



## 'Older Scots for Modern Scots' Initiative QUESTIONNAIRE



'Older Scots for Modern Scots' is an initiative set up to explore how best to (re)introduce Older Scots texts as options for the SQA Higher and/or Advanced Higher English award, and to augment resources on Older Scots for the SQA Scots Language or Scottish Studies Awards. It is run by Rhiannon Purdie (Professor of English and Older Scots at the University of St Andrews) in conjunction with the SQA.

For more information on the OSMS Initiative and existing resources for Older Scots literature, please see [www.readolderscots.scot/osms](http://www.readolderscots.scot/osms).

### *This Questionnaire*

This questionnaire can either be filled out directly and returned to Rhiannon Purdie at [rp6@st-andrews.ac.uk](mailto:rp6@st-andrews.ac.uk), OR form the 'agenda' for a one-off 30-minute interview. If you return a written questionnaire but are also willing to be interviewed, please indicate so on the form. Anyone either returning a written questionnaire or agreeing to be interviewed should read the University of St Andrews Participant Information Sheet (available from the website) and fill in the Participant Consent Form. Please be reassured that this does not oblige to take any further part in the OSMS Initiative! It is simply a university requirement intended to protect you from any misuse of your data.

Interviews, for those who are willing, will be over Zoom, Teams, or whatever platform convenient for you. They will be between yourself, Rhiannon Purdie and the OSMS project assistant Alice Gibson.

### *Questions*

1.

a) What do/did you teach? (Check any that apply)

- Higher English
- Advanced Higher English
- Higher Scots Language Award
- Higher Scottish Studies Award

b) Do you teach any other subjects (at any level)?

2. What kinds of literature do you find engages your pupils most? Least?

(E.g. do they favour any one of poetry/prose/drama above the others? Any preference for Scottish or non-Scottish literature discernable? Recent/doesn't matter?)

3. Roughly how long do you spend on each text/unit studied for H/AH? (measured in classroom hours or weeks of study). How long are individual lessons, and how many a week?

4. Do you complete each Unit before embarking on the next, or do they overlap or run concurrently?

5. How do you break down a literary text for your pupils? What are your main intended learning outcomes?

6. Have you ever studied any Older Scots literature yourself (whether at university or via teaching experience)? If so, what?

(E.g. former H/AH texts such as Robert Henryson's *Testament of Cresseid* or *The Moral Fables*, or Sir David Lyndsay's play *Ane Satyre of the Thrie Estaitis*, or William Dunbar's poetry as enthusiastically recommended by Hugh MacDiarmid)

7. What (if anything) would **discourage** you from teaching a work of Older Scots literature?

(E.g. fear that the pupils would be put off / not confident about teaching pre-Modern literature / not confident about teaching literature in Scots?) Please be frank!

If an Older Scots poem were included in the list of prescribed Scottish texts for the Higher English 'Critical Reading' paper (2.1), what materials do you think would best encourage pupils and/or teachers to take it on? (choose any that apply, but please indicate which are the most important)

Classroom aids, e.g.

- sample lesson plans
- live guest lectures, e.g. by university teachers of Older Scots literature
- ongoing school-higher ed links, e.g. a connection managed online between a H/AH class studying an Older Scots work and a university module in Older Scots

Classroom OR independent study aids, e.g.

- critical studies of Older Scots poems aimed at H/AH pupils (e.g. the ScotNotes series)
- a 'Teach Yourself Older Scots' web app for pupils' and teachers' use
- recorded talks available through GLOW (by researchers or university teachers of Older Scots language or literature)
- recorded readings of Older Scots texts available through GLOW
- editions of poems specially prepared for Higher/Advanced Higher students
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8. Do you consider yourself a speaker of Modern Scots? Does this affect your choice of Scottish texts to teach?

9. Any other comments on the inclusion of Older Scots literature as an option for Higher or Advanced Higher English, or the Scots Language Award?

10. Would you like to be kept informed of the progress of the OSMS Initiative?