

# Scottish Studies — how to deliver this in a Language and Literature or Media context at SCQF levels 5 and 6



This document provides guidance for teachers and lecturers on how to generate assessment evidence for the Scottish Studies award at SCQF levels 5 and 6, while delivering NQ courses in Language, Literature or Media.

The Scottish Studies Award frameworks are made up of one mandatory unit and three optional units.

## Mandatory unit

### Scottish Studies: Scotland in Focus

This is the mandatory component of the Scottish Studies Award. Learners will select a topic about Scotland of personal interest. They will then undertake research and present their findings.

Learners could present their findings in a number of ways which overlap with Language and Literature NQ courses, such as:

- producing a report or a broadly persuasive piece of writing
- writing a play, poem or short story which demonstrates what they have learned about the topic they have chosen for the unit
- giving a presentation on the topic chosen
- taking part in a group discussion or debate on the topic chosen

A written piece might also be used as part of a National 5 or Higher English portfolio. A presentation on the topic chosen for the Scotland in Focus unit could also be suitable evidence for the performance–spoken language component of National 5 or Higher English.

If learners choose Scots Language as their topic of interest for the Scotland in Focus unit, this may meet some of the requirements for the *Scots Language: Understanding and Communicating* or *Scots Language: History and Development* units.

You must ensure that learners meet all of the assessment standards required for this unit. Please see the unit specifications available on SQA's Scottish Studies webpage [<https://www.sqa.org.uk/sqa/64329.html>].

## Optional units

As well as the Scotland in Focus unit, learners must complete three optional units from at least two of the subject groups outlined in the [Award Specification](#) for the relevant level of the Scottish Studies Award.

The following sections give suggestions for ways that learners could generate assessment evidence that contributes to both the achievement of Scottish Studies units and Language and Literature or Media NQ courses, as well as Literacy units.

## **English: Creation and Production with a Scottish Context**

### **Outcome 1 — Writing**

For this outcome, learners will be required to provide evidence of:

- ◆ at least one written text with/on a Scottish theme or in Scots/a dialect of Scots

Learners could use the following approaches to writing:

#### **Example 1: A report on a Scottish topic**

Learners could write a report on any of a range of topics, such as an aspect of Scottish history, a famous Scottish person, a feature of Scottish geography or architecture, or a Scottish city, artist, or designer.

#### **Example 2: A discursive or persuasive essay**

Learners could write a discursive or persuasive essay relevant to Scotland. For example, they could write about the independence debate, the impact of Brexit on Scotland, the smoking ban in Scotland, hunting in Scotland, re-wilding the Highlands, or the discussion on whether the Glasgow School of Art's Mackintosh Building should be rebuilt.

Examples 1 and 2 could also be used as evidence for the *Scottish Studies: Scotland in Focus* unit, provided that learners are free to choose their own topic.

#### **Example 3: Creative writing**

Learners could produce one of the following creative writing examples:

- an original short story that is based in Scotland, features Scottish characters or uses Scots language — or a combination of these
- an original poem in Scots
- an original creative response to a Scottish text they have chosen
- a personal reflective piece that focuses on an aspect of Scottish culture, Scottish identity, Scottish sporting history, a trip to a Scottish location, Scottish landscape, or a historical Scottish site

Any of these approaches could also be used as a piece for a National 5 or Higher English portfolio. A piece written in Scots might also meet some of the requirements for the *Scots Language: Understanding and Communicating* unit.

### **Outcome 2 — Talking**

For this outcome, learners will be required to provide evidence of:

- ◆ at least one spoken activity with/on a Scottish theme or in Scots/a dialect of Scots

Learners could perform one of the following talking activities:

- a solo presentation on a chosen Scottish topic
- taking part in a group discussion about a Scottish text they have chosen
- taking part in a group discussion or debate about an aspect of Scottish politics, culture or sport

Any of these approaches would also be suitable evidence for the performance–spoken language component of National 5 or Higher English.

Presentations could also be used as evidence for the *Scottish Studies: Scotland in Focus* unit, provided that learners are free to choose their own discussion topic.

You must ensure that learners meet all of the assessment standards required for this unit. Please see the unit specifications available on SQA’s Scottish Studies webpage [<https://www.sqa.org.uk/sqa/64329.html>].

## **English: Analysis and Evaluation with a Scottish Context**

### **Outcome 1 — Reading**

For this outcome, learners will be required to provide evidence of:

- ♦ understanding, analysing and evaluating written text with/on a Scottish theme or in Scots/a dialect of Scots

Learners can produce evidence for this outcome by writing a critical response to a Scottish text. This could take the form of writing responses to questions or a critical essay.

Any piece written in Scots might also meet some of the requirements for the *Scots Language: Understanding and Communicating* unit.

### **Outcome 2 – Listening**

For this outcome, learners will be required to provide evidence of:

- ♦ understanding, analysing and evaluating spoken language activities with/on a Scottish theme or in Scots/a dialect of Scots

Contexts for listening could include:

- an interview or documentary about the author of a Scottish text the class is studying
- a documentary about the historical context of the Scottish text
- news reports, documentaries or political programmes about a Scottish topic that learners are studying for their persuasive writing or group discussion

Any of these approaches might also provide suitable evidence for some requirements of the *Literacy (SCQF level 5)* unit.

You must ensure that learners meet all of the assessment standards required for this unit. Please see the unit specifications available on SQA's Scottish Studies webpage [<https://www.sqa.org.uk/sqa/64329.html>] to ensure the assessment standards are covered fully.

## **Media: Analysing Media Content with a Scottish Context**

For this unit, learners will be required to:

- ♦ provide evidence of analysis of at least one example of Scottish media content
- ♦ create media content based on a Scottish stimulus or on a Scottish theme (SCQF level 6 only)

A Scottish text could be used for the basis of the analysis. This could be a film, a piece of print media, advertising or any other appropriate media text.

Learners could also use this text or film study as a basis for their critical essay in section 2 of the National 5 or Higher English Critical Reading question paper.

## **Media: Creating Media Content with a Scottish Context**

For this unit, learners will be required to:

- ♦ create media content based on a Scottish stimulus or on a Scottish theme.

Learners could create one of the following:

- an advert for a Scottish product
- a promotional video for Scottish tourism
- a media text using the Scots language
- a media text documenting the history and development of the Scots language
- a media text about a Scottish event, aspect of history, mythology, culture, politics or music

Any text written in Scots might meet some of the requirements for the *Scots Language: Understanding and Communicating* unit. A media text documenting the history and development of the Scots language could also meet some of the requirements for the *Scots Language: History and Development* unit.

You must ensure that learners meet all of the assessment standards required for this unit. Please see the unit specifications available on SQA's Scottish Studies webpage [<https://www.sqa.org.uk/sqa/64329.html>].

## **Scots Language Award**

The Scots Language Award is made up of two units. A maximum of one credit from Scots Language can be counted towards the Scottish Studies Award, but learners who complete both units will achieve the Scots Language Award.

## Scots Language: History and Development

For this unit, learners will be required to:

- ♦ explain the origins, development, decline and resurgence of the Scots language, and comment on the vocabulary and grammar particular to Scots

Learners could carry out one or more of the following activities:

- write a report on the Scots language
- give a talk on the Scots language
- create a short piece of media (film/advert)

A written piece could be used as a piece for a National 5 or Higher English portfolio. Any piece written in Scots might also meet some of the requirements for the *Scots Language: Understanding and Communicating* unit.

A talk on the Scots language could also be suitable evidence for the performance–spoken language component of National 5 or Higher English.

A piece of media could also be used as evidence for the *Media: Creating Media Content with a Scottish Context* SCQF level 6 unit.

## Scots Language: Understanding and Communicating

For this unit, learners will be required to:

- ♦ demonstrate an understanding of texts in Scots and produce communications in Scots

To demonstrate their understanding of Scots, learners could carry out the following activities:

- a close reading of a Scots language text
- listening to a spoken text in Scots and answering questions on the use of Scots

Learners could use a Scots text in preparation for the critical essay of the National 5 or Higher English Critical Reading paper.

Learners could study the use of Scots as a language for the National 5 or Higher English Critical Reading paper.

Creating a written analytic piece or discussing a spoken text might also form evidence for the *English: Analysis and Evaluation with a Scottish Context* unit.

To demonstrate their ability to communicate in Scots, learners could carry out one of the following activities:

- create a piece of broadly creative writing in the Scots language, such as a short story, poem or a piece of personal writing in their own Scots dialect
- create a piece of broadly persuasive writing in Scots (non fiction)

- present a talk using the Scots language

The written pieces might also be suitable for inclusion in the National 5 or Higher English portfolio.

A talk in the Scots language might also be suitable evidence for the performance–spoken language component of National 5 or Higher English.

You must ensure that learners meet all of the assessment standards required for this unit. Please see the unit specifications available on SQA’s Scottish Studies webpage [<https://www.sqa.org.uk/sqa/64329.html>].

## **Further information and support**

Learner evidence and commentary materials are available from the Understanding Standards Scottish Studies page. [[https://secure.sqa.org.uk/secure/Understanding-Standards-Materials/Scottish\\_Studies](https://secure.sqa.org.uk/secure/Understanding-Standards-Materials/Scottish_Studies)]. These contain examples of learner assessment evidence, along with commentaries from SQA senior examiners explaining why the evidence does or does not meet assessment standards. Unit assessment support packs are also available from the SQA secure website [[https://Scottish\\_Studies\\_Secure\\_Site](https://Scottish_Studies_Secure_Site)]. You can arrange access to these through your SQA co-ordinator.

If you are developing your own unit assessments, SQA offers a free prior verification service, where you can have your assessment checked to ensure it is fit for purpose and meets the required standard. For more information, visit [www.sqa.org.uk/priorverification](http://www.sqa.org.uk/priorverification).