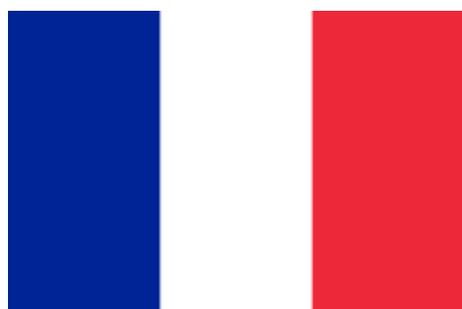


Success Guide to Qualification Level Languages

French



German



National 4/5 to Advanced Higher



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Understanding the Course

General Introduction

The SQA describes the purpose of the Modern Languages course as being to *“develop candidates’ knowledge and understanding of a modern language and cover the contexts of society, learning, employability and culture. These Courses provide learners with opportunities to develop their reading, listening, talking and writing skills to help them understand and use the language”*

However, as well as developing these skills within the language, students can become culturally aware of the world around them and discover new things. Students can also gain transferable skills for the workplace such as creativity, problem solving and resilience.

The Modern Languages course provides many opportunities for students out with school. Languages open many doors for students in the world of work whether they chose to specialise in continuing their education in languages or in alternate fields of work. The ability to speak another language shows skills in a person which are desirable by employers. Examples of languages in the world of work are as follows: journalism, business, teaching, politics.

All Modern Languages Courses follow the four contexts of society, learning, employability and culture and develop all skills previously learnt through the BGE phase. The courses from National 5 to Advanced Higher follow a continuous path, developing the skills learnt previously.



National 5

The National 5 course is broken down into 5 components

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	not applicable	1 hour and 30 minutes (Chinese languages 2 hours)
Component 2: question paper 1 Writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
Component 4: Assignment–writing	20	15	See 'Course assessment' section
Component 5: Performance–talking	30	not applicable	6–8 minutes approximately See 'Course assessment section'

The National 5 course offers students the opportunity to develop and extend a wide range of skills. In particular, the course aims to enable candidates to develop the ability to:

- Read, listen, talk and write in a modern language
- Apply knowledge and understanding of a modern language. The course contributes towards to the development of literacy skills by providing students the opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to their use of English

Over the course of the year students will learn through the four contexts of society, learning, employability and culture.

Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. Students have to opportunity to reflect, communicate and develop ideas through language and to develop an understanding of how language works and use it communicate ideas and information.

The study of a modern language has a unique contribution to make to the development of cultural awareness, providing students with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.



Higher

The Higher course is broken down into 5 components

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 Reading	30	not applicable	1 hour and 30 minutes (Chinese languages 2 hours)
Component 2: question paper 1 Writing	20	15	
Component 3: question paper 2 Listening	20	30	30 minutes approximately
Component 4: Assignment–writing	20	15	See 'Course assessment' section
Component 5: Performance–talking	30	not applicable	6–8 minutes approximately See 'Course assessment section'

The Higher course offers students opportunities to develop and extend a wide range of skills taught at National 5. In particular, the course aims to develop:

- Reading and listening (receptive skills) and talking and writing (productive skills) in a modern language
- Application of knowledge and understanding of a modern language
- The skills of translation
- Literacy skills

Over the course of the year students will continue to learn through the four contexts of society, learning, employability and culture.

Learning a language enables students 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. Students can reflect, communicate and develop ideas through language.

The Higher course provides students with the opportunity to continue to develop the four language skills but also to have a deepened understanding of how language works while using it to communicate ideas and information.

The study of a modern language to this level has a unique contribution to make the development of cultural awareness, providing students with the opportunity to enhance their understanding and enjoyment of other cultures and their own.



Advanced Higher

The Advanced Higher course is broken down into 4 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

The Advanced Higher course offers students opportunities to develop and extend a wide range of skills taught at Higher. It aims to enable students 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 context of society, learning, employability and 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

This course enables students to develop their understanding of complex and sophisticated language through a range of higher-order skills. It gives students opportunities to personalise their learning appropriate to their personal and vocational needs and aspirations.



Breakdown of the Assessment Structure

National 5

In class you will work through a range of reading, listening, writing and speaking tasks to prepare you for the assessments within the course. These are critical to help you succeed and have confidence in all assessed tasks. Below you will find more information about the course assessments.

Question Paper 1: Reading and Writing

This paper is worth 50 marks and is divided into two sections: Reading (30 marks) and Writing (20 marks, scaled to 15). In this paper you are given a dictionary however you need to divide your time wisely and do not spend the whole time sifting through the dictionary.

This paper is 1 hour 30 minutes long and you must complete both the reading and writing sections in this time.

Reading

You will receive 3 short texts in the language (French or German).

Each text is from a different context (society, learning, employability or culture).

You will receive questions in English which you are to answer in English too.

Each text is worth 10 marks.

Writing

There is a job advert stimulus with six bullet points which you must address.

The first four are 'predictable' and will be able to learn answers to however the other two are 'unpredictable' however you will be well prepared in how to answer these.

You will produce a response of between 120 to 150 words in the modern language.

Question Paper 2: Listening

The listening paper has two sections and is worth 20 marks however it then is scaled to 30 marks. You do not receive a dictionary for this section.



The entire paper is conducted in the modern language however the questions are in English, expecting a response in English.

The first part you will listen to a monologue and there is 8 marks worth of questions to follow it. You will hear this 3 times before moving onto the second section. You then hear a conversation between two people and have 12 marks worth of questions to answer. Again, you will hear this 3 times.

Assignment: Writing **2020 -2021 THERE IS NO ASSIGNMENT WRITING**

This part of the exam is worth 20 marks which is scaled down to 15 marks. This part of assessment is done in class time.

You will produce a piece of writing of 120 to 200 words in the modern language. This piece will be based on one of the four contexts and you will be provided with a stimulus. With the use of a writing improvement code, there will be a chance to adapt your work with teacher feedback on areas of improvement.

The writing typically is written in a factual nature. In this assignment you will be expected to write in a structured and focused manner, using paragraphs and accurate punctuation for example. Furthermore, you should aim to show relevant ideas, opinions and reasoning for your opinions. Also, you should demonstrate a variety and range of structure with a high level of accuracy.

There are normally four stages to this assignment.

Stage 1 Your topic is chosen, and you then produce a draft using resources provided from your teacher.

Stage 2 Your first draft is marked by your teacher and feedback is provided. Annotations are provided but not written corrections in the language. These will show you what the corrections are and where they are.

Stage 3 You produce a final version in the candidate answer booklet.

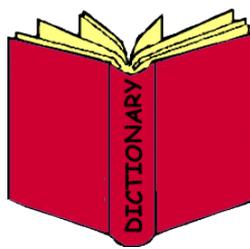
Stage 4 Your teacher collects the final version and it is submitted to the SQA.

Performance: Talking

There are two part to the talking assessment, and both are conducted in the modern language. This is worth 30 marks, 10 marks for the presentation and 20 marks for the conversation. You need to cover at least 2 contexts within this.

You may refer to up to 5 headings of no more than 8 words each as prompts, and /or use visual aids. These may be in the modern language or in English.

Section 1: Presentation



You will carry out a spoken presentation in the language, aiming to use detailed language on at least one of the contexts (society, learning, employability or culture)

You will choose a topic (either individually or as a class) and make this into a short presentation. This section normally lasts around 1 to 2 minutes.

Section 2: Conversation

After your presentation is complete, you then have a conversation related to a different context to your presentation. In this section you are expected to answer some questions and express some ideas and opinions.

You also have the option to ask questions yourself during this section.

In this section you receive 15 marks for the conversation and 5 marks for the ability to sustain the conversation.

This part of the assessment takes between 5 to 6 minutes.



Higher

Question Paper 1: Reading and Directed Writing

This paper has two sections and is worth 50 marks:

Reading – 30 marks (18 marks for comprehension questions, 2 marks for overall purpose questions, 10 marks for translation)

Directed Writing – 20 marks (scaled to 15 marks)

You have 2 hours to complete this paper and it is up to you which section you start with, reading or directed writing. You must complete both sections within the time. You are given a dictionary for this paper and can be used for both sections.

Reading

You will read one text in the modern language and answer questions in English.

The first 20 marks are comprehension questions and test your understanding of what you have read. The last question in this section requires you to identify the overall purpose of the text and is worth 2 marks. This question may seem difficult to start with however you will do lots of practice in class to help answer this question.

The next 10 marks of this section requires you to translate a short section of the text from the language into English. This section focuses on your grammatical accuracy and understanding how the modern language works in English. Again, you will get lots of practice with this in class as this is something new for the Higher course.

Directed Writing

You are given two scenarios from two different contexts. You are required to produce one piece of writing of 150 to 180 words on one of the scenarios.

The scenarios contain 6 bullet points which must be addressed. This is like the job application from National 5 however this time you do not have the predictable bullet points. Although you do not have the predictable bullet points you will be well prepared on how to answer different questions and have done lots of examples in class and at home.



Question Paper 2: Listening

The listening in the Higher exam is like the National 5 listening but the language used is more challenging. This paper is worth 20 marks but is scaled to 30 marks by the SQA. You do not receive a dictionary for this paper.

The entire paper is conducted in the modern language however the questions are in English, expecting a response in English.

The first part you will listen to a monologue and there is 8 marks worth of questions to follow it. You will hear this 2 times before moving onto the second section. You then hear a conversation between two people and have 12 marks worth of questions to answer. Again, you will hear this 2 times.

Assignment: Writing **2020 -2021 THERE IS NO ASSIGNMENT WRITING**

This part of the exam is worth 20 marks which is scaled down to 15 marks. This part of assessment is done in class time.

You will produce a piece of writing of 200 to 250 words in the modern language. This piece will be based on one of the four contexts and you will be provided with a stimulus. With the use of a writing improvement code, there will be a chance to adapt your work with teacher feedback on areas of improvement.

The writing typically of a discursive nature. In this assignment you will be expected to write in a structured and focused manner, using paragraphs and accurate punctuation for example. Furthermore, you should aim to show relevant ideas, opinions, reasoning for your opinions and draw conclusions. Also, you should demonstrate a variety and range of structure with a high level of accuracy.

There are normally four stages to this assignment.

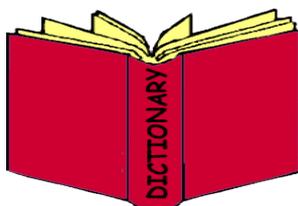
Stage 1 Your topic is chosen, and you then produce a draft using resources provided from your teacher.

Stage 2 Your first draft is marked by your teacher and feedback is provided. Annotations are provided but not written corrections in the language. These will show you what the corrections are and where they are.

Stage 3 You produce a final version in the candidate answer booklet.

Stage 4 Your teacher collects the final version and it is submitted to the SQA.

You have up to two attempts to produce your assignment with a maximum of one annotated draft by your teacher.



Performance: Talking

The talking assessment is a discussion conducted in the modern language and has a total of 30 marks. You need to cover at least 2 contexts within this.

Like National 5 you may refer to up to 5 headings of no more than 8 words each as prompts, and /or use visual aids. These may be in the modern language or in English.

For this assessment, you will take part in a discussion with your teacher on two different contexts. You will answer questions and express ideas and opinions, but you also can ask questions.

The discussion normally has three sections:

General Introduction – this is used to settle yourself into the conversation. It is on basic topics that you should be comfortable speaking about.

Context 1 – you will then move onto your first context. You will be asked questions about the area you have chosen to speak about.

Context 2 – you then move onto your second context. Again, you will be asked questions on your area of focus.

This discussion lasts approximately 10 minutes.



Advanced Higher

Question Paper 1: Reading and Translation

This paper has two sections and is worth 50 marks:

Reading – 30 marks (23 marks for comprehension questions, 7 marks for overall purpose questions)

Translation – 20 marks

You have 1 hour 30 minutes to complete this paper and you must complete both sections within the time. You are given a dictionary for this paper and can be used for both sections.

Reading

You will read one text in the modern language and answer questions in English. The penultimate question requires you to identify the overall purpose of the text with reference to points made by the author and to comment on the use of language and techniques. This part is like an English close reading question, but you will get lots of practice answering this style of question as it is new to you.

Translation

Just like the Higher translation you are required to translate the underlined text from the modern language into English. However, the Advanced Higher text is more complex and is longer than the Higher translation.

Question Paper 2: Listening and Discursive Writing

This paper also has two sections and is worth 70 marks.

Listening – 30 marks (10 marks for the monologue, 20 marks for the conversation)

Discursive Writing - 40 marks

You have 1 hour 20 minutes to complete this paper and you can use a dictionary for both sections.

Listening

Just like National 5 and Higher there are two sections to the Listening paper: a monologue and a conversation between two people.



The entire paper is conducted in the modern language however the questions are in English, expecting a response in English.

The first part you will listen to a monologue and there is 10 marks worth of questions to follow it. You will hear this 2 times before moving onto the second section. You then hear a conversation between two people and have 20 marks worth of questions to answer. Again, you will hear this 2 times.

The Advanced Higher listening paper has a slightly different layout to the National 5 and Higher listening however you will get lots of practice with these and finding strategies to answer this paper.

Discursive Writing

In the discursive writing section, you are given 4 titles from the four different contexts. You are required to produce one essay of 250 to 300 words on one of the titles. This essay should contain complex and sophisticated language and highly accurate grammar.

Although you do not have the predictable elements from National 5 or Higher you will be well prepared on how to answer different titles and have done lots of examples in class and at home.

Assessment: Portfolio 2020 – 2021 THERE IS NO FOLIO

The portfolio is a new element for you in the Advanced Higher course and is worth 30 marks.

There are three options for your portfolio:

- Literary based
- Media based
- Language in work based

You produce an essay in English on your research into the topics of either literature, media or language in work. You select your own title which reflects the focus of your analysis.

This is a very individual project however it is likely that the class will study the same option for their portfolio. You must have and reference to two sources in the modern language in your portfolio with a word count of 1200 to 1500 words (excluding your bibliography and quotations).



Performance: Talking

The talking assessment is a discussion conducted in the modern language with a visiting examiner. This has a total of 50 marks. You need to cover a range of themes/topics from at least 1 context and your portfolio study.

Like National 5 you may refer to prompts or use visual aids. These may be in the modern language or in English. However, this detracts from the overall performance.

For this assessment, you will take part in a discussion with your examiner. This allows you to demonstrate using sophisticated and complex language, effectively take part in a discussion, use language accurately and maintain interaction as appropriate.

The discussion normally has three sections:

General Introduction – this is used to settle yourself into the conversation. It is on basic topics that you should be comfortable speaking about.

Contexts – you will then move onto your chosen contexts. You will be asked questions about the areas you have chosen to speak about.

Portfolio – you then move onto your portfolio. Again, you will be asked questions on your area of focus and your opinions on this.

This discussion lasts approximately 20 minutes.





National 5 Revision Ideas

From the beginning of National 5 you should be keeping on top of learning context related vocabulary and grammar points. This is key to your success in modern languages and should be done thoroughly throughout the year. You should be spending at least 1 hour a week learning vocabulary and another hour on grammar. Learning verbs and their endings in different tenses is extremely useful.

Repetition is key for retaining this information. Whether you prefer to use online resources like Quizlet and Memrise or verbally repeating the content, a little bit of hard work with this puts you in such a good place. Having the knowledge of vocabulary and grammar is so useful in all aspects of the course but particularly in the listening.

One good thing to create at the start of the year is a study timetable specifically for languages as there is a lot of content to be covered throughout the year. Begin by taking an hour to work on the 4 skills: reading, writing, listening and speaking. You can use this time to effectively improve your skills in all areas, leaving you feeling confident for assessments. Working throughout the year is key for success to improve and consolidate your learning.

You can spend this allocated time to create answers for speaking questions or bullet points for the job application or by doing exercises/ past papers to find areas you need to work on.

BBC Bitesize has some good exercises to work on which are great to use for at home study. Similarly, for past papers the SQA has many papers to work through to give you a great idea of the standard of the exam.

Each person will find revision methods that work well for them. For readings and listening, many people find it useful to do practice exercises and learn vocabulary. Again, practice papers are useful for writing exercises but also as there is the element of predictability in the job application it is useful to learn these by heart. The skill of learning by heart is also useful for your speaking exam. Practise reading your speaking aloud in front of the mirror, cover and test yourself to see what you can remember, write out your job application as many times as you can so it sticks in your head. All these techniques work well for any aspect of the course so adapt these to find what works for you.





Higher Revision Ideas

From the beginning of Higher you should continue keeping on top of learning context related vocabulary and grammar points, just like National. This is key to your success in modern languages and should be done thoroughly throughout the year. You should be spending at least 1 hour a week learning vocabulary and another hour on grammar. Learning verbs and their endings in different tenses is extremely useful especially since you need to understand and be able to adapt the language at Higher.

Repetition is key for retaining this information. Whether you prefer to use online resources like Quizlet and Memrise or verbally repeating the content, a little bit of hard work with this puts you in such a good place. Having the knowledge of vocabulary and grammar is so useful in all aspects of the course but particularly in the listening and your directed writing.

One good thing to create at the start of the year is a study timetable specifically for languages as there is a lot of content to be covered throughout the year. Begin by taking an hour to work on the 4 skills: reading, writing, listening and speaking. You can use this time to effectively improve your skills in all areas, leaving you feeling confident for assessments. Working throughout the year is key for success to improve and consolidate your learning.

You can spend this allocated time to create answers for speaking questions or bullet points for the directed writing or by doing exercises/ past papers to find areas you need to work on.

Scholar has some good exercises to work on which are great to use for at home study. Similarly, for past papers the SQA has many papers to work through to give you a great idea of the standard of the exam.

Each person will find revision methods that work well for them. You have more independence with your learning at Higher, so you need to find what works for you. Whether it be practice exercises, learning vocabulary or learning bullet point by heart you will see the benefits of your work. Practise reading your speaking aloud or with a classmate or language assistant, cover and test yourself to see what you know, write out some bullet points repeatedly so it sticks in your head. All these techniques work well for any aspect of the course so adapt these to find what works for you and stick with it.





Advanced Higher Revision Ideas

You have a lot more freedom with your learning at Advanced Higher and there is a lot to be done so you need to use your time in and out of class wisely.

It is good to get yourself into a work routine and timetable your class periods well with your teacher. You would be better to work on things in class that you may need more assistance with so find the areas of the course that need this support.

Continue spending a few hours a week learning and revising new vocabulary and grammar points like before in National 5 and Higher but also you need to keep up to date with current affairs. Read some newspaper articles or listen to podcasts from radio stations so you are informed but can also learn relevant vocabulary. To give yourself a challenge try to translate a section of the article.

Something you need to be thinking about throughout the year is your portfolio and speaking exam. After discussion with your teacher about which type of portfolio you will be doing you need to collect your resources and after reading/watching your text you should begin thinking about what focus you want to take. Start planning and make a start with it as it eases the pressure at the end of the year once it starts getting quite stressful. Similarly, with your speaking preparation, at the beginning of the year chose your topics and think about the possible questions you could be asked. Unlike Higher you have less certainty of exact questions you could be asked however you can really tailor the exam to the areas you are most confident in. Do some reading around your topics, create answers to learn, do lots of practice with your teacher or language assistant to gain confidence; the biggest thing about this exam is confidence.

With the actual exam question papers, familiarise yourself with the style of the paper and the standard of the language. You may find there is a bit of a jump between Higher and Advanced Higher, but this is normal as everyone goes through this. It is difficult with Advanced Higher languages as there is limited textbook resources however Scholar is good for exercises to help you practise. Get good practice with the translation and overall purpose question as these can be quite challenging so it is good to get used to this. Similarly, with the listening paper you need to find a strategy that works well for you as it has a different layout to previous years. Whether you take notes for the first listening or you layout your paper in a way which you can fill in your answers, it is key to find a method. Learning key phrases and vocab is key for the discursive essay as you need to be able to easily adapt what you know.



Additional Revision Tips

Get familiar with using the dictionary, using verb tables and writing improvement codes.

Advanced Highers – decide whether you would prefer to use a big dictionary and familiarise yourself with this.

<https://classroom.google.com/> (Set up by class teacher)

<https://www.thisislanguag.com/> (Set up by class teacher)

<http://www.brightredbooks.net/Account/logon>

<http://www.bbc.co.uk/languages/>

<https://www.bbc.co.uk/bitesize> (For National 5 and Higher)

<https://scholar.hw.ac.uk/> (For Higher and Advanced Higher)

Vocabulary

<http://www.linguascope.com/>

<https://www.duolingo.com/>

<https://quizlet.com/>

<https://www.memrise.com/>

<http://www.atantot.co.uk/> (For National 5)

<http://www.lyricstraining.com> (Learn vocab through songs)

<https://www.languagesonline.org.uk/Hotpotatoes/index.html>

Grammar

<https://www.languagesonline.org.uk/Hotpotatoes/index.html>

<https://www.lawlessfrench.com/> (French)

<https://deutsch.lingolia.com/en/grammar> (German)

Media

<https://www.nostalgie.fr/>

<https://www.france24.com/fr/> (Good for Advanced Higher)

<http://www.franceinfo.fr/>

<http://www.tv5monde.com/>

<http://www.canalplus.fr/>

<https://languagesonscreen.org.uk/>

Newspapers

<http://www.newsinslowfrench.com/>

<https://www.lemonde.fr/>

<https://www.nationsonline.org/oneworld/france.htm#News>

<http://www.leparisien.fr/>

<https://www.newsinslowgerman.com/>

https://www.nationsonline.org/oneworld/german_news.htm

YouTube

Easy French – videos interviewing real French people on a range of topics

<https://www.youtube.com/channel/UCoUWq2QawqdC3-nRXKk-JUw>

Easy German – videos interviewing real French people on a range of topics

<https://www.youtube.com/channel/UCbxb2fge9oNgglAoYqsYotQ>

Not Even French – a channel with a range of videos about learning French as an English speaker and useful advice

https://www.youtube.com/channel/UC3rqI7xVHL-TbaZNh1_A_Qg

More aimed at Advanced Highers – a English speaker who lives in France who has created his own comedy show in French and English

<https://www.youtube.com/channel/UCd56yga015uI5hfOfnXdzCQ>

Online Dictionaries:

For any language

<https://www.wordreference.com/>

French

<https://www.larousse.fr/dictionnaires/francais>

<https://www.collinsdictionary.com/dictionary/english-french>

German

<https://www.collinsdictionary.com/dictionary/english-german>