



Scots Language Award: Understanding and Communicating

Outcome 1: Understand, analyse and evaluate texts in Scots

1. Watch and listen to Dr Michael Dempster's short film, [Dignity](#).
2. Answer the following questions to show you understand the **purpose** of the text as well as the intended **audience**:
 - i. What is the purpose of this text? Is it to inform, to persuade, to entertain, to explain... or does it have multiple purposes? Provide a reason for your answer and include quotations if you can.
Possible answers include: To inform people about Scots; to persuade people that they should promote the learning of Scots; to entertain people with a story about a Scottish childhood; to explain a person's feelings about their language; or any combination of those.
 - ii. Who might be the intended audience for this text? Which age might they be? What language/s might they speak? Again, remember to provide a reason for your answer.
Possible answers include: The intended audience could be schoolchildren who would empathise with the speaker / adults who would reminisce about their experiences at school / speakers of a minority or minoritised language who would empathise with the speaker / people who are interested in language development / teachers who are interested in what it is like to teach in a Scots-speaking community.
3. Answer these questions to show that you **understand** the text:
 - i. What is 'dignity', and why is this word an appropriate title for this short film?
Possible answer: dignity means worthy of respect. This is appropriate as the speaker feels that respect must be given to Scots to help the language and the people who use it.
 - ii. Explain what the speaker means when he says that he 'talked normal' (1 min 25 sec)
Possible answer: He means that he spoke Scots, which was 'normal' or usual for him.
 - iii. In your own words, explain the differences between written and spoken language as seen from the speaker's perspective (1 min 45 sec – 2 min 33 sec)
Possible answer: Spoken language is used so that people can work together and get along, to exchange knowledge, to hand down traditions and information about our way of life. Written language is used to accurately represent language or events. It can last a long time. It does not depend on people remembering things correctly.



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- iv. In your own words, explain what the speaker perceives to be undignified about the information, or lack of information, he was given about his spoken language. (2 min 45 sec – 3 min 13 sec)
Possible answer: It was undignified that the language he spoke was not named by those around him, and that he was not made aware of the name of his language or given access to any information about it, or given the tools/taught the language skills required to give his opinions/feelings or relate his experiences and speak, read write in Scots.
- v. In the speakers' experience at school, in what circumstances did people think it was appropriate to use Scots? (3 min 32 sec – 3 min 56 sec)
Possible answer: In direct speech (in stories or comics/cartoons) and in traditional songs.
- vi. What does the speaker notice about the way that Scots songs are sung as opposed to how the lyrics are written? (3 min 58 sec – 4 min 56 sec)
Possible answer: Some lyrics are written to reflect the way that the (Scots) words sound, but some lyrics do not reflect the pronunciation/language of the song (e.g. sometimes the lyrics are written in English)
4. Answer these questions to show that you understand the effect of the **language and literary devices** used in the text:
- i. What is ironic about the speaker's statement, 'Ye soond oot the bits o the wirds, an then ye write them doon.'? (0 min 42 sec)
Possible answer: It is ironic that he has been given that advice/strategy to use but he speaks a different language from the one being taught at school. So it is impossible for him to be able to write the words using English spelling when he uses Scots words and has a Scottish accent.
- ii. The speaker uses a literary device when he says, 'Ye cannae juist tak it aff lik an auld jaiket an pit it away' (1 min 27 sec). What literary device is being used here? What point is the speaker making?
Possible answer: simile/imagery/figurative language. He is pointing out that he cannot simply discard the language he has learned to communicate with.
- iii. The speaker lists the genres of music (5 min 01 sec – 5 min 06 sec). What effect or function does the list have, and how does it help emphasise the point he is making?
Possible answer: He is using a list to emphasise the number and variety of different musical genres that can use Scots. He does this to point out that Scots does not have to be kept to folk songs/traditional Scottish music as it is just as versatile as any other language.



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iv. Translate the following Scots vocabulary into English:

alooed

fowk

gied

ken

makkin

nummers

pap

suin

wan

world

wee

wir

wirnae

Answers: allowed; folk (people); given; know; making; numbers; pop/put/throw/place; soon; one; world; small; our; weren't.

Outcome 2: Communicate in Scots

Your task is to produce a text that communicates a memory from your first year or two of primary school. The text can use any mode, or multiple modes (audiovisual, spoken, comic, a drama script, a short story, a monologue...) as long as it uses written or spoken Scots – in any dialect you choose.

Outcome 2 checklist

My text...

- has a format/mode that is suitable for its purpose and intended audience;
- expresses detailed ideas;
- has a sensible structure; and
- demonstrates my detailed knowledge of Scots.

Please note, if you are working towards the Scots Language award at level 6 your ideas must be detailed and **complex**.