teaching and assessment'.

National 3	National 4	National 5	Higher
<i>Understanding Language</i>	<i>Understanding Language</i>	<i>Understanding Language</i>	<i>Understanding Language</i>
<i>Using Language</i>	<i>Using Language</i>	<i>Using Language</i>	<i>Using Language</i>
	Added Value — assignment	Course assessment	Course assessment

Approaches to learning, teaching and assessment

The National 4 Modern Languages Course will be delivered in a variety of settings, for example, school, college or 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 following contexts; 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 4 Modern Languages Course offers many opportunities for personalisation and choice. Some examples include:

- ◆ learners choose contexts and topics for the Units, including the assignment
- ◆ learners study independently for the assignment
- ◆ learners are 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 create their own learning targets/plans for their language learning
- ◆ providing differentiated materials and approaches
- ◆ practitioners select the most appropriate assessment methods, taking into account individual needs 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, pronunciation, reading, and writing
- ◆ develop a knowledge of the structure of the foreign language 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, centres should use technology as much as possible to support learning, teaching and assessment. For the National 4 Modern Languages Course, this could include:

- ◆ Compiling and maintaining e-portfolios
- ◆ Web-based research, for example, as part of Understanding Language Unit
- ◆ Interactive language tasks such as cloze passages in electronic format
- ◆ Listening and responding to and/or creating podcasts
- ◆ Games-based learning
- ◆ Using chat rooms for discussion
- ◆ Using virtual learning environments
- ◆ Video conferencing
- ◆ Use of language-based websites to develop learners' vocabulary
- ◆ Use of 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 e-mailing pen pals

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 providing evidence which satisfies, 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	Health: 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 listen to a health club receptionist taking calls, then role play a health club receptionist/customer conversation (listening)	Learners participate in a conversation about the corresponding issues in this country (talking)	Learners might write reports on their own attitudes to health
Learning	Learning a Language: Learners have conversations in the modern language about	Learners could read peers' evaluations and respond to show understanding	Learners take part in role play conversations (listening)	Learners participate in the conversation about language learning	Learners write evaluations

	learning a language and also write evaluations of their language learning experiences in the modern language				
Employ-ability	Working/Living in a Developing Country: Learners research the qualities needed to work/live in a developing country where the modern language is using the internet	Learners might read texts about working/living in a developing country and show understanding of the information they read	Learners could listen to a conversation about these qualities	Learners might give brief presentations about the qualities needed	Learners could write reflectively about their own attitudes to working/living in another country
Culture	Media: Learners listen to a radio play in the modern language	Learners might read abridged 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	Learners could contribute to paired conversations about the play	Learners might write brief reviews of the play in the modern language

Combination and sequencing of Units

The National 4 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 at appropriate points. Assessment will occur at appropriate points during the Course.

When planning delivery of the Course, teachers/lecturers will consider when to deliver/assess the Assignment as part of the Course. Learners will normally develop skills within the Using Language Unit and the Understanding Language unit before undertaking the Assignment. The Assignment offers the opportunity to

apply the skills learned in the other Units. Further advice and guidance on delivery of the Added Value Unit is given in the Added Value Unit section below.

Combined approaches to assessing listening for communication and talking

The integration of listening for combination 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 within 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, particularly the Added Value Unit. 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/discussion.

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.

Learners are required to provide evidence that they have identified overall purpose, which is likely to originate from listening for information assessment activities.

Suggested transactions/conversations	Assessment Standards for listening and talking
<p>Context: Society Topic — Education Systems Learners listen to visitors from another country talking in the modern language about the school system in another country. They then participate in conversations in the modern language with the teacher about similarities and differences between the two systems</p> <p>Context: Employability Topic — Tourism Learners participate in role plays in the modern language as hotel manager/guest</p> <p>Context: Learning Topic — Teaching and learning A group of learners watches a YouTube clip of a conversation between a teacher and learner in another country and then carry out paired conversations in the modern language asking each other about information in the clip</p> <p>Context: Culture Topic — Currency/trade Learners participate in role plays called ‘At the airport’ using the currency of another country during the role play to buy an item</p>	<p>Oral responses demonstrate the learner’s ability to:</p> <p>1.1 use relevant ideas and content</p> <p>1.3 apply knowledge of straightforward language</p> <p>1.4 convey meaning to a sympathetic listener</p> <p>2.1 identify overall purpose and main points (Centres need to plan strategies for gathering evidence in relation to identifying overall purpose)</p> <p>2.3 apply 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

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

Suggested activities	Suggested assessment evidence	Potential evidence for Understanding Language Unit	Potential evidence for Using Language Unit
<p>Context: Society Topic — Geography Learners read a brochure about a town in another country in the modern language then answer questions about the town in a conversation in the modern language</p>	<p>Oral responses in the modern language</p>	<p>Outcome 1 Understand straightforward written language by:</p> <p>1.1 identifying overall purpose and main points (Centres need to plan strategies for gathering evidence in relation to identifying overall purpose)</p> <p>1.2 applying knowledge of the modern language</p>	<p>Outcome 1 Use straightforward spoken language in conversations by:</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>Context: Learning Topic — College links A learner reads an invitation to an Open Afternoon in another college in the modern language and writes an acceptance in the modern language</p>	<p>Written reply in the modern language</p>	<p>Outcome 1 Understand straightforward written language by:</p> <p>1.1 identifying overall purpose and main points (Centres need to plan strategies for gathering evidence in relation to identifying overall purpose)</p> <p>1.2 applying knowledge of the modern language</p>	<p>Outcome 2 Use straightforward written language by:</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>

<p>Context: Employability Topic — Employment 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>Oral report in English</p>	<p>Outcome 2 Understand straightforward spoken language by:</p> <p>2.1 identifying overall purpose and main points</p> <p>2.2 applying knowledge of the modern language</p>	<p>Outcome 1 Use straightforward spoken language in conversations by:</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>Context: Culture Topic — Cookery/food A learner watches a YouTube clip of a chef making a dish popular in another country. The learner then writes the recipe in the modern language for another learner to follow</p>	<p>Written recipe in the modern language</p>	<p>Outcome 2 Understand straightforward spoken language by:</p> <p>2.1 identifying overall purpose and main points</p> <p>2.2 applying knowledge of the modern language</p>	<p>Outcome 2 Use straightforward written language by:</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>

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 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

5 Thinking skills

5.3 Applying

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

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p>4.6 Citizenship 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, 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.</p>
<p>5.3 Applying 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 writing but use different content. Learners will also develop the ability to plan, organise and complete</p>

	tasks when they undertake language activities, for example designing a web page in the modern language. They will apply the skills they have developed throughout the Course when working towards and presenting the assignment.
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Added Value Unit

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course Assessment.

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

The National 4 Modern Languages Added Value Unit consists of an assignment which will enable learners to apply the modern language skills they develop as they progress through the Course and will help them to develop the following skills and knowledge:

- ◆ investigation and research skills
- ◆ in-depth knowledge of the chosen topic
- ◆ planning and organisational skills
- ◆ IT skills
- ◆ Oral and aural skills
- ◆ the ability to work independently and in collaboration with others
- ◆ the ability to select, analyse and evaluate facts and ideas
- ◆ the ability to take notes, to draft and to edit

Learners will plan and research a topic of their own choice and which they feel has particular relevance to them. Learners will be supported to carry out the assignment by:

- ◆ a clear staged outline of the assessment, with timescales/timelines
- ◆ advice on how to choose the topic
- ◆ advice on how to research the topic
- ◆ advice on how to work independently
- ◆ advice on delivery, such as pace, pronunciation, intonation, use of visual aids
- ◆ advice on responding appropriately to questions on the chosen topic in the modern language
- ◆ listening to examples of successful and effective communication
- ◆ sharing the criteria that will be used for assessment

Learners should record their research findings in English, for example, in an e-portfolio. At least two sources should be consulted, for example, a web page and a factual report on the topic. Findings can be presented as conversations or discussions and can be presented in either oral or digital form, such as a podcast.

Presentations will be made in the modern language. Learners will benefit from practising talking in advance to build confidence and to aid fluency. Assessment also includes the learner's responses to questions/contributions on the topic. Therefore learners should be encouraged to prepare in advance for potential questions/contributions/areas of enquiry.

The assignment will further develop skills learners have already developed in day-to-day learning and teaching in the National 4 Modern Languages Course. For example, practising interactions in the modern language by contributing and responding may provide evidence for the *Using Language* Unit and will also develop learners' ability to respond orally to questions/contributions.

Added Value Unit Illustrations

Assessors who combine the assessment for reading and listening using the Added Value Unit should ensure that all Assessment Standards and Outcomes are met for both the Added Value Unit and the Understanding Language Unit.

In a combined assessment using the Added Value Unit for reading and listening an overall purpose question must be built in for learners to meet Understanding Language Unit: Outcomes 1.1 and 2.1.

Illustration 1

My trip to another country

A learner chooses to research and talk about a country he/she wants to visit/has visited. He/she researches the country from web information and by reading printed leaflets/materials. He/she talks about the country to a small group of learners supported by either personal photographs, or those sourced on the web. He/she answers questions from listeners about the country and about his/her overall impressions and whether he/she would return to the country.

Assessment evidence — reading (at least two texts), listening (on one occasion to respond to questions) and talking (the learner's presentation).

Illustration 2

My future career

A learner chooses 'My Future Career' as the topic for his/her assignment. He/She researches hairdressing as a career by reading a selection of texts in the modern language about hairdressing. He/She then talks about hairdressing in the modern language including reflecting on his/her work experience at a hairdresser and his/her thoughts, feelings and hopes about hairdressing and answers questions from the audience about his/her talk. He/She writes a reflective piece of writing in the modern language after his/her talk.

Assessment evidence — reading (at least two texts), listening (on one occasion to respond to questions), talking (the conversation) and writing (reflective piece).

Some suggested topics for the Added Value Assignment are included in the lists below:

Society

- ◆ sport/health and wellbeing
- ◆ TV, cinema, music
- ◆ computers and IT
- ◆ family and friends
- ◆ home and local area
- ◆ hobbies/interests
- ◆ issues e.g. the environment, local amenities

Learning

- ◆ school/college
- ◆ subjects

Employability

- ◆ jobs and places of work
- ◆ qualities
- ◆ CV
- ◆ future career

Culture

- ◆ holidays
- ◆ life in another country
- ◆ events and celebrations
- ◆ customs and traditions
- ◆ films, literature

Equality and inclusion

When delivering this Course and its component Units, teachers and lecturers should develop learning and teaching materials which reflect the diversity of our society, which do not reinforce prejudices and avoid stereotyping people. 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 4 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 discussion
- ◆ 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.

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: 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: <ul style="list-style-type: none"> • present • immediate future (or future) • completed past • continuous past 	Future Pluperfect (or equivalent)	Other past tenses
Mood/modality	Notions of volition (<i>would like to...</i>); being able to; imperatives (<i>must do something...</i>) as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. (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.			

Appendix 1 (continued)

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

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

Appendix 1 (continued)

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	<i>My/Your.</i>	Indication of possessive for all persons.	Agreements as appropriate.		
Comparative/ Superlative	Indication of comparative.		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	

Adverbs

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

Appendix 1 (continued)

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.			
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Editions of Gaelic Orthographic Conventions in both English and Gaelic can be found at: <http://www.sqa.org.uk/sqa/7346.html>

Appendix 2: Contexts, suggested topics and suggested topic development

The following are suggested means of developing the contexts.

Context	Suggested topics	Suggested topic development
Society	Family and friends	Saying how you get on with family members/ house rules/housework (gender roles)/ what makes a good friend/importance of friends
	Lifestyle	Physical, mental and social wellbeing, eg sport and relaxation methods
	Media	TV, cinema, music, computers and computer games, TV viewing habits
	Global languages	Languages — language use
	Citizenship	Roles and responsibilities, being a global citizen
	Learning	Learning in context
	Education	Purpose of education/ pressures of learning/ the role of the teacher/learner
Employability	Jobs	Pocket money and managing money, advantages/disadvantages of different jobs
	Work and CVs	Planning for work experience/preparing CVs/ambitions
	Culture	Planning a trip
	Other countries	Impressions/aspects of other countries
	Celebrating a special event	Comparison of celebrations/events in another country
	Literature of another country	Straightforward fiction, eg poems, songs, stories
	Film and television	Studying films in the modern language Studying television in other countries

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

Appendix 4: Progression (National 3 to National 4)

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

<p>Outcome 1</p> <p>Understand simple written language by:</p> <p>1.1 identifying overall purpose and some main points</p> <p>1.2 applying basic knowledge of the modern language</p>	<p>Outcome 1</p> <p>Understand straightforward written language by:</p> <p>1.1 identifying overall purpose and main points</p> <p>1.2 applying knowledge of the modern language</p>
<p>Outcome 2</p> <p>Understand simple spoken language by:</p> <p>2.1 identifying overall purpose and some main points</p> <p>2.2 applying basic knowledge of the modern language</p>	<p>Outcome 2</p> <p>Understand straightforward spoken language by:</p> <p>2.1 identifying overall purpose and main points</p> <p>2.2 applying knowledge of the modern language</p>
<p>Outcome 1</p> <p>Use simple spoken language in conversations by:</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>Outcome 1</p> <p>Use straightforward spoken language in conversations by:</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>Outcome 2</p> <p>Use simple written language by:</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>Outcome 2</p> <p>Use straightforward written language by:</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.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [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
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)

Administrative information

Published: May 2014 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Changes to ' <i>General guidance on the Course</i> ' section, ' <i>Approaches to learning, teaching and assessment</i> ' section, further wording added to ' <i>Equality and inclusion</i> ' section and Appendix 1 & 2 for clarification	Qualifications Manager	May 2014

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Unit Support Notes — Understanding Language (National 4)



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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 4) Unit. They are intended for teachers and lecturers who are delivering the Course and its Units.

They should be read in conjunction with the:

- ◆ National 4 Modern Languages *Course Specification*
- ◆ Modern Languages: *Understanding Language* (National 4) *Unit Specification*
- ◆ Modern Languages: *Using Language* (National 4) *Unit Specification*
- ◆ Modern Language: *Assignment* (National 4) *Unit Specification*
- ◆ Modern Languages: *Using Language* (National 4) *Unit Support Notes*

So that skills can be integrated, the *Modern Languages: Understanding Language* (National 4) 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 4 Modern Languages *Course Support Notes*.

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

General guidance on the Unit

Aims

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

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

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

Learners who complete this Unit will be able to:

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

This Unit is a mandatory Unit of the National 4 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 one or more of the following or by equivalent qualifications and/or experience:

- ◆ National 3 Modern Languages Course or relevant component Units
- ◆ Modern Languages for Life and Work Award (SCQF level 3 or level 4)
- ◆ Modern Languages for Work Purposes Unit (SCQF level 3 or level 4)

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is contained in the *Unit Specification* and in the *Course Support Notes* for National 4 Modern Languages.

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.

Unit assessment evidence will be generated in the following contexts: society, learning, employability, culture. Suggested topics and topic development are contained in Appendix 2.

Progression from this Unit

Completion of this Unit may provide progression to:

- ◆ National 5 Modern Languages or any relevant component Units
- ◆ National 4 Modern Languages in another modern language
- ◆ Modern Languages for Work Purposes Units (SCQF levels 4 or 5)
- ◆ Modern Languages for Life and Work Award (SCQF levels 4 or 5)
- ◆ further study or training

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the *Modern Languages: Understanding Language* (National 4) Unit.

The *Modern Languages: Understanding Language* (National 4) 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, choosing to respond orally or in writing
- ◆ individual feedback to learners about their reading and listening
- ◆ learners create their own learning targets/plans for their reading and listening skills
- ◆ providing differentiated materials and approaches for reading and listening

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 providing evidence which satisfies, 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
Society	Health: 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 listen to a health club receptionist/customer conversation
Learning	Learning a Language: 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 could listen to different opinions on language learning

Employability	Working/Living in a Developing Country: 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 listen to a conversation about these qualities
Culture	Media: Learners listen to a radio play in the modern language	Learners might read abridged reviews of the play and show understanding of the review	Learners could listen to a conversation about the play to show understanding

Reading

Learners can develop their reading skills by reading a variety of types and styles of texts, such as informational texts, fiction such as stories and poems, recipes, brochures, instructions, blogs and leaflets. Learners can read using one source, such as a menu or a letter, or a number of sources, for example, reading two or three different texts on one topic, such as food and drink.

Learners can develop reading skills within this Unit by:

- ◆ developing the ability to prepare for reading, for example predicting what language/ideas a passage may contain
- ◆ developing skimming and scanning skills
- ◆ drawing on knowledge of English and other languages to assist understanding
- ◆ making effective use of word glossaries and bilingual dictionaries
- ◆ applying knowledge and understanding of grammar and language structure to assist comprehension, such as learning specific words and phrases in advance of reading a text

Examples of reading activities could include:

- ◆ comparing two sources by asking what information is different/the same
- ◆ reading a text and finding information/answering questions
- ◆ using pre-reading activities such as predicting what language/ideas a passage may contain
- ◆ highlighting specific language or ideas in a passage
- ◆ cloze procedure activities
- ◆ reading texts as sources for the assignment

Evidence of understanding can be in written, oral or digital form. Where evidence is in oral form, for example, answers to questions in a conversation, it may be useful to record this evidence (filmed, taped, in audio clip format). Where evidence is written or digital, this should also be kept, for example in an e-portfolio.

Responses which show understanding can be in oral, written or other forms. Learners can show understanding in a variety of other ways, for example:

- ◆ Making an item according to instructions written in the modern language
- ◆ Drawing a graph which uses information from a news article in the modern language
- ◆ Making a poster based on web research in the modern language

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.

Learners can develop listening skills within this Unit by:

- ◆ 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
- ◆ focusing on and picking out key information
- ◆ recognising useful vocabulary and ideas which can be developed and used in other contexts, for example by note-taking
- ◆ listening for enjoyment, for example giving a reaction to a television programme or podcast

Examples of listening activities include:

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

Evidence of understanding can be in written, oral or digital form. Where evidence is in oral form, it may be useful to record this evidence (filmed, taped, in audio clip format). Where evidence is written or digital, this should also be kept, for example, in an e-portfolio.

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

Context and suggested topic	Outcome 1 Assessment Standards	Potential assessment evidence
Society Topic: — Friends Learners talk about their best friends	1.1 identifying overall purpose and main points 1.2 applying knowledge of the modern language	Learners listen to an interview in which someone describes his/her best friend. The learner shows understanding by answering questions in English
Learning Topic: — School in Another Country Conversations in the modern language with learners in a partner school	1.1 identifying overall purpose and main points 1.2 applying knowledge of the modern language	Learners listen to conversations between students in different countries, showing understanding of what is said/asked about the school by answering questions in English.
Employability Topic: — Enterprise Learner listens to conversations during an enterprise event 'Come to our café'	1.1 identifying overall purpose and main points 1.2 applying knowledge of the modern language	Learners listen to a role play, showing understanding of what is said/asked about goods/services, answering questions in English.
Culture Topic: — Song Lyrics Listening to songs in the modern language	1.1 identifying overall purpose and main points 1.2 applying knowledge of the modern language	Learners listen to a song, showing understanding of what is sung by talking to each other about the lyrics and what they mean.

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, and also how these approaches may provide additional evidence for the Using Language Unit.

Context — Employability

Topic	Suggested activity	Suggested assessment evidence
Commonwealth/Olympic Games activities	In a scenario where they are pitching to provide facilities for a games event, learners read 'presentation pitches' in the modern language then write their own 'presentation pitches'.	Learners' writing could provide evidence for reading AND writing
	Learners listen to an interview with an elite athlete. They then interview an athlete, questioning and responding to the athlete.	Learners' questions/responses could provide evidence for talking AND listening

Context — Learning

Topic	Suggested activity	Suggested assessment evidence
'On exchange' learning blogs	Learners on an exchange programme blog in the modern language. Learners read peers' blogs.	Learners' writing could provide evidence for reading AND writing
	Learners listen (and respond) to internet voice calls from the learners on exchange.	Learners' questions/responses could provide evidence for talking AND 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 materials which reflect the diversity of our society, which do not reinforce prejudices and avoid stereotyping people. 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 4 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 discussion
- ◆ 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.

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: Contexts, suggested topics and suggested topic development

Society	Family and friends	Saying how you get on with family members/ house rules/housework (gender roles)/ what makes a good friend/importance of friends
	Lifestyle	Physical, mental and social wellbeing, eg sport and relaxation methods
	Media	TV, cinema, music, computers and computer games, TV viewing habits
	Global languages	Languages — language use
	Citizenship	Roles and responsibilities, being a global citizen
Learning	Learning in context	learning in modern languages/in each subject/ record of achievement
	Education	Purpose of education/ pressures of learning/the role of the teacher/learner
Employability	Jobs	Pocket money and managing money, advantages/disadvantages of different jobs
	Work and CVs	Planning for work experience/preparing CVs/ambitions
Culture	Planning a trip	Choice of destination /transport/activity options/evaluation of trip
	Other countries	Impressions/aspects of other countries
	Celebrating a special event	Comparison of celebrations/events in another country
	Literature of another country	Straightforward fiction, eg poems, songs, stories
	Film and television	Studying films in the modern language Studying television in other countries

Assessment evidence for the Course will be generated in the contexts of society, learning, employability and culture. The following table contains suggested topics within these contexts. The following table contains suggested topics within these contexts.

Appendix 2: 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	http://www.britishcouncil.org/learning-ie-school-partnerships.htm
The British Council	Advice on e-twinning	http://www.britishcouncil.org/etwinning.htm
The British Council	General resources and advice	http://schoolsonline.britishcouncil.org/
The Big Challenge Club	Pen-pal club	http://www.thebigchallengeclub.com/
E-pals	Pen-pal club	http://www.epals.com/
Languages without limits	Support for language teachers	http://www.languageswithoutlimits.co.uk/index.html
Education Scotland	Resources for teaching languages	http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/languages/index.asp
Film in Language Teaching Association	Using film — resources and advice	http://www.filta.org.uk/index.html
SCILT	Scotland's National Centre for Languages	http://www.strath.ac.uk/scilt/informationandresources/usefulwebsites/#d.en.305118
SALT	Scottish Association for Language Teaching	http://www.saltlangs.org.uk/
Languages on Screen	short films for free download	http://languagesonscreen.org.uk/
BBC Learning Zone	Video and audio teaching resources	http://www.bbc.co.uk/learningzone/clips/
Language at Work	Video case studies	http://www.routesintolanguages.ac.uk/videos/923
Linguacast	Podcasts for language learning	http://linguacast.ncl.ac.uk/
Unversed	Podcasts for language learning	http://www.unversed.co.uk/
Links into Languages	Materials for language teaching	http://www.linksintolanguages.ac.uk/linkdup
Europarl	European Parliament TV channel	http://www.europarl.tv.europa.eu/en/home.aspx

Appendix 3: 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.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*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
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)

Administrative information

Published: May 2014 (version 1.2)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Generating evidence for Reading and Writing – pp 33 & 34 - now reflects two pieces of evidence needed for Unit	QDM	December 2013
	1.2	Changes to ' <i>Introduction</i> ', ' <i>General guidance on the Course</i> ', ' <i>Approaches to learning, teaching and assessment</i> ' and ' <i>Equality and inclusion</i> ' sections for clarification	Qualifications Manager	May 2014

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Unit Support Notes — Using Language (National 4)



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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 4) Unit. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the:

- ◆ National 4 Modern Languages *Course Specification*
- ◆ *Modern Languages: Using Language (National 4) Unit Specification*
- ◆ *Modern Languages: Understanding Language (National 4) Unit Specification*
- ◆ *Modern Languages: Understanding Language (National 4) Unit Support Notes*
- ◆ *Modern Language: Assignment (National 4) Unit Specification*

So that skills can be integrated, the *Modern Languages: Using Language* (National 4) 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 4 Modern Languages *Course Support Notes*.

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

General guidance on the Unit

Aims

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

- ◆ Cantonese
- ◆ French
- ◆ Gaelic (Learners)
- ◆ German
- ◆ Italian
- ◆ Mandarin (Simplified)
- ◆ Mandarin (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 straightforward language in the contexts of society, learning, employability, culture.

Learners who complete this Unit will be able to:

- 1 Use straightforward spoken language in conversations
- 2 Use straightforward written language

This Unit is a mandatory Unit of the National 4 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 one or more of the following or by equivalent qualifications and/or experience:

- ◆ Modern Languages (National 3) Course or relevant component Units
- ◆ Modern Languages for Life and Work Award (SCQF level 3 or level 4)
- ◆ Modern Languages for Work Purposes Unit (SCQF level 3 or level 4)

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is contained in the *Unit Specification* and in the *Course Support Notes* for National 4 Modern Languages.

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.

Unit assessment evidence will be generated in the following contexts: society, learning, employability, culture. Suggested topics and topic development are contained in the 'Contexts, topics and topic development' table (Appendix 1).

Progression from this Unit

Completion of this Unit may provide progression to:

- ◆ National 5 Modern Languages or any relevant component Units
- ◆ National 4 Modern Languages in another modern language
- ◆ Modern Languages for Work Purposes Units (SCQF levels 4 or 5)
- ◆ further study or training

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to gathering assessment evidence within the *Modern Languages: Using Language* (National 4) Unit.

The *Modern Languages: Using Language* (National 4) Unit offers many opportunities for personalisation and choice. Some examples include:

- ◆ learners choose contexts and topics for writing and talking
- ◆ learners are given choices about talking, where appropriate, for example choosing to talk to the class or a small group
- ◆ learners are given choices about writing, where appropriate, for example choosing a format for their writing or choosing between two writing activities
- ◆ individual feedback to learners about their writing and talking
- ◆ learners create their own learning targets/plans for their writing and talking skills
- ◆ providing differentiated materials and approaches for writing and talking

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 providing evidence which satisfies, 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
Society	Health: 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
Learning	Learning a Language: Learners have conversations in the modern language about learning a language and also write evaluations of	Learners take part in role play conversations	Learners write evaluations

	their language learning experiences in the modern language		
Employability	Working/Living in a Developing Country: Learners explore the qualities needed to work/live in a developing country where the modern language is spoken by researching using the internet	Learners might give brief presentations about the qualities needed	Learners could write reflectively about their own attitudes to working/living in another country
Culture	Media: 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

Learners can develop talking skills within this Unit by:

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

Learners can develop their talking within interactions, transactions, conversations or discussions. For example:

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

- ◆ web chats/conferencing
- ◆ internet voice calls
- ◆ talking in preparation for the assignment

Learners will 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.

Learners may need support in talking, especially where they lack confidence, and consideration should be given to group dynamics, for example, choice of subject for conversation, room layout, gender and age of the learner. Allowing personalisation and choice in terms of topic, context and audience will support learners.

The table below contains suggested examples of learner evidence and how this might satisfy the Outcome.

Assessment Standards	Context: Employability Topic: Working in a sports club Activity: role play as client/sports club receptionist	Context: Society Topic: Food and drink abroad Activity: small group discussion about food and drink in another country	Context: Learner's choice Topic: Learner's choice Activity: learner presents assignment and answers questions
1.1 using relevant ideas and content	Learner uses relevant questions/ contributions	Learner contributes relevant questions/ responses	Learner uses relevant information from at least two sources. Learner responds appropriately to questions
1.2 applying knowledge of straightforward language	Learner uses straightforward language, pronunciation and uses the appropriate register. Learner uses sentences which make sense	Learner uses straightforward language, pronunciation and uses the appropriate register. Learner uses sentences which make sense	Learner uses straightforward language, pronunciation and uses the appropriate register. Learner uses sentences which make sense
1.3 conveying meaning to a sympathetic listener	Learner can be understood by assessor	Learner can be understood by assessor	Learner can be understood by assessor

Combining Assessment

The contexts used to generate evidence can be the same for both writing and talking. (The contexts can be the same as the contexts used for the Understanding 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.

Context — Employability

Topic	Suggested activity	Suggested assessment evidence
Commonwealth/Olympic Games activities	In a scenario where they are pitching to provide facilities for a games event, learners read 'presentation pitches' in the modern language then write their own 'presentation pitches'	Learners' writing could provide evidence for reading AND writing
	Learners listen to an interview with an elite athlete. They then interview an athlete, questioning and responding to the athlete	Learners' questions/responses could provide evidence for talking AND listening

Context — Learning

Topic	Suggested activity	Suggested assessment evidence
'On exchange' learning blogs	Learners on an exchange programme blog in the modern language. Learners read peers' blogs.	Learners' writing could provide evidence for reading AND writing
	Learners listen (and respond) to internet voice calls from the learners on exchange.	Learners' questions/responses could provide evidence for talking AND listening

Writing

Learners should be encouraged to plan their writing, for example, by building up knowledge of relevant vocabulary, grammar and expression. In planning and preparing for writing, learners will consider the audience and purpose for their writing.

Learners could use reference materials, such as word banks or online dictionaries, and should be encouraged to 'recycle' words and phrases, for example, by applying and developing these in new contexts.

Learners can develop writing skills by:

- ◆ being aware that the target audience and the purpose for composing a piece of writing will have an impact on the type of language used
- ◆ demonstrating accuracy in spelling and grammatical awareness

- ◆ showing an awareness of sentence structure
- ◆ making appropriate use of reference materials, such as bilingual dictionary, word glossaries and vocabulary lists
- ◆ applying vocabulary and language structures gathered from listening and reading activities
- ◆ demonstrating good use of research skills
- ◆ drafting, editing and self-evaluating their writing
- ◆ blogging in the modern language

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

Assessment Standards	Context: Society Topic: Town versus country	Context: Learning Topic: Writing to pen pals	Context: Employability Topic: Working in another country	Context: Culture Topic: Celebrations
2.1 Using relevant ideas and content	Learners write about the advantages of living in a town/living in the country	Learner writes emails to a pen pal including information about him/herself and local area	Learner gives information about age, experience and interests	Learner writes a description of an event in another country
2.2 applying knowledge of straightforward language	Learner uses appropriate structure and vocabulary, eg contrasting adjectives Learner uses appropriate spelling and punctuation Learner uses sentences which make sense e.g. using linking words and phrases	Learner uses appropriate beginning and ending to the email. Learner uses appropriate spelling and punctuation Learner uses sentences which make sense e.g. using idiom accurately	Learner uses appropriate structure for information Learner uses appropriate spelling and punctuation Learner uses sentences which make sense e.g. using correct tenses	Learner uses appropriate structure for information Learner uses appropriate spelling and punctuation Learner uses sentences which make sense e.g. using correct tenses
2.3 communicating with sufficient accuracy	Learner's writing can be understood by assessor	Learner's email can be understood by assessor	Learner's responses can be understood by assessor	Learner's writing can be understood by assessor

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 materials which reflect the diversity of our society, which do not reinforce prejudices and avoid stereotyping people. 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 4 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 discussion
- ◆ 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.

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: 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: <ul style="list-style-type: none"> • present • immediate future (or future) • completed past • continuous past 	Future Pluperfect (or equivalent)	Other past tenses
Mood/modality	Notions of volition (<i>would like to...</i>); being able to; imperatives (<i>must do something...</i>) as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. (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.			

Appendix 1 (continued)

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

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

Appendix 1 (continued)

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	<i>My/Your.</i>	Indication of possessive for all persons.	Agreements as appropriate.		
Comparative/ superlative	Indication of comparative.		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	

Adverbs

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

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.			
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Appendix 2: Contexts, suggested topics and suggested topic development

Society	Family and friends	Saying how you get on with family members/house rules/housework (gender roles)/what makes a good friend/importance of friends
	Lifestyle	Physical, mental and social wellbeing, eg sport and relaxation methods
	Media	TV, cinema, music, computers and computer games, TV viewing habits
	Global languages	Languages — language use
	Citizenship	Roles and responsibilities, being a global citizen
Learning	Learning in context	learning in modern languages/in each subject/record of achievement
	Education	Purpose of education/ pressures of learning/the role of the teacher/learner
Employability	Jobs	Pocket money and managing money, advantages/disadvantages of different jobs
	Work and CVs	Planning for work experience/preparing CVs/ambitions
Culture	Planning a trip	Choice of destination /transport/activity options/evaluation of trip
	Other countries	Impressions/aspects of other countries
	Celebrating a special event	Comparison of celebrations/events in another country
	Literature of another country	Straightforward fiction, eg poems, songs, stories
	Film and television	Studying films in the modern language Studying television in other countries

Assessment evidence for the Course will be generated in the contexts of society, learning, employability, culture. The following table contains suggested topics within these contexts. The following table contains suggested topics within these contexts

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

Appendix 4: 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.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*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
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)

Administrative information

Published: May 2014 (version 1.2)

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Generating evidence for Reading and Writing – pp 46 & 47 - now reflects two pieces of evidence needed for Unit	QDM	December 2013
	1.2	Changes to ' <i>Introduction</i> ', ' <i>General guidance on the Course</i> ', ' <i>Approaches to learning, teaching and assessment</i> ', ' <i>Equality and inclusion</i> ' sections and Appendix 1 for clarification	Qualifications Manager	May 2014

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