

Scots Language Award: Understanding and Communicating

(Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4)

(SCQF Levels 5 and 6)

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.
 - 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.
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?
 - ii. Explain what the speaker means when he says that he 'talked normal' (1 min 25 sec)
 - 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)
 - iv. In your own words, explain what the speaker perceives to be undignified about the information he was given about his spoken language. (2 min 45 sec – 3 min 13 sec)
 - 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)
 - 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)
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)

- 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?
- 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?
- iv. Translate the following Scots vocabulary into English:
alooed
fowk
gied
ken
makkin
nummers
pap
suin
wan
warld
wee
wir
wirnae

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**.