

Draft National Unit Specification



Unit title: Gàidhlig: Analysis and Evaluation (Higher)

SCQF: level 6 (9 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 and extend reading and listening skills in appropriate contexts. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts in Gàidhlig language, literature, media and culture.

Learners who complete this Unit will be able to:

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

This Unit is a mandatory Unit of the Higher 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*.

The Course Assessment Specification for the Higher Gàidhlig Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Gàidhlig Course.

Recommended entry

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

- ◆ Gàidhlig (National 5) Course or relevant component Units
- ◆ Gàidhlig Literacy (SCQF level 5) Unit

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 Read detailed and complex texts in order to understand, analyse and evaluate by:**
 - 1.1 Identifying and explaining the purpose and audience, as appropriate to genre
 - 1.2 Identifying and explaining the main ideas/information and supporting details
 - 1.3 Explaining in detail how aspects of register, vocabulary, word patterns and text structures are used to convey meaning, using appropriate critical terminology, as appropriate to the context
 - 1.4 Identifying and explaining in detail significant use of punctuation, grammar, and layout, as appropriate to the context
 - 1.5 Giving an account in depth and detail of a personal response to the texts

Outcome 2

The learner will:

- 2 Listen to detailed and complex language in order to understand, analyse and evaluate by:**
 - 2.1 Showing insight into the purpose and audience
 - 2.2 Identifying the main ideas and supporting details
 - 2.3 Showing detailed awareness of how a range of aspects of vocabulary, word patterns and text structures is used to contribute to meaning and convey effect, as appropriate to the context
 - 2.4 Showing detailed awareness of the features of tone, accent and register
 - 2.5 Responding appropriately to significant aspects of the text in depth and detail

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.

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

- ◆ analysis and evaluation of two detailed and complex written texts
- ◆ analysis and evaluation of two examples of detailed and complex spoken language, in two different contexts

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

Familiar contexts will be drawn from the study of a wide range of texts in Gaelic language involving culture, literature and media.

Evidence of response to reading can be gathered using a range of texts, one of which must be a literary text. Texts for reading can include written, print, or digital texts that contain a point of view, a main idea and a structure appropriate to its purpose, such as a short story, advert, poem or moving image. For each text studied, all Assessment Standards must be achieved.

Evidence of analysis and evaluation of detailed and complex spoken language can be gathered from two or more activities. Evidence gathered from learners' interactions, such as conversations, discussions or presentations, can be either stated or implied. Evidence gathered through the use of audio, moving image, web-based or other digital media should be explicitly stated. Language for listening should be detailed and complex and use verbal and other cues to convey a range of meaning.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

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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