

# Draft National Unit Specification



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**Unit title:** Gàidhlig: Creation and Production (Higher)

**SCQF:** level 6 (9SCQF credit points)

**Unit code:** to be advised

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## Unit outline

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

Learners who complete this Unit will be able to:

- 1 Write to create and produce detailed and complex language for a clear purpose and audience
- 2 Talk to create and produce detailed and complex language for a clear purpose and audience

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 Write to create and produce detailed and complex language for a clear purpose and audience by:**
  - 1.1 Using significant ideas and content, of a broadly creative or discursive nature, which reveal depth and complexity of thought and sustained development
  - 1.2 Creating a clear structure for ideas and content, which is effective and uses sequencing and organisation in ways which enhance impact
  - 1.3 Using effective word choice, varied sentence structure, accurate grammatical structures, spelling, punctuation, and organisation
  - 1.4 Communicating detailed meaning accurately at first reading, in an appropriate format and length

### Outcome 2

The learner will:

- 2 Talk to create and produce detailed and complex language for a clear purpose and audience by:**
  - 2.1 Using significant ideas and content, of a broadly creative or discursive nature
  - 2.2 Creating a detailed structure for ideas and content
  - 2.3 Applying significant features of audibility, fluency, intonation, tone, pace and register, and significant aspects of non-verbal communication
  - 2.4 Communicating detailed meaning clearly, at first hearing

## 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:

- ◆ writing using detailed and complex language
- ◆ talking using detailed and complex language

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

Appropriate contexts are to be drawn from the study of Gàidhlig language, literature, culture and media.

Evidence of writing must be gathered from at least two sources, written for different purposes, and can be presented in either written or digital form. Evidence of writing is likely

to include reflection, ideas, opinion, argument or information. In each piece of writing evidence, all Assessment Standards must be achieved.

Evidence of talking can include learners' interactions, such as conversations, discussions or presentations, and can be presented in either oral or digital form. Evidence of talking can be gathered from one or more activity. For each talking activity, all Assessment Standards must be achieved.

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*.

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# 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**

- 4.1 Employability
- 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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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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