Higher Course Specification

SQA

Higher Modern Languages

Course code:	C811 76 Cantonese C830 76 French C831 76 Gaelic (Learners) C834 76 German C842 76 Italian C845 76 Mandarin (Simplified) C846 76 Mandarin (Traditional) C869 76 Spanish C870 76 Urdu
Course assessment code:	X811 76 Cantonese X830 76 French X831 76 Gaelic (Learners) X834 76 German X842 76 Italian X845 76 Mandarin (Simplified) X846 76 Mandarin (Traditional) X869 76 Spanish X870 76 Urdu
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2019–20

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

This edition: October 2019 (version 2.1)

Contents

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has five components.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	not applicable	2 hours (Chinese languages 2 hours and 40 minutes)
Component 2: question paper 1 Directed writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
Component 4: Assignment–writing	20	15	see 'Course assessment' section
Component 5: Performance–talking	30	not applicable	10 minutes approximately

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.	♦ other SQA qualifications in modern languages or related areas ♦ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

Learning a language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Candidates reflect, communicate and develop ideas through language.

This course provides candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

The study of a modern language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own.

Purpose and aims

The course enables candidates to develop the skills of reading, listening, talking and writing in order to understand and use one of the following languages:

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

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to develop:

♦ reading, listening, talking and writing skills in a modern language
♦ application of knowledge and understanding of a modern language
♦ the skill of translation
♦ literacy skills

Who is this course for?

The course is suitable for a wide range of candidates and combines the receptive (listening and reading) and productive (talking and writing) skills of language. Prior learning in the subject is not essential, although the course provides opportunities for candidates to build on prior learning experienced in a broad general education or in modern languages qualifications at a lower SCQF level.

Additionally, the course provides a pathway for those candidates who wish to do further studies of a modern language.

Course content

The course provides candidates with the opportunity to develop reading, listening, talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, culture.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

♦ reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, culture

♦ applying knowledge and understanding of detailed and complex language to understand and use a modern language

♦ applying knowledge and understanding of language to translate detailed and complex language

♦ applying grammatical knowledge and understanding

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

Reading, Directed writing, and Listening question papers

Candidates are assessed on all four contexts: society, learning, employability, culture.

Assignment–writing

Candidates are assessed on one of the four contexts: society, learning, employability, culture.

Performance–talking

Candidates are assessed on at least two of the four contexts: society, learning, employability, culture.

The productive grammar grid for Modern Languages contains information on grammatical knowledge. The context, topics and topic development table provides a list of suggested topics for each context. These are in the course support notes.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

4 **Employability, enterprise and citizenship**

4.6 Citizenship

5 **Thinking skills**

5.3 Applying

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Further information on building in skills for learning, skills for life and skills for work is in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

♦ breadth — drawing on knowledge and skills from across the course
♦ challenge — requiring greater depth or extension of knowledge and/or skills
♦ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to apply language skills to:

♦ understand detailed and complex written and spoken information in the modern language from the contexts of society, learning, employability, culture
♦ use detailed and complex written and spoken language in the modern language from the contexts of society, learning, employability, culture

Course assessment structure: question paper

Question paper 1: Reading and Directed writing   50 marks
This question paper allows candidates to demonstrate breadth, challenge and application in the skills of reading and writing.

It gives candidates an opportunity to demonstrate:

♦ understanding of detailed and complex written language from one of the following contexts: society, learning, employability, culture
♦ identification of the main points and supporting detail
♦ identification and explanation of the overall purpose of the text
♦ translation of one section of the written text into English
♦ use of detailed and complex written language in the modern language
♦ application of knowledge and understanding of the modern language
♦ application of grammatical knowledge and understanding

This question paper has 50 marks out of a total of 120 marks for the course assessment.

Candidates may use a bilingual dictionary.

This question paper has two sections.

Section 1 Reading

This section has 30 marks (25% of the total mark for course assessment).

20 marks are available for identifying main points, supporting detail and overall purpose.
10 marks are available for translating part of the text into English.

Candidates read one text in the modern language. The text relates to one of the following contexts: society, learning, employability, culture.

Candidates then respond to the questions, in English. They provide answers based on comprehension of information from the text. There are generally between 1–3 marks available for each question. In the penultimate question candidates need to identify the overall purpose of the text and must draw meaning from their overall understanding of the text.

In the final question, candidates must translate the underlined text, which is divided into five sense units.

Section 2 Directed writing

This section has 20 marks, scaled by SQA to 15 marks (12.5% of the total mark for course assessment).

Candidates choose one scenario from the two provided in the question paper. The two scenarios relate to the two contexts which are not sampled in reading or listening.

Candidates produce one piece of writing on their chosen scenario, of 150–180 words (180–240 Chinese characters), using detailed and complex language in the modern language.

The scenario contains six related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information. The remaining five bullet points each contain one piece of information.

The directed writing task assesses candidates' ability to use appropriate past tenses and at least one other tense (for example, conditional or future).

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 2 hours to complete this question paper.

For Chinese languages, candidates have 2 hours and 40 minutes to complete this question paper.

Question paper 2: Listening   20 marks

This question paper allows candidates to demonstrate breadth, challenge and application in the skill of listening.

It gives candidates an opportunity to demonstrate:

♦ understanding of detailed and complex spoken language in a monologue and a conversation from one of the following contexts: society, learning, employability, culture
♦ identification of the main points and supporting detail
♦ application of knowledge and understanding of the modern language
♦ application of grammatical knowledge and understanding

The question paper has 20 marks out of a total of 120 marks. This is scaled by SQA to represent 25% of the overall marks for the course assessment.

Candidates may **not** use a dictionary.

Candidates listen to one monologue in the modern language and respond to questions worth 8 marks. They then listen to one conversation in the modern language, with questions worth 12 marks. The texts are linked thematically and are based on the context which is not sampled in the reading text or directed writing scenarios. The questions are in English and candidates respond in English.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 30 minutes approximately to complete this question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment–writing

Assignment–writing   20 marks

The assignment allows candidates to produce a piece of writing in the modern language based on one of the following contexts: society, learning, employability, culture.

It gives candidates an opportunity to demonstrate:

♦ using detailed and complex written language, in the modern language, as part of a coursework writing task on a chosen topic
♦ using language accurately to convey meaning
♦ expressing ideas and opinions and using content relevant to the task
♦ language resource and a range of vocabulary, structures and, where appropriate, tenses

The assignment has 20 marks out of a total of 120 marks. This is scaled by SQA to represent 12.5% of the overall marks for the course assessment.

The assignment–writing has one section.

Assignment–writing overview

Candidates produce a piece of writing in the modern language of 200–250 words (260–330 Chinese characters), using detailed and complex language. The piece of writing is based on one of the following contexts: society, learning, employability, culture. Candidates may refer to other contexts in their writing if they wish.

Centres may provide candidates with a choice of writing stimuli in English. These may be selected from those published by SQA, or centres may produce their own stimuli. Candidates may choose to write about a topic of particular interest and agree this with the teacher or lecturer. Whichever of these approaches is adopted, it is important to note that candidates must not have sight of the actual stimulus until the point of assessment.

Candidates have opportunities for remediation and consolidation of their writing. Teachers and lecturers provide feedback on areas for improvement via the use of, for example, a writing improvement code.

The information relayed in the piece of writing is mainly of a discursive nature. Teachers and lecturers should encourage candidates to write in a focused and structured way, and to write in paragraphs. Candidates should practise how to structure a piece of writing, while developing techniques on how to check the accuracy of written work.

Candidates should express or discuss different viewpoints, while demonstrating relevant content, ideas and opinions and, where applicable give reasons for their opinions. They should draw conclusions and demonstrate language resource (variety and range of structures) and accuracy.

Setting, conducting and marking the assignment–writing

The assignment–writing is:

♦ set by centres within SQA guidelines
♦ conducted under a high degree of supervision and control, in the classroom
♦ externally marked by SQA
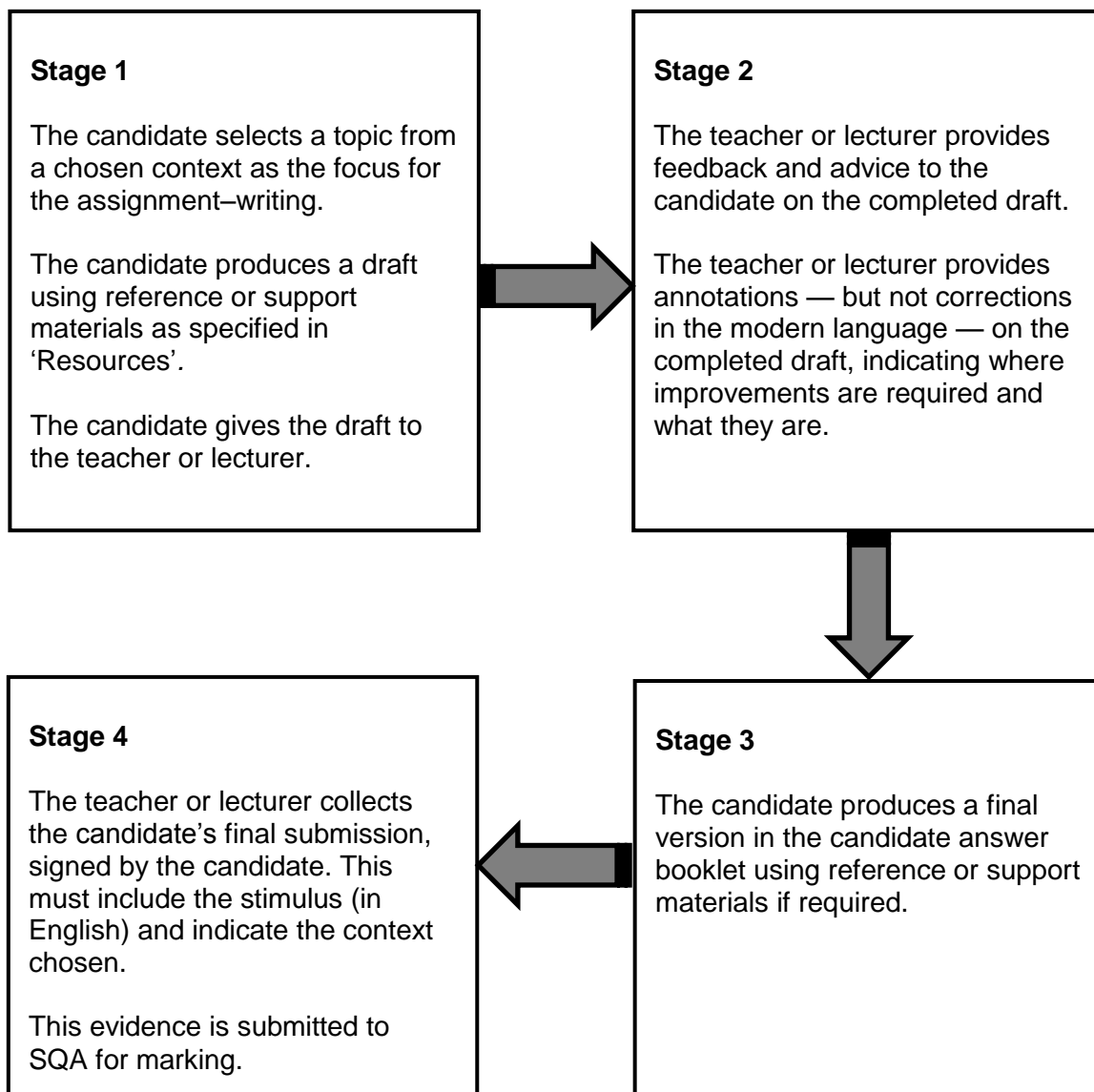
Assessment conditions

Time

There is no time limit for any of the four stages of the assignment–writing. Teachers and lecturers may use their discretion to decide how much time candidates need for preparation, consolidation, remediation and completion of their piece of writing.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates must confirm by a signature that the submission is their own work. They must also provide the stimulus (title and follow-up questions or statements) in English to which they are responding and indicate the context they have chosen. Candidate submissions must be legible and free from teacher or lecturer annotations.

The diagram below outlines the assignment–writing process.

Stage 1

The candidate selects a topic from a chosen context as the focus for the assignment–writing.

The candidate produces a draft using reference or support materials as specified in 'Resources'.

The candidate gives the draft to the teacher or lecturer.

Stage 2

The teacher or lecturer provides feedback and advice to the candidate on the completed draft.

The teacher or lecturer provides annotations — but not corrections in the modern language — on the completed draft, indicating where improvements are required and what they are.

Stage 4

The teacher or lecturer collects the candidate's final submission, signed by the candidate. This must include the stimulus (in English) and indicate the context chosen.

This evidence is submitted to SQA for marking.

Stage 3

The candidate produces a final version in the candidate answer booklet using reference or support materials if required.

When candidates receive their annotated draft (stage 2), they do not have to produce their final version immediately (stage 3). They may have the time they need to reflect on any annotations. How much time this takes can vary from candidate to candidate.

Candidates may choose to revise a particular topic or rules of the language out of class time, between the draft and final version. Teachers and lecturers should encourage them to reflect on their writing prior to producing their final submission.

Candidates have up to two attempts to produce their assignment (that is a maximum of one draft annotated by teachers or lecturers) before it is ready for submission to SQA.

Teachers and lecturers must not provide the correct version in the modern language of any part of the writing, but may discuss with candidates how to make improvements by using their reference or support materials. At all stages, candidates must be encouraged to develop their knowledge and understanding of the modern language.

Any drafts produced by candidates, together with all reference and support materials used during the assignment–writing process, must be retained by the teacher or lecturer and must not be removed from the classroom during all stages of the process.

Resources

Candidates may use any of the following support materials:

♦ grammar reference notes (including verb tables)
♦ bilingual dictionary
♦ wordlist or vocabulary list
♦ writing improvement code (if applied by teachers or lecturers to writing drafts and with which candidates are familiar)
♦ draft writing annotated by the teacher or lecturer, provided it does not contain the correct version in the modern language
♦ the writing stimulus (in English)

Candidates must not use:

♦ textbooks or reading texts in the modern language (paper or electronic)
♦ web-based resources
♦ list/bank of phrases
♦ writing frames

Reasonable assistance

Candidates must produce their assignment–writing independently. However, reasonable assistance may be provided. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment, or they may have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example advice on how to put forward viewpoints, develop ideas, opinions, and the language resource to use in order to structure a piece of writing.

It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a risk that it becomes support for assessment; teachers and lecturers should be aware that this may be going beyond reasonable assistance.

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ one piece of writing in the modern language as a response to a stimulus provided in English, from one of the contexts of society, learning, employability, culture
♦ the stimulus
♦ candidate answer booklet, signed by the candidate

Volume

The recommended length of the assignment–writing is 200–250 words (260–330 Chinese characters) in the modern language.

A submission which is significantly longer or significantly shorter than this is likely to be self-penalising.

Word count is given to indicate the volume of evidence required. No penalty will be applied.

Assignment–writing marking instructions

In line with SQA's normal practice, the following marking instructions for the Higher Modern Languages assignment–writing are addressed to the marker. They will also be helpful for those preparing candidates for course assessment.

Candidates' evidence is submitted to SQA for external marking.

General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

a   Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

b   Candidates produce a piece of writing, using detailed and complex language, based on one of the following contexts: society, learning, employability, culture. Candidates may refer to other contexts in their writing if they wish. The recommended length of the assignment–writing is 200–250 words (260–330 Chinese characters) in the modern language. Word count is given to indicate the volume of evidence required. No penalty will be applied.

c   The assignment–writing is marked in terms of content, accuracy and language resource.

d   Assessment is holistic. There may be strengths and weaknesses; assessment focuses as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the quality of the writing. The highest level mark can be awarded even if there are minor errors, when these do not detract from the overall impression of the writing.

e   The overall quality of the assignment–writing is to be assessed against the pegged mark descriptors in the detailed marking instructions. Considered holistically, the writing will be allocated the pegged mark which most closely describes it.

f   Candidates may display ability across more than one pegged mark. It is always important to assess what it is the candidate can do, and thus highlight the positive.

g   Where no assignment–writing is submitted for a candidate this means a mark of 0/20 for assignment–writing, rather than a 'No Award' for the course overall.

Detailed marking instructions

The nine characteristics of the three aspects of the assignment–writing are:

Content

- communication of relevant ideas and opinions
- range of ideas and opinions and reasons for these
- communication of different viewpoints and drawing conclusions
- organisation and structure of writing and/or focus

Accuracy

- all aspects of grammar
- spelling

Language resource

- use of detailed and complex language
- range of vocabulary and language structures used
- application and understanding of the modern language, including use of a range of tenses (if appropriate) and other language features

The assignment–writing at Higher involves candidates using **detailed and complex** language.

Markers should use the following pegged mark descriptors in this document in conjunction with the productive grammar grid.

Content	Accuracy	Language resource	Pegged marks
The candidate:			
- addresses the title in a full and balanced way - uses content which is relevant - expresses a wide range of ideas, opinions and reasons - presents different arguments or viewpoints and draws a conclusion - writes in a very structured and organised way and the language flows well	- demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression - demonstrates a very good degree of accuracy in spelling and, where appropriate, word order	- uses **detailed and complex** language throughout - uses a wide range of structures - uses a wide range of verbs/verb forms, tenses (if appropriate) and other language features	**20**
- addresses the title competently - uses content which is mostly relevant - expresses a range of ideas, opinions and reasons - presents different arguments or viewpoints and draws a conclusion - writes in a structured and organised way	- demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression - demonstrates a good degree of accuracy in spelling and, where appropriate, word order	- mostly uses **detailed and complex** language - uses a range of structures - uses a range of verbs/verb forms, tenses (if appropriate) and other language features - may occasionally repeat structures, verbs, etc	**16**

Content	Accuracy	Language resource	Pegged marks
The candidate:			
♦ addresses the title fairly competently ♦ uses content which is generally relevant ♦ expresses some ideas, opinions and reasons ♦ attempts to present different arguments or viewpoints and to draw a conclusion ♦ writes with an adequate sense of structure and writing is mostly organised	♦ demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors, which occasionally may be serious, detract from the overall impression ♦ demonstrates an adequate degree of accuracy in spelling and, where appropriate, word order ♦ produces more correct language than incorrect	♦ attempts to use **detailed and complex** language ♦ attempts to use a range of structures ♦ uses a few different verbs/verb forms, tenses (if appropriate) and other language features ♦ may use fairly repetitive language ♦ may use some lists	**12**
♦ uses content which at times may not be relevant to the title ♦ expresses limited ideas, opinions and reasons ♦ may find it difficult to present different arguments or viewpoints and to draw a conclusion ♦ writes with a limited sense of structure and writing may not be well organised	♦ demonstrates an inadequate degree of grammatical accuracy corresponding to the level ♦ makes errors, many of which are serious and impede communication ♦ demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order ♦ may demonstrate evidence of misuse of the dictionary ♦ may include other language interference	♦ uses a limited amount of **detailed and complex** language ♦ uses a limited range of structures ♦ uses a limited amount of verbs/verb forms, and other language features ♦ uses language which is largely repetitive ♦ demonstrates an over-reliance on the use of lists	**8**

Content	Accuracy	Language resource	Pegged marks
The candidate:			
◆ uses content which may have little relevance to the title ◆ expresses very limited ideas, opinions and reasons ◆ presents few arguments or viewpoints and has difficulty drawing a conclusion ◆ demonstrates little sense of structure or organisation	◆ demonstrates serious grammatical inaccuracies corresponding to the level ◆ makes serious errors which impede communication throughout ◆ demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order ◆ demonstrates evidence of misuse of the dictionary ◆ may include other language interference	◆ uses a very limited amount of **detailed and complex** language ◆ uses a very limited range of structures ◆ uses a very limited amount of verbs/verb forms, and other language features ◆ uses repetitive language	**4**
◆ uses content which is irrelevant to the title ◆ does not express any ideas, opinions or reasons ◆ is unable to present any arguments or viewpoints and/or draw a conclusion ◆ is unable to write with any structure or organisation	◆ demonstrates little or no evidence of grammatical accuracy corresponding to the level ◆ has great difficulty in spelling most words correctly ◆ demonstrates little or no knowledge of word order ◆ frequently demonstrates evidence of misuse of the dictionary ◆ includes frequent other language interference	◆ does not use **detailed and complex** language ◆ makes little or no use of structures, verbs/verb forms and other language features	**0**

Course assessment structure: performance–talking

Performance–talking   30 marks

The performance is a discussion in the modern language based on at least two of the following contexts: society, learning, employability, culture.

It gives candidates an opportunity to use the modern language to demonstrate:

♦ 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

The performance–talking has a total mark allocation of 30 marks. This is 25% of the overall marks for the course assessment.

Performance–talking overview

Candidates take part in a discussion with the teacher or lecturer using detailed and complex language on at least two different contexts, and respond to questions in the modern language relating to each of the contexts. The exchange of information is mainly of a factual nature and also includes ideas and opinions. Candidates may ask questions where appropriate during the discussion.

Candidates identify beforehand the contexts and related topic development for the discussion. They communicate these to the teacher or lecturer before taking part in the performance–talking. The contexts chosen must be noted on the candidate assessment record (or equivalent). Candidates choose contexts from those included in the course, and preparation largely takes place as a normal part of learning and teaching.

Setting, conducting and marking the performance–talking

This performance is:

♦ set and externally verified by SQA
♦ conducted, marked and internally verified in centres under the conditions specified by SQA

The performance–talking must be audio or video recorded.

Evidence is internally marked by teachers and lecturers in each centre in line with SQA marking instructions, and is quality assured by SQA.

Assessment conditions

Time

This assessment is a one-off, single assessment event. This means that candidates must undertake the whole assessment without interruption and may have only one attempt at the performance–talking. If centres wish, it is permissible to conduct a performance–talking prelim as long as the content is different to that of the final assessment.

Candidates complete the assessment at an appropriate point in the course.

The discussion lasts approximately 10 minutes.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that the preparation for the performance–talking, together with any support notes used during it, are the candidate's own work.

Centres conduct the assessment of the performance–talking within SQA guidelines, under supervised and controlled conditions. It is important to conduct the performance–talking in appropriate surroundings, eliminating the possibility of disruptions and background noise.

Resources

As an aid to memory, during the assessment candidates may use brief notes and/or use visual aids. Candidates may refer to up to five headings of not more than eight words each to assist them. The headings are prompts and are not to be read out word for word. They may be in the modern language or English. Notes used by candidates during the assessment do not need to be submitted to SQA for verification purposes.

Reasonable assistance

Candidates must prepare 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 candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment; teachers or lecturers need to be aware that this may be going beyond reasonable assistance.

It is appropriate for the teacher or lecturer to comment on the contexts selected by candidates before they start the task of preparing for the performance.

The role of the teacher or lecturer is to try to draw out the best in the candidates. They should try to ensure that all candidates, whatever their level of attainment, have the opportunity to demonstrate their abilities.

In order for candidates to give of their best, the teacher or lecturer should create as relaxed an atmosphere as possible. To settle candidates into their performance, the teacher or lecturer begins the discussion with some general questions, for example what the candidates are studying, their opinions of where they live, what they do in their free time, future plans, but should avoid personal questions (family, etc). This initial section should last no more than 2 minutes.

It is important for the teacher or lecturer to ask questions which are as open as possible. They should avoid taking over the conversation, for example by interrupting or repeating questions when candidates clearly have nothing left to say. The teacher or lecturer should not allow overlong silences to develop and should be prepared to offer assistance if appropriate: rephrasing questions, offering items of vocabulary and, if necessary, moving the discussion on. The teacher or lecturer should avoid correcting errors.

The performance is to last approximately 10 minutes. There is no specified length of time for discussion of individual contexts; it is for the teacher or lecturer to manage this appropriately. Excessive length should be avoided, and where a candidate is clearly having difficulty in maintaining the interaction the discussion should be continued for as long as possible.

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ an audio or video recording of the performance, which must be retained by centres for verification purposes
♦ a candidate assessment record (or equivalent) detailing the contexts selected by the candidate and containing the marks for the discussion. The candidate and teacher or lecturer sign this and the centre retains it. A sample assessment record is in the performance–talking assessment task

Volume

This does not apply to the Higher Modern Languages performance.

Performance–talking marking instructions

General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

a   Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

b   The performance is marked in terms of content, accuracy, language resource and interaction.

c   Assessment should be holistic. There may be strengths and weaknesses in every performance; assessment focuses as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the overall performance. The highest level mark can be awarded even if there are minor errors, when these do not detract from the overall impression of the performance.

d   Candidates may display ability across more than one pegged mark. Consider carefully the most appropriate overall pegged mark to describe the candidate's performance. It is always important to assess what it is the candidate can do, and thus highlight the positive.

Detailed marking instructions

The teacher or lecturer must select the description of performance and mark which most closely describe the evidence gathered.

They should first select the row from the following tables in which the descriptors most closely match the candidate's performance.

Once that row is identified:

♦ where the evidence largely matches the descriptors across all of the aspects of the performance, award the higher of the two available marks

♦ where the evidence largely matches the descriptors across most of the aspects of the performance, award the lower of the two available marks

♦ if there is doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row

♦ where a candidate does not demonstrate the coverage of at least two different contexts, the maximum mark available is 18

The length of the discussion is approximately 10 minutes; no automatic penalty is applied to performances falling outwith this duration.

The eight characteristics of the four aspects of the performance are:

Content

♦ organisation and communication of ideas and opinions
♦ development and relevance of ideas and opinions

Accuracy

♦ vocabulary and structures
♦ pronunciation and intonation

Language resource

♦ variety and range of vocabulary and language structures used

Interaction (as a feature of content and language resource)

♦ understanding of the modern language
♦ using the modern language
♦ ability to maintain and sustain a discussion

The performance–talking at Higher involves candidates using **detailed and complex** language.

Teachers and lecturers must use the following pegged mark descriptors in conjunction with the productive grammar grid, which is provided in the course support notes.

Content	Accuracy	Language resource	Pegged marks
The candidate:			
♦ uses content which is comprehensive, relevant and well organised ♦ expresses a wide range of ideas and opinions ♦ readily goes beyond minimum responses ♦ readily adapts learned material as appropriate to the discussion ♦ deals confidently with unpredictable elements ♦ shows little, if any, undue hesitation ♦ readily takes the initiative ♦ covers at least two contexts	♦ demonstrates a very good degree of grammatical accuracy corresponding to the level ♦ may make a few errors which do not detract from the overall impression ♦ uses pronunciation and intonation which are sufficient to be readily understood by a speaker of the language	♦ immediately understands almost all of what is said ♦ uses a wide range of **detailed and complex** language ♦ uses a wide range of structures ♦ uses a wide range of verbs/verb forms, tenses and other language features ♦ may use some idiomatic language and expressions ♦ may use some interjections and/or connectives ♦ may occasionally seek clarification in the modern language	**30 or 27**

Content	Accuracy	Language resource	Pegged marks
The candidate:			
♦ uses content which is mostly relevant and well organised ♦ expresses a range of ideas and opinions ♦ goes beyond minimum responses ♦ uses learned material but not always appropriately ♦ deals with unpredictable elements ♦ may hesitate occasionally but recovers successfully ♦ occasionally takes the initiative ♦ covers at least two contexts	♦ demonstrates a good degree of grammatical accuracy corresponding to the level ♦ may make errors which occasionally detract from the overall impression ♦ uses pronunciation and intonation which can mostly be understood by a speaker of the language	♦ understands almost all of what is said ♦ uses a range of **detailed and complex** language ♦ uses a range of structures ♦ uses a range of verbs/verb forms, tenses and other language features ♦ may attempt to use some idiomatic language and expressions ♦ may attempt to use some interjections and/or connectives ♦ may seek clarification in the modern language	**24 or 21**

Content	Accuracy	Language resource	Pegged marks
The candidate:			
♦ uses content which is generally relevant and well organised ♦ expresses some ideas and opinions ♦ attempts to go beyond minimum responses ♦ mostly deals with unpredictable elements ♦ may rely on the use of learned material ♦ may hesitate occasionally, thereby affecting the flow of the discussion ♦ may attempt to take the initiative but not always successfully ♦ may not cover at least two contexts	♦ demonstrates an adequate degree of grammatical accuracy corresponding to the level ♦ makes errors which detract from the overall impression ♦ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language, although some points may not be immediately clear	♦ understands most of what is said ♦ attempts to use a range of **detailed and complex** language ♦ attempts to use a range of structures ♦ uses a few different verbs/verb forms, tenses and other language features ♦ uses language which is perhaps repetitive ♦ may require occasional prompting and/or repetition ♦ may attempt to use some interjections and/or connectives but not always successfully ♦ may attempt to seek clarification in the modern language	**18 or 15**

Content	Accuracy	Language resource	Pegged marks
The candidate:			
♦ uses content which at times may not be relevant and well organised ♦ expresses limited ideas and opinions ♦ tends not to go beyond minimum responses ♦ has difficulty dealing with some unpredictable elements ♦ relies heavily on the use of learned material ♦ hesitates in many responses, thereby affecting the flow of the discussion ♦ rarely takes the initiative ♦ may not cover at least two contexts	♦ demonstrates an inadequate degree of grammatical accuracy corresponding to the level ♦ makes errors which often impede communication ♦ uses pronunciation and intonation which are generally sufficient to be understood by a speaker of the language, although some points may not be immediately clear	♦ may have difficulty in understanding much of what is said ♦ uses a limited amount of **detailed and complex** language ♦ uses a limited range of structures ♦ uses a limited amount of verbs/verb forms, tenses and other language features ♦ requires some prompting and/or repetition ♦ frequently uses language which is not appropriate to the level ♦ may seek clarification in the modern language but often unsuccessfully	**12 or 9**

Content	Accuracy	Language resource	Pegged marks
The candidate:			
♦ uses content which is basic, irrelevant and disorganised ♦ expresses ideas and opinions with difficulty ♦ is unable to go beyond the use of learned material ♦ has difficulty dealing with most unpredictable elements ♦ hesitates throughout, thereby seriously affecting the flow of the discussion ♦ does not take the initiative ♦ may not cover at least two contexts	♦ demonstrates serious grammatical inaccuracy corresponding to the level ♦ makes errors which impede communication throughout ♦ uses pronunciation and intonation which are often insufficient to be understood by a speaker of the language, and many points may not be clear	♦ may have difficulty in understanding most of what is said ♦ uses a very limited amount of **detailed and complex** language ♦ uses a very limited range of structures ♦ uses a very limited amount of verbs/verb forms, tenses and other language features ♦ requires frequent prompting and/or repetition ♦ mostly uses language which is not appropriate to the level ♦ may demonstrate other language interference ♦ may not seek clarification in the modern language	**6 or 3**

Content	Accuracy	Language resource	Pegged marks
The candidate:			
♦ uses content which is basic, irrelevant and disorganised ♦ expresses no ideas and opinions ♦ is unable to deal with unpredictable elements ♦ hesitates throughout, thereby seriously impeding communication ♦ is unable to take the initiative ♦ may not cover at least two contexts	♦ uses language which is almost completely inaccurate ♦ makes errors which seriously impede communication throughout ♦ uses pronunciation and intonation which are insufficient to be understood by a speaker of the language	♦ is unable to understand much of what is said ♦ uses no **detailed and complex** language ♦ uses very few, if any, structures ♦ uses very few, if any, verbs/verb forms, tenses and other language features ♦ requires constant prompting and/or repetition ♦ uses language which is not appropriate to the level ♦ may demonstrate several examples of other language interference ♦ is unable to seek clarification in the modern language	**0**

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

♦ [Higher Modern Languages subject page](#)
♦ [Assessment arrangements web page](#)
♦ [Building the Curriculum 3–5](#)
♦ [Guide to Assessment](#)
♦ [Guidance on conditions of assessment for coursework](#)
♦ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
♦ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
♦ [Educational Research Reports](#)
♦ [SQA Guidelines on e-assessment for Schools](#)
♦ [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that you could include in the course. Teachers and lecturers have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

The following summarises the skills, knowledge and understanding developed in the course:

♦ reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, culture
♦ applying knowledge and understanding of detailed and complex language to understand and use a modern language
♦ applying knowledge and understanding of language to translate detailed and complex language
♦ applying grammatical knowledge and understanding

Grammatical knowledge is contained in the productive grammar grid (appendix 2).

Course assessment evidence is 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).

Approaches to learning and teaching

Teachers and lecturers use their professional judgement in designing and delivering the course so that it is appropriate, relevant and motivating for candidates.

Learning about Scotland and Scottish culture enriches candidates' experience and helps them to develop skills for learning, life and work. These skills are needed 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 is generated in the following contexts: society, learning, employability, culture. Teachers and lecturers choose a variety of topics which are engaging and meaningful for candidates. It is important to deliver topics at an appropriate level and encourage candidates to engage with topics in different ways at different levels.

The course offers many opportunities for personalisation and choice, for example:

Candidates can:

♦ choose contexts and topics
♦ have opportunities for choice in delivery of the course where appropriate, for example choosing to respond orally or in writing
♦ create their own learning targets/plans for their language learning

Teachers and lecturers can:

♦ give individual feedback to candidates
♦ provide differentiated materials and approaches
♦ select the most appropriate assessment methods, taking into account individual needs of candidates

Examples of candidate opportunities during their language learning can include:

♦ enhancing communication skills through the consistent development of reading, listening, talking, writing, and pronunciation
♦ developing a knowledge of the structure of the modern language and how it relates to their own
♦ raising awareness of other cultures and international citizenship
♦ developing generic skills, for example working with others, researching, presenting information and ICT skills

Where resources permit, and where appropriate, centres should use technology as much as possible to support learning, teaching and assessment. This can include:

♦ compiling and maintaining e-portfolios
♦ web-based research
♦ interactive language tasks, for example cloze passages in electronic format
♦ listening and responding to and/or creating podcasts
♦ games-based learning
♦ using virtual learning environments
♦ video conferencing
♦ using language-based websites to develop candidates' vocabulary
♦ using websites to record the spoken language to create an interactive question/answer learning experience
♦ submitting assessed work through virtual learning environment and/or email
♦ using media, for example television, film, radio and websites in the modern language

Generating evidence

Teachers and lecturers should aim to help candidates progress through the course at their own pace and enable them to demonstrate their achievements in a range of ways. Skills should be taught in a combined way, the amount of time spent on each depends on the needs of the candidates and their prior skills, knowledge and understanding. Reading, listening, talking, and writing should be developed and practised in the most appropriate way.

Approaches to learning and teaching: reading

Reading skills

Candidates can develop their reading skills by accessing as wide a range of level-appropriate materials as possible, for example:

♦ developing the ability to prepare for reading, for example discussing the topic of a passage or predicting what language and/or 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, for example glossaries and a bilingual dictionary
♦ applying knowledge and understanding of grammar and language structure to assist comprehension and translation
♦ being aware of the purpose and style of a reading passage for information, for work, for enjoyment
♦ reading a variety of types and styles of texts, for example informational texts, fiction, brochures, instructions, leaflets
♦ giving a personal reaction to a text
♦ extracting ideas and structures to use in other skill areas, for example talking and writing

Reading activities

Examples of reading activities can include:

♦ reading a text and answering questions
♦ producing a summary of a text, orally or in writing
♦ comparing two sources by asking what information is different or the same
♦ using pre-reading activities, for example discussing the topic of a passage or predicting what language and/or ideas a passage may contain
♦ highlighting specific language or ideas in a text
♦ cloze text activities
♦ translating short sections of text into English
♦ recognising useful vocabulary and ideas which can be developed and used in other contexts, for example by note-taking
♦ reading for enjoyment, for example giving a reaction to a book, article or other written source

Approaches to learning and teaching: listening

Listening skills

Candidates can develop listening skills 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, for example 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

Candidates can develop their listening skills in the context of interaction or discussion. Making these interactions and/or discussions realistic and meaningful helps to prepare candidates to contextualise their listening. Examples of listening activities can include:

♦ listening to, and understanding, what someone is saying, and responding appropriately in English or in the modern language

♦ understanding how non-verbal conventions, for example body language and facial expression can help to work out meaning

♦ focusing on, and picking out, key language, information and ideas

♦ 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

Approaches to learning and teaching: talking

Talking skills

Candidates 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 candidate, teacher or lecturer, or language assistant. Teachers and lecturers should encourage candidates to communicate clearly and give them opportunities to practise their talking skills in order to build confidence. Self-evaluation and supportive peer-evaluation can support candidates in building confidence and identifying areas for improvement.

Talking contexts motivate candidates if they are meaningful and relevant.

Candidates may need support in talking, especially where they lack confidence. Teachers and lecturers should consider group dynamics, for example choice of subject for discussion,

room layout, group size, gender and age. Allowing personalisation and choice in terms of topic, context and audience supports candidates.

Candidates can develop talking skills by:

♦ engaging in conversation
♦ 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 the correct register
♦ being aware of audience and purpose
♦ developing discussion skills in the modern language
♦ using non-verbal conventions, for example body language and facial expression, to aid communication
♦ applying knowledge of grammar and language structures to talk with accuracy

Talking activities

Examples of talking activities can include:

♦ talking about individual experience or giving information
♦ discussion with peers or with a teacher or lecturer
♦ podcasts
♦ mock interviews and role-plays
♦ group discussions
♦ web chats/conferencing
♦ internet voice calls

Approaches to learning and teaching: writing

Writing skills

Teachers and lecturers should encourage candidates to plan their writing, for example by building knowledge of relevant vocabulary, grammar and useful language structures. In planning and preparing for writing, candidates should consider the audience and purpose for their writing.

Candidates can use reference materials, for example wordlists or dictionaries and should attempt to 'recycle' words and phrases, for example by applying and developing these in new contexts.

Candidates can develop writing skills by:

♦ being aware that the target audience and the purpose for composing a piece of writing have an impact on the type of language used
♦ demonstrating accuracy in spelling, grammatical awareness
♦ showing an awareness of sentence structure
♦ using reference materials, for example a bilingual dictionary, 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

Writing activities

Examples of writing activities can include:

♦ writing to present differing viewpoints
♦ writing to draw conclusions
♦ analysing a text previously studied
♦ writing a summary of a reaction to a film
♦ reflecting on work experience
♦ writing about future career and/or language learning

Preparing for course assessment

Reading and directed writing question paper

In preparation for the reading question paper, candidates should have the opportunity to practise:

♦ responding in English to questions in English
♦ reading views and/or intentions expressed or events recounted in the modern language
♦ making notes in English under given headings
♦ responding to different types of questions
♦ using a bilingual dictionary
♦ translating short sections of text into English

In preparation for the directed writing question paper, candidates should have the opportunity to practise:

♦ responding to a range of stimuli
♦ addressing bullet points, including providing two pieces of information for the first bullet point
♦ using information, ideas and language to develop writing in the modern language
♦ expressing ideas, opinions and describing places and/or events in appropriate past tenses
♦ using other tenses

Listening question paper

In preparation for the listening question paper, candidates should have the opportunity to practise:

♦ responding in English to questions in English
♦ listening to views and/or intentions expressed or events recounted in the modern language
♦ making notes in English under given headings
♦ relating what is heard to the written word in the modern language
♦ responding to different types of questions

Specimen question papers and previous past papers are published on the Higher Modern Languages subject page.

Assignment–writing

In preparation for the assignment–writing, candidates should have the opportunity to practise:

♦ reusing ideas, vocabulary and structures from other skills
♦ discussing or relaying different viewpoints using discursive techniques and language
♦ using a writing improvement code or equivalent
♦ drafting and redrafting based on feedback
♦ using reference materials appropriately
♦ applying grammatical knowledge to writing

Please refer to the assignment–writing assessment task for more information.

Performance–talking

In preparation for the performance–talking, candidates should have the opportunity to practise:

♦ using language in the modern language in a discussion
♦ listening to other people talking, and responding appropriately
♦ using coping mechanisms to maintain interaction
♦ using non-verbal techniques, for example facial expressions and body language to assess and convey meaning

Candidates must cover two contexts in the performance–talking. If they do not a penalty may be applied. Teachers and lecturers must make the candidates aware of this.

This is outlined in the 'Instructions for candidates' section in the performance–talking assessment task.

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

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

The table below provides some suggested opportunities of how to further develop these skills in 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; being aware of global issues; understanding one's responsibilities within these, and acting responsibly.	Candidates 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: society, learning, employability, culture within the course develop candidates' 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.	Whenever possible, teachers and lecturers should give candidates the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Candidates use what they know already, for example when they use a familiar structure for writing but use different content. Candidates 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. Candidates apply their language skills in the course assessment.

Appendix 2: productive grammar grid

Verbs

	National 3	National 4	National 5	Higher	Advanced Higher
Person	The person involved is indicated clearly by pronoun and/or 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. ⟶			⟶

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 (note: commands).	Notion of rules where more than one pronoun is involved.		

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. ⟶	⟶

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.	⟶

Appendix 3: contexts, topics and topic development

The table below outlines suggested development of the four contexts:

Context	Topic	Topic development
Society	Family and friends	♦ becoming an adult ♦ family relationships and structures ♦ marriage/civil partnership/living as a couple
	Lifestyles	♦ teenage problems, for example smoking, drugs, alcohol ♦ gang culture/bullying ♦ social influences and pressures
	Media	♦ impact of the digital age
	Global languages	♦ minority languages and their importance/association with culture
	Citizenship	♦ global citizenship ♦ democracy ♦ politics ♦ power
Learning	Learning in context	♦ understanding self as a learner ♦ learning styles ♦ importance of language learning
	Education	♦ advantages and/or disadvantages of higher or further education ♦ choosing a university/college ♦ lifelong learning

Context	Topic	Topic development
Employability	Jobs	♦ getting a summer job ♦ planning for future jobs ♦ higher education ♦ potential gap year opportunities ♦ career path ♦ equality in the workplace
	Work and CVs	♦ preparing for a job interview ♦ importance of language in global contexts ♦ job opportunities
Culture	Planning a trip	♦ taking a gap year ♦ working abroad ♦ travel
	Other countries	♦ living in a multicultural society ♦ stereotypes ♦ prejudice ♦ racism
	Celebrating a special event	♦ role of traditions in different cultures ♦ customs and beliefs
	Literature, film and television	♦ analysis and evaluation

Appendix 4: component scaling

The components listed below are subject to scaling.

Component 2: directed writing question paper 1

Pegged mark	Scaled mark
20	15
16	12
12	9
8	6
4	3
0	0

Component 3: listening question paper 2

Raw mark	Scaled mark
20	30
19	29
18	27
17	26
16	24
15	23
14	21
13	20
12	18
11	17
10	15
9	14
8	12
7	11
6	9
5	8
4	6
3	5
2	3
1	2
0	0

Component 4: assignment–writing

Pegged mark	Scaled mark
20	15
16	12
12	9
8	6
4	3
0	0

Useful websites

The list below may provide resources suitable for the Higher Modern Languages course.

♦ Higher Modern Languages subject page
♦ Candidate materials and good practice case studies
♦ Editions of Gaelic Orthographic Conventions in both English and Gaelic
♦ CPD and webinar materials
♦ NQ events page
♦ Resources via Ushare

Administrative information

History of changes

Version	Description of change	Date
2.0	Course support notes; productive grammar grid; contexts, topics and topic development; and component scaling added as appendices.	June 2018
2.1	Clarification to wording in the 'Assessment conditions' section for the assignment–writing and the performance–talking.	October 2019

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