AH National Qualifications

Modern Languages
Performance-talking
General assessment information

This pack contains general assessment information for centres preparing candidates for the performance Component of Advanced Higher Modern Languages Course assessment.

It must be read in conjunction with the specific assessment task(s) for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

Valid from session 2015/16 and until further notice

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Introduction

This is the general assessment information for Advanced Higher Modern Languages performance–talking.

The performance is worth 50 marks out of a total of 200 marks. This is 25% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of four Components of Course assessment. The other Components are a Reading and Translation question paper and a Listening and Discursive Writing question paper, and a portfolio.

The performance requires candidates to take part in a discussion with a Visiting Assessor.

During the discussion candidates will talk about themes or topics related to **at least one context** from society, learning, employability or culture and **the candidate's specialist study of literature, media or language in work**.

This document describes the general requirements for the assessment of the performance Component for this Course. It gives general information and instructions for Visiting Assessors.

It must be read in conjunction with the Assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course/Unit Support Notes.*

What this assessment covers

This assessment contributes 25% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the performance in the *Course Assessment Specification*.
These are:

♦ the ability to use complex and sophisticated spoken language, in the modern language, as part of a discussion
♦ the ability to take part effectively in a discussion
♦ the ability to use language accurately to convey meaning in the modern language
♦ the ability to maintain interaction as appropriate to purpose

Assessment

Purpose

The purpose of this assessment is to generate evidence for the Added Value of this Course by means of a performance-talking.

Assessment overview

The performance will be a face-to-face discussion between the Visiting Assessor and the candidate. The marks awarded by the Visiting Assessor will be added to the candidates' marks for the external question papers to form an overall award for the candidate.

Centres will be required to provide details of the themes and topics studied by the candidate, and the focus of the candidate's specialist study, in advance of the performance.

The Visiting Assessor will use a range of techniques to allow the candidate to demonstrate their ability to sustain a discussion. The assessment will take approximately 20 minutes.

The performance will be audio-recorded by the Visiting Assessor and will be assessed in line with the Marking Instructions and General Marking Principles.

Assessment conditions

This assessment is a single assessment event. The Visiting Assessor will contact centres to agree suitable time(s) and dates, normally during February or March.

Evidence that meets the requirements of this performance Component of Course assessment should be produced in approximately 20 minutes.

During this assessment, candidates may use brief notes as an aide-memoire. These notes may comprise several bullet points containing prompt words but should not be full sentences to be read out. Frequent reference to notes can detract from the quality of the performance.

Preparation for coursework in Advanced Higher, such as the performance assessment, may involve candidates undertaking a larger amount of autonomous work without close supervision than they have previously undertaken. Centres may provide guidance and support as part of the normal teaching and learning process. However, centres should not adopt a directive role or provide specific advice on how to re-phrase, improve responses or provide model answers.

Candidates are expected to undertake their preparation for the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place.

The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

The performance will be conducted under a high degree of supervision. This means that:

♦ candidates should not speak to anyone other than the Visiting Assessor during the performance
♦ a suitable location for conducting the assessment without distractions must be provided

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ an audio recording of the performance which will be made by the Visiting Assessor

General Marking Instructions

In line with SQA's normal practice, the following General Marking Instructions are addressed to the Visiting Assessor appointed by SQA to carry out the assessment and award a mark for the performance. They will also be helpful for those preparing candidates for Course assessment.

All marking will be quality assured by SQA.

General Marking Principles for Advanced Higher Modern Languages performance-talking
This information is provided to help you understand the general principles you must apply when marking candidate responses in this performance. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

(a)   Marks for each candidate response must <u>always</u> be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

(b)   Marking should always be positive. This means that, for each candidate response, a single mark is awarded for the demonstration of relevant skills, knowledge and understanding. Marks are not deducted from a maximum on the basis of errors or omissions.

(c)   Marking should be holistic. There may be strengths and weaknesses in the performance; Visiting Assessors should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Four main aspects of the performance should be considered:

Content:	organisation, communication and development of relevant ideas and opinions
Accuracy:	vocabulary and structures, pronunciation and intonation, grammatical accuracy
Language Resource:	variety and range of vocabulary and language structures used
Interaction:	understanding and using the modern language to maintain and sustain a discussion

(d)   Markers can award the highest pegged mark (50) for the performance even if there are minor errors. These should not detract from the overall impression.

(e)   The length of the discussion is approximately 20 minutes. Visiting Assessors will support candidates in completing the performance within this approximate timescale through effective time management.

(f)   The General and Detailed Marking Instructions should be applied even where the length of the discussion falls outside this range.

Detailed Marking Instructions for the Advanced Higher Modern Languages performance-talking

Using the pegged marks table, the Visiting Assessor should first select the row of the table in which the descriptors most closely match the candidate's performance.

Once that row has been identified, the Visiting Assessor should follow this guidance:

♦ if the evidence largely matches the descriptors across all of the aspects of the performance, award the higher of the two available marks
♦ if the evidence largely matches the descriptors across most of the aspects of the performance, award the lower of the two marks available
♦ if the Visiting Assessor is in doubt about which of the two adjacent rows to select: select the upper row and award the lower pegged mark in that row

Content	Accuracy	Language Resource	Interaction	Pegged Mark
The candidate:				
♦ uses content which is comprehensive, relevant and well-organised ♦ expresses ideas and opinions confidently ♦ readily goes beyond minimal responses ♦ uses idiomatic language and expressions	♦ uses language with a high level of accuracy. Where the candidate attempts to use language beyond Advanced Higher level, inaccuracies need not detract from the overall impression ♦ uses verbs and tenses consistently and with a high level of accuracy ♦ demonstrates pronunciation and intonation which are readily understood by a speaker of the language	♦ uses complex and sophisticated language ♦ uses a comprehensive range of verbs/verb forms, tenses and constructions and other language features ♦ uses interjections and connectives appropriately	♦ sustains the discussion, using a range of techniques confidently ♦ immediately understands almost all of what is said ♦ may occasionally seek clarification in the modern language ♦ readily takes the initiative ♦ shows little, if any, undue hesitation	50 or 45
♦ uses content which is clear, relevant and well-organised ♦ expresses ideas and opinions clearly ♦ goes beyond minimal responses	♦ uses language which is mostly accurate. Where the candidate attempts to use language appropriate to Advanced Higher level, minor inaccuracies need not detract from the overall impression ♦ generally uses verbs and tenses consistently and accurately although there may be a few errors ♦ demonstrates pronunciation and intonation which are mostly understood by a speaker of the language	♦ uses mostly complex and sophisticated language ♦ uses a wide range of verbs/verb forms, tenses, constructions and other language features ♦ uses connectives ♦ may use interjections	♦ sustains the discussion, using a range of techniques ♦ understands almost all of what is said ♦ may seek clarification in the modern language ♦ takes the initiative ♦ shows little undue hesitation and where there is some hesitation, recovers well	40 or 35
♦ uses content which is adequate, relevant and organised ♦ expresses ideas and opinions adequately ♦ attempts to go beyond minimal responses	♦ uses language which is generally accurate although errors can develop during the discussion ♦ uses verbs and tenses consistently with an adequate level of accuracy although there may be errors ♦ demonstrates pronunciation and intonation which are generally understood by a speaker of the language although some points may not be immediately clear	♦ generally uses complex and sophisticated language ♦ uses an adequate range of verbs/verb forms, tenses constructions and other language features ♦ uses language which is perhaps repetitive and some verbs and fixed phrases not appropriate to Advanced Higher level	♦ sustains the discussion adequately, using some techniques ♦ understands most of what is said ♦ may seek clarification in the modern language ♦ takes the initiative although may require occasional prompting ♦ may show some hesitation	30 or 25

Content	Accuracy	Language Resource	Interaction	Pegged Mark
The candidate:				
♦ uses content which is limited, possibly irrelevant and disorganised ♦ expresses limited ideas and opinions ♦ may have difficulty going beyond minimal responses	♦ uses language which is sufficiently accurate to convey meaning although there may be frequent errors which impede communication ♦ uses verbs and tenses inconsistently with an inadequate level of accuracy ♦ demonstrates pronunciation and intonation which can be understood by a sympathetic speaker of the language although many points may not be clear	♦ uses a limited range of complex and sophisticated language ♦ uses a limited range of verbs/verb forms, tenses, constructions and other language features ♦ frequently uses language which is not appropriate to Advanced Higher level	♦ may have difficulty sustaining the discussion ♦ may encounter difficulty in understanding what is said ♦ may attempt to seek clarification in the modern language ♦ rarely takes the initiative and may require some help and prompting in order to respond to questions ♦ may speak with a considerable degree of hesitation, but makes some attempt to recover	20 or 15
♦ uses content which is basic, irrelevant and disorganised ♦ expresses ideas and opinions with difficulty ♦ is unable to go beyond the use of learned material	♦ uses inaccurate language throughout the discussion ♦ uses verbs and tenses inaccurately and there are serious errors ♦ demonstrates pronunciation and intonation which would not be readily understood by a sympathetic speaker of the language	♦ uses little, if any, complex and sophisticated language ♦ uses basic verbs/verb forms, tenses, constructions and other language features ♦ mostly uses language which is not appropriate to Advanced Higher level	♦ is unable to sustain the discussion ♦ has difficulty in understanding what is said ♦ frequently requires clarification and prompting ♦ is unable to take the initiative ♦ shows hesitation and/or other language interference which frequently impedes communication	10 or 5
♦ uses content which is very basic, irrelevant and disorganised ♦ may not express ideas and opinions ♦ gives minimal responses	♦ uses language which is almost completely inaccurate ♦ demonstrates pronunciation and intonation which would allow very little understanding by a sympathetic speaker of the language	♦ uses no complex and sophisticated language ♦ may demonstrate several examples of other language interference	♦ is unable to sustain the discussion ♦ does not understand what is said ♦ does not seek clarification ♦ does not take the initiative ♦ shows hesitation and/or other language interference which seriously impedes communication	0

Administrative information

Published: March 2015 (version 1.0)

History of changes

Version	Description of change	Authorised by	Date

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