

GAELIC (LEARNERS)

Access 3

First edition — published August 2006

National Cluster Specification

CLUSTER Gaelic (Learners) (Access 3)

COURSE CODE C232 09

COURSE STRUCTURE

The Cluster has three mandatory Units:

DV42 09 Gaelic: Listening and Speaking Skills (Access 3) 1 credit (40 hours)

DV43 09 Gaelic: Reading and Writing Skills (Access 3) 1 credit (40 hours)

DV44 09 Gaelic: Language and Individual Study (Access 3) 1 credit (40 hours)

All Clusters include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

It is expected that candidates will have been allocated to Gàidhlig* or Gaelic* (Learners) programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualification*, available on the SQA website at www.sqa.org.uk).

***NOTE:** Gàidhlig and Gaelic refer throughout to Scottish Gaelic only

Administrative Information

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National Cluster Specification (cont)

PROGRESSION

This Cluster or its Units may provide progression to:

- ◆ Intermediate 1 Gaelic (Learners) or its Units
- ◆ Training or employment

CREDIT VALUE

The Access 3 Cluster in Gaelic (Learners) is allocated 18 SCQF credit points at SCQF level 3*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Cluster.

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

RATIONALE

Scotland's Gaelic language and culture are now benefiting from a strong revival. From modest beginnings a few years ago, schools, arts, broadcasting and businesses are now producing a confident generation of young Gaels, with many learners of the language in their midst.

The Gaelic (Learners) Access 3 Cluster promotes Gaelic as an indigenous and community language which has formed and continues to form an important part of Scotland's heritage. The Cluster provides the candidate with basic language skills at beginner level. It also provides opportunities for developing an understanding of the culture and heritage of Scotland. The Cluster develops transferable skills which contribute to the personal development of the candidate and which are useful elsewhere in the curriculum and other contexts, including employment.

A Cluster award at Access 3 is an indication that the candidate has reached a stage in language learning where they can use Gaelic with a basic competence. The Access 3 Cluster provides a stepping-stone to Intermediate 1.

The Gaelic (Learners) Cluster will provide opportunities at Access 3 level to:

- ◆ develop the ability to express and communicate meaning in Gaelic at a level appropriate for a beginner and provide a basic competence in a second language
- ◆ listen to and interpret what others say and respond appropriately
- ◆ raise awareness of a second language and how it works, taking account of structure and grammar
- ◆ introduce candidates to a range of reading material appropriate to their stage for interpretation
- ◆ develop the ability to communicate in writing at a basic level of competence in Gaelic
- ◆ engage in individual, group and/or class study of themes or aspects of Gaelic culture
- ◆ foster positive attitudes towards the Gaelic language and culture
- ◆ encourage candidates to appreciate the advantages of bilingualism educationally, socially and professionally

This Cluster is suitable for candidates attending schools and further education institutions, or following other programmes of Gaelic study. Candidates may wish to gain a National Qualification in Access 3 Gaelic (Learners) as part of their progression towards specialist Clusters in further education, for vocational reasons or for self-development. Successful completion of the Access 3 Cluster will provide a sound base for study of Gaelic language and culture at Intermediate 1 level

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

AIMS

The aims of the Cluster are to build up the knowledge, understanding and skills of candidates who have no or very little knowledge of the language to a stage where they can use basic structures and grammar competently. The Cluster can help candidates to gain a basic understanding of aspects of the place of Gaelic language in society.

Specifically at this level the Cluster can:

- ◆ Develop linguistic competences to use and understand basic language with confidence in defined, relevant and useful contexts. (Suggested language contexts are detailed in Appendix 1).
- ◆ Increase knowledge about themes or aspects of Gaelic culture.
- ◆ Provide a worthwhile and enjoyable educational experience.

The individual study in the *Gaelic: Language and Individual Study* Unit caters for individual interests and provides opportunity for individual fulfilment. Whilst the candidate will receive substantial teacher/lecturer support at this level, they will also be encouraged to engage in individual study as an end in itself and also as essential preparation for further study.

The Gaelic (Learners) Clusters have been designed in a hierarchical structure. The common approach between the Clusters at Access 3 and Access 1 is such that the Unit Specifications contain similar Outcomes.

The intention is to ensure that candidates studying at this level will grow in confidence and proficiency in the use of Gaelic in a society in which the status of the language and the opportunities open to learners of it are steadily increasing.

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

CLUSTER CONTENT

This Cluster has three mandatory Units:

| | |
|---|---------------------|
| Gaelic: Listening and Speaking Skills (Access 3) | 1 credit (40 hours) |
| Gaelic: Reading and Writing Skills (Access 3) | 1 credit (40 hours) |
| Gaelic: Language and Individual Study (Access 3) | 1 credit (40 hours) |

Gaelic: Listening and Speaking Skills (Access 3)

Gaelic: Reading and Writing Skills (Access 3)

The two Units *Gaelic: Listening and Speaking Skills (Access 3)* and *Gaelic: Reading and Writing Skills (Access 3)* cover:

- ◆ the four language skills of listening, speaking, reading and writing
- ◆ vocational language
- ◆ language rules

Teaching and learning contexts will be relevant and familiar to the candidate. They will deal with personal, social, vocational or general topics. The themes of **Food, Holidays** and **Media** will be addressed in the Access 3 Cluster. If teachers/lecturers wish, they may include other themes such as health, careers, hobbies or sport. The teaching and learning contexts will take account of the language purposes, areas and types of text illustrated in Appendix 1.

Themes will deal with issues at a level of basic competence in terms of breadth and intricacy of language.

Gaelic: Language and Individual Study (Access 3)

This Unit will provide the opportunity to study one topic from themes or aspects of Gaelic culture. Candidates may wish to choose the topic from the themes of **Food, Holidays** and **Media** which are addressed in the Cluster, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture and are not restricted to those mentioned here.

Candidates will be expected, through the study of their chosen topic, to gain a growing understanding of the place of Gaelic language in society

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

ASSESSMENT

To achieve the Cluster award the candidate must pass all the Units.

Note: The document *Gaelic Orthographic Conventions*, SQA, 2005check which will be used by SQA in the production of assessment materials, such as National Assessment Bank (NAB) items, is available on the SQA website at www.sqa.org.uk. Candidates will be expected to use these conventions.

Assessment objectives

The key objectives of the Gaelic (Learners) Access 3 Cluster are to introduce candidates to the language and to provide a basic knowledge and understanding of:

- ◆ Gaelic language skills of listening, speaking, reading and writing
- ◆ Gaelic language rules
- ◆ Gaelic language in society

Summary of Unit assessment

For the Unit *Gaelic: Listening and Speaking Skills*, assessment will consist of one listening activity (20 minutes) and one speaking activity (up to a maximum of two minutes). The assessment will take place under controlled conditions. The maximum time allowed for this is 22 minutes.

For the Unit *Gaelic: Reading and Writing Skills*, assessment will consist of one reading activity (20 minutes) and one writing activity (30 minutes). The assessment will take place under controlled conditions. The maximum time allowed for this is 40 minutes.

For the Unit *Gaelic: Language and Individual Study*, assessment will consist of one writing or one speaking activity (1½ to 2 minutes). The assessment will take place under controlled conditions. The maximum time allowed for this is 20 minutes.

Further details about Unit assessment can be found in the NAB materials and the Unit specifications.

QUALITY ASSURANCE

The Units of all Clusters are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

To assist centres Senior Moderator reports are published on SQA's website. www.sqa.org.uk.

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence of performance should be considered from across the breadth of coverage of content of the Course and must take account of performance in the whole Course. Further advice on the preparation of estimates is given in the Course Assessment Specification.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Learning and teaching in the three Units within this Cluster should be active and candidate-centred. Candidates should have opportunities to contribute to the planning of their work, to make decisions for themselves and to demonstrate initiative and independence.

Induction to the three Units and to the activities to be undertaken should provide a clear understanding of the nature and purpose of the work.

Opportunity should be given for candidates to participate in a variety of activities such as individual, small-group and whole-class tasks. Tasks should stretch candidates' capabilities and provide them with intellectual stimulation.

Learning and teaching should be planned and organised to ensure that there is a direct link with Unit assessments.

Regular monitoring of candidate progress by the teacher/lecturer should take place. Teacher/lecturer intervention and support, and candidate opportunity for evaluating, reviewing, revising and redrafting should be seen as essential to the learning and teaching process. Further guidance on learning and teaching approaches is given in the Unit Specifications.

The Units should be studied concurrently to integrate skills and to develop them in parallel with one another. This approach will also make the best use of the available time and afford candidates greater flexibility and scope with regard to *Gaelic: Language and Individual Study (Access 3)*. Specific suggested approaches to learning and teaching for each of the Units are offered below.

Gaelic: Listening and Speaking Skills

Listening and speaking is the focus of this Unit. It is recommended when delivering this Unit as part of the Cluster that it is taught concurrently with *Gaelic: Reading and Writing Skills (Access 3)* to provide an integrated approach to learning and teaching.

Gaelic: Reading and Writing Skills

Reading and writing is the focus of this Unit. It is recommended when delivering this Unit as part of the Cluster that it is taught concurrently with *Gaelic: Listening and Speaking Skills (Access 3)* to provide an integrated approach to learning and teaching.

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

Gaelic: Language and Individual Study

The study of atopic in Gaelic-related contexts forms the content of this Unit. It would be appropriate to deliver this Unit concurrently with the other two Units.

Additional 40 hours

In addition to the time allocated to the three Units, 40 hours are available across the Cluster to support learning and teaching. That additional time can be used as appropriate at the discretion of staff and candidates. The following suggestions indicate some of the ways in which that time could be used to:

- ◆ provide an induction to the Cluster
- ◆ provide opportunities for consolidation, revision and review
- ◆ enable candidates to engage in research or to go on educational visits outwith the centre
- ◆ prepare for Unit assessment

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Gaelic (Learners) in a Broader Context

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Clusters by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

The study of Gaelic (Learners), with its opportunities for personal and social development, individual and group learning, and development of communication and research skills provides candidates with competences which are valuable in this broader context. The Gaelic (Learners) Cluster allows candidates to develop a greater understanding of how Gaelic has affected and does affect the society in which they participate.

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS — LANGUAGE PURPOSES, AREAS AND TEXTS

The following lists are for **illustrative purposes only** and have been chosen as examples of typical needs of individual learners at this stage. The teacher/lecturer should therefore exercise discretion, especially in selecting the language areas, and should use only those considered appropriate to the particular candidate group.

Language purposes

- ◆ greeting, leave-taking, introducing and addressing
- ◆ asking for and giving information, services and help
- ◆ making requests
- ◆ expressing wishes
- ◆ expressing likes and dislikes
- ◆ expressing approval/disapproval
- ◆ thanking
- ◆ accepting and refusing
- ◆ identifying
- ◆ describing
- ◆ asking for help with language problems
- ◆ expressing an intention
- ◆ referring to a past event
- ◆ expressing opinions and ideas
- ◆ taking into account the opinions of others
- ◆ expressing agreement/disagreement
- ◆ expressing good wishes
- ◆ expressing simple needs and sensations
- ◆ suggesting
- ◆ inviting
- ◆ expressing regret
- ◆ recounting past events
- ◆ offering
- ◆ asking someone to do something
- ◆ being able to/not being able to
- ◆ expressing immediate and longer-term intentions in the future
- ◆ attracting attention
- ◆ dealing with money
- ◆ responding to offers, suggestions
- ◆ giving instructions
- ◆ commenting on a range of topics of general interest
- ◆ projecting/making plans
- ◆ negotiating
- ◆ negation and condition
- ◆ discussing reactions

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

- ◆ explaining events
- ◆ expressing feelings
- ◆ selecting materials from a range offered
- ◆ agreeing/disagreeing/persuading/conceding
- ◆ supporting opinions
- ◆ presenting information
- ◆ preparing comments
- ◆ developing reading skills, eg skimming, scanning, extracting gist, in-depth reading
- ◆ using writing skills

Language areas

- ◆ names, addresses
- ◆ home area, country of origin
- ◆ nationality, age
- ◆ occupation and related activities
- ◆ family and friends
- ◆ health
- ◆ food and drink
- ◆ single events
- ◆ knowledge and study of language
- ◆ places and terms of relevance to tourists and other visitors
- ◆ parts of the body
- ◆ daily routines
- ◆ household furniture and amenities
- ◆ time, place, quantity
- ◆ physical appearance, psychological characteristics
- ◆ clothes
- ◆ the five senses
- ◆ possessions
- ◆ conjunctions, eg but, because, then, so
- ◆ shopping: names of shops, everyday goods, prices, size, colour, weight, volume
- ◆ services: post office, bank, medical, police, tourist office, lost property, emergencies, specialist agencies (eg repairs, supplies, exchanges)
- ◆ travelling and finding the way: directions, public transport, time and place, garage, service station, parking, car hire
- ◆ food and drink: restaurant, café, kiosk, supermarket, shops
- ◆ accommodation: hotel, campsite, youth hostel, guest house
- ◆ leisure activities: social events, cinema, sports, sightseeing, seaside, tourism
- ◆ special and personal interests: work, career, hobbies, recreation
- ◆ areas of general interest, eg current affairs, politics, technology, tourism, service industries
- ◆ matters related to vocational interests
- ◆ Gaelic literature

National Cluster Specification: course details (cont)

CLUSTER Gaelic (Learners) (Access 3)

Text-type

- ◆ audio tape
- ◆ video tape
- ◆ face-to-face conversation, including detailed conversations
- ◆ broadcasts
- ◆ talks, eg aimed at creating/cementing relationships/friendships, based on finding common ground and sharing experiences, aimed at exchanging opinions, asking for and giving advice
- ◆ messages
- ◆ announcements
- ◆ signs
- ◆ notices
- ◆ advertisements
- ◆ lists
- ◆ newspaper/magazine articles
- ◆ short stories
- ◆ song
- ◆ reports
- ◆ poems
- ◆ procedures
- ◆ memos
- ◆ faxes
- ◆ publicity materials
- ◆ presentations
- ◆ interviews
- ◆ discussions
- ◆ plays
- ◆ short novels

National Unit Specification: general information

UNIT Gaelic: Listening and Speaking Skills (Access 3)

CODE DV42 09

COURSE Gaelic (Learners) (Access 3)

SUMMARY

This Unit has been designed as a mandatory part of the Access 3 Gaelic Cluster but may also be used as a freestanding Unit. It aims to develop the ability of candidates in the skills of listening and speaking. Candidates will develop skills in understanding and participating in basic spoken Gaelic. (Examples of the language contexts are detailed in Appendix One.)

The Unit is suitable for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

OUTCOMES

- 1 Demonstrate understanding of basic spoken Gaelic.
- 2 Participate in basic spoken Gaelic communication.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

It is expected that candidates will have been allocated to Gàidhlig* or Gaelic* (Learners) or programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualification*, available on the SQA website)

*Note: Gàidhlig and Gaelic refer throughout to Scottish Gaelic only.

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National Unit Specification: general information (cont)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in the Unit.

National Unit Specification: statement of standards

UNIT Gaelic: Listening and Speaking Skills (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate understanding of basic spoken Gaelic

Performance Criteria

- (a) Identify the main points of a spoken communication.
- (b) Recognise specific points of detail in a spoken communication.

OUTCOME 2

Participate in basic spoken Gaelic communication

Performance Criteria

- (a) Sustain conversation even though prompting or repetition may be necessary.
- (b) Converse with sufficient clarity and accuracy to achieve communication with a sympathetic speaker.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria.

Outcome 1: Listening

One piece of recorded evidence generated on one summative assessment occasion. This will be generated by responses in English to short answer or restricted response questions in English on a text in Gaelic around 1-1½ minutes long. Candidates may make notes at any time during the assessment, which will be carried out under controlled conditions. Use of a dictionary is not permitted in the assessment. The assessment may be up to a maximum of 20 minutes in duration.

Outcome 2: Speaking

One piece of recorded spoken evidence in Gaelic generated on one summative assessment occasion. Candidates will participate in a conversation with the assessor. Candidates may use their own notes in the summative assessment. Use of a dictionary is not permitted in the assessment. The assessment will last a maximum of two minutes.

The standard to be applied is exemplified in the National Assessment Bank items for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Gaelic: Listening and Speaking Skills (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Themes are not prescribed since it is considered appropriate to allow centres to select these in accordance with the interests and needs of their own candidates and the resources available to them. However, if this Unit is being delivered as part of the Access 3 Cluster, teachers/lecturers may wish to address the themes of **Food, Holidays and Media** in order to promote and assist integration with the Unit *Gaelic: Reading and Writing Skills (Access 3)*.

The teaching and learning contexts will take account of the language purposes, areas and types of text illustrated in Appendix One.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Where this Unit is being offered as part of a Cluster, it is appropriate that centres deliver it concurrently with the Unit *Gaelic: Reading and Writing Skills (Access 3)* using a thematic approach for listening, speaking, reading and writing skills. Embracing a thematic approach will facilitate integration of language skills across these two Units.

The Unit builds on recognised good practice by encouraging an integrated teaching approach, which seeks to develop skills in combination rather than in isolation.

A number of themes should be selected through negotiation between candidates and teachers/lecturers.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1: Listening

As well as listening to the teacher/lecturer, candidates will listen to, and view, a variety of sources including radio, TV and recordings. In general, extracts will be around 1-1½ minutes' duration. Use of a dictionary is not permitted in the assessment.

Outcome 2: Speaking

Candidates should be made fully aware of the conditions under which their conversation will take place, and the criteria by which it will be assessed. Spoken communication at Access 3 level will relate to building confidence and effectiveness rather than formal accuracy.

Spoken communication can cover the following contexts:

- ◆ personal
- ◆ vocational
- ◆ career
- ◆ social

National Unit Specification: support notes (cont)

UNIT Gaelic: Listening and Speaking Skills (Access 3)

Information to be exchanged can include:

- ◆ factual information
- ◆ likes
- ◆ dislikes
- ◆ preferences

Assessment is for Learning

By active involvement in the testing process candidates can be beneficiaries rather than victims of testing because tests, used formatively, can help them improve their learning. It has become clear that no matter how great the pressure to achieve good test and examination scores, learning cannot be done **for** the candidate; it has to be done **by** the candidate.

The positive use of formative assessment can help in assisting candidates to raise their summative assessment performances. In preparing candidates for summative assessment, the following four aspects of effective formative assessment should be considered:

- ◆ **Share the success criteria** required for achieving the summative assessment — *ie* explain and discuss Outcome and performance criteria with candidates. Discuss with candidates what is required to pass an assessment. Guidelines intended for use by teaching professionals may need to be translated into language accessible to candidates.
- ◆ **Provide quality feedback through formative assessment** in the lead up to summative assessment. It has been discovered that feedback which gives each candidate guidance on how to improve, as well as opportunity and help to work at the improvement, is much more effective in raising standards than a mark. Feedback should be about the particular qualities of a candidate's work, with advice on what he or she can do to improve, and should avoid comparisons with other candidates. Conscious attention should be paid to the level of language used in feedback to ensure candidates can understand the advice and are in a better position to act on guidance provided.
- ◆ **Use structured questioning in discussing an assessment** to enable candidates to reflect on how they arrived at an answer and tease out any misunderstandings which may have occurred. Dialogue between candidates and a teacher should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance.
- ◆ **Use self and peer assessment to discuss answers to questions and reduce the possibility of misunderstandings** in learning. Candidates should be able to self-assess to understand the main purposes of their learning and thereby grasp what they need to achieve.

When candidates are enabled to share an overview of their targets, they then become more committed and more effective as learners. Consequently, their assessments become an object of discussion with their teachers and with one another, and this promotes even further the reflection on one's own ideas which is essential to good learning.

National Unit Specification: support notes (cont)

UNIT Gaelic: Listening and Speaking Skills (Access 3)

Where anyone is trying to learn, feedback about their efforts should contain reference to three elements:

- ◆ the desired goal
- ◆ the evidence about their present position
- ◆ some understanding of the way to close the gap between the two

All three must to a degree be understood by learners before they can take action to improve their learning.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Appendix 1: Suggested Language Contexts — Language Purposes, Areas and Texts

The following lists are for **illustrative purposes only** and have been chosen as examples of typical needs of individual learners at this stage. The teacher/lecturer should therefore exercise discretion, especially in selecting the language areas, and should use only those considered appropriate to the particular candidate group.

Language purposes

- ◆ greeting, leave-taking, introducing and addressing
- ◆ asking for and giving information, services and help
- ◆ making requests
- ◆ expressing wishes
- ◆ expressing likes and dislikes
- ◆ expressing approval/disapproval
- ◆ thanking
- ◆ accepting and refusing
- ◆ identifying
- ◆ describing
- ◆ asking for help with language problems
- ◆ expressing an intention
- ◆ referring to a past event
- ◆ expressing opinions and ideas
- ◆ taking into account the opinions of others
- ◆ expressing agreement/disagreement
- ◆ expressing good wishes
- ◆ expressing simple needs and sensations
- ◆ suggesting
- ◆ inviting
- ◆ expressing regret
- ◆ recounting past events
- ◆ offering
- ◆ asking someone to do something
- ◆ being able to/not being able to
- ◆ expressing immediate and longer-term intentions in the future
- ◆ attracting attention
- ◆ dealing with money
- ◆ responding to offers, suggestions
- ◆ giving instructions
- ◆ commenting on a range of topics of general interest
- ◆ projecting/making plans
- ◆ negotiating
- ◆ negation and condition
- ◆ discussing reactions
- ◆ explaining events
- ◆ expressing feelings
- ◆ selecting materials from a range offered
- ◆ agreeing/disagreeing/persuading/conceding
- ◆ supporting opinions
- ◆ presenting information
- ◆ preparing comments
- ◆ developing reading skills, eg skimming, scanning, extracting gist, in-depth reading
- ◆ using writing skills

Appendix 1: Suggested Language Contexts — Language Purposes, Areas and Texts (cont)

Language areas

- ◆ names, addresses
- ◆ home area, country of origin
- ◆ nationality, age
- ◆ occupation and related activities
- ◆ family and friends
- ◆ health
- ◆ food and drink
- ◆ single events
- ◆ knowledge and study of language
- ◆ places and terms of relevance to tourists and other visitors
- ◆ parts of the body
- ◆ daily routines
- ◆ household furniture and amenities
- ◆ time, place, quantity
- ◆ physical appearance, psychological characteristics
- ◆ clothes
- ◆ the five senses
- ◆ possessions
- ◆ sentence connectors, eg but, because, then, so
- ◆ shopping: names of shops, everyday goods, prices, size, colour, weight, volume
- ◆ services: post office, bank, medical, police, tourist office, lost property, emergencies, specialist agencies (eg repairs, supplies, exchanges)
- ◆ travelling and finding the way: directions, public transport, time and place, garage, service station, parking, car hire
- ◆ food and drink: restaurant, café, kiosk, supermarket, shops
- ◆ accommodation: hotel, campsite, youth hostel, guest house
- ◆ leisure activities: social events, cinema, sports, sightseeing, seaside, tourism
- ◆ special and personal interests: work, career, hobbies, recreation
- ◆ areas of general interest, eg current affairs, politics, technology, tourism, service industries
- ◆ matters related to vocational interests
- ◆ Gaelic literature

Text-type

- ◆ audio tape
- ◆ video tape
- ◆ face-to-face conversation, including detailed conversations
- ◆ broadcasts
- ◆ talks, eg aimed at creating/cementing relationships/friendships, based on finding common ground and sharing experiences, aimed at exchanging opinions, asking for and giving advice
- ◆ messages
- ◆ announcements
- ◆ signs
- ◆ notices
- ◆ advertisements
- ◆ lists

Appendix 1: Suggested Language Contexts — Language Purposes, Areas and Texts (cont)

- ◆ newspaper/magazine articles
- ◆ short stories
- ◆ song
- ◆ reports
- ◆ poems
- ◆ procedures
- ◆ memos
- ◆ faxes
- ◆ publicity materials
- ◆ presentations
- ◆ interviews
- ◆ discussions
- ◆ plays
- ◆ short novels
- ◆ websites
- ◆ e-mails

National Unit Specification: general information

| | |
|---------------|--|
| UNIT | Gaelic (Learners): Reading and Writing Skills (Access 3) |
| CODE | DV43 09 |
| COURSE | Gaelic (Learners (Access 3)) |

SUMMARY

This Unit has been designed as a mandatory Unit of the Access 3 Gaelic Cluster but may also be used as a free-standing Unit. It aims to develop the ability of candidates in the skills of reading and writing in Gaelic. Candidates will develop skills in understanding and producing basic written Gaelic. (Examples of the language contexts are detailed in Appendix One.)

The Unit is suitable for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

OUTCOMES

- 1 Demonstrate understanding of basic written Gaelic.
- 2 Produce basic written Gaelic.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

It is expected that candidates will have been allocated to Gàidhlig* or Gaelic* (Learners) or programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualification*, available on the SQA website)

***Note:** Gàidhlig and Gaelic refer throughout to Scottish Gaelic only.

Administrative Information

| | |
|--------------------------|-----------------------------------|
| Superclass: | FK |
| Publication date: | August 2006 |
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| Version: | 01 |

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National Unit Specification: general information (cont)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in the Unit.

National Unit Specification: statement of standards

UNIT Gaelic (Learners): Reading and Writing Skills (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate understanding of basic written Gaelic

Performance Criteria

- (a) Identify the main points of a written communication.
- (b) Recognise specific points of detail of a written communication.

OUTCOME 2

Produce basic written Gaelic

Performance Criteria

- (a) Produce a piece of writing which is appropriately structured for purpose and audience.
- (b) Demonstrate sufficient clarity and accuracy to achieve comprehension by a sympathetic reader.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved both of the Outcomes and all of the Performance Criteria.

Outcome 1: Reading

One piece of recorded evidence produced on one summative assessment occasion. This will be generated by responses in English to questions in English on a piece of text in Gaelic around 100-150 words long. The evidence will be produced under controlled conditions. The assessment will last up to a maximum of 20 minutes. Use of a dictionary is permitted in the assessment.

Outcome 2: Writing

One piece of written evidence in Gaelic produced on one summative assessment occasion. Candidates will produce a piece of supported writing. The text produced will be basic with structure, syntax and grammar appropriate to level. It will be produced under controlled conditions in a maximum of 20 minutes. Use of a dictionary is permitted in the assessment.

The Writing task in this Unit will be drawn from the following themes:

Food, Holidays and Media.

Centres must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as learning and teaching approach, any work which contributes to a candidate's evidence for assessment must be carried out on an individual basis to ensure authenticity.

Candidates may use their own notes in the summative assessment.

National Unit Specification: statement of standards (cont)

UNIT Gaelic (Learners): Reading and Writing Skills (Access 3)

Centres must be satisfied that the evidence produced is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work which contributes to a candidate's evidence for assessment must be carried out on an individual basis to ensure authenticity.

The standard to be applied is exemplified in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Gaelic (Learners): Reading and Writing Skills (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The themes which require to be addressed for the Writing task are identified in the Evidence Requirements. Given that the language skills are best addressed in an integrated way, it is likely that these themes will be the ones used for developing the other language skills, but centres are free to select and use additional themes.

It is expected that centres will develop the language purposes, areas and types of text (as illustrated in Appendix 1) through the themes which are chosen.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The Unit builds on recognised good practice by encouraging an integrated teaching approach, which seeks to develop skills in combination rather than in isolation.

Where this Unit is being delivered as part of a Cluster, it is appropriate that centres deliver it concurrently with the Unit *Gaelic: Listening and Speaking Skills (Access 3)* using a thematic approach. Embracing a thematic approach will facilitate integration of language skills across these two Units.

There will be a place for class, group and individual teaching.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As teachers/lecturers prepare candidates to achieve the Outcomes, they will teach them about the nature of the task, particular approaches, the skills required and the aspects of the task which are markers of a high level of performance.

Outcome 1: Reading

The length of communication will vary depending on topic and type, but a suggested length is 100-150 words. The type of information to be read will consist of basic factual information. Use of a dictionary is permitted in the assessment.

The type of material which may be read includes texts shown in Appendix 1.

Outcome 2: Writing

Candidates should be made fully aware of the conditions under which their writing assessment will take place, and the criteria by which it will be assessed. There is considerable scope for integrating writing with the other Outcome. Writing tasks should arise out of what is being listened to, studied or read. Use of a dictionary is permitted in the assessment. Candidates will engage in a range of language purposes from those listed in Appendix 1.

Candidates will be supported by a framework for writing.

National Unit Specification: support notes (cont)

UNIT Gaelic (Learners): Reading and Writing Skills (Access 3)

Candidates will carry out this assessment under controlled conditions. It is recommended that teachers/lecturers follow a similar pattern when providing formative feedback before the summative assessment. Research has indicated that the following pattern is best practice for providing formative assessment for a written task:

- 1 First draft — the teacher/lecturer reads over the candidate's work and provides verbal feedback to indicate areas for improvement. Feedback is most effective when it comprises a positive statement about the candidate's work as well as a statement which deals with two aspects requiring improvement.
- 2 Second draft — the teacher/lecturer reads over the candidate's work and provides written feedback to indicate areas for improvement. The written feedback, as indicated above, is most effective when it comprises a positive statement about the candidate's work and a statement about two aspects requiring improvement.

The piece of writing must be produced under a system which checks and records its authenticity. This can be done by requiring the candidate to submit the two drafts as suggested above with the teacher/lecturer recording that these have been seen.

ASSESSMENT IS FOR LEARNING

By active involvement in the testing process candidates can be beneficiaries rather than victims of testing because tests can help candidates improve their learning. It has become clear that no matter how great the pressure to achieve good test and examination scores, learning cannot be done **for** the candidate; it has to be done **by** the candidate.

The positive use of formative assessment can help in assisting candidates to raise their summative assessment performances. In preparing candidates for summative assessment, the following four aspects of effective formative assessment should be considered:

- ◆ **Share the success criteria** required for achieving the summative assessment — ie explain and discuss Outcome and performance criteria with candidates. Discuss with candidates what is required to pass an assessment. Guidelines intended for use by teaching professionals may need to be translated into language accessible to candidates.
- ◆ **Provide quality feedback from formative assessment** in the lead up to summative assessment. Feedback which gives each candidate guidance on how to improve, as well as opportunity and help to work at the improvement, is much more effective in raising standards than a mark. Feedback should be about the particular qualities of a candidate's work, with advice on what he or she can do to improve, and should avoid comparisons with other candidates.
- ◆ **Use structured questioning in discussing a formative assessment** to enable candidates to understand not just what was incorrect but also how it may be improved and corrected. Dialogue between candidates and a teacher/lecturer should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance.

National Unit Specification: support notes (cont)

UNIT Gaelic (Learners): Reading and Writing Skills (Access 3)

- ◆ **Use self and peer assessment to discuss answers to questions and remove misunderstandings** in learning. Candidates should be able to self-assess to understand the main purposes of their learning and thereby grasp what they need to achieve.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Appendix 1: Suggested Language Contexts — Language Purposes, Areas and Texts

The following lists are for **illustrative purposes only** and have been chosen as examples of typical needs of individual learners at this stage. The teacher/lecturer should therefore exercise discretion, especially in selecting the language areas, and should use only those considered appropriate to the particular candidate group.

Language purposes

- ◆ . greeting, leave-taking, introducing and addressing
- ◆ . asking for and giving information, services and help
- ◆ . making requests
- ◆ . expressing wishes
- ◆ . expressing likes and dislikes
- ◆ . expressing approval/disapproval
- ◆ . thanking
- ◆ . accepting and refusing
- ◆ . identifying
- ◆ . describing
- ◆ . asking for help with language problems
- ◆ . expressing an intention
- ◆ . referring to a past event
- ◆ . expressing opinions and ideas
- ◆ . taking into account the opinions of others
- ◆ . expressing agreement/disagreement
- ◆ . expressing good wishes
- ◆ . expressing simple needs and sensations
- ◆ . suggesting
- ◆ . inviting
- ◆ . expressing regret
- ◆ . recounting past events
- ◆ . offering
- ◆ . asking someone to do something
- ◆ . being able to/not being able to
- ◆ . expressing immediate and longer-term intentions in the future
- ◆ . attracting attention
- ◆ . dealing with money
- ◆ . responding to offers, suggestions
- ◆ . giving instructions
- ◆ . commenting on a range of topics of general interest
- ◆ . projecting/making plans
- ◆ . negotiating
- ◆ . negation and condition
- ◆ . discussing reactions
- ◆ . explaining events

Appendix 1: Suggested Language Contexts — Language Purposes, Areas and Texts (cont)

Language purposes (cont)

- ◆ . expressing feelings
- ◆ . selecting materials from a range offered
- ◆ . agreeing/disagreeing/persuading/conceding
- ◆ . supporting opinions
- ◆ . presenting information
- ◆ . preparing comments
- ◆ . developing reading skills, eg skimming, scanning, extracting gist, in-depth reading
- ◆ . using writing skills

Language areas

- ◆ . names, addresses
- ◆ . home area, country of origin
- ◆ . nationality, age
- ◆ . occupation and related activities
- ◆ . family and friends
- ◆ . health
- ◆ . food and drink
- ◆ . single events
- ◆ . knowledge and study of language
- ◆ . places and terms of relevance to tourists and other visitors
- ◆ . parts of the body
- ◆ . daily routines
- ◆ . household furniture and amenities
- ◆ . time, place, quantity
- ◆ . physical appearance, psychological characteristics
- ◆ . clothes
- ◆ . the five senses
- ◆ . possessions
- ◆ . sentence connectors, eg but, because, then, so
- ◆ . shopping: names of shops, everyday goods, prices, size, colour, weight, volume
- ◆ . services: post office, bank, medical, police, tourist office, lost property, emergencies, specialist agencies (eg repairs, supplies, exchanges)
- ◆ . travelling and finding the way: directions, public transport, time and place, garage, service station, parking, car hire
- ◆ . food and drink: restaurant, café, kiosk, supermarket, shops
- ◆ . accommodation: hotel, campsite, youth hostel, guest house
- ◆ . leisure activities: social events, cinema, sports, sightseeing, seaside, tourism
- ◆ . special and personal interests: work, career, hobbies, recreation
- ◆ . areas of general interest, eg current affairs, politics, technology, tourism, service industries
- ◆ . matters related to vocational interests
- ◆ . Gaelic literature.

Appendix 1: Suggested Language Contexts — Language Purposes, Areas and Texts (cont)

Text-type

- ◆ audio tape
- ◆ video tape
- ◆ face-to-face conversation, including detailed conversations
- ◆ broadcasts
- ◆ talks, eg aimed at creating/cementing relationships/friendships, based on finding common ground and sharing experiences, aimed at exchanging opinions, asking for and giving advice
- ◆ messages
- ◆ announcements
- ◆ signs
- ◆ notices
- ◆ advertisements
- ◆ lists
- ◆ newspaper/magazine articles
- ◆ short stories
- ◆ song
- ◆ reports
- ◆ poems
- ◆ procedures
- ◆ memos
- ◆ faxes
- ◆ publicity materials
- ◆ presentations
- ◆ interviews
- ◆ discussions
- ◆ plays
- ◆ short novels
- ◆ websites
- ◆ e-mails

National Unit Specification: general information

UNIT Gaelic (Learners): Language and Individual Study (Access 3)

CODE DV44 09

COURSE Gaelic (Learners) (Access 3)

SUMMARY

This Unit has been designed as a mandatory part of the Access 3 Gaelic Cluster but may also be used as a freestanding Unit. It aims to help candidates to understand the place of Gaelic in society. Candidates will engage in the study of an aspect of Gaelic culture which interests them. The possible topic areas range from the historical to the contemporary and can provide opportunities to learn about the recent expansion in Gaelic media, education, careers, arts, language bodies and politics.

The Unit is suitable for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

OUTCOME

1 Study and respond to a theme or aspect of Gaelic culture.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

It is expected that candidates will have been allocated to Gàidhlig* or Gaelic* (Learners) programmes of study in accordance with SQA's published guidelines (see document *Guidance on Allocation to Gàidhlig or Gaelic (Learners) Programmes of Study and Qualification*, available on the SQA website)

***Note:** Gàidhlig and Gaelic refer throughout to Scottish Gaelic only.

Administrative Information

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National Unit Specification: general information (cont)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in the Unit.

National Unit Specification: statement of standards

UNIT Gaelic (Learners): Language and Individual Study (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Study and respond to a theme or aspect of Gaelic culture

Performance Criteria

- (a) Identify clearly the Gaelic topic investigated.
- (b) State why one aspect of the topic was of personal interest.
- (c) Identify one gain in knowledge and understanding as a result of the study.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved the Outcome and all of the Performance Criteria. This should consist of one piece of recorded evidence produced on one summative assessment occasion. Candidates will produce a response in Gaelic about a theme or aspect of Gaelic culture. The response will be produced in a maximum of 20 minutes if written, and of 1½-2 minutes duration if spoken.

Centres must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work which contributes to a candidate's evidence for assessment must be carried out on an individual basis to ensure authenticity.

Candidates' written responses may be provided through multiple choice, short answer and/or restricted response questions. Spoken responses may be assisted through assessor led questions. Candidates may use their own notes in the assessment.

The standard to be applied is exemplified in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Gaelic (Learners): Language and Individual Study (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates undertaking the Unit as part of the Access 3 Cluster may wish to choose from the themes of **Food**, **Holidays** and **Media** in order to integrate language skills as much as possible. However, candidates are not restricted to these themes and may choose any theme or aspect of Gaelic culture. Candidates may negotiate more than one topic for study and select one topic for assessment.

Some factors which should be borne in mind when candidates are selecting a topic include:

- ◆ the candidate's own interest in the topic
- ◆ the benefit to the candidate from studying that topic
- ◆ the information, materials or support that may be available to the candidate within the centre

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

At this level teacher/lecturer support will be substantial and will possibly take up 25-30 hours of the Unit.

Whilst teachers/lecturers will be providing much of the input for this Unit, candidates can be expected to take some responsibility for their own study.

Use should be made of resources outside the centre where possible and practicable. These may be local or national resources. Candidates will decide, in consultation with staff, which sources will be most appropriate for their purposes and will plan their study in order to make the best use of these sources.

Candidates can access suitable resources in many ways. A few examples include:

- ◆ making use of local libraries
- ◆ using material available from community resources, such as local museums
- ◆ interviewing people
- ◆ using the media - TV, radio, newspapers
- ◆ communicating with various organisations
- ◆ accessing websites

It would be helpful for candidates undertaking this Unit as part of the Access 3 Cluster if it started concurrently with the other two Units in the Cluster. This would provide a longer time period to communicate with possible sources and to consult resources.

There will be a place for class, group and individual teaching. The support provided by the teacher/lecturer will be given with the awareness that increasing independence is a goal for the candidate and one which the course seeks to foster.

National Unit Specification: support notes (cont)

UNIT Gaelic (Learners): Language and Individual Study (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates can engage in practice responses in preparation for the assessment.

It is recommended that teachers/lecturers follow the pattern below before the summative assessment.

- 1 First draft — the teacher/lecturer reads over the candidate's work and provides verbal feedback to indicate areas for improvement. Feedback is most effective when it comprises a positive statement about the candidate's work as well as a statement which deals with two aspects requiring improvement.
- 2 Second draft — the teacher/lecturer reads over the candidate's work and provides written feedback to indicate areas for improvement. The written feedback, as indicated above, is most effective when it comprises a positive statement about the candidate's work and a statement about two aspects requiring improvement.

ASSESSMENT IS FOR LEARNING

By active involvement in the testing process candidates can be beneficiaries rather than victims of testing because tests can help candidates improve their learning. It has become clear that no matter how great the pressure to achieve good test and examination scores, learning cannot be done **for** the candidate; it has to be done **by** the candidate.

The positive use of formative assessment can help in assisting candidates to raise their summative assessment performances. In preparing candidates for summative assessment, the following four aspects of effective formative assessment should be considered:

- ◆ **Share the success criteria** required for achieving the summative assessment — ie explain and discuss Outcome and performance criteria with candidates. Discuss with candidates what is required to pass an assessment. Guidelines intended for use by teaching professionals may need to be translated into language accessible to candidates.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).