**Keen tae Ken yir Kin**

Senior Phase

**How Keen tae Ken yir Kin links to the SQA Scots Language Award**

The Scots Language Award is available at SCQF levels 3, 4, 5 and 6. It gives learners the opportunity to study the history and development of the Scots language and will help them to develop their ability to understand, and communicate in, Scots. As with other SQA Awards, it reflects the values, purposes and principles of Curriculum for Excellence. Keen tae Ken yir Kin is a valuable resource both in terms of support for the teaching and learning of Scots in general as well as for those are aiming to undertake the Scots Language Award.

The Keen tae Ken yir Kin Learning Journey at CfE for Third and Fourth levels can be adapted to suit a partnership between two schools with Senior Phase level learners and used to complete elements of the Scots Language Award in the following ways:

**History and Development Unit**

**Outcome 1: Historical and Cultural Factors**

Learners choose to identify historical/cultural factors which have helped to shape the dialect of the partner school, rather than their own. For example, Viking settlement and the influence of Norn, or Glasgow-based comedy. Learners describe or explain the impact these factors have had on the language.

Learners compare and contrast, describe or explain the historical/cultural factors which have helped to shape the two dialects. For example, the spread of Viking influence in the two areas, or the influence of comedy catch-phrases on local Scots dialect.

**Outcome 2: Scots Words**

Learners compare vocabulary in the two dialects with similar or related words from different languages and describe or explain similarities.

At SCQF levels 5 and 6, learners describe or explain the linguistic features of the dialect of the partner school.

For example the use of double modals, which is more prevalent in some dialect areas than others.

Learners go on to identify, describe or explain, linguistic features of the two dialects. For example the use of initial *f-* in North Eastern Scots could be contrasted with the use of *wh-* elsewhere.

**Understanding and Communicating Unit**

**Outcome 1: Understanding**

Texts could be those generated by participating in Keen tae Ken yir Kin:

* Stimulus material
* Further good quality texts, for example radio, poetry, non-fiction prose, song, recommended by the partner school/ teacher, from the local area. (These could also be used to enhance study for the History and Development unit)
* E-mails/tweets/blogs/websites/discussions from/with the partner school, will provide opportunities to practise the skills of reading and listening

**Outcome 2: Communicating**

Communications could be those generated for the project

* E-mails/letters to learners in the partner school
* Presentations for learners in the partner school
* Conversations with learners in the partner school
* Pieces of writing

**Information from the SQA**

For those who use the language today, the study of Scots - including its history, development and contemporary use - will develop their ability to communicate, think critically and use their own language creatively. They will also gain a deeper insight into their own history and cultural heritage.

For those who do not already use the language, the study of Scots will enhance their understanding of how language works, and their ability to communicate and use language creatively. It will also enhance their understanding of Scotland’s history, people and culture.

**This link to the SQA Scots Language Award page gives an overview of the award, including entry requirements, content and progression:** <http://www.sqa.org.uk/sqa/70056.html>