



Higher Modern Languages

Performance—talking

Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It must be read in conjunction with the course specification.

Valid from session 2018-19 and until further notice.

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Introduction

This document contains recording documentation and instructions for candidates for the Higher Modern Languages performance–talking. It must be read in conjunction with the course specification.

The performance–talking has 30 marks out of a total of 120 marks available for the course assessment.

This is one of five course assessment components. The other components are question papers covering reading, writing, and listening, and an assignment–writing.

The performance–talking takes the form of a discussion.

The instructions for candidates can be printed and shared with candidates.

This document contains a candidate assessment record, which can be used to record the marks awarded for the performance–talking.

Centres may wish to devise their own candidate assessment record.

Recording documentation

Candidates can use the following recording document to record their chosen contexts and teachers and lecturers can use it to record the mark awarded. The format can be adapted to suit the needs of individual centres.

The purpose of the candidate assessment record is to help candidates, teachers, and lecturers to prepare for the performance—talking. Candidates should give as much detail as possible on the topics they wish to discuss during the assessment. During the discussion, candidates must cover topics from at least two contexts from society, learning, employability, culture.

Each candidate must complete and sign a copy of the candidate assessment record (or equivalent) and return it to the teacher or lecturer before the performance—talking assessment takes place. The teacher or lecturer must also provide their name and signature on the candidate assessment record.

In case of external verification by SQA, teachers and lecturers must submit the candidate assessment record (or equivalent) with the audio recording of the performance—talking.

Higher Modern Languages: performance—talking candidate assessment record

Centre: _____ Centre number: _____

Candidate name: _____ Candidate number: _____

To be completed by the candidate before the assessment

Context 1	Topic development area(s)
Context 2	Topic development area(s)
Other contexts*	Topic development area(s)

*if applicable

Candidate signature: _____

Assessment date: _____

Teacher or lecturer name: _____

Teacher or lecturer signature: _____

Evidence should include the teacher or lecturer’s comments, and other relevant supporting evidence that shows clearly the basis on which assessment judgements are made.

Candidate name: _____

Performance—talking: discussion		
Contexts and topic development	Teacher or lecturer’s comments	Mark
		/30

Internal verifier’s comments	
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Teacher or lecturer name: _____

Teacher or lecturer signature: _____

Internal verifier name: _____

Internal verifier signature: _____

Marking instructions

The marking instructions for the Higher Modern Languages performance–talking are in the course specification.

Instructions for candidates

This assessment applies to the performance–talking for Higher Modern Languages.

This performance–talking has 30 marks out of a total of 120 marks available for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ using detailed and complex spoken language, as part of a discussion on the chosen contexts
- ◆ using language accurately to convey meaning
- ◆ maintaining interaction as appropriate to purpose

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In this assessment, you take part in a discussion with your teacher or lecturer in the modern language covering at least two of the following contexts:

- ◆ society
- ◆ learning
- ◆ employability
- ◆ culture

You must identify the contexts for the discussion, and communicate these to your teacher or lecturer before taking part in the performance–talking. Your teacher or lecturer will provide a form on which you will note your chosen contexts.

The performance–talking is a one-off assessment, and should last approximately 10 minutes. It will be audio or video recorded.

Prior to the assessment, you may find it useful to ask your teacher or lecturer to share the general and detailed marking instructions with you.

Discussion

You should be prepared to take part in a discussion with your teacher or lecturer in the modern language, using detailed and complex language, on topics you have chosen from two of the contexts above. The discussion should last approximately 10 minutes to allow you to demonstrate language resource, accuracy, and pronunciation and intonation.

The discussion **must** cover two different contexts and you should be prepared to respond to questions in the modern language on both of the contexts. There is no set length of time to be spent on each context. If you do not demonstrate coverage of at least two different contexts, a penalty will be applied.

At the start of the assessment, your teacher or lecturer will ask you some general questions, for example what you are studying, what you think of where you live, what you do in your free time, future plans. This is to settle you into the task and this initial section should last no more than 2 minutes.

The exchange of information on your chosen contexts is mainly of a factual nature and includes some ideas and opinions. You may also ask questions where appropriate.

During the discussion you may refer to up to five headings of not more than eight words each, and/or use visual aids. These may be in the modern language or English. You must use these only as prompts, and not read them out word for word.

Administrative information

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History of changes

Version	Description of change	Date

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

Security and confidentiality

This document can be used by SQA approved centres for the assessment of National Courses and not for any other purpose.

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