Advanced Higher Course Specification

Advanced Higher Modern Languages

Course code:	C811 77	Cantonese
	C830 77	French
	C831 77	Gaelic (Learners)
	C834 77	German
	C842 77	Italian
	C845 77	Mandarin (Simplified)
	C846 77	Mandarin (Traditional)
	C869 77	Spanish
Course assessment code:	X811 77	Cantonese
	X830 77	French
	X831 77	Gaelic (Learners)
	X834 77	German
	X842 77	Italian
	X845 77	Mandarin (Simplified)
	X846 77	Mandarin (Traditional)
	X869 77	Spanish
SCQF:	level 7 (32 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 required to deliver the course.

Contents

Course overview

This course consists of 32 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 four components.

Component	Marks	Duration
Component 1: question paper Reading and Translation	50	1 hour and 30 minutes
Component 2: question paper Listening and Discursive Writing	70	1 hour and 20 minutes (Chinese languages 1 hour and 45 minutes)
Component 3: portfolio	30	see 'Course assessment' section
Component 4: performance–talking	50	20 minutes approximately see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the Higher 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.

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 further develops 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

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

♦ develop advanced skills in reading, listening, talking, and writing, as appropriate to purpose, audience and context
♦ use a range of different media effectively for learning and communication
♦ further develop understanding of how language works
♦ use higher-order language skills to understand and communicate ideas and information in the contexts of society, learning, employability, culture
♦ further develop grammatical knowledge
♦ further develop the language skills of translation
♦ use creative and critical thinking to synthesise ideas and arguments
♦ develop skills in literary appreciation
♦ develop independent learning skills including research and analytical skills
♦ further enhance their enjoyment and understanding of their own and other cultures
♦ explore the interconnected nature of languages

Who is this course for?

This course is suitable for candidates who wish to develop their understanding and use of complex and sophisticated language through a range of higher-order skills. It gives candidates opportunities to personalise their learning appropriate to their personal and vocational needs and aspirations.

The Advanced Higher Modern Languages course provides academic and personal challenges for candidates. It provides a pathway for those who want to progress to more specialised training, further education, or entry into a diverse range of occupations and careers.

Course content

The course provides candidates with the opportunity to develop advanced reading, listening, talking, and writing skills in the modern language, and to develop their knowledge and understanding of complex and sophisticated 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:

♦ advanced reading, listening, talking, and writing skills in the modern language, as appropriate to purpose and audience, in the contexts of society, learning, employability, culture

♦ advanced knowledge and understanding required to understand and use complex and sophisticated language, as appropriate to purpose and audience, in the contexts of society, learning, employability, culture

♦ applying advanced grammatical knowledge to read, listen to, and use the modern language

♦ applying inferencing skills to analyse and evaluate complex and sophisticated texts in the modern language

♦ applying advanced knowledge and understanding to translate complex and sophisticated language

♦ analysis of literature, media or language in work within the context of the modern language

Skills, knowledge and understanding for the course assessment

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

Reading and Translation, Listening and Discursive Writing question papers

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

Portfolio

Candidates demonstrate their analytical skills in relation to literature, media or language in work, within the context of the modern language. Candidates write their portfolio in English.

Performance–talking

Candidates demonstrate their talking skills in the modern language in a discussion with a visiting assessor.

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 are available 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:

1   Literacy

1.1   Reading
1.2   Writing
1.3   Listening and talking

4   Employability, enterprise and citizenship

4.6   Citizenship

5   Thinking skills

5.3   Applying
5.4   Analysing and evaluating

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

Course assessment

Course assessment is based on the information in this course specification.

The course assessment meets the 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:

♦ understand complex and sophisticated written and spoken information in the modern language from the contexts of society, learning, employability, culture
♦ use complex and sophisticated written and spoken language in the modern language from the contexts of society, learning, employability, culture
♦ analyse literature, media or language in work within the context of the modern language

Course assessment structure: question paper

Question paper: Reading and Translation   50 marks

This question paper allows candidates to demonstrate breadth, challenge and application in the skills of reading and translation.

The question paper has a total mark allocation of 50 marks. This is 25% of the overall marks for the course assessment.

It gives candidates an opportunity to demonstrate:

♦ understanding of complex and sophisticated 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, using inferencing skills
♦ translation of one section of the text into English
♦ application of advanced knowledge and understanding of the modern language
♦ application of advanced grammatical knowledge and understanding

Candidates may use a bilingual dictionary.

This question paper has two sections.

In section 1, 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 questions in English. They provide answers based on comprehension of information from the text. In the penultimate question candidates need to identify the overall purpose of the text, supporting their answer with reference to points made by the author, and comment on the use of language and techniques.

In section 2, candidates must translate the underlined text, which is divided into ten sense units.

Marks are available for:

♦ identifying main points and supporting detail (23 marks)
♦ identifying overall purpose (7 marks)
♦ translating part of the text into English (20 marks)

Setting, conducting and marking the question paper
SQA sets and marks this question paper. It is conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 30 minutes to complete this question paper.

Question paper: Listening and Discursive Writing   70 marks

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

The question paper has a total mark allocation of 70 marks. This is 35% of the overall marks for the course assessment.

It gives candidates an opportunity to demonstrate:

♦ understanding of complex and sophisticated 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 advanced knowledge and understanding of the modern language
♦ application of advanced grammatical knowledge and understanding
♦ use of complex and sophisticated written language in the modern language from one of the following contexts: society, learning, employability, culture

Section 1: Listening (30 marks)
This section has two items.

♦ item 1: candidates listen to one monologue in the modern language and respond to questions worth 10 marks
♦ item 2: candidates then listen to one conversation in the modern language, with questions worth 20 marks

The texts are linked thematically and are based on one of the contexts not sampled in the reading. The questions are in English and candidates respond in English.

Section 2: Discursive Writing (40 marks)

This section has one item. Candidates write 250–300 words (300–400 Chinese characters) using complex and sophisticated language in the modern language. There is a choice of four titles, and candidates produce an essay on one of the following contexts: society, learning, employability, culture.

Candidates may use a bilingual dictionary for both section 1 and section 2.

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 1 hour and 20 minutes to complete this question paper.

For Chinese languages, candidates have 1 hour and 45 minutes to complete this question paper.

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

Course assessment structure: portfolio

Portfolio   30 marks

The portfolio has a total mark allocation of 30 marks. This is 15% of the overall marks for the course assessment.

Candidates choose one of the following portfolio options:

♦ literature-based
♦ media-based
♦ language in work-based

The portfolio requires candidates to produce an essay in English, based on their research into literature, media or language in work. The portfolio essay must have an appropriate title, which reflects the chosen focus for analysis.

It gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

♦ analysing literature, media or language in work within the context of the modern language

Setting, conducting and marking the portfolio

The portfolio is:

♦ set by centres within SQA guidelines
♦ conducted under some supervision and control

Evidence is submitted to SQA for external marking. SQA quality assures all marking.

Assessment conditions

Time

This assessment is carried out over a period of time. Candidates should start at an appropriate point in the course.

Supervision, control and authentication

Teachers and lecturers should put in place mechanisms to authenticate candidate evidence, for example:

♦ regular checkpoint and/or progress meetings with candidates
♦ short spot-check personal interviews
♦ checklists which record activity and/or progress
♦ an accurate record of sources consulted

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

Resources

There are no upper limits on the number of resources that candidates may have access; however, the following conditions apply:

Literature-based portfolio

A literature-based analysis must use **at least two sources** in the modern language. The first of these must be a written literary text. The second may be another literary text or any other relevant source of information, for example a critique or a film.

For a literary text source:

♦ it is important to remember that there are no restrictions on the length of a literary text — it can be anything from a single poem to a novel — but it must be written for speakers of the target language and be read in its original version
♦ it is not acceptable to use a source which has been translated into the target language, for example a Spanish translation of a German novel
♦ any additional sources may be in the target language but can also be in English

Where candidates choose a film as a second source:

♦ it must have been produced for speakers of the target language — a dubbed version of a film originally produced in English is not appropriate
♦ it should be viewed in its original format, and without English subtitles
♦ the screenplay of that film does not count as an additional source

Media-based portfolio

A media-based analysis must use **at least two sources** in the modern language, of which at least one must be a written text. The first of these must be a media text. A media text means content from cinema, radio, TV, newspapers, magazines, web-based or other digital media. The second may be another media text or any other relevant source of information, for example a novel or a critique.

For a media text source:

♦ it must have been produced for speakers of the target language — a dubbed version of a film originally produced in English is not appropriate
♦ films should be viewed in their original format and without English subtitles
♦ if candidates choose a film as a source, the screenplay of that film does not count as an additional source
♦ any additional sources may be in the target language but can also be in English

Language in work-based portfolio

An analysis based on language in work must use **at least two sources** in the modern language. At least one of these must be a written text. The other may also be a written text or any other relevant source of information, for example company literature, recorded interviews, media sources, surveys, questionnaires, information gained from work experience.

Note: there is no requirement for candidates to refer directly to all sources consulted in their portfolio essays but they must list them all in the accompanying bibliography, which, ideally, should contain the following:

♦ books: last and first name of author, title of book, publisher, year of publication
♦ films: name of film, name of director, year of release
♦ articles or reports: name of author (if known), title, name of publication, country of origin, date of publication, page number(s) (if suitable)
♦ internet sources: name of author (if known), title of article (if applicable), full URL and date accessed

The lack of a bibliography incurs a penalty; however, this penalty does not apply if the candidate has made some attempt to include one, even if it is sparse.

Reasonable assistance

Candidates should take the initiative in the planning, researching, management and completion of the task. However, the teacher or lecturer may support candidates to choose the focus, theme and title for the essay.

The term 'reasonable assistance' is used to balance the need for support with the need to avoid giving too much help. If candidates need 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.

Teachers and lecturers can give reasonable assistance on a generic basis to a class or group of candidates. It may also be given to candidates on an individual basis. However, helping candidates on a one-to-one basis in the context of something they have already produced or demonstrated could become support for assessment and may be going beyond reasonable assistance.

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ one essay in English, including a bibliography

Candidates' submissions must be free from any annotations.

Candidates must submit the word count with the portfolio.

Volume

The portfolio should be between 1,200–1,500 words, excluding quotations and bibliography.

If the word count exceeds the maximum by more than 10%, or if no word count or bibliography is included, a penalty is applied.

Portfolio marking instructions

In line with SQA's normal practice, the following marking instructions for the Advanced Higher Modern Languages portfolio 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   If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

c   Assessment is holistic. There may be strengths and weaknesses; assessment focuses as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. A candidate's performance does not have to be perfect to gain full marks.

Detailed marking instructions

You should consider the following three aspects of the portfolio:

♦   content: understanding, analysis
♦   style: use of critical terminology, quoting from sources
♦   organisation: coherence, structure, clarity

Always assess the overall quality of the portfolio against the pegged mark descriptors. Considered holistically, the portfolio achieves the pegged mark which most closely describes it.

Candidates may display ability across more than one pegged mark. Always assess what it is the candidate can do, and highlight the positive.

The portfolio should be between 1,200–1,500 words, excluding quotes and bibliography. If the word count exceeds the maximum by more than 10%, or if no word count or bibliography is included, you should apply a penalty of one pegged mark. Note: a maximum of one penalty can be applied to a portfolio.

Candidates must access at least two sources in the modern language. If a candidate accesses only one source, award a maximum of 15 marks. If there is no evidence that a candidate has accessed any sources in the modern language, award 0 marks.

Using the pegged marks table on the following pages, first select the row of the table in which the descriptors most closely match the candidate's portfolio.

Once that row is identified:

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

Content (understanding, analysis)	Style (use of critical terminology, quoting from sources)	Organisation (coherence, structure, clarity)	Pegged mark
The candidate:			
♦ has chosen a concise title which makes clear the focus of the analysis ♦ has chosen sources which work well together and clearly support analysis ♦ takes an analytical/critical approach, with reasoned and relevant arguments ♦ consistently demonstrates an understanding of the focus of the study	♦ presents detailed evidence from sources to support the conclusions made ♦ includes a range of appropriate quotations from sources ♦ uses a range of critical terminology or specialist vocabulary as appropriate ♦ maintains an appropriate register throughout, with minimal use of the first person	♦ writes in a well-organised and structured way ♦ demonstrates writing which is coherent throughout ♦ presents and evaluates a series of arguments and draws conclusions which relate directly to the title and chosen focus for analysis	**30 or 27**
♦ has chosen a title which outlines the focus of the analysis ♦ has chosen sources which support analysis ♦ takes an analytical/critical approach, with reasoned or relevant arguments ♦ demonstrates an understanding of the focus of the study	♦ presents evidence from sources to support the conclusions made ♦ includes appropriate quotations from sources ♦ uses critical terminology or specialist vocabulary as appropriate ♦ maintains an appropriate register, with minimal use of the first person ♦ may include occasional poor English expression and/or syntax	♦ writes in a structured way ♦ demonstrates writing which is coherent, although there may be some instances of lack of clarity which do not detract from the overall impression ♦ presents and evaluates arguments and attempts to draw conclusions which relate to the title and chosen focus for analysis	**24 or 21**

Content (understanding, analysis)	Style (use of critical terminology, quoting from sources)	Organisation (coherence, structure, clarity)	Pegged mark
The candidate:			
♦ has chosen a title which outlines the focus of the analysis but may not be entirely clear ♦ has chosen sources which mostly support analysis ♦ shows some features of an analytical/critical approach, with some attempt at argument and/or analysis ♦ demonstrates some understanding of the focus of the study ♦ may only have consulted one source in the modern language	♦ presents some evidence from sources to support the conclusions made ♦ includes quotations from sources which may not always be accurate ♦ may use some critical terminology or specialist vocabulary as appropriate ♦ mostly maintains an appropriate register, but may occasionally use the first person ♦ may include some poor English expression and/or syntax	♦ writes with some sense of structure ♦ demonstrates writing which is largely coherent, although there may be some instances of lack of clarity which detract from the overall impression ♦ presents arguments and attempts to draw conclusions which do not always relate to the title and chosen focus for analysis	**18 or 15**
♦ has chosen a title which may not be clear or which does not generate an evaluative and/or discursive approach ♦ has chosen sources which may not support analysis ♦ has difficulty going beyond a merely informative approach ♦ shows some misunderstandings of the focus of the study ♦ may include aspects which lack relevance to the title or focus of the essay ♦ may only have consulted one source in the modern language	♦ presents little evidence from sources to support the conclusions made ♦ includes some quotations from sources which may not be appropriate or accurate ♦ may have difficulty maintaining an appropriate register ♦ has difficulty using critical terminology or specialist vocabulary appropriately ♦ may include some poor English expression and/or syntax ♦ may include some factual inaccuracies	♦ writes without a clear structure, which may impact on communication ♦ demonstrates writing which lacks coherence in places and which detracts from the overall impression ♦ has difficulty presenting arguments and drawing conclusions	**12 or 9**

Content (understanding, analysis)	Style (use of critical terminology, quoting from sources)	Organisation (coherence, structure, clarity)	Pegged mark
The candidate:			
♦ has chosen a title which is not clear or which does not generate an evaluative and/or discursive approach ♦ has chosen sources which may not work together or support analysis ♦ adopts a merely informative approach ♦ includes aspects which lack relevance to the title or focus of the essay ♦ demonstrates only a superficial understanding of the area of study and may show some misunderstandings of the focus of the study ♦ may only have consulted one source in the modern language	♦ presents little evidence from sources to support any conclusions made ♦ includes quotations from sources which are not appropriate or accurate ♦ has difficulty maintaining an appropriate register and may make excessive use of the first person ♦ does not use critical terminology or specialist vocabulary or there may be some misuse ♦ includes poor English expression and/or syntax ♦ may include some factual inaccuracies	♦ writes without structure, which impedes communication ♦ demonstrates writing which lacks coherence ♦ presents few arguments and conclusions or may draw conclusions which are not supported by the evidence	**6 or 3**
♦ has chosen a title which is unclear or which does not generate an evaluative or discursive approach ♦ has chosen sources which are inappropriate or which do not support analysis ♦ adopts a merely informative approach ♦ includes aspects which lack any relevance to the title or focus of the essay ♦ demonstrates understanding of the focus of the study which is severely limited and/or inaccurate Or ♦ has failed to consult any sources in the modern language	♦ presents no evidence from sources to support any conclusions made ♦ does not use critical terminology or specialist vocabulary ♦ fails to maintain an appropriate register ♦ includes poor English expression and/or syntax ♦ may include some factual inaccuracies	♦ writes without structure, which seriously impedes communication ♦ demonstrates writing which lacks coherence throughout ♦ fails to present arguments or draw conclusions	**0**

Course assessment structure: performance–talking

Performance–talking   50 marks

The performance–talking has a total mark allocation of 50 marks. This is 25% of the overall marks for the course assessment.

The performance–talking requires candidates to take part in a face-to-face discussion in the modern language with a visiting assessor.

During the discussion, candidates talk about themes or topics relating to at least one context from society, learning, employability or culture, and their portfolio study of literature, media or language in work.

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

♦ using complex and sophisticated spoken language, as part of a discussion
♦ taking part effectively in a discussion
♦ using language accurately to convey meaning in the modern language
♦ maintaining the interaction as appropriate to purpose

Setting, conducting and marking the performance–talking

The performance–talking is:

♦ conducted in centres by a visiting assessor under the conditions specified by SQA
♦ a live assessment marked by the visiting assessor

Centres must provide details of the themes and topics studied by the candidates, and the focus of the candidates' portfolio, in advance of the performance. Candidates complete an STL form, which centres must forward to SQA no later than one week prior to the start of the visiting assessment period (normally mid-February).

The performance–talking is audio recorded by the visiting assessor.

All marking is quality assured by SQA.

Assessment conditions

Time

This assessment is a single assessment event. The visiting assessor contacts centres to agree suitable time(s) and dates, normally during February or March.

The performance is to last approximately, but no more than, 20 minutes. There is no specified length of time for each section; it is for the visiting assessor to manage this appropriately and ensure that the discussion of topics studied and the portfolio are given sufficient time.

Excessive length should be avoided, and where candidates are clearly having difficulty in maintaining the interaction, the conversation should be continued for as long as possible.

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.

The performance is conducted under a high degree of supervision. This means:

♦ 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

Resources

As an aid to memory, during the assessment, candidates may use brief notes. Candidates may refer to several bullet points containing prompt words, but these should not be full sentences to be read out word for word. Frequent reference to notes can detract from the quality of the performance.

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 balance the need for support with the need to avoid giving too much help. 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.

Teachers and lecturers can give reasonable assistance on a generic basis to a class or group of candidates. It may also be given to candidates on an individual basis. However, helping candidates on a one-to-one basis in the context of something the candidate has already produced or demonstrated could become support for assessment and may be going beyond reasonable assistance.

The teacher or lecturer can comment on the contexts selected by candidates before they start preparing for the performance.

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ an audio recording of the performance which is made by the visiting assessor

Volume

This does not apply to the performance.

Performance–talking marking instructions

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

Candidates' evidence is marked in centres by an SQA visiting assessor.

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   Assessment should be holistic. There may be strengths and weaknesses in the candidate's performance; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. The candidate's performance does not have to be perfect to gain full marks.

Detailed marking instructions

You should consider the following four aspects of the performance:

♦   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

This is a live assessment and the visiting assessor should award a mark immediately after the performance.

In order to arrive at the final mark, visiting assessors should first select the row of the pegged marks table in which the descriptors most closely match the candidate's performance.

Once that row has been identified:

♦   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 available marks
♦   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

The performance–talking involves candidates using **complex and sophisticated** language. Visiting assessors must use the following pegged mark descriptors in conjunction with the productive grammar grid, which is in the course support notes.

Content	Accuracy	Language resource	Interaction	Pegged marks
The candidate:				
♦ uses content which is comprehensive, relevant and well-organised ♦ readily adapts learned material as appropriate to the discussion ♦ 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, 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 throughout ♦ uses a comprehensive range of verbs and/or 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 ♦ may use learned material but not always appropriately ♦ 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, 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 and/or 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**

Content	Accuracy	Language resource	Interaction	Pegged marks
The candidate:				
♦ uses content which is adequate, relevant and organised ♦ may rely on the use of learned material ♦ 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 and/or 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	♦ 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**
♦ uses content which is limited, possibly irrelevant and disorganised ♦ may rely heavily on the use of learned material ♦ 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 and/or verb forms, tenses, constructions and other language features ♦ frequently uses language which is not appropriate to Advanced Higher	♦ 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**

Content	Accuracy	Language resource	Interaction	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	♦ 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 and/or verb forms, tenses, constructions and other language features ♦ mostly uses language which is not appropriate to Advanced Higher	♦ 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**

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.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

- [Advanced 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](#)
- [SCQF website: framework, level descriptors and SCQF Handbook](#)

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. Please read these course support notes in conjunction with the course specification and the specimen question paper(s) and coursework.

Developing skills, knowledge and understanding

This section provides advice and guidance about skills, knowledge and understanding that can be included in the course. Teachers and lecturers have considerable flexibility to select contexts that stimulate and challenge candidates, offering both breadth and depth.

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

♦ advanced reading, listening, talking and writing skills in the modern language, as appropriate to purpose and audience, in the contexts of society, learning, employability, culture
♦ advanced knowledge and understanding required to understand and use complex and sophisticated language, as appropriate to purpose and audience, in the contexts of society, learning, employability, culture
♦ applying advanced grammatical knowledge to read, listen to, and use the modern language
♦ applying inferencing skills to analyse and evaluate complex and sophisticated texts in the modern language
♦ applying advanced knowledge and understanding to translate complex and sophisticated language
♦ analysis of literature, media or language in work within the context of the modern language

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 topic development is contained in the contexts and topic development table (appendix 3).

Approaches to learning and teaching

Teachers and lecturers should 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' experiences 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 to 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 and plans for their language learning
♦ choose the sources and focus for analysis for their portfolio

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

At Advanced Higher, candidates develop the ability to work independently. Teachers and lecturers should encourage candidates to use an enquiring, critical and problem-solving approach to their learning. Candidates should also have the opportunity to practise and develop research skills, as well as evaluation and analytical skills. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply.

For Advanced Higher courses, a significant amount of learning may be self-directed, and require candidates to work on their own initiative. This can be very challenging for some candidates, who may feel isolated at times. Teachers and lecturers should have strategies for addressing this, for example planning time for regular feedback sessions and discussions on a one-to-one basis, and on a group basis led by the teacher or lecturer (where appropriate).

Candidates should engage in a variety of learning activities as appropriate, for example:

♦ researching information rather than receiving information from the teacher or lecturer
♦ using active and open-ended learning activities, such as research and presentation tasks
♦ making use of the internet to investigate specific issues and draw conclusions
♦ engaging in wide-ranging independent reading
♦ systematically recording the results of research and independent investigation from different sources

- presenting findings and conclusions of research and investigation activities in a presentation
- participating in group work with peers, where appropriate, and using collaborative learning opportunities to develop team working
- participating in informed debate and discussion with peers where they can demonstrate skills in constructing and sustaining lines of argument to provide challenge and enjoyment, breadth, and depth to learning
- drawing conclusions from complex and sophisticated information
- using complex and sophisticated written and/or oral communication and presentation skills to present information
- using appropriate technological resources (for example web-based resources)
- using appropriate media resources (for example films, podcasts)
- demonstrating development, improvement and refinement of techniques and practices
- using real-life contexts and experiences familiar and relevant to candidates to develop skills, knowledge and understanding
- participating in field trips and visits

Teachers and lecturers should support candidates by having regular discussions with them and giving regular feedback. Some learning and teaching activities can be carried out on a group basis and, where this applies, candidates can receive feedback from their peers.

Teachers and lecturers should provide opportunities to personalise learning where possible. The flexibility in Advanced Higher courses, and the independence with which candidates carry out the work, lend themselves to this. Teachers and lecturers should create opportunities for, and use, inclusive approaches to learning and teaching by encouraging the use of a variety of learning and teaching strategies which suit the needs of all candidates. Innovative and creative ways of using technology can be valuable in creating inclusive learning and teaching approaches.

Learning about cultural and topical issues in the relevant country or countries which use the modern language, develops candidates' appreciation of different cultural systems around the world, including their own. Considering different linguistic, socio-cultural and economic aspects of the country, or countries, candidates study enriches their cultural awareness and develops valuable skills for learning, life and work.

Teachers and lecturers should 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, and 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 advanced knowledge and understanding of grammar and language structure to assist comprehension and translation

♦ applying inferencing skills to a variety of texts to analyse overall purpose, style and language techniques

♦ reading a variety of types and styles of texts, for example informational texts, fiction, brochures, instructions, leaflets

♦ applying advanced translation skills to sections of text

♦ 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 considering the authors' viewpoints, arguments, use of language

♦ 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 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 advanced knowledge of grammar and language structures to talk with accuracy

Talking activities

Examples of talking activities can include:

♦ presentation and/or discussion on an area of study, research and/or interest
♦ 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 and 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, for example personal response versus discursive
♦ demonstrating accuracy in spelling, grammatical awareness
♦ showing an awareness of sentence structure
♦ using reference materials, for example a bilingual dictionary, glossaries and vocabulary lists
♦ using formative feedback from their teacher or lecturer (for example through the use of writing improvement code annotations) to evaluate the quality of their writing, and to seek to improve this (see appendix 4 for an example of a writing improvement code)
♦ 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 or another media text
♦ reflecting on work experience
♦ writing about future career and/or language learning

Preparing for course assessment

Reading and Translation question paper

Reading

In preparation for the reading section of this paper, candidates should have the opportunity to practise:

♦ responding in English to questions in English
♦ reading texts written in a variety of styles, for example factual, humorous, colloquial, balanced, discursive
♦ reading views and/or intentions expressed or events recounted in the modern language
♦ selecting relevant information from texts, for example main points and details
♦ making notes in English under given headings
♦ responding to questions in concise and correct English
♦ responding to different types of questions
♦ using a bilingual dictionary
♦ proofreading responses
♦ time management

Overall purpose question

In preparation for this question, candidates should be encouraged to practise:

♦ summarising texts in a concise manner
♦ drawing inferences from a text which go beyond mere factual information
♦ structuring answers to allow for argument and conclusion
♦ selecting and making judicious use of quotations from a text
♦ using inferential-type language, for example:
  — the writer implies that …
  — this suggests that …; this reinforces the point that …
  — the author qualifies this with the use of …
  — the author seeks to persuade the reader by … This shows/demonstrates/portrays that …
  — the author provides a balanced view by first … Then …
♦ commenting on style and language techniques, for example:
  — tone of the text
  — use of sub-headings
  — use of statistics
  — use of lists
  — word choice or use of verbs and/or adjectives
  — use of direct quotes to add authenticity or give weight to arguments

Further exemplification is available at SQA's [Understanding Standards website](#).

Translation

In preparation for this question, candidates should be encouraged to:

♦ practise conjugation of verbs, with particular reference to tenses
♦ continue to develop and practise dictionary skills
♦ pay close attention to detail
♦ carefully proofread their own work
♦ learn idiomatic phrases in the modern language in order to avoid translating word-by-word

Listening and Discursive Writing question paper

Listening

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

♦ practise responding in English to questions in English
♦ listen to views and/or intentions expressed or events recounted in the modern language
♦ make notes in English under given headings
♦ relate what is heard to the written word in the modern language
♦ respond to different types of questions
♦ revise common items of vocabulary, for example numbers, time phrases

Discursive writing

In preparation for the discursive writing section of the question paper, candidates should have the opportunity to:

♦ reuse ideas, information, vocabulary and structures from other skills
♦ discuss or relay different viewpoints relevant to the title
♦ use discursive techniques and language
♦ plan and structure essays
♦ apply advanced grammatical knowledge to writing
♦ express ideas and opinions using complex and sophisticated language

Specimen question papers and previous past papers are published on the [Advanced Higher Modern Languages subject page](#).

Further exemplification is available at SQA's [Understanding Standards website](#).

Portfolio

In preparation for the portfolio essay candidates should:

♦ choose a suitable focus for the essay. This may need to be fairly narrow to allow for deeper analysis
♦ ensure that main sources provide sufficient material for analysis
♦ ensure that any additional sources are relevant to the focus of the essay
♦ compose a title which is not over-ambitious, vague or too general, but instead generates a discursive and/or evaluative approach
♦ create a plan and keep a record of progress using a logbook or similar

When writing the essay candidates should be reminded of the following:

♦ it is important to adopt the correct register for a formal piece of writing
♦ the purpose of the portfolio is to analyse the sources, not repeat their contents
♦ critical terminology should be included as appropriate. For literary analysis these could include references to, for example:
  — tone
  — register
  — narrative point of view
  — structure
  — rhyme patterns
  — use of imagery
  — metaphor and other figures of speech
  — style of the writing (for example diary, stream of consciousness)
  — type of language used (for example, highly descriptive, colloquial)
  — in terms of a film this could include references to, for example imagery, effects, cinematography, use of flashback

- quotations from sources must be appropriate and expressed in the modern language
- the essay should have a clear structure, with the conclusion relating directly to the title
- it is important to check that the essay contains clear and correct English. Careful proofreading of sentence structure, spelling and punctuation is essential

Please refer to the portfolio assessment task for further information.

Further exemplification is available at SQA's Understanding Standards website.

Performance–talking

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

- use complex and sophisticated language in the modern language in a discussion
- build up a bank of phrases to support the performance–talking
- listen and respond to other people, taking the initiative where appropriate
- use coping mechanisms and discussion techniques to maintain interaction
- use non-verbal techniques, for example facial expressions and body language, to assess and convey meaning

Please refer to the performance–talking assessment task for further information.

Further exemplification is available to download from SQA's secure site via your SQA co-ordinator.

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

Teachers and lecturers 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 teachers and lecturers 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 the approach centres use to deliver the course. 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
1.1 Reading **1.2 Writing** **1.3 Listening and talking**	The course contributes towards the development of literacy skills by providing candidates with opportunities to listen and talk, read and write in a modern language, and to reflect on how this relates to English.
4.6 Citizenship Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward-looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.	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 of 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. **5.4 Analysing and evaluating** Analysing and evaluating is the ability to use critical thinking to consider the merits of various arguments and present conclusions.	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 already know, 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 consider a variety of sources in order to present and discuss their findings in both written and spoken form.

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

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 and topic development

The table below outlines suggested development of the four contexts:

Context	Topic development
Society	♦ family relationships and structures ♦ marriage, civil partnership, and/or living as a couple ♦ gender equality ♦ problems of young people, for example smoking, drugs, and/or alcohol ♦ bullying ♦ social influences and pressures ♦ unemployment ♦ media ♦ impact of the digital age and/or technology ♦ global languages ♦ minority languages and their importance and/or association with culture ♦ citizenship ♦ democracy ♦ politics and/or political engagement ♦ human rights ♦ environmental issues
Learning	♦ learning styles ♦ importance of language learning ♦ advantages and/or disadvantages of higher or further education ♦ choosing a university or college ♦ lifelong learning ♦ gap year

Context	Topic development
Employability	♦ planning for future jobs ♦ higher education ♦ potential gap year opportunities ♦ working abroad ♦ career path ♦ equality in the workplace ♦ preparing for a job interview ♦ importance of language in global contexts ♦ job opportunities ♦ voluntary and charitable work
Culture	♦ taking a gap year ♦ travel ♦ living in a multicultural society ♦ stereotypes ♦ prejudice ♦ racism ♦ immigration ♦ role of traditions in different cultures ♦ customs and beliefs ♦ literature, the media, film and television

Appendix 4: writing improvement code

Example of a writing improvement code:

Code	Meaning
^	omission/something missing
aa	adjectival agreement/problem with agreement of the adjective(s)
acc	accent missing
ap	adjectival position/problem with position of adjective(s)
dict	dictionary/wrong word
ew	extra word/words not required
g	gender
gr	grammar problem/incorrect grammar
mv	missing verb
mw	missing word
np	new paragraph
ns	new sentence
prep	preposition to check
punct	punctuation
rep	repetition
s? (<u>text underlined</u>)	not making sense
sg/pl	singular/plural
sp	spelling
struct	structure — incorrect or does not exist
t	tense
ve	verb ending
vt	wrong verb tense
wo	word order
ww	wrong word

Useful websites

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

♦ [Advanced 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](#)
♦ [SQA training courses and events](#)
♦ [Resources via Ushare](#)

Administrative information

History of changes

Version	Description of change	Date
2.0	Course support notes; productive grammar grid; contexts and topic development; and writing improvement code added as appendices.	May 2019

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