

**GAELIC (LEARNERS)**  
**Intermediate 2**

**Seventh edition – published June 2002**

**NOTE OF CHANGES TO ARRANGEMENTS  
SEVENTH EDITION PUBLISHED JUNE 2002**

**COURSE TITLE:** Gaelic (Learners) (Intermediate 2)

**COURSE NUMBERS AND TITLES  
FOR THE ENTRY TO COURSES:** C084 11 Gaelic (Learners): Listening and Talking  
C085 11 Gaelic (Learners): Reading and Writing

**National Course Specification**

Course Details: Course structure section has been updated to show the new codes and titles **for entry** to courses in Gaelic (Learners) with optional routes.

**National Unit Specification:**

**Focus Units:** With the exception of candidates taking these units on a “stand-alone” basis, evidence of achievement of Talk in these units may be shown during the Course assessment of Talk.

**Language Study Unit:** For Outcome 2, candidates are now required to undertake **one** conversation rather than two.

## National Course Specification

### GAELIC (LEARNERS) (INTERMEDIATE 2)

#### COURSE NUMBERS

**C084 11 Gaelic (Learners): Listening and Talking**

**C085 11 Gaelic (Learners): Reading and Writing**

#### COURSE STRUCTURE

In order to ensure the accurate and complete transfer of data to and from centres, new codes and titles **for entry** to courses in Gaelic (Learners) with optional routes have been introduced to reflect the options chosen by candidates. The course code C040 11 for Gaelic (Learners) (Intermediate 2) will no longer be acceptable for entry for the summer or winter diets. The codes detailed below must be used.

Unit codes and titles remain unchanged. There will be no change to the titles of the Gaelic (Learners) courses as they appear on the certificate.

#### **C084 11 Gaelic (Learners): Listening and Talking**

This course consists of two mandatory units as follows:

<b><i>D228 11</i></b>	<b><i>Gaelic (Learners): Language Study (Int 2)</i></b>	<b><i>2 credits (80 hours)</i></b>
<b><i>D225 11</i></b>	<b><i>Gaelic (Learners): Listening and Talking Focus (Int 2)</i></b>	<b><i>1 credit (40 hours)</i></b>

#### **C085 11 Gaelic (Learners): Reading and Writing**

This course consists of two mandatory units as follows:

<b><i>D228 11</i></b>	<b><i>Gaelic (Learners): Language Study (Int 2)</i></b>	<b><i>2 credits (80 hours)</i></b>
<b><i>D226 11</i></b>	<b><i>Gaelic (Learners): Reading and Writing Focus (Int 2)</i></b>	<b><i>1 credit (40 hours)</i></b>

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#### **Administrative Information**

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## **National Course Specification: general information (cont)**

### **COURSE**            Gaelic (Learners) (Intermediate 2)

Units are available either as free-standing units or as components of the course award at Intermediate 2 level. It is recommended that units be taught sequentially, in the order listed above, when delivering the units as part of the course.

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Gaelic (Learners) at General, with or without the writing component
- Intermediate 1 Gaelic (Learners), or its three component units
- an equivalent qualification

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## National Course Specification: course details

**COURSE**                    Gaelic (Learners) (Intermediate 2)

### RATIONALE

The study of Gaelic broadens candidates' outlook and deepens understanding of the culture and heritage of Scotland. Learning Gaelic develops transferable skills that contribute to the personal development of the candidate and are useful elsewhere in the curriculum and other contexts.

The Intermediate 2 course promotes Gaelic as an indigenous language. Gaelic is a community language and part of Scotland's heritage. It has recently enjoyed an enhanced role and status in work, society and education, and Intermediate 2 has been designed with the needs of candidates and employers in mind. Both the language and culture are in a period of rapid growth, with an increasing interest in the performing arts, literature, language learning and an expanding broadcasting service. The degree of direct access to Gaelic will vary but the language has exposure across Scotland, providing motivation, a sense of purpose and current relevance for candidates learning Gaelic.

At Intermediate 2, candidates will be expected to have achieved in listening, talking and reading in straightforward communication. Practice will strengthen and develop the skills further, and candidates will be encouraged to use Gaelic with greater confidence and increased fluency in new areas. The Intermediate 2 course will contribute to providing candidates with the necessary skills for vocational and academic progression.

Intermediate 2 Gaelic (Learners) aims to:

- enable candidates to communicate in Gaelic in a range of real-life situations
- use a range of modern methods and media for Gaelic communication
- help candidates understand the structure and grammatical rules of spoken Gaelic
- nurture interest in Gaelic language, culture and music
- consider contemporary and creative aspects of Gaelic arts
- make candidates aware of related career opportunities
- contextualise Gaelic study in its socio-economic and cultural setting

### COURSE CONTENT

#### Summary of content

<p><b><i>Gaelic (Learners): Language Study (80 hrs)</i></b></p> <ul style="list-style-type: none"><li>• listen</li><li>• talk</li><li>• read</li></ul>	<p><b><i>Gaelic (Learners): Listening and Talking Focus (40 hrs)</i></b></p> <ul style="list-style-type: none"><li>• listen</li><li>• orally present</li><li>• discuss</li></ul> <p>OR</p> <p><b><i>Gaelic (Learners): Reading and Writing Focus (40 hrs)</i></b></p> <ul style="list-style-type: none"><li>• read</li><li>• write</li><li>• discuss</li></ul>
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## National Course Specification: course details (cont)

### COURSE Gaelic (Learners) (Intermediate 2)

#### AIMS

The Intermediate 2 course draws on existing good practice and will continue to promote and develop both communicative competence and confidence in using Gaelic. Skills of talking, listening and reading will be integrated within the course. In Intermediate 1, writing is optional and Intermediate 2 continues this pattern, with writing developed as part of learning and teaching. Candidates opting for the *Gaelic (Learners): Reading and Writing Focus* unit, however, will have writing assessed both internally and externally. Language skills will be developed in real-life and purposeful situations related to the world of work. Approaches to grammar and correct usage will be further developed.

The course will also prepare candidates to engage in conversation covering a widening range of topics and contexts. Candidates will also help identify ways in which the flexible 40 hours' study time for the course can best be used.

There are benefits from completing the Intermediate 2 course beyond those of studying the individual component units. These benefits are:

- a recognised qualification that confirms that a certain level of fluency has been attained
- access to a variety of further education courses and a range of employment opportunities
- opportunities to aggregate and transfer skills over a wider range of contexts
- opportunities to demonstrate language retention over a longer period of time
- a firmer grasp of language gained through additional reinforcement
- gaining responsibility for personal target-setting
- opportunities to contribute to the development of core skills

#### Contexts

The contexts of the course are relevant and familiar to the candidate, based on personal, vocational or general topics judged appropriate by centres in relation to their local needs and circumstances. This enables candidates to apply more sophisticated skills, and be presented with more challenging situations, which will include communicating with fluent speakers and initiating dialogue. There is articulation with Standard Grade, the Intermediate 1 course and with Higher. To assist teachers/lecturers delivering courses in a bilevel situation, four common themes have been nominated for all course resources and the assessment items in the National Assessment Bank. These nominated themes will overtake the language purposes, areas and text-type in Appendix 1. The nominated themes are:

- careers
- holidays
- food and health
- the media

Time allocated to each theme must be carefully managed to achieve sustained motivation of candidates and make links between the curriculum and the candidate's own life and development.

Further guidance is provided in Appendix 1.

## National Course Specification: course details (cont)

### COURSE Gaelic (Learners) (Intermediate 2)

#### Unit 1

##### *Gaelic (Learners): Language Study*

This unit will focus on listening, talking and reading. Writing will not be formally assessed in this unit, although it may be used within the learning and teaching process. Skill development will occur within a balance of familiar and some less familiar contexts, related to the interests of the candidates. Reflecting current practice, skills will be developed in an integrated way so that one reinforces the other. Skills are described and defined separately within the unit descriptor for planning and assessment purposes only.

#### Unit 2

##### *Gaelic (Learners): Listening and Talking Focus or Gaelic (Learners): Reading and Writing Focus*

Candidates will choose to focus on listening and talking, or reading and writing. Such choice will encourage responsibility and independence, tailoring the course to individual candidate strengths, interests, aspirations or development needs. In both optional units, candidates will present topics orally or in writing. Candidates should plan the sequence of tasks associated with this. By delivering both units together, with members of the class group undertaking common learning outcomes and activities, this option is manageable. Oral skills are emphasised for all, and reading and writing are developed to a lesser extent. Writing is assessed only in the Gaelic (Learners): Reading and Writing Focus unit. This focused option approach will be mirrored at Higher level to allow progression.

## ASSESSMENT

To gain Intermediate 2 Gaelic (Learners), the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Further information on the key principles of assessment are provided in the paper *Assessment*, published by HSDU in May 1996.

The course assessment samples across both units, and tests the candidates' ability to combine what is taught in each unit, retaining and aggregating language, knowledge and skills. By its nature, it will contain elements of unpredictability, testing candidates' ability to handle unfamiliar language.

## DETAILS OF INSTRUMENTS FOR EXTERNAL ASSESSMENT

Assessment of performance will comprise the following mandatory instruments:

- one externally devised and set question paper to assess listening
  - one externally devised and set question paper to assess reading
  - internal assessment of talk, based on external guidelines and subject to moderation
  - a folio\* of written evidence, based on external specifications and assessed externally
- \*(to be submitted *only* by the candidates who have studied the Gaelic (Learners): Reading and Writing Focus unit).**

## National Course Specification: course details (cont)

**COURSE** Gaelic (Learners) (Intermediate 2)

### Summary of assessment arrangements

The total marks will be 110 or 140. Marks will be scaled accordingly by SQA.

External examination for all candidates:

<i>Paper</i>	<i>Time</i>	<i>Marks</i>	<i>Overall Percentage</i>
Listening	20 minutes	30	27.3%
Reading	45 minutes	30	27.3%

Internally assessed element of course assessment:

<i>Skill</i>	<i>Time</i>	<i>Marks</i>	<i>Overall Percentage</i>
Talking	6 minutes	50	45.4%

Other assessment requirements for all candidates who have undertaken the *Gaelic (Learners): Reading and Writing Focus* unit:

Writing Folio: Marked out of 30.

### DETAIL OF ASSESSMENT ARRANGEMENTS

#### External examination arrangements for all candidates:

##### *Paper 1 - Listening*

Time: 20 minutes

Total marks: 30

The content will be topical, modern in style and idiom, and reflect what has been taught in the course.

In the examination, candidates will be required to provide answers to questions, in English, on material heard on three occasions. Candidates will first be given an opportunity to familiarise themselves with the questions, and then listen to a series of extracts. A video or audio cassette will be provided. The questions will test the candidate's understanding of the spoken communication, for example the main content, key words and items of detail. The time allocated to listening includes taking notes, writing answers and looking over answer papers before the end of the examination.

##### *Paper 2 - Reading*

Time: 45 minutes

Marks: 30

The course assessment draws on the work of the two units together, with candidates undertaking a reading comprehension within a specified time. The reading examination will be similar to Standard Grade Credit. The content will be topical, and modern in style and idiom, and will reflect what has been taught in the course.

## National Course Specification: course details (cont)

### COURSE Gaelic (Learners) (Intermediate 2)

In the examination, candidates will be required to demonstrate comprehension of written text. The text will be subdivided into categories, with questions on each. Questions and answers will be in English. The questions will test the candidate's understanding of the written text, for example the main content, key words and items of detail. Candidates may use a dictionary.

#### **Other assessment arrangements for all candidates:**

##### ***Talking***

Time: 6 minutes

Marks: 50

All candidates will be assessed in talking, but there will be a variance in the instrument of assessment to reflect the option route selected in the second unit. Candidates will talk for a suggested length of 6 minutes. Candidates who have undertaken *Gaelic (Learners): Listening and Talking Focus* will talk for 2 minutes on their topic from the second unit, and then converse for 4 minutes on general unrehearsed matters. Candidates who have undertaken *Gaelic (Learners): Reading and Writing Focus* will talk for 3 minutes on their topic from the second unit, and then converse for 3 minutes on general unrehearsed matters. In the first part of the assessment, candidates will converse with the teacher/lecturer on familiar language, including the process of information gathering, and the second part will draw on language from both units.

Candidates may use up to 5 brief headings (of not more than 8 words each) to assist them, purely as an aid to memory, during the assessment. These headings may be either in English or Gaelic, and do not require admission to SQA for moderation purposes.

Moderation will be carried out centrally.

#### **Other assessment requirements for all candidates who have undertaken the Gaelic (Learners): Reading and Writing Focus unit:**

##### ***Writing***

Number of pieces: 2

Suggested length of each piece: 75 and 100 words

Marked out of 30.

Candidates who have undertaken the Gaelic (Learners): Reading and Writing Focus unit will complete this assessment. Writing will be externally assessed by submitting a folio. The contents of the folio should be word-processed, typed or written legibly on single-sided A4 paper. The responsible teacher/lecturer will require to be satisfied that the evidence within it accurately represents the candidate's ability. Therefore it is recommended that writing be done within the presenting centres and be supervised without imposing examination conditions. Candidates will be given an opportunity to redraft on one occasion, based on suggestions for improvements and recommendations rather than detailed correction by the teacher/lecturer. When producing the final version, reference may be made to the earlier supervised draft and to a dictionary. The mark achieved will contribute directly to the overall course grade and will not be acknowledged separately.

The length of time required will be variable depending on the form of writing selected.

## National Course Specification: course details (cont)

### COURSE Gaelic (Learners) (Intermediate 2)

Candidates should select two pieces of writing for the folio done for either the Gaelic (Learners): Language Study, or the Gaelic (Learners): Reading and Writing Focus unit, completed within the conditions described above. Two different pieces of evidence of writing are required for the course assessment and for the internal assessment evidence for learning Outcome 2 of the *Gaelic (learners): Reading and Writing Focus* unit. Writing should normally be in the form of complete sentences, but abbreviated forms are acceptable as long as information is conveyed coherently, and is in line with the grade descriptions. Some of the flexible 40 hours' course time should be used to prepare the folio evidence.

Two different types of writing should be submitted. Examples of appropriate types of writing include:

- letters
- diary entries
- questionnaires
- surveys
- memos
- cue cards
- handouts
- summary scripts
- overhead projector transparencies
- advertisements
- leaflets
- brochures
- reviews
- reports
- newspaper articles
- essays

Written text may be short and be enhanced with graphics.

### GRADE DESCRIPTIONS

The descriptions below are of expected performances at Grade C and at Grade A. They are intended to assist candidates, teachers, lecturers and users of the certificate and to help establish standards when question papers are being set. The grade of the award will be based on the total score obtained in the examination.

A separate description is outlined for each of the elements, although the final grade will reflect overall performance. This does not apply to writing, which will be shown as a separately graded element.

#### *C Grade performance in Listening will be evidenced by the following features:*

- the candidate identifies the main purpose and content of sustained communication
- the candidate can identify most key words and specific items of detail, where these are familiar and immediately associated with the course syllabus

## **National Course Specification: course details (cont)**

### **COURSE**            Gaelic (Learners) (Intermediate 2)

#### ***A Grade performance in Listening will be evidenced by the following features:***

- the candidate identifies readily and fully the gist, purpose and main items of content of sustained communication

The candidate can identify all key words and a range of specific items of detail by using contextual cues, even in less familiar contexts.

#### ***C Grade performance in Talking will be evidenced by the following features:***

- the main purpose of an everyday conversation is fulfilled
- responses to questions are limited in detail but appropriate
- basic sentence structure and vocabulary are accurate, but expression demonstrates only limited flexibility
- the candidate requires time to respond to a question but can express an opinion and simple justification
- the candidate allows the other speaker to control a conversation
- there are hesitations, inaccuracies in simple grammar and in pronunciation, but these do not prevent overall comprehension

#### ***A Grade performance in Talking will be evidenced by the following features:***

- the main purpose of an everyday conversation is readily achieved
- responses to questions are appropriate, spontaneous and full within a familiar context
- basic sentence structure, vocabulary and fixed standard statements are incorporated within fluent expression, incorporating less familiar elements
- the candidate requires minimum time to offer an opinion and some justification
- the candidate is able at times to instigate and control a conversation
- there is an accuracy in grammar and pronunciation in familiar talk, but inaccuracies are still evidenced in unrehearsed and/or unplanned situations

#### ***C Grade performance in Reading will be evidenced by the following features:***

- the candidate identifies the main purpose and content of sustained communication
- the candidate can identify most key words and specific items of detail, where these are familiar and immediately associated with the course syllabus

#### ***A Grade performance in Reading will be evidenced by the following features:***

- the candidate identifies readily and fully the gist, purpose and the main items of content of sustained communication
- the candidate can identify all key words and a range of specific items of detail by using contextual cues, even in less familiar contexts

## National Course Specification: course details (cont)

**COURSE**            Gaelic (Learners) (Intermediate 2)

*C Grade performance in Writing will be evidenced by the following features:*

- the piece of written communication, based on a familiar topic, which conforms to task specification. There is a range of commonly used vocabulary, sentence structures and simple grammatical conventions
- writing is somewhat disjointed, and there is limited detail

*A Grade performance in Writing will be evidenced by the following features:*

- the piece of written communication, based on a familiar topic, which exceeds the task specification
- there is a wide range of commonly used vocabulary, sentence structures, consistent use of basic grammatical conventions and simple use of idiom. Writing is accurate and there is relevant detail

## APPROACHES TO LEARNING AND TEACHING

Intermediate 2 Gaelic will use approaches to learning and teaching which interest candidates and take account of their level of maturity. Candidates will develop their linguistic competence within the four nominated themes, and set and review personal targets throughout the course. Increasingly, this should be undertaken in Gaelic.

Assessment is essential and should assist and integrate with learning and teaching. Language skills should be developed together. There is no one approach that can be applied to all learning and teaching situations. A variety of strategies are available, and teachers/lecturers will select what best suits their needs.

### **Skill progression**

Skills should be developed through integration, since this reflects real life, and should be normal classroom practice. Listening leads to talking, recognising that the candidate needs time to form a response. There will also be occasions for separate skills development. The candidate will benefit from both. Guidance on each skill is offered to support planning by teachers/lecturers:

#### *Listening*

Effective listening reinforces and is reinforced by the other language skills. Listening may be developed through talking, but candidates should also engage in targeted listening activities such as attending a lecture, and using audio and video tapes and telephones. A natural pace of delivery and extended passages are recommended.

#### *Talking*

Intermediate 2 extends the development of talk. Conversation and either one discussion or one presentation are assessed. Candidates will engage in rehearsed talk, or prepare a piece of written work, to build their confidence, and then tackle situations where participation is less formal and unstructured in a group context. Assessment is of performance across the whole course.

## National Course Specification: course details (cont)

### COURSE Gaelic (Learners) (Intermediate 2)

Candidates will be given clear guidance on the standards expected in advance, and will have had the opportunity to listen to, view and participate in a range of presentations and discussions as well as unrehearsed and unplanned conversations. Further information about sources is contained in Appendix 1.

#### **Reading**

Reading will be done within a widening range of contexts, with the candidates studying texts of an extended nature. A variety of stimuli, including original text with graphics and a variety of typefaces, should be used with increasing independence. Comprehension should be assessed by a number of different means, for example grids and true/false activities, to check both general and more specific skills or understanding. This should include the use of Gaelic as well as English. Candidates should use dictionaries. Reading sources are listed in Appendix 1.

#### **Writing**

Writing is assessed at this level through classwork, developed as part of normal learning and teaching. Candidates should be able to draft and redraft various types of text following feedback. Errors and inconsistencies should be brought to the attention of the candidate and corrected in a sympathetic but regular and formal manner.

For external assessment purposes, two different kinds of written text are required which should draw on work from both units. Evidence for the external folio, however, should differ from that used to confirm the achievement of learning Outcomes in the *Gaelic (Learners): Reading and Writing Focus* unit. Evidence might include aspects of classwork in preparing for a presentation, for example a log, diary or letter, or a newspaper report, summary, leaflet or narrative text.

#### ***The use of the flexible 40 hours***

The additional 40 hours may be used:

- to provide induction to the course, detailing content, aims and assessment arrangements
- to provide an opportunity for consolidation, review and redrafting, for example targeting areas from assessment, extending the more able, extending language use to areas outwith the nominated themes
- to prepare for course or unit assessments, including oral presentations
- to experience activities such as visits, visiting speakers, relevant personal interests and link activities
- to extend the range of learning and teaching approaches, particularly in relation to the aims listed within the rationale on page 3
- to access and practise the use of appropriate technologies
- to conduct independent research
- to practise writing

## **National Course Specification: course details (cont)**

**COURSE**            Gaelic (Learners) (Intermediate 2)

### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Gaelic (Learners): Language Study (Intermediate 2)
<b>NUMBER</b>	D228 11
<b>COURSE</b>	Gaelic (Learners) (Intermediate 2)

### SUMMARY

This unit aims to develop the ability to converse, listen and read in the Gaelic language. Language development will occur in situations which are relevant and familiar. Candidates will be able to relate to these situations and gain confidence. On completion of this unit, candidates will be able to converse with another speaker of Gaelic at a sustained level, understand and participate in detailed and accurate communication and in a greater number of familiar contexts.

### OUTCOMES

- 1 Demonstrate an understanding of spoken communication.
- 2 Engage in sustained conversation.
- 3 Demonstrate an understanding of text.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Gaelic (Learners) General, with or without the writing component
- Intermediate 1 Gaelic (Learners), or its three component units
- an equivalent qualification

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## **National Unit Specification: general information (cont)**

**UNIT**        Gaelic (Learners): Language Study (Intermediate 2)

### **CREDIT VALUE**

2 credit at Intermediate 2.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**      Gaelic (Learners): Language Study (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate an understanding of spoken communication.

##### **Performance criteria**

- (a) Understands the main gist of spoken information.
- (b) Identifies the main content.
- (c) Understands key words and some items of detail.

##### **Evidence requirements**

One listening activity of a suggested 2-4 minutes' duration, with comprehension conveyed through the medium of English, illustrating that the candidate has fulfilled the performance criteria. The language to be understood may derive from a live or recorded source. The stimulus may be heard up to 3 times.

#### **OUTCOME 2**

Engage in sustained conversation.

##### **Performance criteria**

- (a) Conveys information so that its main purpose is understood by a sympathetic listener despite some inaccuracies, hesitation, errors of grammar, weaknesses in pronunciation and reverting on occasion to the mother tongue.
- (b) Conveys detail and factual information.
- (c) Applies commonly-used sentence structures and vocabulary.
- (d) Communicates willingly on familiar everyday topics.
- (e) Seeks repetition, clarification and confirmation, as necessary.

##### **Evidence requirements**

1 conversation, with one or more people, that illustrate that the candidate has fulfilled the performance criteria. Interaction should be of a suggested 5 minutes' duration in situations selected from:

- simulation and role play
- conversation with the teacher/lecturer

Although audio/video recording is not mandatory, some record of candidate performance should be retained.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Gaelic (Learners): Language Study (Intermediate 2)

### **OUTCOME 3**

Demonstrate an understanding of text.

#### **Performance criteria**

- (a) Understands the main gist of text.
- (b) Identifies the main content.
- (c) Understands key words and some items of detail.

#### **Evidence requirements**

One reading activity, with comprehension conveyed through the medium of English, illustrating that the candidate has fulfilled the performance criteria. The text will be variable in length depending on topic and type, but a suggested length is 200-300 words. Reference may be made to a dictionary. The tasks will be undertaken under controlled classroom conditions and normally in one teaching block period.

## **National Unit Specification: support notes**

### **UNIT**      Gaelic (Learners): Language Study (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

To assist teachers/lecturers delivering courses in a bilevel situation, four common themes have been nominated for all course resources and the assessment items in the National Assessment Bank. These nominated themes will develop the language purposes, areas and text-type in Appendix 1. For this unit, presenting centres will select from the following nominated themes:

- holidays
- food and health
- careers
- the media

On successfully achieving this unit, candidates may progress to the unit: Gaelic (Learners): Listening and Talking Focus, or Gaelic (Learners): Reading and Writing Focus.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Based on a preliminary discussion of the interests of the candidates, the teacher/lecturer will select a number of themes that will be the basis of an overall scheme of work. Each theme will lend itself to discussion and written activities. In addition, the themes should provide opportunities to develop reading and listening. As the outcomes are integrated into each theme, assessment can take place at an appropriate stage. Grammar will be revised and explored within themes.

##### ***Outcome 1***

As well as general listening in the classroom situation, candidates will listen to and view a variety of authentic sources. In general, extracts will be short, about 2-4 minutes' duration, although longer extracts can be used with support, especially as the candidate gains experience and practice. A variety of oral and written checks should be undertaken to demonstrate comprehension. Candidates will engage in the relevant language functions and contexts, and with relevant texts listed in Appendix 1.

##### ***Outcome 2***

The candidate will become more confident and competent when talking on a range of topics, with more detail being given. Candidates will engage in all or some of the relevant language purposes listed in Appendix 1. Stimuli used for listening and reading can also be used for talk.

##### ***Outcome 3***

Candidates will read a variety of authentic sources of varying length. A variety of oral and written checks should be undertaken to demonstrate comprehension. This will assess candidates' ability to understand general information, as well as specific items of detail. Candidates will engage in relevant language purposes and with relevant texts listed in Appendix 1 of the course.

## **National Unit Specification: support notes (cont)**

### **UNIT**      Gaelic (Learners): Language Study (Intermediate 2)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

There is no need to set up specific assessments, as the activities associated with the outcomes are in themselves internal assessment instruments. The language skills of listening, talking and reading will be assessed. This affords candidates the opportunity to demonstrate their maximum attainment in each skill. Skills should be assessed in an integrated way rather than in isolation, to accustom candidates to the fact that in real life they are inextricably linked. A suggested approach is:

- one listening and talking activity
- one reading and talking activity

Examples of assessment instruments will be provided in the National Assessment Bank for the four nominated themes. However, it is recognised that centres may wish to devise their own instruments based on the examples.

For the purposes of moderation, it is recommended that evidence of performance be retained in the form of audio/video tapes, assessment checklists, candidates' scripts, assessment instruments, marking schemes and/or candidates' reports.

Minimum competence for each skill is set out in the performance criteria and candidates should have a clear understanding of the purposes and objectives of all the activities undertaken in this unit. One way of achieving this is by issuing a candidate checklist of purposes, targets and activities for each part of the unit.

#### **Outcomes pertaining to listening and reading**

This includes listening to, reading and understanding longer and extended texts. Candidates will develop listening and reading skills and increase their language resource.

#### ***Outcome 1***

The length of communication will be variable depending on topic and type, but a suggested length is 2-4 minutes' duration, divided into sections. Candidates should listen to the communication on no more than three occasions. Time should be given to candidates between extracts and repetitions to take notes.

The type of information to be comprehended includes:

- information of everyday interest, including short narratives and simple factual information
- instructions and requests

The type of communication listened to includes:

- extracts from radio, television, video cassette, audio cassette
- public announcements
- speech of other people

## **National Unit Specification: support notes (cont)**

### **UNIT**      Gaelic (Learners): Language Study (Intermediate 2)

#### ***Outcome 3***

The length of communication will be variable in length depending on topic and type, but a suggested length is 200-300 words. This may be divided into sections.

The type of information to be comprehended includes:

- simple factual information about everyday topics
- instructions and requests
- short narrative
- opinions

#### **Outcomes pertaining to talking**

There is an emphasis on discussing topics in more depth. This will demand a wide range of vocabulary and sentence structure, with demonstrated awareness of grammatical accuracy. Evidence will draw on spoken and written stimuli. Situations could be selected from:

- simulation and role play
- conversation with the teacher/lecturer

Information to be exchanged will include:

- factual information
- opinions, likes, dislikes, preferences, suggestions or plans for the future
- asking for and giving advice on simple matters

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Gaelic (Learners): Listening and Talking Focus (Intermediate 2)
<b>NUMBER</b>	D225 11
<b>COURSE</b>	Gaelic (Learners) (Intermediate 2)

### SUMMARY

This unit aims to develop all skills, but candidates will focus on listening and talking which will be formally assessed. On completion of this unit, candidates will give a short presentation on a familiar topic and sustain a related discussion.

**Candidates entered for the Course are permitted to show evidence of their achievement of Outcomes 2 and 3 during the Course assessment of Talk.**

### OUTCOMES

- 1 Demonstrate understanding of spoken communication.
- 2 Deliver a prepared presentation.
- 3 Participate in follow-up discussion.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Gaelic (Learners) at General, with or without the writing component
- Intermediate 1 Gaelic (Learners), or its three component units
- an equivalent qualification

Candidates would also benefit from having first attained:

- *Gaelic (Learners): Language Study* at Intermediate 2 level

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**           Gaelic (Learners):  
                    Listening and Talking Focus (Intermediate 2)

### **CREDIT VALUE**

1 credit at Intermediate 2.

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**        Gaelic (Learners):                   Listening and Talking Focus (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

**Candidates entered for the Course are permitted to show evidence of their achievement of Outcomes 2 and 3 during the Course assessment of Talk.**

#### **OUTCOME 1**

Demonstrate an understanding of spoken communication.

##### **Performance criteria**

- (a) Selects relevant sources of information and records on a plan of action.
- (b) Extracts main content from sources.
- (c) Incorporates relevant items of detail into presentation and discussion.

##### **Evidence requirement**

Evidence such as a candidate resource and planning sheet demonstrating that sources have been listened to, with the content and language influencing the delivery of a prepared presentation and participation in follow-up discussion.

#### **OUTCOME 2**

Deliver a prepared presentation.

##### **Performance criteria**

- (a) Defines the purpose of the presentation
- (b) Organises the content to relate to the theme
- (c) Conveys information so that its main purpose is understood by a sympathetic listener despite some inaccuracies and errors of grammar
- (d) Applies commonly-used sentence structures and vocabulary to allow some flexibility of expression.

##### **Evidence requirements**

A 3-minute presentation that illustrates that the candidate has fulfilled the performance criteria.

Although audio/video recording is not mandatory, some record of candidate performance should be retained.

## **National Unit Specification: statement of standards (cont)**

**UNIT**           Gaelic (Learners):  
                      Listening and Talking Focus (Intermediate 2)

### **OUTCOME 3**

Participate in follow-up discussion.

#### **Performance criteria**

- (a) Responds to questions appropriately.
- (b) Applies commonly-used sentence structures and vocabulary.
- (c) Participates in such a way that spoken content is understood by a sympathetic listener despite some inaccuracies, hesitation, errors of grammar, weaknesses in pronunciation.
- (d) Presents simple justification of ideas and opinions that are relevant to the topic.

#### **Evidence requirements**

4 minutes of discussion that illustrates that the candidate has fulfilled the performance criteria.

Communication should be a face-to-face interaction in a group situation, or with the teacher/lecturer.

Although audio/video recording is not mandatory, some record of candidate performance should be retained.

## **National Unit Specification: support notes**

### **UNIT**        Gaelic (Learners):                   Listening and Talking Focus (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

To assist teachers/lecturers delivering courses in a bilevel situation, four common themes have been nominated for all course resources and the assessment items in the National Assessment Bank. These nominated themes will overtake the language purposes, areas and text-type in Appendix 1. For this unit, presenting centres will select from the following nominated themes:

- holidays
- food and health
- careers and media

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This unit concentrates specifically on the development of listening and talking in specialised areas. It will develop the skills associated with making a prepared presentation to a group of people, engaging in discussion, with oral stimuli used to support this. Candidates should plan the sequence of tasks associated with this. By giving candidates this opportunity to control the conversation, it will encourage them to take the initiative in dialogue. Classroom management will be facilitated by candidates delivering presentations to a group. Writing skills, although not formally assessed, may be developed to support oral presentation, for example handouts, cue cards, summary scripts, overhead transparencies. At least two three-minute presentations should be given in the course of the unit.

Based on a preliminary discussion of the interests of the candidates, the teacher/lecturer will select a number of themes that will be the basis of an overall scheme of work. Each theme will enable candidates to research a topic of their choice, to talk as well as listen. As the outcomes are integrated into each theme, assessment can take place at an appropriate stage. Grammar will be reinforced and explored within themes.

#### **Outcomes 1, 2 and 3 are part of the same activity**

The nature of communication should be selected from contexts of:

- personal, vocational, career or social interest

The candidate will lead and participate in groupwork, stimulate interest and give simple advice/guidance/instruction/explanation. Practice will be given in making presentations, listening to and answering the questions asked by group members. The candidate will become more confident in dealing with situations where there may be differing and sometimes unpredictable opinions expressed, from language skills developed through listening to sources. Candidates will benefit from having their performances constructively evaluated by the teacher/lecturer and peers. The teacher/lecturer should intervene in the discussion if the questions posed do not allow the candidate to demonstrate performance adequately. This will ensure that the candidate is asked a range of open-ended questions to enable him/her to display his/her full range of ability.

## **National Unit Specification: support notes (cont)**

**UNIT**           Gaelic (Learners):  
                  Listening and Talking Focus (Intermediate 2)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

All the unit outcomes relate to the presentation, and this should ensure that assessment does not become fragmented and is holistic, reflecting the learning and teaching process. The language skills of listening and talking will be assessed in an integrated manner although they are described separately. A suggested approach is that candidates listen to sources, deliver a presentation and participate in follow-up discussion.

Examples of assessment instruments are provided in the National Assessment Bank for the four nominated themes. However, it is recognised that centres may wish to devise their own instruments based on the examples.

For the purposes of moderation, it is recommended that evidence of performance be retained in the form of audio/video tapes, assessment checklists, assessment instruments, marking schemes, log sheets and/or candidates' reports.

Minimum competence for each skill is set out in the performance criteria. The candidate should have a clear understanding of the purposes and objectives of all the activities undertaken in this unit. One way of achieving this is by issuing a candidate checklist of purposes, targets and activities for each part of the unit.

While knowledge of the topic and presentation skills are important in this unit, assessment should focus on the candidate's ability to communicate in Gaelic.

#### ***Outcome 1***

Candidates should be encouraged to listen to a range of sources and to record these to assist with assessment procedures. The stimuli selected for listening should be incorporated into Outcomes 2 and 3.

For this purpose a research planning sheet is suggested detailing:

- the source
- a comment to indicate how helpful the source was
- the nature and extent of information extracted

An example of a resource sheet is provided in the National Assessment Bank.

#### ***Outcome 2***

Emphasis is placed on conversing on familiar topics in some depth. The opportunity to deliver an uninterrupted talk to a group will increase the candidate's confidence and will involve the candidate in initiating conversation. This will demand a greater range of vocabulary and sentence structure which will be gained from spoken stimuli.

## **National Unit Specification: support notes (cont)**

**UNIT**            Gaelic (Learners):  
                      Listening and Talking Focus (Intermediate 2)

### ***Outcome 3***

Having presented the topics, candidates will then be dealing with unrehearsed and unplanned discussion where they display their ability to perform in an unrehearsed situation. Listening activities will assist to prepare them for this, as will the processes they undertook in preparing for Outcome 2. For this outcome, they will require to answer specific questions pertaining to their presentations, as well as to clarify, expand on opinions and points of view expressed, and present simple justification.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Gaelic (Learners): Reading and Writing Focus (Intermediate 2)
<b>NUMBER</b>	D226 11
<b>COURSE</b>	Gaelic (Learners) (Intermediate 2)

### SUMMARY

This unit aims to develop all skills, but candidates will focus on reading, writing and discussion. On completion of this unit, candidates will be able to write about a familiar topic and sustain a related discussion. Candidates will be encouraged to read, and to draw on language from source texts for their written communication. This unit allows candidates to be formally assessed in writing.

**Candidates entered for the Course are permitted to show evidence of achievement of Outcome 3 during the Course assessment of Talk.**

### OUTCOMES

- 1 Demonstrate an understanding of text.
- 2 Produce text.
- 3 Participate in follow-up discussion.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Gaelic (Learners) at General, with or without the writing component
- Intermediate 1 Gaelic (Learners), or its three component units
- an equivalent qualification

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## **National Unit Specification: general information (cont)**

**UNIT**            Gaelic (Learners):  
                      Reading and Writing Focus (Intermediate 2)

Candidates would also benefit from having first attained:

- *Gaelic (Learners): Language Study* at Intermediate 2 level

### **CREDIT VALUE**

1 credit at Intermediate 2

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**      Gaelic (Learners): Reading and Writing Focus (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

**Candidates entered for the Course are permitted to show evidence of achievement of Outcome 3 during the Course assessment of Talk.**

#### **OUTCOME 1**

Demonstrate an understanding of text.

##### **Performance criteria**

- (a) Selects relevant sources of information and records on a plan of action.
- (b) Extracts main content from sources.
- (c) Incorporates relevant items of detail into written communication and discussion.

##### **Evidence requirements**

Evidence, such as a candidate resource and planning sheet, that sources have been read, with the content and language influencing the written communication and participation in follow-up discussion.

#### **OUTCOME 2**

Produce text.

##### **Performance criteria**

- (a) Defines the purpose of the communication.
- (b) Organises the content to relate to the theme.
- (c) Organises content to be understood by a sympathetic reader despite some inaccuracies and errors of grammar.
- (d) Applies commonly used sentence structures and vocabulary to demonstrate some flexibility of expression.

##### **Evidence requirements**

One piece of evidence that illustrates that the candidate has fulfilled the performance criteria. One of the following forms is to be used:

- report
- newspaper/magazine article
- essay

The length of communication will be variable, depending on topic and type, but a suggested length is 200 words.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**        Gaelic (Learners):                   Reading and Writing Focus (Intermediate 2)

Writing must be done within the presenting centres and be supervised without imposing examination conditions. Candidates will be given an opportunity to redraft on one occasion, based on suggestions for improvements and recommendations rather than detailed correction by the teacher/lecturer. When producing the final version, reference may be made to the earlier supervised draft and to a dictionary, and the task will be undertaken under controlled classroom conditions, normally in one teaching block/period.

The length of time required will be variable depending on the form of writing selected.

### **OUTCOME 3**

Participate in follow-up discussion.

#### **Performance criteria**

- (a) Responds to questions appropriately.
- (b) Applies commonly-used sentence structures and vocabulary.
- (c) Employs appropriate grammatical accuracy and idiom to be understood by another speaker.
- (d) Presents simple justification of ideas and opinions that are relevant to the topic.

#### **Evidence requirements**

4 minutes of discussion that illustrates that the candidate has fulfilled the performance criteria.

Communication should be a face-to-face interaction in a group situation, or with the teacher/lecturer, and be based on the text produced for Outcome 2.

Although audio/video recording is not mandatory, some record of candidate performance should be retained.

## **National Unit Specification: support notes**

### **UNIT**      Gaelic (Learners): Reading and Writing Focus (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

To assist teachers/lecturers delivering courses in a bilevel situation, four common themes have been nominated for all course resources and the assessment items in the National Assessment Bank. These nominated themes will overtake the language purposes, areas and text-type in Appendix 1. For this unit, presenting centres will select from the following nominated themes:

- holidays
- food and health
- careers
- the media

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates will develop the skills associated with producing written text on specialised topics and engaging in follow-up discussion. Candidates should plan the sequence of tasks associated with this. Although only one piece of evidence is required for assessment purposes, it is suggested that at least two themes are presented in written form in the course of the unit. Candidates should be encouraged to read written sources and exemplars of the writing of other candidates. Prior to the discussion, candidates should read the presenter's written communication on which the talk will be based, to enable them to ask relevant questions.

Individual candidate interests should be taken into account and, after a preliminary discussion of the interests of the candidates and the available resources, the teacher/lecturer will select a number of themes that will be the basis of an overall scheme of work. As the outcomes are integrated into each theme, assessment can take place at an appropriate stage. Candidates may decide to write on one of the themes studied, or on another theme of their choice. Grammar will be revised and explored within these themes.

#### **Outcomes 1, 2 and 3 relate to the same activity**

The nature of communication should be selected from contexts of:

- personal, vocational, career or social interest

Initially, candidates will require a considerable amount of time to prepare. The candidate should have regular opportunities to produce written communication and discuss the theme within a group, expressing opinions and items of personal interest arising from the theme.

## **National Unit Specification: support notes (cont)**

### **UNIT**      Gaelic (Learners): Reading and Writing Focus (Intermediate 2)

The candidate will lead and participate in groupwork, stimulate interest and give simple advice/guidance/instruction/explanation. Practice will be given in listening to and answering the questions asked by group members. The candidate will become more confident in dealing with situations where there may be differing and sometimes unpredictable opinions expressed. The teacher/lecturer will be involved in the discussion to ensure that the candidate is asked a range of open-ended questions to enable them to display their best performance. Having candidates present to a group will facilitate with classroom management, if candidate numbers make grouping viable.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Assessment should form part of the learning and teaching process. The outcomes for this unit relate to producing written communication and engaging in related discussion, and should ensure that assessment of skills does not become fragmented. A suggested approach is that candidates read sources and produce text which is followed by a discussion.

Examples of assessment instruments are provided in the National Assessment Bank for the four nominated themes. However, it is recognised that centres may wish to devise their own instruments based on the examples.

For the purposes of moderation, it is recommended that evidence of performance be retained in the form of audio/video tapes, assessment checklists, assessment instruments, candidates' scripts, marking schemes, log sheets and/or candidates' reports.

Minimum competence for each of these skills is set out in the performance criteria. The candidate should have a clear understanding of the purposes and objectives of all the activities undertaken in this unit. One way of achieving this is by issuing a candidate checklist of purposes, targets and activities for each part of the unit.

#### ***Outcome 1***

Candidates should be encouraged to read a range of sources and to record these to assist with assessment procedures. For this purpose a planning resource sheet is suggested detailing:

- the source
- a comment to indicate how helpful the source was
- the nature and extent of information extracted

An example of a resource sheet is provided in the National Assessment Bank.

## **National Unit Specification: support notes (cont)**

### **UNIT**        Gaelic (Learners):                   Reading and Writing Focus (Intermediate 2)

#### ***Outcome 2***

An emphasis is placed on writing about familiar themes in some depth, presenting ideas and opinions. This will demand a greater range of vocabulary and sentence structure, as well as an increased awareness of grammatical accuracy, which will be gained from written stimuli. The piece of writing, subject to unit assessment, may be redrafted on one occasion following a discussion with the teacher/lecturer focusing on suggested improvements rather than detailed correction. The draft and the final version should be produced in the presenting centres under supervision, but not exam conditions. The writing must be a true reflection of the candidate's own work and ability. To ensure authenticity, presenting centres may find it helpful if candidates maintain log sheets. An example of a log sheet is provided in the National Assessment Bank.

#### ***Outcome 3***

Having written about familiar themes, candidates will then be dealing with unrehearsed and unplanned discussion. The processes undertaken for Outcome 1 will assist in preparing them for this. They will be asked specific questions pertaining to their written communication, as well as to clarify, expand on opinions and points expressed, and further justify opinions and/or conclusions.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## Appendix 1: Language purposes, areas and texts

### COURSE Gaelic (Learners) (Intermediate 2)

The following lists are for **illustrative purposes only** and have been chosen as examples of typical needs of individual learners at this stage. The teacher/lecturer should therefore exercise discretion, especially in selecting the language areas, and should use only those considered appropriate to the particular candidate group. These will be developed through the four nominated themes.

#### Language purposes

- greeting, leave-taking, introducing and addressing
- asking for and giving information
- making requests
- expressing wishes
- expressing likes and dislikes
- expressing approval and disapproval
- thanking
- accepting and refusing
- identifying
- describing
- asking for help with language problems
- expressing an intention
- referring to a past event
- attracting attention
- asking for things, services, help
- dealing with money
- responding to offers, suggestions
- providing information, help and services
- expressing opinions and ideas
- expressing agreement/disagreement
- persuading/conceding
- expressing good wishes
- expressing simple needs and sensations
- suggesting
- evaluating
- inviting
- expressing regret
- offering
- asking someone to do something
- being able to/not being able to
- expressing immediate and longer-term intentions in the future
- giving instructions
- seeking additional information
- comment on a range of topics of general interest
- expressing intentions/making plans
- negotiating
- negation and condition
- discussing reactions
- expressing regrets
- explaining events
- expressing feelings

## Appendix 1: Language purposes, areas and texts (cont)

### COURSE Gaelic (Learners) (Intermediate 2)

- understanding specific information
- selecting materials from a range offered
- developing reading skills, eg skimming, scanning, gist extraction, in-depth reading
- conveying factual information
- taking into account the opinions of others
- supporting opinions

#### Language areas

- names, addresses
- home area, country of origin
- nationality, age
- occupation and related activities
- family and friends
- health
- the media
- food and drink
- leisure activities
- size, colour
- clock times
- most common points in time, eg last week, day before, festivals, dates, sequence, eg *an toiseach, an uairsin, mu dheireadh*
- frequency, for example *tric, ainneamh*
- numbers, including cardinal and ordinal
- measurements, for example distance, weight, liquids, solids, amount
- simple single events
- shopping: names of shops, everyday goods, prices, size, colour, weight, volume
- services: post office, bank, medical, police, tourist office, lost property, emergencies, specialist agencies (eg repairs, supplies, exchanges)
- travelling and finding the way: directions, public transport, time and place, garage, service station, parking, car hire
- food and drink: restaurant, café, kiosk, supermarket and shops
- accommodation: hotel, campsite, youth hostel, guest houses
- leisure activities: cinema, sports, sightseeing, seaside, outings or social events and holidays (eg meal, excursion)
- special and personal interests: work, careers, hobbies, recreation
- knowledge and study of language
- places and terms of relevance to tourists and other visitors
- parts of the body
- daily routines
- household furniture and amenities
- expressions of possession
- terms relating to physical appearance, psychological characteristics
- clothes
- simple expressions related to the four senses
- possessions
- matters of general interest in daily life
- current affairs
- politics

## **National Unit Specification: Appendix 1 (cont)**

### **COURSE**            Gaelic (Learners) (Intermediate 2)

- the arts
- social issues
- matters of personal interest
- matters relating to vocational interests (eg business, commerce, technology, tourism, service industries)

#### **Text-type**

- talk
- conversations
- announcements
- audio tapes
- video tapes
- letters
- advertisements
- signs
- notices
- timetables
- menus
- lists of facilities
- short texts
- newspaper/magazine articles
- messages
- instructions
- reports
- publicity materials
- presentations
- interviews
- discussions
- posters
- brochures
- leaflets

## Appendix 2.1: An overview of assessment

**COURSE**            Gaelic (Learners) (Intermediate 2)

*Candidates undertaking listening and talking focus*

<p><b>Gaelic (Learners): Language Study</b></p> <ul style="list-style-type: none"> <li>• 1 listening activity (2-4 minutes duration)</li> <li>• 1 talking activity of 5 minutes' duration</li> <li>• 1 reading activity (200-300 words)</li> </ul>	<p><b>Gaelic (Learners): Listening and Talking Focus</b></p> <ul style="list-style-type: none"> <li>• listening to support prepared presentation</li> <li>• 1 short prepared presentation of 3 minutes' duration*</li> <li>• 1 follow-up discussion of 4 minutes' duration*</li> </ul> <p>*Evidence of achievement of Outcomes 2 and 3 may be shown during Course assessment of Talk.</p>	<p><b>Course Assessment</b></p> <ul style="list-style-type: none"> <li>• listening examination: 20 minutes, 30 marks</li> <li>• reading examination: 45 minutes, 30 marks</li> <li>• internal assessment of talk: 6 minutes (2 minutes on unit 2, 4 minutes on general unrehearsed matters), 50 marks</li> </ul> <p>The total mark allocation is 110 marks.</p>
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## Appendix 2.2: An overview of assessment

**COURSE** Gaelic (Learners) (Intermediate 2)

*Candidates undertaking reading and writing focus*

<p><b>Gaelic (Learners): Language Study</b></p> <ul style="list-style-type: none"> <li>• 1 listening activity (2-4 minutes' duration)</li> <li>• 1 talking activity of 5 minutes' duration</li> <li>• 1 reading activity (200-300 words)</li> </ul>	<p><b>Gaelic (Learners): Reading and Writing Focus</b></p> <ul style="list-style-type: none"> <li>• reading to support writing and follow-up discussion</li> <li>• 1 writing activity (200 words)</li> <li>• 1 follow-up discussion of 4 minutes' duration*</li> </ul> <p>*Evidence of Achievement of this outcome may be shown during Course assessment of Talk.</p>	<p><b>Course Assessment</b></p> <ul style="list-style-type: none"> <li>• listening examination: 20 minutes, 30 marks</li> <li>• reading examination: 45 minutes, 30 marks</li> <li>• internal assessment of talk: 6 minutes (3 minutes on unit 2, 3 minutes on general unrehearsed matters), 50 marks</li> <li>• folio containing 2 pieces of writing (75 and 100 words), 30 marks.</li> </ul> <p>The total mark allocation is 140 marks, to be scaled by SQA.</p>
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