

## Higher Gàidhlig Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Higher Gàidhlig Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the Unit Specifications for the Units in the Course.

# General guidance on the Course

## Aims

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop:

- ◆ the ability to listen, read, talk and write in Gaelic, as appropriate to purpose, audience and context
- ◆ the ability to understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language, media and culture
- ◆ the ability to create and produce texts, as appropriate to purpose, audience and context
- ◆ the ability to apply knowledge of language
- ◆ knowledge and understanding of Gaelic cultural heritage, and the cultural heritage of others

## Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent experience:

- ◆ National 5 Gàidhlig or relevant component Units
- ◆ Gàidhlig Standard Grade — Credit level
- ◆ Gàidhlig Intermediate 2 or relevant component Units

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

## Progression from this Course

Progression from Higher Gàidhlig includes opportunities for vertical and lateral progression to:

- ◆ Advanced Higher Gàidhlig Course
- ◆ other appropriate subject qualifications at SCQF level 6
- ◆ Modern Apprenticeships
- ◆ National Certificates
- ◆ further and higher education

and ultimately, for some, to employment.

# Hierarchy

**Hierarchy** is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

In the case of the Higher Gàidhlig Course, there are some important issues to address. The Higher Gàidhlig Course fits into a hierarchy with the National 5 Gàidhlig Course at the level below, and there are therefore no structural differences between them. They are of course different in level of demand.

The Higher Gàidhlig Course has a two-Unit structure, comprising two core Units and an external assessment.

## **Gàidhlig: structure of Courses at levels 3–6**

<b>National 3</b>	<b>National 4</b>	<b>National 5</b>	<b>Higher</b>
Understanding Language	Analysis and Evaluation	Analysis and Evaluation	Analysis and Evaluation
Producing Language	Creation and Production	Creation and Production	Creation and Production
Literacy	Literacy		
	Added Value Unit — assignment	Course assessment	Course assessment

This means that, while Higher Gàidhlig and National 5 Gàidhlig are in hierarchy, careful planning will be required in respect of the following issues:

- ◆ groups where learners follow courses which lead to both National 5 Gàidhlig and Higher Gàidhlig qualifications
- ◆ learners who start a Higher Gàidhlig Course and are then judged better suited to National 5 Gàidhlig
- ◆ learners who start a National 5 Gàidhlig Course and are then judged better suited to Higher Gàidhlig

# Approaches to learning, teaching and assessment

Learners should be given the opportunity to build on prior learning and to increase their knowledge about Gaelic.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

There are opportunities to combine the learning and teaching of the Unit *Gàidhlig: Analysis and Evaluation* with the Unit *Gàidhlig: Creation and Production*.

## **Supporting and developing talking and listening as integral to teaching and learning and as fundamental to the subject**

- ◆ A range of literary, linguistic, media and culture contexts can be used to develop the learner's oral and aural skills.
- ◆ Learners' discussion and individual talking skills can be addressed through a fiction, non-fiction and/or media study where learners can be engaged in critical listening or aural reading of texts.
- ◆ Learners' talking and listening skills can be developed through group discussion activities, topics or literary studies (debates, interviewing characters) and should develop learners' questioning, summarising and rebuttal skills.
- ◆ Talking and listening skills are integral to learning at Higher. Learners should be afforded opportunities to discuss reactions to texts as initial responses to critical tasks and when they create learning resources based on them.
- ◆ Learners should peer-assess critical responses using active learning techniques.

## **Preparation for Course assessment**

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

## **Component 1 — question paper**

### **Section 1: reading for understanding, analysis and evaluation**

Preparation for this part of the assessment should focus on the development of higher order reading skills. It is important to encourage learners to think in terms of the meaning of larger aspects of meaning in the text, as well as being able to explain and justify specific points. The questions and tasks used to develop these skills should try to reflect these aims. One approach to this is to encourage the use of generic questioning. Another is in such approaches as request modelling with its core activities of 'question, summarise, clarify'.

### **Critical reading and writing**

Preparation for this will focus on the three main areas of:

- ◆ the key aspects of the texts studied
- ◆ how to extract meaning from a question
- ◆ how to plan the writing of a critical essay in response

## **Component 2 — question paper (listening)**

Here learners address the challenge of applying their listening skills in understanding, analysis and evaluation to a previously unheard text of spoken Gaelic.

## **Component 3 — talking**

The learner may generally benefit from a range of opportunities to practise talking in a variety of formats, such as presentations, conversations and discussions.

# Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

## 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

The table below provides some suggested opportunities of how these skills can be further developed within the Course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<b>1. Literacy</b>	<p>1.1 Reading</p> <p>This may be usefully developed by activities that:</p> <ul style="list-style-type: none"> <li>◆ involve fiction and information texts</li> <li>◆ use discussion to help learners engage with texts and identify the ideas within texts</li> </ul> <p>Activities to support them in identifying the ideas within texts include:</p> <ul style="list-style-type: none"> <li>◆ asking and answering questions</li> <li>◆ comparing and contrasting</li> <li>◆ sorting and sequencing</li> <li>◆ summarising clarifying and predicting</li> <li>◆ text completion</li> </ul> <p>Learners will also benefit from activities focusing on the audience and purpose of texts.</p> <p>1.2 Writing</p> <p>Learners maybe encouraged to plan their writing by:</p> <ul style="list-style-type: none"> <li>◆ creating mind maps</li> <li>◆ peer discussion where they consider the genre, audience and purpose for their writing</li> </ul> <p>Learners' writing will benefit from:</p> <ul style="list-style-type: none"> <li>◆ discussing structure and layout</li> <li>◆ building up sentences, by linking</li> <li>◆ planning paragraphs</li> </ul>

	<ul style="list-style-type: none"> <li>◆ use of topic and concluding sentences</li> <li>◆ developing vocabulary</li> <li>◆ developing technical skills in grammar, punctuation and spelling</li> <li>◆ using plans for writing</li> </ul> <p>1.3 Listening and talking Wherever appropriate learners should be encouraged to use language skills in real language situations. In such situations, particularly drawn from life and work, activities may involve:</p> <ul style="list-style-type: none"> <li>◆ asking and answering questions</li> <li>◆ listening for and making comparisons/contrasts</li> <li>◆ summarising, clarifying and predicting</li> </ul>
<p><b>4. Employability, enterprise and citizenship</b> Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly</p>	<p>4.6 Citizenship Learners will learn about contemporary culture and cultural heritage, and will develop their Gaelic language skills and knowledge through the contexts of literature, language, media and culture. The Course will develop learners' understanding of citizenship issues as well as encouraging understanding of their own culture and community.</p>
<p><b>5. Thinking skills</b></p>	<p>5.3 Applying This is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task that reflects what may be required by life or work situations. In order to do this in a supported way at this level, learners' should be given the chance to work at language tasks which are carefully stepped and, sequenced, allowing them to work from what they know and to apply it to different situations.</p> <p>5.4 Analysing and evaluating Wherever possible, learners should be given the opportunity to <b>practise</b> developing these skills in real communicative contexts. A range of kinds of texts is vital to developing analysing and revaluating skills in listening and reading in order to develop learners' awareness of such aspects as:</p> <ul style="list-style-type: none"> <li>◆ gist and effect on audience</li> <li>◆ distinguishing fact and opinion</li> <li>◆ discussing bias, balance and point of view</li> </ul>

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
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- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)

# Administrative information

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — Gàidhlig: Analysis and Evaluation (Higher)



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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Gàidhlig: Analysis and Evaluation* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# General guidance on the Unit

## Aims

The general aim of this Unit is to provide learners with the opportunity to develop and extend listening and reading skills. Learners develop the skills needed to understand, analyse and evaluate a wide range of detailed and complex texts in the contexts of literature, language, media and culture.

Learners who complete this Unit will be able to:

- 1 Understand, analyse and evaluate detailed and complex spoken Gaelic language
- 2 Understand, analyse and evaluate detailed and complex written Gaelic texts

## Progression into this Unit

Entry is at the discretion of the centre and learners would normally be expected to have attained one of the following:

- ◆ National 5 Gàidhlig Course or relevant component Units
- ◆ Gàidhlig Standard Grade — Credit level
- ◆ Gàidhlig Intermediate 2 Course or relevant component Units
- ◆ other relevant prior learning and experience

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Gàidhlig *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

Progression from this Unit may lead to:

- ◆ other Higher Gàidhlig Units

# Approaches to learning, teaching and assessment

## Approaches to literature

- ◆ Critical reading and listening activities may be designed to engage the learner in a wide variety of written, visual and oral texts, including some of their own choice.
- ◆ Learners should acquire the knowledge of a range of genre features through critical and imaginative exercises that allow them to analyse, evaluate and/or demonstrate a grasp of relevant literary forms.
- ◆ Responses to literary texts can be varied: discussion, critical essay, imagined response, transfer of genre.

## Approaches to language

- ◆ Learners may focus on register and appropriate language.
- ◆ Learners should do close reading analysis of unseen non-fiction extracts for the analysis of argument and discourse; appreciation of some of the conventions of non-fiction writing, including travel writing and journalism.

## Approaches to media

- ◆ Learners may study media topics such as Gaelic film; Gaelic TV programmes for young people.
- ◆ News websites as a stimulus for class discussion and presentations.

## Approaches to culture

- ◆ Topics might include Celtic and Gaelic history, other Celtic languages and cultures, Gaelic development, Gaelic arts and culture (eg music, drama, sport) Gaelic education, further study of a specific area of Gaelic literature, Gaelic language (eg dialectology), local studies in which Gaelic plays an integral part. Joint-topics that link the two Units would be recommended.
- ◆ Learners could find out about and analyse texts which focus on a key historical or cultural event. They could then produce a creative or discursive piece of writing based on what they have found out. Literature could also be linked to this.

### Example 1: assessment evidence for reading

**Sorley MacLean online**  
Learners read *Hallaig* and read discussions on the imagery in the poem.

Learners can show evidence for Outcome 2 by:

Assessment evidence	Assessment Standard
Learners give an oral or written account of why and to whom the poem was written.	2.1 identifying and explaining the purpose and audience, as appropriate to genre
Learners can identify and explain the main ideas from the poem.	2.2 identifying and explaining the main ideas and supporting details.
Learners can explain using terminology appropriate to discussing poetry, and give detail about how features convey meaning.	2.3 applying knowledge and understanding of language to explain meaning and effect in depth and detail, using appropriate critical terminology

Learners can produce evidence of this Outcome in written or oral form. This may take the form of a discussion with other learners and/or the teacher or lecturer. It may also take the form of written responses in the form of a blog.

### Example 2: assessment evidence of listening

**BBC Alba**  
Learners watch a current affairs programme.

Learners can show evidence for Outcome 1 by:

Assessment evidence	Assessment Standard
Learners give an oral or written account of the purpose and who the programme is intended for.	1.1 identifying and explaining the purpose and audience
Learners can identify and explain the main ideas of the programme.	1.2 identifying and explaining the main ideas and supporting details.
Learners can explain using terminology appropriate to discussing media, and give detail about how features convey meaning.	1.3 applying knowledge and understanding of language to explain meaning and effect in depth and detail

Learners can produce evidence of this Outcome in written or oral form. This may take the form of a discussion with other learners and/or the teacher or lecturer. It may also take the form of written responses in the form of a blog.

Learners may work independently and collaboratively to create learning materials which involve analysis and enable extended critical responses. They may create notes, learning games, quizzes, and posters to capture knowledge and develop analysis.

## Combining assessment within Units

The Units, with the additional time for external assessment, constitute the Course. It is envisaged that usually the Course may be taught not as a sequence of Units but that Unit Outcomes may be addressed in an integrated programme of study.

The following example outlines how both Outcomes for this Unit could be combined in one activity:

**Radio nan Gàidheal —  
Rapal**  
Learners listen to a debate.  
They then go to the  
programme's web page and  
read an interview with the  
presenter of the programme.

<b>Assessment Standards — listening</b>	<b>Approaches to assessment</b>	<b>Gathering evidence</b>
1.1 identifying and explaining the purpose and audience 1.2 identifying and explaining the main ideas and supporting details 1.3 applying knowledge and understanding of language to explain meaning and effect in depth and detail	Learners could be asked to: <ul style="list-style-type: none"> <li>◆ compare the opinions of the two speakers</li> <li>◆ produce a summary of what they have heard, orally or in writing</li> <li>◆ show how different aspects contribute to the discussion</li> <li>◆ evaluate and analyse the discussion</li> </ul>	Learners' oral or written responses in the form of: <ul style="list-style-type: none"> <li>◆ oral answers to questions</li> <li>◆ written answers to questions</li> <li>◆ written or oral comparison which picks out key language and ideas</li> <li>◆ written or oral summaries of key ideas</li> <li>◆ oral responses</li> </ul> Oral evidence could be recorded in a variety of ways, eg filmed, transcribed or recorded using an observation checklist.

<b>Assessment Standards — reading</b>	<b>Approaches to assessment</b>	<b>Gathering evidence</b>
<p>2.1 identifying and explaining the purpose and audience, as appropriate to genre</p> <p>2.2 identifying and explaining the main ideas and supporting details</p> <p>2.3 applying knowledge and understanding of language to explain meaning and effect in depth and detail, using appropriate critical terminology</p>	<p>Learners could be asked to:</p> <ul style="list-style-type: none"> <li>◆ read a text and answer questions</li> <li>◆ produce a summary of a text, orally or in writing</li> <li>◆ highlight specific language or ideas in a text</li> </ul>	<p>Learners' oral or written responses in the form of:</p> <ul style="list-style-type: none"> <li>◆ oral answers to questions</li> <li>◆ written answers to questions</li> <li>◆ written or oral comparisons which pick out key language and ideas</li> <li>◆ written or oral summaries of key ideas</li> </ul> <p>Oral evidence could be recorded in a variety of ways, eg filmed, transcribed or recorded using an observation checklist.</p>

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

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- ◆ [\*SQA Guidelines on e-assessment for Schools\*](#)
- ◆ [\*SQA Guidelines on Online Assessment for Further Education\*](#)
- ◆ [\*SQA e-assessment web page\*](#)

# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	First table on page 10: Outcome 2 text corrected to read 2.1, 2.2, 2.3.	Qualifications Manager	May 2015

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## Unit Support Notes — Gàidhlig: Creation and Production (Higher)



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# Introduction

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- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

# General guidance on the Unit

## Aims

The general aim of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex texts in both written and oral forms

Learners who complete this Unit will be able to:

- 1 Participate actively in detailed and complex spoken activities in Gaelic**
- 2 Create and produce detailed and complex written texts in Gaelic**

## Progression into this Unit

Entry is at the discretion of the centre and learners would normally be expected to have attained one of the following:

- ◆ National 5 Gàidhlig Course or relevant component Units
- ◆ Gàidhlig Standard Grade — Credit level
- ◆ Gàidhlig Intermediate 2 Course or relevant component Units
- ◆ other relevant prior learning and experience

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Gàidhlig *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

Progression from this Unit may lead to:

- ◆ other Higher Gàidhlig Units

# Approaches to learning, teaching and assessment

## **Approaches to developing and encouraging learners to engage in independent study in relation to their own writing programme**

- ◆ Learners should be encouraged to create a folio of writing which displays an understanding and appreciation of a selection of genre forms and features.
- ◆ Planning, writing and editing texts may be developed as a set of integrated skills and provide evidence that the learner has employed, manipulated or transformed literary conventions for a particular purpose, eg monologue, drama script, short story, discursive or persuasive extended writing.

## **Developing writing strategies for the range of written genres**

- ◆ Learners' awareness of language register appropriate for purpose may be built up through the collection of writing types they enjoy and have themselves tried.
- ◆ Learners should develop translation skills.

# Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

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# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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