**Scots Language CPD**

**Workshop: UASPs**

History and Development Level 3 Key Points:

• 2 Outcomes similar across all levels – Outcome 1 focusing on the development of Scots, and Outcome 2 focusing on similarities with other languages.

* Similarities allow for hierarchy between levels
* Similar skillsets being developed and built on as students progress.

• Outcome 1

* Where most of the time will probably be spent.
* Focus on contemporary Scots.
* This pack shows a broad picture of development of Scots across whole country, can specify to your local area and dialect.
* Teachers can either suggest reading to students, or at higher levels may choose to give them free reign in their research.

• Outcome 2

* A more straightforward task.
* Comparisons in this pack are with foreign languages, but could also be with old or contemporary English.
* May be an idea to group words/phrases/linguistic features thematically. For example, students studying place-names in their local area, and drawing out common themes.

**TASK: In what ways would you deliver this in your centre?**

Understanding and Communicating Level 6 Key Points:

• 2 Outcomes similar across all levels – Outcome 1 focusing on analysing Scots, and Outcome 2 focusing on creating Scots.

* Similarities allow for hierarchy between levels
* Similar skillsets being developed and built on as students progress.

• Outcome 1

* Scots studied can be divers – poems, plays, prose, film, TV, song, etc. in different dialects
* No list of prescribed texts
* Purpose and audience can be set by assessor in conjunction with students.
* Approached more as critical reading than simple comprehension. Contrast the types of questions asked in an English Close Reading with a French Reading – closer to the English. Similarities also to Gàidhlig Reading for Analysis and Evaluation, and Latin Literary Appreciation papers.

• Outcome 2

* Purpose and audience of communication important to overtaking Assessment Standards. Can be set by assessor.
* Scots used should be from a particular dialect, and internally consistent.
* Important to remember if translating pieces that a simple word for word translation may not be enough. Sometimes it’s important to try to re-set or re-imagine the piece in a Scottish setting.

**TASK: In what ways could centres collaborate on approaches to delivery and assessment?**

**Workshop: Understanding Standards**

Materials drawn from a centre seen during Verification this year

Encompass Understanding & Communicating Unit at levels 4 and 5

UASPs used for Outcomes at both levels.

* Prior-Verification service available if you want to try different approaches, use different texts, etc.
	+ Prior-Verified texts can also be exemplified on SQA website for other practitioners to use

• Outcome 1

* Focus on comprehension of Scots texts
* Study of Scuilwab website at Level 4, Watergaw poem at Level 5.
* Teachers can use different texts if they want, and can amend JETs to suit their needs.
	+ Texts studied don’t have to be traditional/written, can be from a range of multimedia pieces.
	+ Can choose texts to suit students’ local tongue

• Outcome 2

* Focus on productive skills
* Outcome 2 allows for a wide range of candidate responses, whereas Outcome 1 much more closed.
	+ Poems, short stories, translations all exemplified
* Students can produce any form of Scots appropriate to them, but it should be internally consistent.

**TASK: Identify areas of good practice in Approach to Assessment**

**TASK: Have these candidates met the Outcomes for their Unit?**