

# **National Qualifications: Advanced Higher Modern Languages Performance–talking**

How to complete an STL form in session 2026–27:  
guidance for teachers and lecturers

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## Where can I find the STL form?

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

## Who completes it?

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

## How should the form be completed?

The form should be completed **in English** and has two parts.

Part one is for Language, and learners should list the context(s) and topics they have studied.

Key points to consider:

- There is no minimum number of topics and/or themes that learners need to list.
- The information provided on the form should give visiting assessors clear starting points for discussion while allowing them to broaden the conversation beyond the topics listed, ensuring the speaking assessment remains both flexible and purposeful.
- It is not sufficient for learners to provide a list of contexts (for example society, learning, employability, culture) without any further detail providing a basis for wider discussion.
- Learners must not include specific questions or a limited focus that restricts the scope of the conversation.

The table below outlines suggested development of the four contexts:

| Context              | Topic development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Society</b>       | <ul style="list-style-type: none"> <li>• Family relationships and structures</li> <li>• Marriage, civil partnerships, and/or living as a couple</li> <li>• Gender equality</li> <li>• Problems of young people for e.g. smoking, drugs, and/or alcohol</li> <li>• Bullying</li> <li>• Social influences and pressures</li> <li>• Unemployment</li> <li>• Media</li> <li>• Impact of the digital age and/or technology</li> <li>• Global languages</li> <li>• Minority languages and their importance and/or association with culture</li> <li>• Citizenship</li> <li>• Democracy</li> <li>• Politics or political engagement</li> <li>• Human rights</li> <li>• Environmental issues</li> </ul> |
| <b>Learning</b>      | <ul style="list-style-type: none"> <li>• Learning styles</li> <li>• Importance of language learning</li> <li>• Advantages and/or disadvantages of higher or further education</li> <li>• Choosing a university or college</li> <li>• Lifelong learning</li> <li>• Gap year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Employability</b> | <ul style="list-style-type: none"> <li>• Planning for future jobs</li> <li>• Higher education</li> <li>• Potential gap year opportunities</li> <li>• Working abroad</li> <li>• Career path</li> <li>• Equality in the workplace</li> <li>• Preparing for a job interview</li> <li>• Importance of language in global contexts</li> <li>• Job opportunities</li> <li>• Voluntary and charitable work</li> </ul>                                                                                                                                                                                                                                                                                  |
| <b>Culture</b>       | <ul style="list-style-type: none"> <li>• Taking a gap year</li> <li>• Travel</li> <li>• Living in a multicultural society</li> <li>• Stereotypes</li> <li>• Prejudice</li> <li>• Racism</li> <li>• Immigration</li> <li>• Role of traditions in different cultures</li> <li>• Customs and beliefs</li> <li>• Literature, the media, film and television</li> </ul>                                                                                                                                                                                                                                                                                                                              |

Part two is for the Portfolio. Learners should indicate the option they have studied for the portfolio (literature, media or language in work), the sources used and the focus of analysis.

Here is an example of an appropriately completed STL form:

| Language: context(s), topics, themes studied                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Context(s)</u></b></p> <p><b>Society</b></p><br><br><br><br><p><b>Learning</b></p>                                                                                                                                                                                                                                                                                         | <p><b><u>Topics and/or themes</u></b></p> <p>The role of women in modern society</p><br><p>The environment</p><br><p>The internet and social media</p><br><p>The importance of learning languages</p> |
| Portfolio                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                       |
| <p><b><u>Option studied: literature / <u>media</u> / <del>language in work based study</del> (delete as appropriate)</u></b></p> <p><b><u>Sources used to complete the portfolio:</u></b></p> <p>El Laberinto del Fauno, Guillermo del Toro<br/>La Lengua de las Mariposas, Jose Luis Cuerda</p> <p><b><u>Focus of analysis:</u></b></p> <p>childhood and the loss of innocence</p> |                                                                                                                                                                                                       |

## **When must the STL form be submitted to Qualifications Scotland?**

You should submit the completed form **no later than 22 January 2027**.

## **How do I submit the completed STL form?**

You should email the completed forms to [visiting.examining@qualifications.gov.scot](mailto:visiting.examining@qualifications.gov.scot).

STL/AH forms for each modern language should be submitted in separate emails.

Please note that we only accept forms that have been scanned into PDFs or completed as Word documents. This allows teachers to monitor and check learners' submissions.

## **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 learners.

Areas identified by the learner serve as a starting point for discussion and provide a framework for the assessment.

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