

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

**First edition – published March 2006**

## National Course Specification

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

**COURSE CODE** C232 11

### COURSE STRUCTURE

The Course has three mandatory Units:

DV42 11	Gaelic: Listening and Speaking Skills (Intermediate 2)	1 credit (40 hours)
DV43 11	Gaelic: Reading and Writing Skills (Intermediate 2)	1 credit (40 hours)
DV44 11	Gaelic: Language and Individual Study (Intermediate 2)	1 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

### RECOMMENDED ENTRY

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

- ◆ Standard Grade Gaelic (Learners) at General level
- ◆ Intermediate 1 Gaelic (Learners) or its Units

It is expected that candidates will have been allocated to Gàidhlig\* or Gaelic\* (Learners) programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualifications*, available on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk)).

\*NOTE: Gàidhlig and Gaelic refer throughout to Scottish Gaelic only.

### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Higher Gaelic (Learners)
- ◆ further education
- ◆ training or employment

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### Administrative Information

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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

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

### **CREDIT VALUE**

The Intermediate 2 Course in Gaelic (Learners) is allocated 24 SCQF credit points at SCQF level 5\*.

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Course.

## National Course Specification: Course details (cont)

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

#### RATIONALE

Scotland's Gaelic language and culture are now benefiting from a strong revival. From modest beginnings a few years ago, schools, arts, broadcasting and businesses are now producing a confident generation of young Gaels, with many learners of the language in their midst.

The Gaelic (Learners) Intermediate 2 Course promotes Gaelic as an indigenous and community language which has formed and continues to form an important part of Scotland's heritage. The Course provides the candidate with Gaelic language skills at an intermediate level. It also heightens their awareness and deepens their understanding of the culture and heritage of Scotland. The Course develops transferable skills which contribute to the personal development of the candidate and which are useful elsewhere in the curriculum and other contexts, including employment.

A Course award at Intermediate 2 in the learning of a language is an indication that the learner has reached a stage in language learning where they can use mainly straightforward language with confidence. The Intermediate 2 Course links with the candidate's previous studies in the language at Standard Grade or at Intermediate 1 level and will provide a stepping-stone to Higher.

The Gaelic (Learners) Course will provide opportunities at Intermediate 2 level to:

- ◆ develop the ability to express and communicate meaning in Gaelic at a level beyond that expected of a beginner and approaching a level of competence at which candidates can operate more independently
- ◆ listen to and interpret what others say and respond appropriately with respect to audience, context and purpose
- ◆ deepen awareness of language and how it works, taking account of structure, style and grammar
- ◆ introduce candidates to a range of reading material appropriate to their stage for interpretation and analysis
- ◆ develop the ability to communicate in writing at a level of competence which reveals a growing confidence in using Gaelic with respect to audience, context and purpose
- ◆ engage in individual, group and/or class study of themes or aspects of Gaelic culture
- ◆ foster positive attitudes towards the Gaelic language, culture and heritage
- ◆ encourage candidates to appreciate the advantages of bilingualism educationally, socially and professionally

This Course is suitable for candidates attending schools and further education institutions, or following other programmes of Gaelic study. Candidates may wish to gain a National Qualification in Intermediate 2 Gaelic (Learners) as part of their progression towards specialist courses in further education, for vocational reasons or for self-development. Successful completion of the Intermediate 2 Course will provide a sound base for study of Gaelic language and literature at Higher level.

## National Course Specification: Course details (cont)

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

#### AIMS

The aims of the Course are to build on the knowledge, understanding and skills gained in Standard Grade Gaelic (Learners) or Intermediate 1 Gaelic (Learners). Specifically at this level the Course can:

- ◆ develop linguistic competences to use and understand language confidently in defined, relevant and useful contexts. (Suggested language contexts are detailed in Appendix 1)
- ◆ increase knowledge about themes or aspects of Gaelic culture
- ◆ provide a worthwhile and enjoyable educational experience

The individual study in the *Gaelic: Language and Individual Study* Unit caters for individual interests and provides opportunity for individual fulfilment. Candidates are encouraged to engage in individual study as an end in itself and also as essential preparation for further study.

The Gaelic (Learners) Courses have been designed in a hierarchical structure. The common approach between the Courses at Intermediate 1 and Intermediate 2 is such that the Unit Specifications contain similar Outcomes. However, demands placed on the candidate are higher than at Intermediate 1. This has been achieved as greater complexity in language skills is required and is reflected in the demands of the Outcomes and the Course assessment at Intermediate 2.

The intention is to ensure that candidates studying at this level will grow in confidence and proficiency in the use of Gaelic in a society in which the status of the language and the opportunities open to those who use it are steadily increasing.

## National Course Specification: Course details (cont)

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

### COURSE CONTENT

This Course has three mandatory Units:

<b>Gaelic: Listening and Speaking Skills (Intermediate 2)</b>	1 credit (40 hours)
<b>Gaelic: Reading and Writing Skills (Intermediate 2)</b>	1 credit (40 hours)
<b>Gaelic: Language and Individual Study (Intermediate 2)</b>	1 credit (40 hours)

The two Units *Gaelic: Listening and Speaking Skills (Intermediate 2)* and *Gaelic: Reading and Writing Skills (Intermediate 2)* cover:

- ◆ the four language skills of listening, speaking, reading and writing
- ◆ language rules

Teaching and learning contexts will be relevant and familiar to the candidate. They will deal with personal, social, vocational or general topics. The themes of **Holidays, Media and Sports and Pastimes** will be addressed in the Intermediate 2 Course. If teachers/lecturers wish, they may include other themes such as food, health or careers. The teaching and learning contexts will take account of the language purposes, areas and types of text illustrated in Appendix One.

At this level themes will challenge candidates more than at Intermediate 1 in terms of breadth and intricacy of language.

#### **Gaelic: Language and Individual Study (Intermediate 2)**

This Unit will provide the opportunity to study two topics from themes or aspects of Gaelic culture. Candidates may wish to choose the two topics from the themes of **Holidays, Media and Sports and Pastimes** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture and are not restricted to those mentioned here.

Candidates will be expected, through the study of their chosen topics, to gain a growing understanding of the place of Gaelic language in society. They will produce written and spoken Gaelic summaries of the findings of their study.

### ASSESSMENT

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

**Note:** The document *Gaelic Orthographic Conventions*, SQA, 2005 which will be used by SQA in the production of assessment materials, such as Question Papers and National Assessment Bank (NAB) items, is available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk). Candidates will be expected to use these conventions.

#### **Assessment objectives**

The key objectives of the Gaelic (Learners) Intermediate 2 Course are to develop a good level of knowledge and understanding of:

- ◆ Gaelic language skills of listening, speaking, reading and writing
- ◆ Gaelic language rules
- ◆ Gaelic language in society.

## National Course Specification: Course details (cont)

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

### Summary of Unit assessment

For the Unit *Gaelic: Listening and Speaking Skills* assessment will consist of one listening activity and one speaking activity. The assessment will take place under controlled conditions. The maximum time allowed for this is 34 minutes.

For the Unit *Gaelic: Reading and Writing Skills* assessment will consist of one reading activity and one writing activity. The assessment will take place under controlled conditions. The maximum time allowed for this is one hour.

For the Unit *Gaelic: Language and Individual Study* assessment will consist of one writing and one speaking activity. The assessment will take place under controlled conditions. The maximum time allowed for this is 55 minutes.

Further details about Unit assessment can be found in the NAB materials and the Unit specifications.

### Components of Course Assessment

The Course assessment has two components:

- ◆ a Question Paper
- ◆ a Speaking assessment

The Question Paper has three sections:

- ◆ Listening
- ◆ Reading
- ◆ Writing. The writing task will offer candidates a choice from each of the themes of **Holidays**, **Media** and **Sports and Pastimes**

It lasts a total of 1 hour 30 minutes and has a total of 120 marks available.

The Speaking assessment focuses on general issues in the form of a conversation with another person. It lasts up to a maximum of five minutes and will have a total of 60 marks available. Candidates may use notes in the Speaking assessment.

Further details on the structure of the Course Assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

### Link between Unit and Course assessment

The Unit assessments will assess the candidate's listening, speaking, reading and writing skills. The Course assessment samples across all three Units and will require candidates to retain and integrate their listening, reading, speaking and writing skills in a variety of contexts. The Speaking assessment will allow candidates to focus on general issues for up to five minutes.

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

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

### **The Added Value of the Course**

The Unit and Course assessments are designed to complement each other. The Unit assessments provide evidence of a specific level of achievement in separate sections of the Course. The Course assessment provides evidence of added value. In *Gaelic (Learners) (Intermediate 2)* this added value consists of the development, retention and integration of the listening, speaking, reading and writing skills acquired in the Units and their application in a variety of contexts.

## National Course Specification: Course details (cont)

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

#### GRADE DESCRIPTIONS AT 'A' AND 'C'

The candidate's grade will be based on the total score obtained from all parts of the Course assessment - ie listening, speaking, reading and writing. The descriptions below indicate the nature of achievement required for an award at Grade C and A in the Course.

Descriptions are given of the nature of performance required for an award at Grade C and for an award at Grade A in the Course components. Grade descriptions are offered for each of the language skills. These should be interpreted in the context of the provision of stimuli appropriate to the level.

<b>Listening Grade C</b>	
The candidate will demonstrate an ability to give a reasonable interpretation of passages which are heard.	<ul style="list-style-type: none"> <li>◆ The candidate identifies most of the main content in a mainly straightforward passage</li> <li>◆ The candidate can identify most key words/phrases and specific points of detail</li> </ul>
<b>Listening Grade A</b>	
The candidate will demonstrate an ability to give a detailed interpretation of passages which are heard.	<ul style="list-style-type: none"> <li>◆ The candidate fully identifies the main content in a mainly straightforward passage</li> <li>◆ The candidate can identify all key words/phrases and a range of specific points of detail in familiar contexts</li> </ul>
<b>Speaking Grade C</b>	
The candidate will demonstrate an ability to give fairly comprehensive responses which are presented with a reasonable degree of clarity, expression and accuracy.	<ul style="list-style-type: none"> <li>◆ The purpose of a mainly straightforward conversation is fulfilled</li> <li>◆ The pace of the conversation is mainly at a normal speed</li> <li>◆ Syntax is fairly accurate</li> <li>◆ Responses to questions are on the whole appropriate and show some evidence of a range of vocabulary</li> <li>◆ The candidate may require time to respond to a question but can reply with some assistance</li> <li>◆ The candidate may require the other speaker to intervene to sustain the communication on occasion</li> <li>◆ There may be hesitations and inaccuracies in grammar and in pronunciation but these do not prevent overall comprehension</li> <li>◆ There may be limited confidence and flexibility both in rehearsed and unrehearsed situations</li> </ul>
<b>Speaking Grade A</b>	
The candidate will demonstrate an ability to give comprehensive responses which are presented with a high degree of clarity, expression and accuracy.	<ul style="list-style-type: none"> <li>◆ The purpose of a mainly straightforward conversation is readily and naturally achieved</li> <li>◆ Responses to most questions are appropriate, spontaneous and at a normal pace</li> <li>◆ The candidate requires minimum time to respond</li> <li>◆ The candidate is aware of and demonstrates a range of vocabulary</li> <li>◆ There is confidence and accuracy both in rehearsed and unrehearsed situations</li> </ul>

## National Course Specification: Course details (cont)

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

### GRADE DESCRIPTIONS AT 'A' AND 'C' (cont)

<b>Reading Grade C</b>	
The candidate will demonstrate an ability to give a reasonably detailed interpretation of mainly straightforward texts.	<ul style="list-style-type: none"> <li>◆ The candidate understands a satisfactory proportion of the main points of a text</li> <li>◆ The candidate understands a satisfactory proportion of specific points of detail of a text</li> </ul>
<b>Reading Grade A</b>	
The candidate will demonstrate an ability to give a detailed interpretation of mainly straightforward texts.	<ul style="list-style-type: none"> <li>◆ The candidate understands all the main points of a text</li> <li>◆ The candidate can identify a wide range of specific points of detail</li> </ul>
<b>Writing Grade C</b>	
The candidate will produce mainly straightforward text which can be understood by a sympathetic reader.	<ul style="list-style-type: none"> <li>◆ The candidate makes an acceptable attempt to structure the written response</li> <li>◆ The candidate's response shows sufficient awareness of the rules of grammar to ensure comprehension in spite of errors</li> <li>◆ The candidate uses mainly simple sentences</li> </ul>
<b>Writing Grade A</b>	
The candidate will produce mainly straightforward text which can be readily understood.	<ul style="list-style-type: none"> <li>◆ The candidate structures the written response competently</li> <li>◆ The candidate's response demonstrates awareness of the rules of grammar with few errors</li> <li>◆ The candidate may write at greater length displaying a good grasp of syntax and structures, using a wider range of vocabulary</li> </ul>

## National Course Specification: Course details (cont)

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

### ESTIMATES AND APPEALS

#### Estimates

In preparing estimates, evidence must take account of performance across all components of the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

#### Appeals

In this Course, there are two components of Course assessment:

- ◆ the Question Paper, which is externally assessed
- ◆ the Speaking assessment, which is internally assessed and externally moderated

Appeals are only permitted for the externally assessed component – the Question Paper.

The principal source of evidence to support an appeal will usually be generated from an integrated assessment (eg a prelim) which reflects the range, style, level of demand, balance, depth and mark allocation of the Question Paper. Evidence must show a sufficient breadth of coverage of content and must relate to the Course Grade Descriptions. Centres should refer to the Course Assessment Specification and Specimen Question Paper for guidance in constructing a prelim or other integrated assessment.

Although a prelim is not mandatory, it can give an indication of how the candidate will perform in questions which require integration, retention and application of knowledge and understanding in less familiar contexts within a time restraint.

Centres generating their own prelim papers sometimes draw heavily on past papers for their questions. These questions should be carefully selected from a range of Question Papers to ensure a balanced paper of acceptable format and standard. Questions should not be lifted en bloc from past papers and should contain some degree of modification or adaptation in order to provide an unseen test of the candidate's abilities. Past papers or SQA specimen papers in their entirety, will not be accepted as evidence to support an appeal. Centres must be certain that test materials have not been previously seen by candidates and that controlled conditions apply.

In some cases, a prelim might not provide evidence of performance over the whole Course, but rather over two Units of the Course. In this case, supplementary evidence from a National Assessment Bank (NAB) or other assessment item for a Unit, together with evidence from the prelim, might provide evidence towards an appeal for a grade C. However, while Unit assessments can provide evidence of attainment within familiar contexts and demonstrate limited retention, they do not usually provide evidence of a candidate's ability to cope with questions based on integrated topics or to deal with questions of a more complex nature based on unfamiliar contexts. Further evidence is desirable for an appeal for a grade above grade C.

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments used for Estimates and Appeals.

## National Course Specification: Course details (cont)

**COURSE** Gaelic (Learners) Intermediate 2

### QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by trained markers in their own time, markers' meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published on SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Learning and teaching in the three Units within this Course should be active and candidate-centred. Candidates should have opportunities to contribute to the planning of their work, to make decisions for themselves and to demonstrate initiative and independence.

Induction to the three Units and to the activities to be undertaken should provide a clear understanding of the nature and purpose of the work.

Opportunity should be given for candidates to participate in a variety of activities such as individual, small-group and whole-class tasks. Tasks should stretch candidates' capabilities and provide them with intellectual stimulation.

Learning and teaching should be planned and organised to ensure that there is a direct link with Unit assessments.

Regular monitoring of candidate progress by the teacher/lecturer should take place. Teacher/lecturer intervention and support, and candidate opportunity for evaluating, reviewing, revising and redrafting should be seen as essential to the learning and teaching process. Further guidance on learning and teaching approaches is given in the Unit specifications.

The Units should be studied concurrently to integrate skills and to develop them in parallel with one another.

This approach will also make the best use of the available time and afford candidates greater flexibility and scope with regard to the *Gaelic: Language and Individual Study* Unit. Specific suggested approaches to learning and teaching for each of the Units are offered below.

#### **Gaelic: Listening and Speaking Skills**

Listening and Speaking is the focus of this Unit. It is recommended when delivering this Unit as part of the Course that it is taught concurrently with *Gaelic: Reading and Writing Skills (Intermediate 2)* to provide an integrated approach to learning and teaching.

## National Course Specification: Course details (cont)

### COURSE Gaelic (Learners) Intermediate 2

#### **Gaelic: Reading and Writing Skills**

Reading and writing is the focus of this Unit. It is recommended when delivering this Unit as part of the Course that it is taught concurrently with *Gaelic: Listening and Speaking Skills (Intermediate 2)* to provide an integrated approach to learning and teaching.

#### **Gaelic: Language and Individual Study**

The study of topics in Gaelic-related contexts forms the content of this Unit. It would be appropriate to deliver this Unit concurrently with the other two Units to permit candidates sufficient time to cover a number of topics with the teacher/lecturer and then to develop understanding of two topics of their choice.

#### **Additional 40 hours**

In addition to the time allocated to the three Units, 40 hours are available across the Course to support learning and teaching. That additional time can be used as appropriate at the discretion of staff and candidates. The following suggestions indicate some of the ways in which that time could be used:

- ◆ provide an induction to the Course
- ◆ provide opportunities for consolidation, revision and review
- ◆ enable candidates to engage in research or to go on educational visits outwith the centre
- ◆ preparation for Course assessment

### **ADDITIONAL SUPPORT NEEDS**

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

### **GAELIC (LEARNERS) IN A BROADER CONTEXT**

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

The study of Gaelic (Learners), with its opportunities for personal and social development, individual and group learning, and development of communication and research skills provides candidates with competences which are valuable in this broader context. The Gaelic (Learners) Course allows candidates to develop a greater understanding of how Gaelic has affected and does affect the society in which they participate.

## **APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS**

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.

### **Language purposes**

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

## **APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)**

### **Language purposes (cont)**

- ♦ expressing feelings
- ♦ selecting materials from a range offered
- ♦ agreeing/disagreeing/persuading/conceding
- ♦ supporting opinions
- ♦ presenting information
- ♦ preparing comments
- ♦ developing reading skills, eg skimming, scanning, extracting gist, in-depth reading
- ♦ using writing skills

### **Language areas**

- ♦ names, addresses
- ♦ home area, country of origin
- ♦ nationality, age
- ♦ occupation and related activities
- ♦ family and friends
- ♦ health
- ♦ food and drink
- ♦ single events
- ♦ 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
- ♦ time, place, quantity
- ♦ physical appearance, psychological characteristics
- ♦ clothes
- ♦ the five senses
- ♦ possessions
- ♦ conjunctions, eg but, because, then, so
- ♦ 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, shops
- ♦ accommodation: hotel, campsite, youth hostel, guest house
- ♦ leisure activities: social events, cinema, sports, sightseeing, seaside, tourism
- ♦ special and personal interests: work, career, hobbies, recreation
- ♦ areas of general interest, eg current affairs, politics, technology, tourism, service industries
- ♦ matters related to vocational interests
- ♦ Gaelic literature

## **APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)**

### **Types of text**

- ◆ audio tape
- ◆ video tape
- ◆ face-to-face conversation, including detailed conversations
- ◆ broadcasts
- ◆ talks, eg aimed at creating/cementing relationships/friendships, based on finding common ground and sharing experiences, aimed at exchanging opinions, asking for and giving advice
- ◆ messages
- ◆ announcements
- ◆ signs
- ◆ notices
- ◆ advertisements
- ◆ lists
- ◆ newspaper/magazine articles
- ◆ short stories
- ◆ song
- ◆ reports
- ◆ poems
- ◆ procedures
- ◆ memos
- ◆ faxes
- ◆ publicity materials
- ◆ presentations
- ◆ interviews
- ◆ discussions
- ◆ plays
- ◆ short novels
- ◆ websites
- ◆ e-mails

## National Unit Specification: general information

**UNIT** Gaelic: Listening and Speaking Skills (Intermediate 2)

**CODE** DV42 11

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

### SUMMARY

This Unit is a mandatory Unit of the Gaelic (Learners) Intermediate 2 Course and may also be used as a free-standing Unit.

This Unit aims to develop the ability of candidates in the skills of listening and speaking. Candidates will become skilled in understanding and participating in mainly straightforward spoken Gaelic (examples of the language contexts are detailed in Appendix One).

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Intermediate 1 or Units from it or Standard Grade at General Level. It is relevant for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

### OUTCOMES

1. Demonstrate understanding of mainly straightforward spoken Gaelic.
2. Participate in mainly straightforward spoken Gaelic communication.

### RECOMMENDED ENTRY

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

- ◆ Standard Grade Gaelic (Learners) at General level
- ◆ Intermediate 1 Gaelic (Learners) or its Units

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### Administrative Information

**Superclass:** FK

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 1

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

### **UNIT**      Gaelic: Listening and Speaking Skills (Intermediate 2)

It is expected that candidates will have been allocated to Gàidhlig\* or Gaelic\* (Learners) programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualifications*, available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)).

**\*NOTE:** Gàidhlig and Gaelic refer throughout to Scottish Gaelic only.

#### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit.

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

### **UNIT**      Gaelic: Listening and Speaking Skills (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 understanding of mainly straightforward spoken Gaelic.

##### **Performance Criteria**

- (a) Explain accurately the main points of a spoken communication.
- (b) Recognise specific points of detail which support the main points of a spoken communication.

#### **OUTCOME 2**

Participate in mainly straightforward spoken Gaelic communication.

##### **Performance Criteria**

- (a) Sustain discussion even though prompting or repetition may be necessary.
- (b) Converse with sufficient clarity and accuracy to achieve communication with a sympathetic speaker.
- (c) Demonstrate the use of a variety of vocabulary and mainly straightforward sentence structures.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria.

#### **Outcome 1: Listening**

One piece of recorded evidence generated on one summative assessment occasion. This will be generated by responses in English to short answer or restricted response questions in English on a text of around 2-2½ minutes long. Candidates may make notes at any time during the assessment, which will be carried out under controlled conditions. Use of a dictionary is not permitted in the assessment. The assessment may be up to a maximum of 30 minutes in duration.

#### **Outcome 2: Speaking**

One piece of recorded spoken evidence generated on one summative assessment occasion. Candidates will participate in a Gaelic transaction or discussion and will negotiate the topic prior to the assessment. Candidates may use their own notes in the summative assessment. Use of a dictionary is not permitted in the assessment. The assessment may be up to a maximum of four minutes in duration.

The standard to be applied is exemplified in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Gaelic: Listening and Speaking Skills (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

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

Themes are not prescribed since it is considered appropriate to allow centres to select these in accordance with the interests and needs of their own candidates and the resources available to them. However, if this Unit is being delivered as part of the Intermediate 2 Course, teachers/lecturers may wish to address the themes of **Holidays, Media, and Sports and Pastimes** in order to promote and assist integration with the Unit *Gaelic: Reading and Writing Skills (Intermediate 2)*.

It is expected that centres will develop the language purposes, areas and types of text (as illustrated in Appendix One) through themes chosen.

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

Where this Unit is being offered as part of a Course, it is appropriate that centres deliver it concurrently with the Unit *Gaelic: Reading and Writing Skills (Intermediate 2)* using a thematic approach for listening, speaking, reading and writing skills. Using a thematic approach will facilitate integration of language skills across these two Units.

The Unit builds on recognised good practice by encouraging an integrated teaching approach, which seeks to develop skills in combination rather than in isolation. Progression from previous levels will be in terms of the candidate's ability to handle language in more confident ways, and in terms of the range of language encountered by the candidate. The quality and accuracy of the language produced, together with its content, will also reflect this progression.

In Outcome 2, candidates will become involved in longer, more detailed conversations than at Intermediate 1, through simulation, role-play and conversation with the teacher/lecturer and/or other candidates.

Spoken communication can cover the following contexts:

- ◆ personal
- ◆ vocational
- ◆ career
- ◆ social

Information to be exchanged can include:

- ◆ factual information
- ◆ likes
- ◆ dislikes
- ◆ preferences
- ◆ justifications
- ◆ opinions

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Listening and Speaking Skills (Intermediate 2)

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

##### Outcome 1: Listening

As well as listening to the teacher/lecturer in class, candidates will listen to, and view, a variety of sources including radio, TV and recordings. In general, texts will be around 2-2½ minutes' duration. Use of a dictionary is not permitted in the assessment.

##### Outcome 2: Speaking

Candidates should be made fully aware of the conditions under which their conversation will take place, and the criteria by which it will be assessed. Use of a dictionary is not permitted in the assessment.

Candidates can provide drafts of their spoken Gaelic communication in preparation for the assessment. It is recommended that teachers/lecturers follow the pattern below before the summative assessment.

1. First draft — the teacher/lecturer reads over or listens to the candidate's communication and provides verbal feedback to indicate areas for improvement. Feedback is most effective when it comprises two positive statements about the candidate's work as well as one statement which deals with two aspects requiring improvement.
2. Second draft — the teacher/lecturer reads over or listens to the candidate's communication and provides written feedback to indicate areas for improvement. The written feedback, as indicated above, is most effective when it comprises two positive statements about the candidate's work and a statement about two aspects requiring improvement.

Candidates should then prepare final notes to assist with the summative assessment. During the assessment, some prompting on the part of the assessor is permissible at this level.

#### ASSESSMENT IS FOR LEARNING

By active involvement in the testing process candidates can be beneficiaries rather than victims of testing because tests can help candidates improve their learning. It has become clear that no matter how great the pressure to achieve good test and examination scores, learning cannot be done **for** the candidate; it has to be done **by** the candidate.

The positive use of formative assessment can help in assisting candidates to raise their summative assessment performances. In preparing candidates for summative assessment, the following four aspects of effective formative assessment should be considered:

- ◆ **share the success criteria** required for achieving the summative assessment — ie explain and discuss Outcomes and Performance Criteria with candidates. Discuss with candidates what is required to pass an assessment. Guidelines intended for use by teaching professionals may need to be translated into language accessible to candidates.
- ◆ **provide quality feedback from formative assessment** in the lead up to summative assessment. Feedback which gives each candidate guidance on how to improve, as well as opportunity and help to work at the improvement, is much more effective in raising standards than a mark. Feedback should be about the particular qualities of a candidate's work, with advice on what he or she can do to improve, and should avoid comparisons with other candidates.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Listening and Speaking Skills (Intermediate 2)

- ◆ **use structured questioning in discussing a formative assessment** to enable candidates to understand not just what was incorrect but also how it may be improved and corrected. Dialogue between candidates and a teacher/lecturer should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance.
- ◆ **use self and peer assessment to discuss answers to questions and remove misunderstandings** in learning. Candidates should be able to self-assess to understand the main purposes of their learning and thereby grasp what they need to achieve.

When candidates do acquire an overview of their targets, they then become more committed and more effective as learners. Consequently, their assessments become an object of discussion with their teachers/lecturers and with one another, and this promotes even further the reflection on one's own ideas which is essential to good learning.

Where anyone is trying to learn, feedback about their efforts has three elements:

- ◆ the desired goal
- ◆ the evidence about their present position
- ◆ some understanding of the way to close the gap between the two

All three must to a degree be understood by anyone before they can take action to improve their learning.

### CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS

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.

### Language purposes

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

## **APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)**

### **Language purposes (cont)**

- ♦ expressing feelings
- ♦ selecting materials from a range offered
- ♦ agreeing/disagreeing/persuading/conceding
- ♦ supporting opinions
- ♦ presenting information
- ♦ preparing comments
- ♦ developing reading skills, eg skimming, scanning, extracting gist, in-depth reading
- ♦ using writing skills

### **Language areas**

- ♦ names, addresses
- ♦ home area, country of origin
- ♦ nationality, age
- ♦ occupation and related activities
- ♦ family and friends
- ♦ health
- ♦ food and drink
- ♦ single events
- ♦ 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
- ♦ time, place, quantity
- ♦ physical appearance, psychological characteristics
- ♦ clothes
- ♦ the five senses
- ♦ possessions
- ♦ conjunctions, eg but, because, then, so
- ♦ 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, shops
- ♦ accommodation: hotel, campsite, youth hostel, guest house
- ♦ leisure activities: social events, cinema, sports, sightseeing, seaside, tourism
- ♦ special and personal interests: work, career, hobbies, recreation
- ♦ areas of general interest, eg current affairs, politics, technology, tourism, service industries
- ♦ matters related to vocational interests
- ♦ Gaelic literature

## **APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)**

### **Types of text**

- ◆ audio tape
- ◆ video tape
- ◆ face-to-face conversation, including detailed conversations
- ◆ broadcasts
- ◆ talks, eg aimed at creating/cementing relationships/friendships, based on finding common ground and sharing experiences, aimed at exchanging opinions, asking for and giving advice
- ◆ messages
- ◆ announcements
- ◆ signs
- ◆ notices
- ◆ advertisements
- ◆ lists
- ◆ newspaper/magazine articles
- ◆ short stories
- ◆ song
- ◆ reports
- ◆ poems
- ◆ procedures
- ◆ memos
- ◆ faxes
- ◆ publicity materials
- ◆ presentations
- ◆ interviews
- ◆ discussions
- ◆ plays
- ◆ short novels
- ◆ websites
- ◆ e-mail

## National Unit Specification: general information

**UNIT** Gaelic: Reading and Writing Skills (Intermediate 2)

**CODE** DV43 11

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

### SUMMARY

This Unit is a mandatory Unit of the Gaelic (Learners) Intermediate 2 Course and may also be used as a free-standing Unit.

This Unit aims to develop the ability of candidates in the skills of reading and writing. Candidates will become skilled in understanding mainly straightforward written Gaelic and in writing mainly straightforward Gaelic.

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Intermediate 1 or Units from it or Standard Grade at General level. It is relevant for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

### OUTCOMES

1. Demonstrate understanding of mainly straightforward written Gaelic.
2. Produce mainly straightforward written Gaelic.

### RECOMMENDED ENTRY

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

- ◆ Standard Grade Gaelic (Learners) at General level
- ◆ Intermediate 1 Gaelic (Learners) or its Units

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### Administrative Information

**Superclass:** FK

**Publication date:** July 2005

**Source:** Scottish Qualifications Authority

**Version:** 1

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

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

It is expected that candidates will have been allocated to Gàidhlig\* or Gaelic\* (Learners) programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualifications*, available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)).

**\*NOTE:** Gàidhlig and Gaelic refer throughout to Scottish Gaelic only.

#### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit.

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

### **UNIT**      Gaelic: Reading and Writing Skills (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 understanding of mainly straightforward written Gaelic.

##### **Performance Criteria**

- (a) Identify accurately the main points of a written communication.
- (b) Recognise specific points of detail which support the main points of a written communication.

#### **OUTCOME 2**

Produce mainly straightforward written Gaelic.

##### **Performance Criteria**

- (a) Produce a piece of writing which is appropriately structured for purpose and audience.
- (b) Demonstrate sufficient clarity, fluency and accuracy to ensure comprehension by a sympathetic reader.
- (c) Demonstrate variety of vocabulary and sentence structures.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria.

#### **Outcome 1: Reading**

One piece of recorded evidence produced on one summative assessment occasion. This will be generated by responses in English to questions in English on text around 200-250 words long. The evidence will be produced under controlled conditions. The assessment will last up to a maximum of 30 minutes. Use of a dictionary is permitted in the assessment.

#### **Outcome 2: Writing**

One piece of written evidence in Gaelic produced on one summative assessment occasion. Candidates will produce a piece of writing which will be mainly straightforward with structure, syntax and grammar appropriate to level. The piece of writing will be created under controlled conditions in up to a maximum of 30 minutes. Use of a dictionary is permitted in the assessment.

The writing task in this Unit will be drawn from one of the following themes:

#### **Holidays, Media, and Sport and Pastimes**

Candidates may use their own notes in the summative assessment.

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

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

Centres must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work which contributes to a candidate's evidence for assessment must be carried out on an individual basis to ensure authenticity.

The standard to be applied is exemplified in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Gaelic: Reading and Writing Skills (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

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

The themes which require to be addressed for the writing task are identified in the Evidence Requirements. Given that the language skills are best taught in an integrated way, it is likely that these themes will be the ones used for developing the other language skills, but centres are free to select and use additional themes.

It is expected that centres will develop the language purposes, areas and types of text (as illustrated in Appendix One) through the themes which are studied.

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

The Unit builds on recognised good practice by encouraging an integrated teaching approach, which seeks to develop skills in combination rather than in isolation. Progression from previous levels will be in terms of the candidate's ability to handle language in more complex ways, and in terms of the range of language encountered by the candidate. The quality and accuracy of the language which the candidate produces, together with its content, will also reflect this progression.

Where this Unit is being delivered as part of a Course, it is appropriate that centres deliver it concurrently with the Unit *Gaelic: Listening and Speaking Skills (Intermediate 2)* using a thematic approach. Using a thematic approach will facilitate integration of language skills across these two Units.

There will be a place for class, group and individual teaching.

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

As teachers/lecturers prepare candidates to achieve the Outcomes, they will teach them about the nature of the task, particular approaches, the skills required and the aspects of the task which are markers of a high level of performance.

##### **Outcome 1: Reading**

The length of communication will vary depending on topic and type, but a suggested length is 200-250 words. The type of information to be read will consist of mainly straightforward factual information. Use of a dictionary is permitted in the assessment.

The type of material which may be read includes text-types shown in Appendix One.

##### **Outcome 2: Writing**

Candidates should be made fully aware of the conditions under which their writing assessment will take place and the criteria by which it will be assessed. There is considerable scope for integrating writing with the other Outcome. Writing tasks should arise out of what is being listened to, studied or read. Use of a dictionary is permitted in the assessment. Candidates will engage in a range of language purposes from those listed in Appendix One.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Reading and Writing Skills (Intermediate 2)

Candidates will carry out this assessment under controlled conditions. It is recommended that teachers/lecturers follow a similar pattern when providing formative feedback before the summative assessment. Research has indicated that the following pattern is best practice for providing formative assessment for a written task:

1. First draft — the teacher/lecturer reads over the candidate's work and provides verbal feedback to indicate areas for improvement. Feedback is most effective when it comprises two positive statements about the candidate's work as well as one statement which deals with an aspect requiring improvement.
2. Second draft — the teacher/lecturer reads over the candidate's work and provides written feedback to indicate areas for improvement. The written feedback, as indicated above, is most effective when it comprises two positive statements about the candidate's work and one statement about an aspect requiring improvement.

Candidates should then prepare final notes to assist with the summative assessment.

The piece of writing must be produced under a system which checks and records its authenticity. This can be done by asking the candidate to submit two drafts as suggested above with the teacher/lecturer recording that these have been seen.

#### ASSESSMENT IS FOR LEARNING

By active involvement in the testing process candidates can be beneficiaries rather than victims of testing because tests can help candidates improve their learning. It has become clear that no matter how great the pressure to achieve good test and examination scores, learning cannot be done **for** the candidate; it has to be done **by** the candidate.

The positive use of formative assessment can help in assisting candidates to raise their summative assessment performances. In preparing candidates for summative assessment, the following four aspects of effective formative assessment should be considered:

- ◆ **share the success criteria** required for achieving the summative assessment — ie explain and discuss Outcomes and Performance Criteria with candidates. Discuss with candidates what is required to pass an assessment. Guidelines intended for use by teaching professionals may need to be translated into language accessible to candidates.
- ◆ **provide quality feedback from formative assessment** in the lead up to summative assessment. Feedback which gives each candidate guidance on how to improve, as well as opportunity and help to work at the improvement, is much more effective in raising standards than a mark. Feedback should be about the particular qualities of a candidate's work, with advice on what he or she can do to improve, and should avoid comparisons with other candidates.
- ◆ **use structured questioning in discussing a formative assessment** to enable candidates to understand not just what was incorrect but also how it may be improved and corrected. Dialogue between candidates and a teacher/lecturer should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Reading and Writing Skills (Intermediate 2)

- ◆ **use self and peer assessment to discuss answers to questions and remove misunderstandings** in learning. Candidates should be able to self-assess to understand the main purposes of their learning and thereby grasp what they need to achieve.

When candidates do acquire an overview of their targets, they then become more committed and more effective as learners. Consequently, their assessments become an object of discussion with their teachers/lecturers and with one another, and this promotes even further the reflection on one's own ideas which is essential to good learning.

Where anyone is trying to learn, feedback about their efforts has three elements:

- ◆ the desired goal
- ◆ the evidence about their present position
- ◆ some understanding of the way to close the gap between the two

All three must to a degree be understood by anyone before they can take action to improve their learning.

### CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## **APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS LANGUAGE PURPOSES, AREAS AND TEXTS**

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.

### **Language purposes**

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

## **APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)**

### **Language purposes (cont)**

- ◆ expressing feelings
- ◆ selecting materials from a range offered
- ◆ agreeing/disagreeing/persuading/conceding
- ◆ supporting opinions
- ◆ presenting information
- ◆ preparing comments
- ◆ developing reading skills, eg skimming, scanning, extracting gist, in-depth reading
- ◆ using writing skills

### **Language areas**

- ◆ names, addresses
- ◆ home area, country of origin
- ◆ nationality, age
- ◆ occupation and related activities
- ◆ family and friends
- ◆ health
- ◆ food and drink
- ◆ single events
- ◆ 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
- ◆ time, place, quantity
- ◆ physical appearance, psychological characteristics
- ◆ clothes
- ◆ the five senses
- ◆ possessions
- ◆ conjunctions, eg but, because, then, so
- ◆ 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, shops
- ◆ accommodation: hotel, campsite, youth hostel, guest house
- ◆ leisure activities: social events, cinema, sports, sightseeing, seaside, tourism
- ◆ special and personal interests: work, career, hobbies, recreation
- ◆ areas of general interest, eg current affairs, politics, technology, tourism, service industries
- ◆ matters related to vocational interests
- ◆ Gaelic literature

## **APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)**

### **Types of text**

- ◆ audio tape
- ◆ video tape
- ◆ face-to-face conversation, including detailed conversations
- ◆ broadcasts
- ◆ talks, eg aimed at creating/cementing relationships/friendships, based on finding common ground and sharing experiences, aimed at exchanging opinions, asking for and giving advice
- ◆ messages
- ◆ announcements
- ◆ signs
- ◆ notices
- ◆ advertisements
- ◆ lists
- ◆ newspaper/magazine articles
- ◆ reports
- ◆ procedures
- ◆ memos
- ◆ faxes
- ◆ publicity materials
- ◆ presentations
- ◆ interviews
- ◆ discussions
- ◆ websites
- ◆ e-mails

## National Unit Specification: general information

**UNIT** Gaelic: Language and Individual Study (Intermediate 2)

**CODE** DV44 11

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

### SUMMARY

This Unit is a mandatory Unit of the Gaelic (Learners) Intermediate 2 Course and may also be used as a free-standing Unit.

This Unit aims to develop language skills through an awareness of a theme(s) or aspect(s) of Gaelic culture. In this Unit, candidates will engage in the personal study of two themes or aspects of Gaelic culture which interest them and provide summaries in Gaelic.

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Intermediate 1 or Units from it or Standard Grade General level. It is relevant for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

### OUTCOMES

1. Write in mainly straightforward Gaelic about a chosen theme or aspect of Gaelic culture.
2. Speak in mainly straightforward Gaelic about a chosen theme or aspect of Gaelic culture.

### RECOMMENDED ENTRY

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

- ◆ Standard Grade Gaelic (Learners) at General level
- ◆ Intermediate 1 Gaelic (Learners) or its Units

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### Administrative Information

**Superclass:** FK

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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

### **UNIT**      Gaelic: Language and Individual Study (Intermediate 2)

It is expected that candidates will have been allocated to Gàidhlig\* or Gaelic\* (Learners) programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualifications*, available on the SQA website at [www.sqa.org.uk](http://www.sqa.org.uk)).

**\*NOTE:** Gàidhlig and Gaelic refer throughout to Scottish Gaelic only.

#### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit.

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

### **UNIT**      Gaelic: Language and Individual 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**

Write in mainly straightforward Gaelic about a chosen theme or aspect of Gaelic culture.

##### **Performance Criteria**

- (a) Identify the theme or aspect of Gaelic culture studied.
- (b) Outline the main findings of the study.

#### **OUTCOME 2**

Speak in mainly straightforward Gaelic about a chosen theme or aspect of Gaelic culture.

##### **Performance Criteria**

- (a) Identify the theme or aspect of Gaelic culture studied.
- (b) Outline the main findings of the study.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria.

Candidates will study two different topics in this Unit. Outcome 1 will be based on one of the topics, while Outcome 2 will be based on the other topic.

#### **Outcome 1**

Candidates will produce, in Gaelic, a piece of writing based on one of the topics which they have studied. The piece of writing will be produced in a maximum of 50 minutes under controlled conditions. Use of a dictionary is permitted in this assessment.

The piece of writing will normally be produced towards the latter part of the 40 hours.

#### **Outcome 2**

Candidates will make an oral presentation in Gaelic, based on the other topic which they have studied. A maximum of five minutes will be allowed for this and it will be carried out under controlled conditions. Use of a dictionary is not permitted in this assessment.

The presentation will normally be delivered towards the latter part of the 40 hours.

Centres must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work which contributes to a candidate's evidence for assessment must be carried out on an individual basis to ensure authenticity.

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

### **UNIT**      Gaelic: Language and Individual Study (Intermediate 2)

Candidates may use their own notes in the summative assessment for both Outcomes.

The standard to be applied is exemplified in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Gaelic: Language and Individual Study (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

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

Where candidates are taking this Unit as part of the Intermediate 2 Course, they may wish to choose the topics from the themes of **Holidays, Media and Sport and Pastimes** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture and are not restricted to the themes mentioned.

Some factors which should be borne in mind when candidates are selecting topics include:

- ◆ the candidate's own interest in the topics
- ◆ the benefit to the candidate from studying the topics
- ◆ the information, materials or support that may be available to the candidate within the centre
- ◆ access to information about the topics either locally or nationally.

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

Candidates will be expected to provide a written Gaelic summary on one of the topics studied in class and to deliver a spoken presentation on the other topic studied.

Candidates are expected to show signs of being able to begin to work independently at this level and to take some responsibility for their own study. Some research may be undertaken outside the centre, making use of a variety of sources. Candidates will decide, in consultation with staff, which sources will be most appropriate for their purposes and will plan their research in order to make the best use of these sources.

Candidates can access suitable resources in many ways. A few examples include:

- ◆ making use of local libraries
- ◆ using material available from community resources, such as local museums
- ◆ interviewing people
- ◆ using the media - TV, radio, newspapers
- ◆ communicating with various organisations
- ◆ accessing websites

It would be helpful for candidates undertaking this Unit as part of the Intermediate 2 Course if it started concurrently with the other two Units in the Course. This would provide more time to communicate with possible sources and to consult resources.

Progression from previous levels will be in terms of the candidate's ability to handle language in more confident ways, and in terms of the range of language encountered by the candidate. The quality and accuracy of the language which the candidate produces, together with its content, will also reflect this progression.

There will be a place for class, group and individual teaching. Support by the teacher/lecturer will be offered but independent study will be encouraged.

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

### **UNIT**      Gaelic: Language and Individual Study (Intermediate 2)

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

##### **Outcome 1: Written**

Candidates can provide drafts of their written Gaelic communication in preparation for the summative assessment related to one of their topics.

It is recommended that teachers/lecturers follow the pattern below before the summative assessment.

1. First draft—the teacher/lecturer reads over the candidate’s work and provides verbal feedback to indicate areas for improvement. Feedback is most effective when it comprises two positive statements about the candidate’s work as well as one statement which deals with an aspect requiring improvement.
2. Second draft — the teacher/lecturer reads over the candidate’s work and provides written feedback to indicate areas for improvement. The written feedback, as indicated above, is most effective when it comprises two positive statements about the candidate’s work and one statement about an aspect requiring improvement.

Candidates should then prepare final notes to assist with the summative assessment.

##### **Outcome 2: Spoken**

Candidates can provide drafts of their spoken Gaelic communication in preparation for the summative assessment related to their second study.

It is recommended that teachers/lecturers follow the pattern below before the summative assessment.

1. First draft — the teacher/lecturer reads over or listens to the candidate’s communication and provides verbal feedback to indicate areas for improvement. Feedback is most effective when it comprises two positive statements about the candidate’s work as well as one statement which deals with an aspect requiring improvement.
2. Second draft — the teacher/lecturer reads over or listens to the candidate’s communication and provides written feedback to indicate areas for improvement. The written feedback, as indicated above, is most effective when it comprises two positive statements about the candidate’s work and one statement about an aspect requiring improvement.

Candidates should then prepare final notes to assist with the summative assessment. During the assessment, some prompting on the part of the assessor is permissible at this level.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Language and Individual Study (Intermediate 2)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT ASSESSMENT IS FOR LEARNING

By active involvement in the testing process candidates can be beneficiaries rather than victims of testing because tests can help candidates improve their learning. It has become clear that no matter how great the pressure to achieve good test and examination scores, learning cannot be done **for** the candidate; it has to be done **by** the candidate.

The positive use of formative assessment can help in assisting candidates to raise their summative assessment performances. In preparing candidates for summative assessment, the following four aspects of effective formative assessment should be considered:

- ◆ **share the success criteria** required for achieving the summative assessment—ie explain and discuss Outcomes and Performance Criteria with candidates. Discuss with candidates what is required to pass an assessment. Guidelines intended for use by teaching professionals may need to be translated into language accessible to candidates.
- ◆ **provide quality feedback from formative assessment** in the lead up to summative assessment. Feedback which gives each candidate guidance on how to improve, as well as opportunity and help to work at the improvement, is much more effective in raising standards than a mark. Feedback should be about the particular qualities of a candidate's work, with advice on what he or she can do to improve, and should avoid comparisons with other candidates.
- ◆ **use structured questioning in discussing a formative assessment** to enable candidates to understand not just what was incorrect but also how it may be improved and corrected. Dialogue between candidates and a teacher/lecturer should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance.
- ◆ **use self and peer assessment to discuss answers to questions and remove misunderstandings** in learning. Candidates should be able to self-assess to understand the main purposes of their learning and thereby grasp what they need to achieve.

When candidates do acquire an overview of their targets, they then become more committed and more effective as learners. Consequently, their assessments become an object of discussion with their teachers/lecturers and with one another, and this promotes even further the reflection on one's own ideas which is essential to good learning.

Where anyone is trying to learn, feedback about their efforts has three elements:

- ◆ the desired goal
- ◆ the evidence about their present position
- ◆ some understanding of the way to close the gap between the two

All three must to a degree be understood by anyone before they can take action to improve their learning.

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

**UNIT**      Gaelic: Language and Individual Study (Intermediate 2)

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).