National 5 Modern Languages Course Support Notes

Contents

Introduction

These support notes provide advice and guidance to support the delivery of the National 5 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 5 Modern Languages *Course Specification*
♦ Modern Languages: *Understanding Language (National 5) Unit Specification*
♦ Modern Languages: *Using Language (National 5) Unit Specification*
♦ Modern Languages: *Using Language (National 5 Unit Support Notes*
♦ Modern Languages: *Understanding Language (National 5) 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

This 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
♦ understand and use a modern language
♦ apply knowledge and understanding 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 4 Modern Languages Course or relevant component Units

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

Skills, knowledge and understanding covered in this Course

The Course enables learners to communicate, to be critical thinkers, to develop cultural awareness, and to be creative. 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 and understanding of detailed language required to understand and use a modern language
♦ applying grammatical knowledge and understanding

Grammatical knowledge is contained in the Productive Grammar Grid (Appendix 2).

Course 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 3).

Progression from this Course

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

♦ Higher Modern Languages or any relevant component Units
♦ National 5 Modern Languages in another modern language
♦ Modern Languages for Work Purposes Units (SCQF levels 5 or 6)
♦ further study or training
♦ employment

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 Modern Languages Course (National 5) forms a hierarchy with the Modern Languages Courses at National 3, National 4, 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 entitled "Approaches to Learning, Teaching and Assessment".

National 3	National 4	National 5	Higher
Understanding Language	Understanding Language	Understanding Language	Understanding Language
Using Language	Using Language	Using Language	Using Language
	Added Value Unit — assignment	Course assessment	Course assessment

Approaches to learning, teaching and assessment

The National 5 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 5 Modern Languages Course offers many opportunities for personalisation and choice. Some examples include:

♦ learners choose contexts and topics for the Units
♦ 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 and where appropriate, centres should use technology as much as possible to support learning, teaching and assessment. For the National 5 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
- ♦ Using media such as television, radio and websites in the modern language

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.

Combination and sequencing of Units
The National 5 Modern Languages Course contains Outcomes which can be delivered and assessed in a variety of ways. Skills should be taught in a combined way and the amount of time spent on each will depend on the needs of the learners and prior skills, knowledge and understanding.

Timing and sequencing of the delivery and assessment of the Units is at the discretion of the centre. The Units should be combined in terms of delivery to ensure all four skills are developed and practised in the most appropriate way. Hierarchies should provide opportunities for each Unit to consolidate the teaching and learning experienced in the previous Unit(s). This approach can help to provide more time for learning and teaching, emphasise the transferability and combination of skills and, at the same time avoid duplication of assessment.

Combined assessment — examples
Evidence which is generated during the Course can be used as 'combined evidence'. This means that a learner's responses can be used to satisfy more than one Outcome. This is illustrated below:

Reading — oral responses — can provide evidence for reading and talking
Listening — oral responses — can provide evidence for listening and talking
Reading — written responses — can provide evidence for reading and writing
Listening — written responses — can provide evidence for listening and writing

These examples are language-specific, but can be used as examples of combined assessment in all languages, generating evidence in more than one Outcome.

Learners can develop reading skills by:

♦ drawing on knowledge of English and other languages to assist understanding
♦ making effective use of reference materials such as word glossaries and a bilingual dictionary
♦ applying knowledge and understanding of grammar and language structure to assist comprehension
♦ extracting ideas and structures to use in other skill areas, such as talking and writing

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

Comparing the experience of life in the city with life in the country	**Understand detailed written language by:**
The learner reads an article in French on a school website, which describes living in the city/country (whichever is appropriate for learner) for young people. The learner makes note of these and uses them as a basis for interview questions in French. Using videoconferencing, the learner discusses (in French) similarities and differences in lifestyle with a learner in the other school and expresses his/her opinion on the advantages and disadvantages of his/her own lifestyle. **Learning in Senegal** Learners explore issues for learners in Senegal. They research Senegalese education, seeking agreed points of information and details (eg length of school day, uniform code) by reading about Senegalese schools using the internet. They present their findings to the group, then have a discussion, in which they compare the school experience of a Scottish and a Senegalese learner.	♦ identifying overall purpose and main points (Centres need to plan strategies for gathering evidence in relation to identifying overall purpose.) ♦ applying knowledge and understanding of the modern language **Use detailed spoken language in conversations by:** ♦ using relevant ideas and content ♦ applying knowledge and understanding of detailed language ♦ conveying meaning to a sympathetic listener
The above examples can easily be adapted to substitute the talking Outcome for a written one, or be adapted to include a written Outcome.	**Use detailed written language by:** ♦ using relevant ideas and content ♦ applying knowledge and understanding of detailed language ♦ communicating with accuracy

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.

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.
Some suggested learning and teaching contexts are shown below:

Type of interaction	Suggested context for listening and talking
An interview	Imagined job interview
A dialogue	Conversation about holiday plans
A transaction	The learners play the roles of a visitor to Scotland seeking information at a hotel reception from an employee
Group discussion	Discussion about social media

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

During the conversation or discussion, it is important that the speaker(s) contribute(s) ideas and uses language at a level which allows the listener(s) to satisfy appropriate Assessment Standards.

What a learner says within an interaction can provide evidence of talking and listening. This is because the learner can show he or she has understood the content, language, and structure of what has been said within his or her responses. Using a checklist will support teachers and lecturers in assessing which Assessment Standards have been satisfied. An example of a checklist is given on the next page.

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

Understand detailed spoken language by:	Evidence provided:	
identifying overall purpose and main points	The learner's contributions/responses show that he/she has identified the main points. Centres need to plan strategies for gathering evidence in relation to identifying overall purpose	
applying knowledge and understanding of the modern language	The learner's contributions/responses show that he/she has applied knowledge and understanding of the modern language	
Use detailed spoken language by:	**Evidence provided:**	
using relevant ideas and content	The learner's contributions/responses use relevant ideas and content	
applying knowledge and understanding of detailed language	The learner's contributions/responses show that s/he has applied knowledge and understanding of detailed and complex language	
conveying meaning to a sympathetic listener	The learner can convey meaning to a sympathetic listener	

Combined assessment — focus on listening
Learners can develop listening skills by:

♦ listening to and understanding what someone is saying to them and responding appropriately
♦ reading body language and facial expression to help understanding
♦ focusing on and picking out key information

Italian: TV Learners watch an item of news in Italian about the impact of new technology and answer questions. They then use the answers as a springboard for a group discussion, with each member of the group taking responsibility for leading the discussion on a different aspect of technology (social network sites/mobile phones/instant messaging). **Spanish: Working abroad** Learners listen to/watch a dialogue in which 2 young Spanish people are discussing a recent work placement in Scotland. They highlight the cultural differences and similarities and discuss	**Outcome 2 (Understanding Language)** **Understand detailed spoken language by:** 2.1 identifying overall purpose and main points 2.2 applying knowledge and understanding of the modern language **Outcome 1 (Using Language)** **Use detailed spoken language in conversations by:**

the advantages of being able to speak English with their co-workers. Learners summarise the key points of the discussion and then exchange their own views on the importance of visiting other countries and speaking other languages. The above examples can easily be adapted to substitute the talking Outcome for a written one, or be adapted to include a written Outcome.	1.1 using relevant ideas and content 1.2 applying knowledge and understanding of detailed language 1.3 conveying meaning to a sympathetic listener **Outcome 2 (Using Language)** **Use detailed written language by:** 2.1 using relevant ideas and content 2.2 applying knowledge and understanding of detailed language 2.3 communicating with accuracy

Combined assessment — focus on writing
Learners can develop writing skills by:

♦ demonstrating accuracy in spelling, grammatical awareness and sentence structure
♦ making appropriate use of reference materials, such as a bilingual dictionary, word glossaries, and vocabulary lists
♦ applying vocabulary and language structures gathered from listening and reading activities

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

Mandarin (Traditional): E-mail The learner's school has a partner school in China. The learner reads a number of profiles in Mandarin, which describe another person's hometown and leisure interests and also asks a number of questions about the learner. The learner selects one of the profiles and then replies in Mandarin by e-mail, describing his/her hometown and leisure interests and answering the questions. **German: Jobs** College learners talk about jobs. Learners in a further education college read job advertisements in German. They then write letters of application for one of the jobs in German, providing the information which is requested. They refer to their writing to support	**Outcome 1 (Understanding Language)** **Understand detailed written language by:** 1.1 identifying overall purpose and main points 1.2 applying knowledge and understanding of the modern language **Outcome 2 (Using Language)** **Use detailed written language by:** 2.1 using relevant ideas and content 2.2 applying knowledge and understanding of detailed language

their interview answers when they participate in mock job interviews in German.	2.3 communicating with accuracy
The above examples can easily be adapted to substitute the writing Outcome for a talking one, or be adapted to include a talking Outcome.	**Outcome 1 (Using Language)** **Use detailed spoken language in conversations by:** 1.1 using relevant ideas and content 1.2 applying knowledge and understanding of detailed language 1.3 conveying meaning to a sympathetic listener

Combined assessment — focus on talking in the modern language
Talking contexts can be formal or informal and can include:

♦ talking about individual experiences, 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

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

Learners can develop talking skills by:

♦ engaging in conversation
♦ making use of vocabulary and language structures gathered from listening and reading activities
♦ focusing on pronunciation
♦ being aware of audience and purpose
♦ developing talking skills by developing presentation skills
♦ using non-verbal conventions to aid communication

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 on the next page 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
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.	Learners will learn about the culture, customs, practices and beliefs in another country and can develop all four language skills and knowledge in another language. The contexts of society, learning, employability, or culture within the Course will develop learners' understanding of citizenship issues in another country as well as encouraging understanding of their own culture and community.
5.3 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.	Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will use what they know already, for example, when they use a familiar structure for writing but use different content. Learners will also develop the ability to plan, organise and complete tasks when they undertake language activities, for example, designing a web page in the modern language. Learners will apply their language skills in the Course assessment.

Preparation for Course assessment

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

Information given in the *Course Specification* and the *Course Assessment Specification* about the external assessment is mandatory.

In preparation, learners should be given opportunities to practise activities similar to what is expected in the external Course assessment. For example, centres could develop similar writing activities using context development topics. Listening activities similar to those in the Course assessment should also be developed and practised. This additional time should also be used to prepare for the talking assessment.

Course assessment
There will be an element of predictability in writing assessments so learners could practise by responding to an unseen task. For writing assessments and depending on the task, learners should have time to prepare for assessment, e.g. they may need time to research or revise/learn specific vocabulary.

Learners should have the opportunity to re-draft their written response if need be and to act on teacher's feedback (oral/written). Learners should have access to glossaries/dictionaries.

Teachers/lecturers can verbally clarify tasks/wording of questions but should not provide any assistance during the assessments. Teachers/lecturers should keep assessment evidence.

A variety of types of assessment within each skill, covering some or all of the contexts, should be carried out in order to fulfil Unit requirements, eg reading evidence could include evidence of comprehension and summarising written text. This could be two separate assessments. Assessment of talking could be done in paired/group activities.

Formal assessment should be carried out in controlled conditions. Professional judgement will be required regarding the timing of assessments.

Assessment materials should be as secure as possible. Centres may access assessment materials through NAR but they may also develop their own assessments. Teachers/lecturers will use their professional judgement to produce suitable assessments which can be verified through formal verification.

In preparation for **listening** assessment, learners should have the opportunity to practise:

♦ responding in English to questions in English
♦ listening to the views/intentions expressed or the events recounted in the modern language
♦ making notes in English under given headings

♦ taking notes in the modern language whilst listening
♦ working out different types of questions

In preparation for **reading** assessment, learners should have the opportunity to practise:

♦ responding in English to questions in English
♦ reading the views/intentions expressed or the events recounted in the modern language
♦ making notes in English under given headings
♦ working out different types of questions

In preparation for **writing** assessment, learners should have the opportunity to practise:

♦ understanding and fully addressing stimulus and the four bullet points
♦ using information, ideas, approaches and language to develop writing skills in the modern language

In preparation for **talking and listening** assessment, learners should have the opportunity to practise:

♦ using spoken language in the modern language in a natural, spontaneous conversation
♦ listening to other people talking and responding appropriately
♦ using coping mechanisms to maintain interaction

Society, learning, employability, culture are the contexts within the Course assessment. Therefore, these are contexts that should be fully explored and developed in the delivery of the Units and the Course.

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 which 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 and to avoid language that is derogatory, pretentious and which obscures meaning.

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 5 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, in the use of different assessment presentation methods, and in the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

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.

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.

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 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*

Appendix 2: Productive grammar grid

Verbs

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

Appendix 2 (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

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

Appendix 2 (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	My/Your.	Indication of possessive for all persons.	Agreements as appropriate. ⟶		⟶
Comparative/ Superlative	Indication of comparative. ⟶		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives. ⟶	⟶

Adverbs

	National 3	National 4	National 5	Higher	Advanced Higher
Rules of order			Notion (where relevant) of rules of order. ⟶		⟶
Comparative/ Superlative	Indication of comparative. ⟶		Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives. ⟶	⟶

Appendix 2 (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.

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

Appendix 3: Contexts, topics and topic development

The following are suggested means of developing the contexts:

Society	Family and friends	Saying how you get on with family members/who has influenced you in your life Arguments Ideal parents Different types of friends/ Peer pressure
	Lifestyles	Lifestyle-related illnesses Advantages and disadvantages of healthy/unhealthy lifestyle
	Media	Impact of TV reality shows Advantages/disadvantages of new technology, eg internet, mobile phones
	Global languages	Language-learning and relevance
	Citizenship	Description of local area as a tourist centre Comparison of town and country life Being environmentally friendly in the home
Learning	Learning in context	Talk about what learning activities you like/dislike in modern languages/in each subject Preparing for exams
	Education	Comparing education systems Improving own education system Learner responsibilities
Employability	Jobs	Part-time jobs and studying Qualities for present/future jobs/future plans
	Work and CVs	Planning, reporting back on work experience Reviewing achievements/ambitions
Culture	Planning a trip	Importance of travel and learning a foreign language describing your best holiday/trip/attitudes to travel
	Other countries	Aspects of other countries including educational, social, historical, political aspects
	Celebrating a special event	Comparing special occasions/traditions/ celebrations/events in another country Importance of customs/traditions
	Literature of another country	Literary fiction, eg short stories — understanding and analysis
	Film and television	Studying films in the modern language Studying television in other countries

Administrative information

Published: May 2014 (version 1.1)

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Changes to *'General guidance on the Course'* section, *'Approaches to learning, teaching and assessment'* section and Appendix 2 for clarification	Qualifications Manager	May 2014

Unit Support Notes — Understanding Language (National 5)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Modern Languages: Understanding Language (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ Modern Languages: *Understanding Language (National 5) Unit Specification*
♦ National 5 Modern Languages *Course Specification*
♦ National 5 Modern Languages *Course Assessment Specification*
♦ National 5 Modern Languages *Course Support Notes*
♦ Modern Languages: *Using Language (National 5) Unit Support Notes*
♦ appropriate assessment support materials

So that skills can be integrated, the *Modern Languages: Understanding Language* (National 5) 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 5 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 and understanding of detailed language in the contexts of society, learning, employability, culture.

Learners who complete this Unit will be able to:

1   Understand detailed written language
2   Understand detailed spoken language

This Unit is a mandatory Unit of the National 5 Modern Languages Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. 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 4 Modern Languages Course or relevant component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Modern Languages *Course Support Notes*.

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:

♦ Higher Modern Languages or any relevant component Units
♦ National 5 Modern Languages in another modern language
♦ Modern Languages for Work Purposes Units (SCQF levels 5 or 6)
♦ further study or training
♦ employment

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 Unit (National 5).

Assessment approaches should aim to help learners 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 Unit to observe learners providing evidence which satisfies the Unit, completely or partially. This is naturally occurring evidence.

Some examples of naturally occurring evidence are contained in the table below:

Assessment Standards — Listening	Approaches to assessment	Gathering evidence
Understand detailed spoken language by: 2.1 identifying overall purpose and main points 2.2 applying knowledge and understanding of the modern language	Learners could be asked to: ♦ compare two spoken passages in the modern language by asking what information is different/the same, e.g. comparing two passages about family relationships ♦ listen to a text in the modern language and answer questions, e.g. listening to a webcast about an election in another country ♦ produce a summary (oral or written of a text they have listened, e.g. summarising what a visiting speaker says respond in a conversation, e.g. learner reflects on an exchange visit to another country in conversation with the teacher	Learners' oral or written responses in the form of: ♦ oral answers to questions ♦ written answers to questions ♦ written or oral comparison which picks out key language and ideas ♦ written or oral summaries of key ideas ♦ oral responses Oral evidence could be recorded in a variety of ways, eg audio recorded, filmed, transcribed or recorded using a detailed observation checklist.

Assessment Standards — Reading	Approaches to assessment	Gathering evidence
Understand detailed written language by: 1.1 identifying overall purpose and main points 1.2 applying knowledge and understanding of the modern language	Learners could be asked to: ♦ compare two sources by asking what information is different/the same ♦ read a text in the modern language and answer questions ♦ produce a summary of a text, orally or in writing ♦ highlight specific language or ideas in a text	Learners' oral or written responses in the form of: ♦ oral answers to questions ♦ written answers to questions ♦ written or oral comparison which pick out key language and ideas ♦ written or oral summaries of key ideas Oral evidence could be recorded in a variety of ways, e.g. filmed, transcribed or recorded using a detailed observation checklist.

Listening

Listening skills
Learners can develop listening skills within this Unit by:

♦ being aware of the pronunciation of individual sounds, words and phrases and having the ability to link the spoken word to the written word
♦ 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
♦ listening to, and understanding, what someone is saying to them, and responding appropriately using the correct register
♦ recognising body language and facial expression to help understanding
♦ 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

Listening activities and contexts
Learners can develop their listening skills in the context of interaction or discussion. Making these interactions/discussions realistic and meaningful will help to prepare learners to contextualise their listening. Learners can develop their listening skills in interactions and discussions by:

♦ listening to and understanding what someone is saying, and responding appropriately in the modern language
♦ understanding how non-verbal conventions such as body language and facial expression can help to work out meaning
♦ focusing on, and picking out, key language, information, and ideas

Learners can also develop their listening skills by listening to monologues and conversations and then, for example, answering questions about what they have heard or making notes in order to discuss what they have heard.

Both listening contexts occur in the Course assessment and learners should therefore prepare for both contexts in the delivery of the Unit.

Evidence of listening
Evidence of listening can be in oral, written or digital form. Suggested examples of listening assessments are shown below:

Skill	Assessment evidence	Illustration	Notes
Listening	Written responses.	Learner listens to a podcast and writes answers to questions about the podcast.	Learner writes answers in English.
Listening	Oral responses.	Learner listens to a podcast and gives oral answers to questions about the podcast.	Learner gives answers in English.

Reading

Reading skills
Learners can develop their reading skills using one source such as a piece of journalism. Alternatively, a number of sources can be used, for example, two or three different texts on one topic such as tourism.

Learners can develop reading skills within this Unit by:

♦ developing the ability to prepare for reading, for example discussing the topic of the passage or predicting what language/ideas a passage may contain
♦ scanning for specific information
♦ skimming for the gist and the main ideas of a reading passage
♦ drawing on knowledge of English and other languages to assist understanding
♦ making effective use of reference materials such as word glossaries and a bilingual dictionary
♦ applying knowledge and understanding of grammar and language structure to assist comprehension, such as the effect of tenses on the document
♦ being aware of the purpose and style of the reading passage: for information, for work, for enjoyment
♦ reading a variety of types and styles of texts, such as informational texts, fiction, brochures, instructions, leaflets
♦ giving a personal reaction to a piece of writing
♦ extracting ideas and structures to recycle in other skill areas, such as talking and writing

Reading activities
Examples of reading activities could include:

♦ comparing two sources by asking what information is different/the same
♦ reading a text and answering questions

♦ producing a summary of a text, orally or in writing
♦ using pre-reading activities such as discussing the topic of the passage or predicting what language/ideas a passage may contain
♦ highlighting specific language or ideas in a passage
♦ cloze procedure activities

Evidence of reading
Evidence of reading can be in oral, written or digital form. Suggested examples of reading assessments are shown below:

Skill	Assessment evidence	Illustration	Notes
Reading	Written responses.	Learner reads an article from an online newspaper and writes answers to questions about the article.	Learners write answers in English.
Reading	Oral responses.	Learner reads an article from an online newspaper and gives oral answers to questions about the article.	Learners give answers in English.

Combined assessment

Combined assessment of reading and listening
Learners read an article about the importance of a healthy lifestyle. They then prepare a presentation about the measures they take to maintain their own fitness, using previously agreed criteria. The learners listen to the other members of their group and summarise the viewpoints around the previously agreed criteria.

Learners read an account of a debate, in which various young people describe their opinions of holidays spent at home or abroad. Learners summarise the views of the participants. Learners then listen to two speakers who contrast a holiday spent abroad with a holiday spent in Scotland.

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 Unit, teachers and lecturers should develop learning and teaching materials which reflect the diversity of our society, 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. Avoid language that is derogatory, pretentious or obscures meaning.

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 Modern Languages: Understanding Language Unit (National 5) 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 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.

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

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: 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*
- *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
- *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

Appendix 2: Contexts, topics and topic development

Society	Family and friends	♦ Saying how you get on with family members/who has influenced you in your life ♦ Arguments ♦ Ideal parents ♦ Different types of friends ♦ Peer pressure
	Lifestyle	♦ Lifestyle-related illnesses ♦ Advantages and disadvantages of healthy/unhealthy lifestyle
	Media	♦ Impact of TV reality shows ♦ Advantages/disadvantages of new technology, eg internet, mobile phones
	Global languages	♦ Language — learning and relevance
	Citizenship	♦ Description of local area as a tourist centre ♦ Comparison of town and country life ♦ Being environmentally friendly in the home
Learning	Learning in context	♦ Talk about what learning activities you like/dislike in modern languages/in each subject/preparing for exams
	Education	♦ Comparing education systems ♦ Improving own education system ♦ Learner responsibilities
Employability	Jobs	♦ Part-time jobs and studying ♦ Qualities for present/future jobs/future plans
	Work and CVs	♦ Planning, reporting back on work experience ♦ Reviewing achievements/ambitions
Culture	Planning a trip	♦ Importance of travel and learning a foreign language ♦ Describing your best holiday/trip/attitudes to travel
	Other countries	♦ Aspects of other countries including educational, social, historical, political aspects
	Celebrating a special event	♦ Comparing special occasions/traditions/ celebrations/events in another country ♦ Importance of customs/traditions
	Literature of another country	♦ Literary fiction, eg short stories — Using and analysis
	Film and television	♦ Studying films in the modern language ♦ Studying television in other countries

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 '*Introduction*', *'General guidance on the Course'*, 'and *Approaches to learning, teaching and assessment'* and '*Equality and Inclusion'* sections for clarification	Qualifications Manager	May 2014

Unit Support Notes — Using Language (National 5)

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 are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Modern Languages: Using Language (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the Using Language (National 5) *Unit Specification*
♦ the National 5 Modern Languages *Course Specification*
♦ the National 5 Modern Languages *Course Assessment Specification*
♦ the National 5 Modern Languages *Course Support Notes*
♦ Understanding Language (National 5) *Unit Support Notes*
♦ appropriate assessment support materials

So that skills can be integrated, the *Modern Languages: Using Language* (National 5) 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 5 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 talking and writing 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 and understanding of detailed language in the familiar contexts of society, learning, employability, culture

Learners who complete this Unit will be able to:

1   Use detailed spoken language in conversations
2   Use detailed written language

This Unit is a mandatory Unit of the National 5 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 4 Modern Languages Course or relevant component Units
♦ prior learning and/or accreditation of knowledge of a modern language at Basic User level of the CEFR

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Modern Languages *Course Support Notes*.

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:

♦ Higher Modern Languages or any relevant component Units
♦ National 5 Modern Languages in another modern language
♦ Modern Languages for Work Purposes Units (SCQF levels 5 or 6)
♦ further study or training
♦ employment

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 Unit (National 5).

Naturally occurring evidence
Assessment approaches should aim to help learners 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 Unit to observe learners providing evidence which satisfies the Unit, completely or partially. This is naturally occurring evidence.

Some examples of naturally occurring evidence are contained in the table below:

Assessment Standards — Talking	Approaches to assessment	Gathering evidence
Use detailed spoken language in conversations by: 1.1 using relevant ideas and content 1.2 applying knowledge and understanding of detailed language 1.3 conveying meaning to a sympathetic listener	In the modern language learners could be asked to: ♦ participate in a discussion of a literary text ♦ participate in an interview or discussion ♦ participate in a role-play ♦ respond orally within or to an interaction, transaction, conversation or discussion ♦ contribute and respond in a group discussion	♦ Learners' oral contributions and/or responses ♦ Oral evidence could be recorded in a variety of ways, eg audio recorded, filmed, transcribed or recorded using a detailed observation checklist

Talking
Learners can develop their talking skills in the modern language by talking individually or within an interaction, transaction, conversation or discussion. Interactions can be with a fellow learner, teacher or language assistant. 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 can support learners in building confidence and identifying areas for improvement.

Talking contexts will motivate learners if they are meaningful and relevant.

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

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

Evidence of talking

Skill	Assessment evidence	Illustration
Talking	Talking about individual experience or to give information	Learner visits a local restaurant and gives an individual talk about the experience.
	Dialogue with peers or with a teacher/tutor	Learners discuss topics in pairs.
	Transactional contexts such as obtaining goods, information or services	Learners participate in imagined transactions, for example, receptionist and tourist.
	Podcasts	Learners take part in web conferences with
	Mock interviews and role-plays	e-twinned school/ college.
	Group discussions	
	Web chats/conferencing	
	Internet voice calls	

Assessment Standards Writing	Approaches to assessment	Gathering evidence
Use detailed written language by: 1.1 using relevant ideas and content 1.2 applying knowledge and understanding of detailed language 1.3 communicating with accuracy	Learners could be asked to write a variety of responses in the modern language types including: ♦ analysis of a literary text ♦ informational writing ♦ reflective writing ♦ writing about experiences ♦ summaries ♦ comparisons ♦ descriptions	Learners' writing in the form of: ♦ written answers to questions ♦ written comparisons ♦ written summaries

Writing

Writing skills
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 a 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

Evidence of writing
Suggested examples of writing assessment evidence are shown below:

Skill	Assessment evidence	Illustration
Writing	Discursive report	Learner analyses a text s/he has studied
	Informational text	
	Informal writing to peer	Learner writes a description of the school for use on the partner school's website.
	Factual report	
	Creative piece	Learner writes a letter to a pen pal in another country.
		Learner writes a description of his/her home area.
		Learner writes about his/her future career/language learning.

Combining Assessment
The Modern Languages Unit: Using Language (National 5) contains Outcomes which can be delivered and assessed in a variety of ways. Skills should be taught in an integrated way and the amount of time spent on each will depend on the needs of the learners and prior skills, knowledge and understanding.

Talking and writing
Learners study a literary text and discuss the characters, themes and plot. They then write an analysis of the literary text in the modern language.

Learners write about their work experience and describe their activities to each other in the modern language. They then ask each other questions to elicit feedback and create recommendations for future work experience.

Learners study a film and complete an accompanying study pack. They discuss their opinions of the film's characters, themes and plotlines. They then write a summary of their reaction to the film.

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 Unit, teachers and lecturers should develop learning and teaching materials which reflect the diversity of our society, which do not reinforce prejudices, and which 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 and avoid language that is derogatory, pretentious and which obscures meaning.

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 Modern Languages: Using Language Unit (National 5) 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, in the use of different assessment presentation methods, and in the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

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.

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

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.

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- *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*
- *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
- *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

Appendix 2: Productive grammar grid

Verbs

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

Appendix 2 (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

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

Appendix 2 (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	My/Your.	Indication of possessive for all persons.	Agreements as appropriate. ———	——————————▶	
Comparative/ superlative	Indication of comparative.	——————————▶	Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives. ———	———▶

Adverbs

	National 3	National 4	National 5	Higher	Advanced Higher
Rules of order			Notion (where relevant) of rules of order. ———	——————————▶	
Comparative/ superlative	Indication of comparative.	——————————▶	Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives. ———	———▶

Appendix 2 (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.

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

Appendix 3: Contexts, topics and topic development

Society	Family and friends	♦ Saying how you get on with family members/who has influenced you in your life ♦ Arguments ♦ Ideal parents ♦ Different types of friends ♦ Peer pressure
	Lifestyle	♦ Lifestyle-related illnesses ♦ Advantages and disadvantages of healthy/unhealthy lifestyle
	Media	♦ Impact of TV reality shows ♦ Advantages/disadvantages of new technology, eg internet, mobile phones
	Global languages	♦ Language-learning and relevance
	Citizenship	♦ Description of local area as a tourist centre ♦ Comparison of town and country life ♦ Being environmentally friendly in the home
Learning	Learning in context	♦ Talk about what learning activities you like/dislike in modern languages/in each subject/preparing for exams
	Education	♦ Comparing education systems ♦ Improving own education system ♦ Learner responsibilities
Employability	Jobs	♦ Part-time jobs and studying ♦ Qualities for present/future jobs/future plans
	Work and CVs	♦ Planning, reporting back on work experience ♦ Reviewing achievements/ambitions
Culture	Planning a trip	♦ Importance of travel and learning a foreign language ♦ Describing your best holiday/trip/attitudes to travel
	Other countries	♦ Aspects of other countries including educational, social, historical, political aspects
	Celebrating a special event	♦ Comparing special occasions/traditions/celebrations/events in another country ♦ Importance of customs/traditions
	Literature of another country	♦ Literary fiction, eg short stories — Using and analysis
	Film and television	♦ Studying films in the modern language ♦ Studying television in other countries

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 '*Introduction*', '*General guidance on the Course*', '*Approaches to learning, teaching and assessment*' and '*Equality and Inclusion*' sections and Appendix 2 for clarification	Qualifications Manager	May 2014