

Route map through learning, teaching and assessment

Course: Modern Languages

Level: Higher

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Higher Modern Languages.

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources: course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

These support materials are not intended to constrain staff, hence they are neither prescriptive nor exhaustive. They provide suggestions on approaches to learning and teaching that will promote development of the necessary knowledge, understanding and skills for Higher Modern Languages. Staff are encouraged to draw on these materials, and existing materials, to develop their own programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with a number of other subject-specific links staff may find helpful as they develop **programmes of learning** for Higher Modern Languages. These links are followed by a sequential list of the key guidelines, advice and support for Higher Modern Languages **qualifications**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

Useful links for learning and teaching Higher Modern Languages

Education Scotland SfNNQs (Glow login and password required)

Materials for Cantonese, French, German, Italian, Mandarin (simplified and traditional), Spanish and Urdu.

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/modernlanguages/index.asp> (copy and paste this link into your browser)

Generic approaches to learning and teaching advice for four skills in modern languages (Glow login and password required)

http://www.educationscotland.gov.uk/nqcoursematerials/subjects/a/ngresource_tcm4829230.asp (copy and paste this link into your browser)



SQA Course and Unit Support Notes providing advice and guidance on learning and teaching.

http://www.sqa.org.uk/sqa/files_ccc/CfE_CourseUnitSupportNotes_Higher_Languages_ModernLanguages.pdf

Links to support materials for existing National Qualifications.

<http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/languages/modernlanguages/nqs/index.asp>

National Assessment Resource (Glow login and password required)

<https://www.narscotland.org.uk/>

Scottish Centre for Information on Language Teaching

<http://www.scilt.org.uk/>

<https://twitter.com/scottishcilt>

Scottish Association for Language Teaching

<http://www.saltlangs.org.uk/>

<https://twitter.com/SALTALBA>

<https://www.facebook.com/pages/SALT-Scottish-Association-of-Language-Teachers/129052503807038>

Higher Modern Languages course content

Higher Modern Languages consists of two units and a coursework assessment:

- **Understanding Language** (*reading and listening*)

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_ModernLanguages_UnderstandingLanguage.pdf

There is a full package of unit assessment support available on the [SQA Secure](#) website for this **mandatory unit**. The package includes unit assessments for both combined approaches and unit-by-unit approaches.

Using Language (*talking and writing*)

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_ModernLanguages_UsingLanguage.pdf

There is a full package of unit assessment support available on the [SQA Secure](#) website for this **mandatory unit**. The package includes unit assessments for both combined approaches and unit-by-unit approaches.

- **Coursework assessment – talking performance**

See page 3 of this link: http://www.sqa.org.uk/files_ccc/CfEAssessmentOverviewHigherModLang.pdf

As with the previous Higher, learners will be required to deliver a presentation in the target language on one of the four contexts (society, learning, employability or culture), followed by a conversation using more detailed and complex language. Also as previously, the conversation will follow on from the learner's initial presentation and **must develop into at least one** other context. The timings for the two parts of the course assessment are as before: 1.5 to 2 minutes for the presentation and 4.5 to 6 minutes for the follow-up conversation.

Unit assessment (*internal*)

Units are mandatory when taken as part of the full Higher Modern Languages course but they can also be standalone. Unit support notes follow on from the course support notes.

http://www.sqa.org.uk/sqa/files_ccc/CfE_CourseUnitSupportNotes_Higher_Languages_ModernLanguages.pdf

Requirements for the coursework assessment (performance)

The speaking performance is worth **30 marks in total**. Since the full award is graded out of 100 raw marks, this performance counts for 30% of the overall marks for the full course award.

The talking performance has two sections:

Section 1: Presentation (10 marks)

Section 2: Conversation (20 marks) of which 5 of the marks are allocated (*peg marked 5, 3 or 0*) for effective communication by using natural, detailed language (*for example performances where answers do not come across as scripted or rote learned, and where there are examples of natural pauses to allow for more spontaneous language to emerge*).

Presentation – 10 marks

Learners carry out a spoken presentation in the modern language, using detailed language on a topic chosen from one of the four contexts: society, learning, employability or culture. Learners choose the topic and develop it into a short presentation of approximately 1.5 to 2 minutes to allow demonstration of language resource, accuracy, pronunciation and intonation. Learners may refer to **up to five headings of no more than eight words** each as prompts during the presentation, and/or use visual aids. These headings may be in **the modern language or English**. They are to be used as prompts and not read out verbatim as part of the assessment.

The assessor will listen to the presentation and ask questions based on it in order to engage the learner in a conversation on the topic.

Conversation — 20 marks

Following the prepared presentation, learners will be required to take part in a conversation and to respond to some questions in the modern language following on naturally from the presentation topic chosen. The conversation should last approximately 4.5 to 6 minutes to allow learners to demonstrate their ability to take part in a conversation in the modern language using detailed language. **Learners may refer to other contexts if they wish**. The information to be exchanged will be mainly of a factual nature and will also include some ideas and opinions. Learners will also ask questions where appropriate.

Within this section marks will be awarded as follows:

- 15 marks for conversation
- 5 marks for effective communication by using natural, detailed language (*peg marked 5, 3 or 0*).

The performance should last approximately 6 to 8 minutes in total.

Evidence retention for the performance

The following learner evidence is required for this assessment:

- an audio or video recording of the performance, which should be retained by centres for verification purposes

- an assessment record of the component grades for each learner and for each of the three peg-marked sections of the performance, completed by the assessor and retained by the centre.

Suggested contexts

Page 23 of the following link provides staff with ideas of context coverage appropriate to Higher.

http://www.sqa.org.uk/sqa/files_ccc/CfE_CourseUnitSupportNotes_Higher_Languages_ModernLanguages.pdf

External assessment (70 marks out of 100)

The external course assessment comprises:

- question paper 1: reading and directed writing
- question paper 2: listening and writing

Question paper 1 (reading, translation and directed writing)

Section 1 (reading and translation): This section carries **30 marks**

One text in the modern language will be presented. Learners will provide responses (in English) on the texts to demonstrate understanding. Learners may use a dictionary. As with the previous Higher Reading paper, the last question will be a translation broken down into five sense units, each worth 2, 1 or 0 marks.

Section 2 (directed writing): This section carries **10 marks** (*peg marked 10, 8, 6, 4, 2 or 0*)

Learners will choose **one** of two scenarios that will be provided. Although the weighting has changed in the directed writing section and learners can choose from one of two scenarios, the set-up is broadly similar to the directed writing section in the previous Higher. More details can be found through the following link to the specimen paper and accompanying marking instructions:

http://www.sqa.org.uk/files_ccc/FrenchReadingandDirectedWritingSQPH.pdf

Question paper 2 (listening and writing)

This question paper assesses the skills of listening and writing. The question paper has **two** sections, worth a total of **30 marks**: 20 marks for listening and 10 marks for writing. Writing will be peg marked (*10, 8, 6, 4, 2 or 0*).

Learners will listen to one monologue and one conversation in the modern language. Learners will give responses in English to questions in English to demonstrate understanding.

A specimen listening and writing paper with accompanying marking instructions can be found at the following link:

http://www.sqa.org.uk/files_ccc/FrenchListeningandWritingSQPH.pdf

SQA Modern Languages points of change and areas of stability across National 5 and the Curriculum for Excellence Higher

http://www.sqa.org.uk/sqa/files_ccc/H_Modern_Languages_Course_comparison.pdf

Verification

The verification process is intended to be supportive to staff.

Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools and will be carried out by SQA.

Information on quality assurance can be found at: <http://www.sqa.org.uk/sqa/58448.html>.

The following links will also support staff when preparing evidence for verification purposes, including prior verification, as well as internal and external verification:

http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf

http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Results services

http://www.sqa.org.uk/sqa/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf

<http://www.sqa.org.uk/sqa/65427.html>

SQA offer two services to replace the appeals service:

- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post-results Service – this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.