

National Unit Specification: general information

UNIT Gàidhlig: Sgilean Èisteachd agus Leughaidh (Higher)
(*Gàidhlig: Listening and Reading Skills*)

CODE DV47 12

COURSE Gàidhlig (Higher)

SUMMARY

This Unit is a mandatory Unit of the Gàidhlig (Higher) Course and may also be used as a free-standing Unit. It aims to develop the ability of candidates in the skills of listening and reading. Candidates will become skilled at understanding complex spoken and complex written communication in Gaelic.

The Unit is suitable for those who have satisfactorily completed the Gàidhlig (Intermediate 2) Course or Units from it, or Standard Grade at Credit 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 and appreciation of complex spoken communication.
2. Demonstrate understanding and appreciation of complex written communication.

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 Gàidhlig at Credit level
- ◆ Intermediate 2 Gàidhlig or its Units

It is expected that candidates will have been allocated to Gàidhlig* or Gaelic* (Learners) or 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).

Administrative Information

Superclass: FK

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National Unit Specification: general information (cont)

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

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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

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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 and appreciation of complex spoken communication.

Performance Criteria

- (a) Demonstrate understanding of the main points of a spoken communication.
- (b) Recognise specific points of detail which support the main points of a spoken communication.
- (c) Recognise the purpose of a spoken communication.
- (d) Evaluate the effectiveness of a spoken communication in fulfilling its purpose.

OUTCOME 2

Demonstrate understanding and appreciation of a complex written communication.

Performance Criteria

- (a) Demonstrate understanding of the main points of a written communication.
- (b) Recognise specific points of detail which support the main points of a written communication.
- (c) Recognise the purpose of a written communication.
- (d) Evaluate the techniques used in a written communication to help fulfil its purpose.

EVIDENCE REQUIREMENTS FOR THIS UNIT

All evidence will be produced in Gaelic.

Outcome 1: Listening

One piece of recorded evidence produced on one summative assessment occasion. Answers will be produced in Gaelic in response to questions in Gaelic on text of around 3 - 3½ minutes long. The answers will be produced under controlled conditions. Use of a dictionary is not permitted in the assessment. The assessment will last up to a maximum of 25 minutes.

Outcome 2: Reading

One piece of recorded evidence produced on one assessment occasion. Candidates will produce answers in Gaelic to questions in Gaelic on text of around 350 – 400 words long. The assessment will take place under controlled conditions. Use of a dictionary is not permitted in the assessment. The assessment will be up to a maximum of 35 minutes long.

The standard to be applied and the breadth of coverage are illustrated 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 and moderated by SQA prior to its use.

National Unit Specification: support notes

UNIT Gàidhlig: Sgilean Èisteachd agus Leughaidh (Higher) (*Gàidhlig: Listening and Reading Skills*)

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

This Unit will help candidates to understand and appreciate complex spoken and written communication. It requires them to understand the main points and specific points of detail of a communication. It also requires candidates to interpret an author's viewpoint and purpose in writing a piece. The candidate also has to assess the techniques used by the author to achieve that purpose.

Material from newspapers, magazines, electronic publications, promotional literature, radio or television programmes, discursive or journalistic prose and excerpts from novels or short stories will provide a wide choice of reading and listening sources at this level.

All four language skills can be addressed within the teaching and learning process, but formal assessment will focus on listening and reading.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

If this Unit is being offered as part of the Higher Course, it is recommended that centres deliver both this Unit and the Unit *Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Gàidhlig: Speaking and Writing Skills)* concurrently using a thematic approach as this will facilitate the integration of language skills and will reinforce learning over a longer time period for the four language skills.

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.

Candidates can listen to or read texts which inform, describe, persuade, narrate, entertain, or present an argument.

The types of text for listening should expose candidates to a variety of speakers and dialects. The texts can be:

- ◆ spoken live
- ◆ recorded
- ◆ supported by visual evidence such as television broadcasts or video

Reading texts should cover a range of present-day contexts which are accessible to the candidate.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Texts for both Outcomes will be straightforward in structure and language and will provide appropriate intellectual challenges for candidates at this level.

Reading texts should cover a range of present-day contexts which are accessible to the candidate.

National Unit Specification: support notes (cont)

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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)

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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 SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).