National Qualifications

Advanced Higher Modern Languages Performance–talking

How to complete an STL form in session 2021–22

This document contains information for teachers and lecturers on how candidates should complete an STL form this session.

This edition: November 2021

Where can teachers and lecturers find the STL form?

The form is available to view and download from the [Advanced Higher Modern Languages web page](#), under the 'Visiting Assessing' tab.

Who completes it?

Candidates preparing for the performance–talking assessment must complete the STL form.

How should the form be completed?

In session 2021–22, the requirement for candidates to discuss the portfolio has been removed, only language will be discussed.

Candidates should list the context(s) and topics and/or themes they have studied.

Key points to consider:

♦ there is no minimum number of topics and/or themes that candidates need to list; however, they must provide enough detail to allow for meaningful discussion
♦ it is not sufficient for candidates to provide a list of contexts (for example society, learning, employability, culture) without any further detail
♦ candidates must not include specific questions for the visiting assessor to ask

Below is an example of an appropriately completed STL form:

To be completed by the candidate	
Language: context(s), topics, themes studied	
Context(s)	**Topics and/or themes**
Society Learning	The role of women in modern society The environment The internet and social media The importance of learning languages

When must the STL form be submitted to SQA?

Teachers and lecturers should submit the completed form **no later than 28 January 2022**.

How do teachers and lecturers submit the completed STL form?

Teachers and lecturers should email the completed form to visiting.examining@sqa.org.uk.

Note: SQA can only accept scanned copies of PDF or Word versions of the STL forms.

How does the visiting assessor use the information on the STL form?

The list of topics and/or themes, and contexts provides visiting assessors with advance information on likely areas of discussion with candidates.

Areas identified by the candidate serve as a starting point for discussion, and allow the candidate and the visiting assessor to have a framework for the assessment.

It is important to note that the performance–talking is not a presentation: it is an opportunity for candidates to give their opinions and views on aspects of the course.