



Advanced Higher Gaelic (Learners)

Draft National Course Assessment Specification



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

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Course outline

Course title: Advanced Higher Gaelic (Learners)

SCQF level: 7 (32 SCQF credit points)

Course code: to be advised

Course assessment code: to be advised

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper 160 marks

Component 2 — performance 80 marks

Total marks 240 marks

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- ◆ applying advanced language skills to understand complex written and spoken information in Gaelic from the contexts of society, learning, employability, and culture
- ◆ applying advanced language skills to use complex written and spoken language in Gaelic from the contexts of society, learning, employability, and culture
- ◆ applying advanced knowledge and appreciation of Gaelic literature

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Learners will be able to apply advanced language skills to understand complex written and spoken information in Gaelic from the contexts of society, learning, employability, and culture, with a satisfactory level of detail and accuracy.

Learners will be able to apply advanced language skills to use complex written and spoken language in Gaelic from the contexts of society, learning, employability, and culture, by sustaining discussion in a manner comprehensible to a sympathetic speaker of Gaelic and producing a complex text in Gaelic.

Learners will be able to demonstrate an advanced knowledge and appreciation of Gaelic literature.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Learners will be able to apply advanced language skills to understand complex written and spoken information in Gaelic from the contexts of society, learning, employability, and culture, with a high level of detail and accuracy.

Learners will be able to apply advanced language skills to use complex written and spoken language in Gaelic from the contexts of society, learning, employability, and culture, by producing more complex text and sustaining discussion easily. The learner will be able to expand on ideas and opinions.

Learners will be able to demonstrate an advanced knowledge and appreciation of Gaelic literature.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and a performance.

Component 1 — question paper

The question paper will have 160 marks (67% of the total mark).

This question paper has four Sections.

Section 1: Listening

The purpose of this question paper is to allow learners to demonstrate challenge and application in the skills of listening.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ understand complex spoken Gaelic and significant ideas/information and supporting details from one of the following contexts: society, learning, employability, or culture
- ◆ extract the overall purpose, main points and details of the spoken language

This Section will have 40 marks (17% of the total mark).

Part 1A: Learners will listen to one monologue in Gaelic. Learners will respond to questions about the spoken text in English by using English.

Part 1B: Learners will listen to one conversation between two people in Gaelic.

The content of the monologue and the conversation will be from one of the following contexts: society, learning, employability, or culture.

Learners will respond to questions about the spoken text in English by using English.

Section 2: Reading

The purpose of this question paper is to allow learners to demonstrate challenge and application in the skill of reading.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

understand, analyse and draw inferences from complex written Gaelic and significant ideas/information and supporting details from one of the following contexts: society, learning, employability, or culture
extract the overall purpose, main points and details of the text

This Section will have 40 marks (17% of the total mark).

Learners will read one written non-fiction text in Gaelic.

They will respond to questions about the written text in English by using English.

40 marks will be for identifying, explaining, analysing and drawing inferences from significant aspects of detail.

Learners may use a Gaelic–English dictionary.

Section 3: Discursive writing

The purpose of this question paper is to allow learners to demonstrate challenge and application in the skill of writing.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

use complex written Gaelic to analyse and evaluate

Learners will write one essay using complex language in Gaelic from the contexts of one of the following: society, learning, employability, and culture. Learners may use a Gaelic–English dictionary.

This Section will have 40 marks (17% of the total mark).

Section 4: Literature

The purpose of this question paper is to allow learners to demonstrate challenge and application in the skill of analysing and evaluating Gaelic literary text(s).

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ analyse and evaluate a previously studied Gaelic literary text or texts

Learners will answer one question in English about a previously studied Gaelic text. Learners choose to answer a question from a set of five questions.

This Section will have 40 marks (17% of the total mark).

Component 2 — performance

The performance will have 80 marks (33% of the total mark).

The purpose of this performance is to give learners the opportunity to demonstrate their talking and listening skills in Gaelic in a discussion.

This performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ the ability to use complex spoken Gaelic language as part of a discussion
- ◆ the ability to take part effectively in a natural, spontaneous conversation
- ◆ the ability to use language accurately to convey meaning in Gaelic
- ◆ the ability to maintain interaction as appropriate to purpose

Setting, conducting and marking of assessment

Question paper, Section 1 — listening

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in approximately 40 minutes.

Question paper, Section 2 — reading

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in approximately 40 minutes.

Question paper, Section 3 — discursive writing

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in approximately 40 minutes.

Question paper, Section 4 — literature

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in approximately 40 minutes.

Controlled assessment — performance

Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Visiting Assessors appointed by SQA will carry out the assessment.

Learners will complete this performance in approximately 20 minutes and under controlled conditions.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Advanced Higher Gaelic (Learners) Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

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Appendix A: Gaelic (Learners) grammar grid (productive)

	National 3	National 4	National 5	Higher	Advanced Higher
Verbs	<p>Verb 'to be': Affirmative/negative/ interrogative – present/past.</p> <p>Position of verb in sentence.</p> <p>Use of <i>tha/chan eil</i>, etc. to mean yes/no.</p> <p>Verb 'to be' + verbal noun of common Gaelic verbs.</p> <p>Show understanding of interrogative form after <i>Càite</i>.</p> <p>Simple verbal phrases, e.g. <i>Is toigh leam</i>.</p>	<p>Verb 'to be': Affirmative/negative/ interrogative – present/past/future.</p> <p>Common regular verbs: Affirmative/negative/ interrogative – future/present/past, including yes/no responses to common regular verbs.</p> <p>Auxiliary verbs: <i>Feumaidh</i> <i>Faodaidh</i>. Simple imperatives in singular & plural forms.</p> <p>More verbal phrases: <i>Is urrainn</i> <i>Is fheàrr</i>.</p>	<p>Regular verbs: Affirmative/negative/ interrogative – future. Negative interrogative/ <i>nach eil/nach robh/nach</i> <i>bi</i>.</p> <p>Use of dependent <i>gu</i> <i>bheil, gun robh, gum bi</i>.</p> <p>Irregular verbs: Past/future of most common verbs, including yes/no answers.</p> <p>Assertive form: <i>'S e/Chan e/An e?</i> and yes/no answers and <i>a th' ann</i>, etc.</p> <p>Relative forms (<i>a</i> <i>bhitheas</i>):</p> <p>Verbs 'to have', 'to wear', 'to belong', etc, with assertive forms.</p> <p>Defective verbs (e.g. <i>theab</i>). If = <i>ma tha</i>. If not = <i>mur a bheil</i>.</p>	<p>Conditional, subjunctive of verb 'to be' and common regular verbs.</p> <p>Irregular verbs: affirmative/negative/ interrogative – past/future.</p> <p>Verb 'to be' – indirect speech affirmative/negative, all tenses.</p> <p>Relative form of verbs: regular/irregular.</p> <p>Verbal phrases using <i>Bu</i>.</p> <p>Verbs associated with particular prepositions: <i>a' bruidhinn ri</i> <i>ag innseadh do</i> <i>a' toirt le</i>.</p> <p><i>If</i> = nam, nan.</p>	<p>Conditional/subjunctive</p> <p>Common conditional regular and irregular verbs.</p> <p>Passive forms.</p> <p>Word order and form of verbal noun with verbal phrases + object.</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>
	National 3	National 4	National 5	Higher	Advanced Higher

<p>Nouns</p>	<p>Nominative singular/plural indicated by noun/article.</p> <p>Position of noun in sentence.</p> <p>Vocative case of common names – <i>A Mhàiri</i>, etc.</p>	<p>Common examples of prepositions with nouns in set phrases.</p> <p>Nouns after <i>dà</i>. Plurals of common nouns using <i>-an/-ean</i> rule.</p> <p>Recognition of gender and changes to adjectives.</p>	<p>Increasing accuracy of prepositions with nouns.</p> <p>Increasing knowledge of plurals.</p> <p>Notion of genitive case: reverse word order only one article.</p>	<p>Increasing accuracy in use of common genitives in set phrases.</p> <p>Genitive plural forms.</p>	<p>Changes in form of nouns in genitive case of less frequently used nouns.</p>
<p>Articles</p>	<p><i>Am/an/na/ha h-</i></p>	<p><i>Am/an/na/ha ha' / an t-</i></p>	<p>Increasing accuracy of use in relation to nouns.</p>		
<p>Pronouns</p>	<p>Personal pronouns as subject of verb.</p> <p>Emphatic – first person. Demonstrative pronouns. Interrogative pronouns.</p> <p>Prepositional pronouns: <i>agam/agad orm/ort leam/leat.</i></p>	<p>Emphatic forms for all persons. Interrogative pronouns with use of verbs.</p> <p>Prepositional pronouns: <i>oirbh/agaibh/leibh.</i></p>	<p>Increasing accuracy of use of pronouns and emphatic forms and with use of <i>fhèin</i>.</p> <p>Prepositional pronouns: <i>I/you/he/she agam/orm/leam/rium/leis/leatha/dhomh/bhuam annam/air/oirre/aige/aice.</i></p>	<p>Relative pronouns.</p> <p>Indefinite pronouns.</p> <p>Prepositional pronouns, all persons.</p>	

	National 3	National 4	National 5	Higher	Advanced Higher
Adjectives	<p>Position of adjective(s) in sentence when used as predicate.</p> <p>Possessives: my/your (singular)</p> <p>Possessive phrases with <i>aig</i>, e.g. <i>Thu geansaidh aig Alasdair.</i></p>	<p>Adjectives following nouns including common feminine nouns with aspiration.</p> <p>Possessives: singular/plural.</p> <p>Common comparatives, e.g. <i>nas fheàrr, nas miosa, nas motha, nas lugha.</i></p>	<p>Agreement of commonly used adjectives with plural nouns.</p> <p>Comparatives of regular adjectives in common use.</p> <p>Agreement of adjective with noun in dative case.</p> <p>Possessive adjectives: <i>mo, do, a, a h-, ar(n-), ur, an/am</i></p>	<p>Adjectives which precede nouns.</p> <p>Superlative and use of assertive verb.</p> <p>Irregular comparatives.</p>	<p>→</p> <p>→</p> <p>→</p>
Adverbs	<p>Common format, e.g. <i>gu math, an-diugh.</i></p>	<p>Increasing accuracy of use, e.g. <i>gu luath, gu h-àrd.</i></p> <p>Common adverbs of: Time: <i>an-dràsta/an-diugh/an-dè/ a-raoir</i>, etc.</p> <p>Place: <i>a-mach/a-muigh/ a-steach/a-staigh/ an seo/an sin.</i></p>	<p>Less common adverbs.</p>		<p>→</p> <p>→</p> <p>→</p>

	National 3	National 4	National 5	Higher	Advanced Higher
Prepositions	Simple prepositions, with notion, but not necessarily concept of following dative case.	Common examples of prepositions with nouns as used in set phrases, e.g. <i>suidh aig an uinneig</i> . Common compound prepositions, especially those required to give direction and describe positions, e.g. <i>faisg air, timcheall air, ri taobh, air cùl, air beulaibh, còmhla ri</i> .	Increasing accuracy of prepositions with nouns. Common prepositions with possessives: <i>nam, gam</i> . Compound prepositions requiring genitive case: <i>ri taobh, air cùl, air feadh</i> , etc.	Prepositions with possessives: <i>nam, gam, lem, rid</i> . Compound prepositions with pronouns: <i>faisg orm/ri mo thaobh</i> . Prepositions associated with particular verbs. <i>ag èisteachd ri</i> .	→ →
Aspiration	Function of letter <i>h</i> . Vocative case of common names: <i>A Sheumais</i> .	Increasing knowledge of occurrence, e.g. after some possessives, intensive particles, e.g. <i>glè</i> . Removal of <i>h</i> for use of dictionary. <i>H</i> after <i>a'</i> = the, e.g. <i>a' bhròg</i> .	Use of <i>h</i> after some prepositions without definite article: <i>fo bhòrd</i> . Adjectives following feminine nouns.	Use where adjective precedes noun. →	After <i>bu</i> . →
Infinitive	Recognition of infinitive, introduced by <i>a</i> , e.g. <i>a dhòl</i> (aspiration) and <i>a dh'òl</i> .	Use of infinitive to express intention in common phrases: <i>Tha mi a' dol a shnàmh</i> .	Concept of genitive after infinitive in set phrases: <i>a' dol a ghabhail mo bhidh</i> .	Use of infinitive with pronoun as object: <i>a' dol ga thogail</i> .	→
Verbal Noun	Recognition of verbal noun, introduced by <i>a'</i> , <i>ag</i> .	Use of verbal noun with verb 'to be' in past, present and future.	Verbal noun with pronoun as object, e.g. <i>Bha e gam chluinntinn</i> .	Concept of genitive case following verbal noun.	→

	National 3	National 4	National 5	Higher	Advanced Higher
Numerals	Ability to count to 20. Use of numbers for time on the hour, e.g. <i>ochd uairean</i> .	Common examples of numbers with nouns. Use of numbers for time and money. Count to 100. Ordinal numbers required for giving directions, e.g. <i>a' chiad, an dàrna, an treas</i> .	Increasing accuracy, including ordinal numbers and numerical nouns, e.g. <i>dithis</i> . Numbers above 100. Use of numbers in an increasing number of contexts, e.g. length, weight, height.		

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Administrative information

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Superclass: to be advised

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date

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