

Draft National Unit Specification



Unit title: Gàidhlig: Understanding Language (Access 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to provide learners with the opportunity to develop listening and reading skills in familiar contexts. Learners develop the skills needed to understand, analyse and evaluate simple texts in language, literature and media.

Learners who complete this Unit will be able to:

- 1 Listen to simple language in order to understand, analyse and evaluate
- 2 Read simple texts in order to understand, analyse and evaluate

This Unit is a mandatory Unit of the Access 3 Gàidhlig Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Listen to simple language in order to understand, analyse and evaluate by:

- 2.1 Showing a basic grasp of the main idea, purpose and audience
- 2.2 Showing awareness of how vocabulary or language choice is used to convey meaning, as appropriate to the context
- 2.3 Stating or implying a basic personal response
- 2.4 Describing an aspect of how effectively texts meet their purposes

Outcome 2

The learner will:

2 Read simple texts in order to understand, analyse and evaluate by:

- 1.1 Identifying the main idea, purpose and audience
- 1.2 Describing how vocabulary or language choice is used to convey meaning, as appropriate to the context
- 1.3 Stating or implying a basic personal response
- 1.4 Describing an aspect of how effectively texts meet their purposes

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Each language mode should be given equal weighting in assessment.

For this Unit, learners will be required to provide evidence of:

- ◆ consistency in understanding, analysing and evaluating simple language from at least two spoken texts
- ◆ consistency in understanding, analysing and evaluating simple language from at least two written texts

Evidence should be gathered in combination with other Outcomes where possible, either from this Unit or in combination with the Outcomes from the Unit *Gàidhlig: Producing Language*. Evidence may also be gathered for individual Outcomes where appropriate.

All Assessment Standards must be achieved in each piece of evidence.

Familiar contexts will be drawn from the study of Gaelic language, literature or media. These are all vital to learning in the Gaelic language and about Gaelic literature and culture.

Evidence of listening can come from learners' interactions, such as conversations, discussions or presentations, as well as moving image, web-based or other digital media, and can be gathered from two or more sources. Language for listening should be simple and use verbal cues to convey simple meaning.

Evidence of reading can be gathered using at least two sources. Texts for reading can include written or digital texts, such as moving image, that contain a point of view, a main idea and a structure appropriate to its purpose.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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