

## Scots Language: History and Development (SCQF level 3)

**SCQF: level 3 (6 SCQF credit points)**

**Unit code: H790 43**

### Unit outline

This is a mandatory Unit in the *Scots Language Award* at SCQF level 3 and an optional Unit in the *Scottish Studies Award* at SCQF level 3. It can also be taken as a freestanding Unit.

The general aim of this Unit is to allow learners to develop an understanding of the history and development of the Scots language, from its origins to the present day. This will include knowledge of its relationship to other languages.

Learners who complete this Unit will be able to:

- 1 Describe factors that have helped to shape the contemporary Scots language
- 2 Describe the relationship between the contemporary Scots language and other languages

This Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and the development of skills for learning, skills for life and skills for work.

## **Recommended entry**

Entry is at the discretion of the centre. However, learners may benefit from having the skills, knowledge and understanding relevant to the following or equivalent:

- ◆ The National 3 History Course or Units
- ◆ The National 3 English Course or Units
- ◆ The Scottish Studies Award at SCQF level 2 or 3 or their Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate foundation for this Unit.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

Learners will:

**Describe factors that have helped to shape the contemporary Scots language by**

- 1.1 identifying factors that have helped to shape the contemporary Scots language
- 1.2 describing these factors in basic terms
- 1.3 describing the impact of each factor on the contemporary Scots language

### Outcome 2

Learners will:

**Describe the relationship between the contemporary Scots language and other languages by**

- 2.1 identifying contemporary Scots words
- 2.2 identifying words from other languages which are similar to these
- 2.3 describing the relationship between Scots and the other languages which these similarities suggest

## Evidence Requirements for the Unit

Evidence is required to show that learners have achieved both Outcomes and all Assessment Standards for this Unit.

For **Outcome 1**, learners should identify, describe and explain historical and/or cultural factors which have helped to shape contemporary Scots language. Cultural factors may include, for example, political, geographical, social or attitudinal factors.

For **Outcome 2**, the term 'the contemporary Scots language' can include local or regional dialects.

Evidence must be produced under supervision. It could be presented in a written, oral and/or electronic format, or through a performance. Oral and performance evidence must be supported by an assessor checklist.

Teachers and lecturers should use their professional judgement, subject knowledge and experience, and their understanding of learners to determine the most appropriate ways to generate the evidence required.

The *Assessment Support* packs for this Unit which can be found on SQA's secure website provides exemplification of approaches to assessment. Advice and guidance on possible approaches to assessment are also provided in the *Scots Language: History and Development (SCQF levels 3-6) Unit Support Notes*.

## **Development of skills for learning, skills for life, and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that are likely to be appropriate for this Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These can be built into the Unit where there are appropriate opportunities.

### **3 Health and Wellbeing**

#### 3.1 Personal Learning

### **4 Employability, enterprise and citizenship**

#### 4.6 Citizenship

### **5. Thinking Skills**

#### 5.1 Remembering

#### 5.2 Understanding

#### 5.3 Applying

#### 5.4 Analysing and evaluating

Further information on these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life, and skills for work is given in the *Scots Language Award (SCQF level 3, 4, 5 and 6) Support Notes*.

## Administrative information

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**Published:** June 2014 (version 1.0)

**Superclass:** FK

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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