

# Changes to National 5 Modern Languages

## External Exam

### Paper 1: Reading and Writing

#### Reading

Candidates read three texts of equal length in the modern language, each one from a different context: society, learning, employability or culture. There are 10 marks available for the questions on each text. Dictionary allowed.

Total marks: 30

#### Writing

Candidates produce one written text of 120–200 words in the modern language in response to a job advert stimulus supported by six bullet points which the candidate must address. Four of the bullet points are common and are predictable but there are two additional bullet points that are linked to the specific context. Dictionary allowed.

Total: 20 marks. **This will be scaled to a mark out of 15**

### Paper 2: Listening

Candidates first listen to one monologue in the modern language, and respond to questions worth 8 marks. They then listen to one conversation in the modern language and respond to questions worth 12 marks. The texts are linked thematically and are based on the context which is not sampled in the reading texts in question paper 1. Candidates may **not** use a dictionary.

Total marks: 20. **This will be scaled to a mark out of 30**

## Coursework

### Assignment–writing

Total: 20 marks, **which is scaled to 15 marks**. It is set by centres and externally marked by SQA.

Candidates will be assessed on one of three contexts: society, learning or culture. Note: candidates already have the opportunity to write on the context of employability in question paper 1. Candidates produce a piece of writing of 120–200 words using detailed

language, based on one of the following contexts: society, learning or culture. Candidates may refer to other contexts in their writing if they wish.

Centres may provide candidates with a choice of writing stimuli in English selected from those published by SQA; alternatively, centres may wish to produce their own stimuli (in bullet point format, or in response to a statement/questions, etc) or a candidate may wish to write about a topic of particular interest and may create a stimulus in collaboration with the teacher.

Candidates will have opportunities for remediation and consolidation of their writing. Teachers must provide feedback on areas for improvement via the use of, for example, a writing improvement code.

The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to use detailed written language, in the modern language, as part of a coursework writing task on a chosen topic
- the ability to use language accurately to convey meaning
- the ability to express ideas and opinions and use content relevant to the task
- the ability to demonstrate language resource and to employ a range of vocabulary, structures and, where appropriate, tenses

There is no set amount of time allocated to the assignment–writing. Centres may use their discretion to decide how much time is required by each candidate for preparation, consolidation, remediation and completion of the piece of writing.

Teachers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate’s own work.

Candidates will be asked to confirm by a signature that the submission is their own work. They are also required to provide a title for the submission and indicate the context they have chosen. Candidate submissions must be legible and free from teacher annotations.

### **Stages**

1. The candidate selects a topic from a chosen context as the focus for the assignment–writing. And produces a draft using reference or support materials as specified in Resources. This is given to the teacher.
2. The teacher/lecturer provides feedback, advice to the candidate and puts annotations — but not corrections in the modern language — on the draft, indicating where improvements are required and what they are.
3. The candidate produces a final version using reference or support materials
4. The teacher collects the candidate’s final submission, signed by the candidate. This must include a title and indicate the context chosen.

Teachers must not provide the correct version in the modern language of any part of the writing but may discuss with candidates how to go about making improvements using their reference or support materials. At all stages, candidates should be encouraged to develop their knowledge about language and their understanding of how the modern language works. Any drafts produced by candidates, together with all reference and support materials used during the assignment–writing process must be retained by the teacher and must not be removed from the classroom during the process.

### **Resources**

Candidates may use any of the following support materials:

- grammar reference notes (including verb tables)
- a bi-lingual dictionary
- a word-list or vocabulary list
- a writing improvement code
- draft writing annotated by the teacher, but does not contain corrections
- the writing stimulus (bullet points or equivalent in English)

Candidates may **not** use:

- textbooks or reading texts in the modern language (paper or electronic)
- web-based resources
- list/bank of phrases
- writing frames

### **Performance–talking**

Candidates will be assessed on at least two of these four contexts: society, learning, employability, and culture.

#### **Presentation (10 marks)**

Candidates carry out a spoken presentation in the modern language lasting 1-2 minutes, using detailed language on a topic chosen from at least one of the following contexts: society, learning, employability or culture. Candidates choose the topic and develop this into a short presentation.

#### **Conversation (20 marks)**

Following the prepared presentation and any associated questions, candidates are required to take part in a conversation lasting 5-6 minutes using detailed language on a different topic or context and to respond to some questions in the modern language on that topic. The information to be exchanged is mainly of a factual nature and also includes some ideas and opinions. Candidates may also ask questions where appropriate during the

conversation. 15 marks are awarded for the conversation and 5 marks for the ability to sustain the conversation.

Total: 30 marks

### **Overview of changes**

Component	Marks	Scaled mark	Duration
Paper 1: Reading	30	30	1 hour and 30 minutes
Paper 1 :Writing	20	15	
Paper 2 Listening	20	30	30 minutes approx
Assignment–writing	20	15	See course assessment section
Performance– talking	30	30	6–8 minutes approximately