



**GÀIDHLIG**  
**Advanced Higher**

**Second edition – published August 2011**



**NOTE OF CHANGES TO ARRANGEMENTS  
SECOND EDITION PUBLISHED AUGUST 2011**

**COURSE TITLE** Gàidhlig ( Advanced Higher)

**COURSE NUMBER:** C229 13

**National Course Specification:** No change to course specification. Amendment made to page 12 for clarity.

**National Unit Specification:** No change

## National Course Specification

**COURSE** Gàidhlig (Advanced Higher)

**COURSE CODE** C229 13

### COURSE STRUCTURE

This Course has three mandatory Units:

**DV4C 13 Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher)** 1 credit (40 hours)  
(Gàidhlig: Translation Skills)

**DV4D 13 Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais (Advanced Higher)** 1 credit (40 hours)  
(Gàidhlig: Writing and Literary Criticism Skills)

**DV4E 13 Gàidhlig: Cànan agus Cultar (Advanced Higher)** 1 credit (40 hours)  
(Gaidhlig: Language and Culture)

All Courses 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 Course assessment.

### RECOMMENDED ENTRY

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

- ♦ Higher Gàidhlig or its Units

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 [www.sqa.org.uk](http://www.sqa.org.uk)).

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

### PROGRESSION

This Course or its Units may provide progression to:

- ♦ Higher National programmes
- ♦ Higher Education programmes
- ♦ training or employment

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### Administrative Information

**Publication date:** August 2011

**Source:** Scottish Qualifications Authority

**Version:** 02

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## National Course Specification (cont)

**COURSE** Gàidhlig (Advanced Higher)

### CREDIT VALUE

The Advanced Higher Course in Gàidhlig is allocated 32 SCQF credit points at SCQF level 7\*.

*\*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

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	Communication at SCQF Level 6
Core Skills component	None

## **National Course Specification: Course details**

### **COURSE** Gàidhlig (Advanced Higher)

#### **RATIONALE**

The Gàidhlig (Advanced Higher) Course links with the candidate's previous studies in the language at Higher level and will provide a platform from which they can progress to further in-depth study in further or higher education.

It is expected that the Advanced Higher course will appeal to a wide range of candidates, whether or not they intend to follow a Gaelic course in further or higher education.

Candidates require skills that allow them to:

- ◆ interpret sophisticated linguistic and literary forms
- ◆ produce increasingly sophisticated and subtle oral and written communications in styles or formats appropriate to particular contexts

It is a significant aim of teachers and lecturers of Gàidhlig to enable all candidates to develop these skills.

The Gàidhlig Course at Advanced Higher level will provide opportunities to:

- ◆ develop the ability to express and communicate meaning at a high level of sophistication
- ◆ develop the ability to communicate in writing at a high level of sophistication with respect to audience, context and purpose
- ◆ deepen awareness of language and how it works taking account of style, grammar, structure and idiom
- ◆ introduce candidates to a range of sophisticated reading material for analysis, appreciation and evaluation
- ◆ develop the ability to translate complex and detailed written communication from English into Gaelic
- ◆ develop the ability to translate complex and detailed spoken communication from Gaelic into English
- ◆ study and evaluate literary texts from different genres
- ◆ interact with an individual or group on Gaelic-related issues
- ◆ engage in individual, group and/or class study of topics of a historical or cultural nature
- ◆ foster positive attitudes towards the Gaelic language, culture and heritage
- ◆ encourage candidates to appreciate the advantages of bilingualism educationally, socially and professionally

The intention is to ensure that candidates studying at this level will be confident and highly skilled in the use of Gaelic in a society in which the status of the language and the opportunities open to those who use it are steadily increasing.

## National Course Specification: Course details (cont)

### COURSE Gàidhlig (Advanced Higher)

#### AIMS

The aims of the Course are to build on the knowledge, understanding and skills gained in Higher Gàidhlig. Specifically at this level the Course can:

- ♦ develop to a high level of sophistication the candidate's knowledge, understanding and appreciation of:
  - Gaelic language
  - Gaelic literature
  - Gaelic culture
- ♦ provide a worthwhile and enjoyable educational experience
- ♦ develop the candidate's abilities to a high level of sophistication in:
  - listening
  - speaking
  - reading
  - writing
  - language translation and interpretation
  - literacy appreciation
- ♦ promote and encourage the candidate's awareness of the three main broad purposes of language:
  - *Informative*: effective communication in contemporary Gaelic society requires both understanding and command of appropriate vocabulary, structures and styles. In order to achieve this, candidates must be able to recognise specific purposes and the needs of particular audiences.
  - *Expressive*: the candidate will develop the ability to clarify and to articulate accurately their own wishes, intentions, experiences, reactions, attitudes, ideas and values, and to relate these to the Gaelic culture of which they are part.
  - *Imaginative*: imaginative uses of language also have great significance for personal and linguistic development. Both literature and the imaginative output of the media can promote appreciation of:
    - the complexity of human motivations, actions, emotions, relationships and ideas
    - the use of language as a very versatile and sensitive means of communication
- ♦ develop research and report writing skills
  - the individual study in the Unit *Gàidhlig: Cànan agus Cultar* caters for individual interest and provides opportunity for individual fulfilment. It can also develop candidates' report writing skills to a level suitable for Higher Education and/or the world of work. Candidates are encouraged to engage in independent study as an end in itself and also as essential preparation for further study or for the world of work.

## National Course Specification: Course details (cont)

### COURSE Gàidhlig (Advanced Higher)

#### AIMS (cont)

This Course is suitable for candidates attending schools and further education institutions or following other Gàidhlig programmes of study. Candidates may wish to gain a National Qualification in Advanced Higher Gàidhlig as part of their progression towards specialist courses in further and Higher Education, for vocational reasons or for self-development.

It is important to distinguish between the Higher and Advanced Higher levels. This has been achieved in three ways:

- ◆ greater complexity in language skills is required and is reflected in the demands of the Outcomes and the Course assessment
- ◆ the literature requirements at Unit and Course level are more demanding of candidates
- ◆ there is recognition of the growing independence of candidates and an individual study is included which requires candidates to work independently and to take responsibility for their own study

#### COURSE CONTENT

This Course has three mandatory Units:

##### **Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher)**

(Gàidhlig: Translation Skills)

This Unit will develop candidates' skills in translation from English to Gaelic and vice versa.

##### **Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais (Advanced Higher)**

(Gàidhlig: Writing and Literary Criticism Skills)

This Unit develops candidates' skills in:

- ◆ informative, expressive or imaginative writing
- ◆ evaluating a previously seen piece of literature

It will help candidates to produce sophisticated pieces of informative, expressive or imaginative writing. It will also help candidates to appreciate and evaluate Gaelic literature mainly from the 20<sup>th</sup> and/or 21<sup>st</sup> century. The texts selected for study can include the following genres:

- ◆ novel
- ◆ biography
- ◆ autobiography
- ◆ poetry/song
- ◆ drama
- ◆ short story
- ◆ essay

Candidates will learn how to demonstrate a sophisticated understanding and appreciation of the theme, viewpoint and purpose of a piece of literature. They will also learn how to provide informed comment on technical aspects of literary writing.

## National Course Specification: Course details (cont)

### COURSE Gàidhlig (Advanced Higher)

#### **Gàidhlig: Cànan agus Cultar (Advanced Higher)**

(Gàidhlig: Language and Culture)

This Unit of the Advanced Higher Course will provide opportunity for the study of literature and for an individual study linked to a background aspect of Gaelic culture.

At this level the presentation of opinions and ideas will be at an informed level and candidates are expected to show clear engagement with the subject matter of their presentation.

#### **Individual Study**

The individual study will enable candidates to research an aspect of Gaelic which interests them. Candidates will be expected, through the study of their chosen topic, to display an informed knowledge and understanding of their study topic.

At this level candidates will be expected to engage closely with their chosen topic.

The following are suggested topic areas for the study:

- ♦ the historic Gaelic world
- ♦ the contemporary Gaelic world
- ♦ Gaelic literature
- ♦ Gaelic music and song
- ♦ Gaelic language issues
- ♦ Gaelic in a national/international context
- ♦ minority languages

The topic areas range from the historical to the contemporary and can provide opportunities to investigate the recent expansion in Gaelic media, education, careers, arts, language bodies and politics. Candidates are expected to work independently at this level and to take responsibility for their own study.

#### **Discussion of a Gaelic-related issue**

This part of the Unit will enable candidates to engage in informed discussion of a specific Gaelic topic with an individual or a group. The topics which candidates are researching for their individual study will form the basis of informed discussion.

### ASSESSMENT

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

Note: The document *Gaelic Orthographic Conventions*, SQA, 2004 which will be used by SQA in the production of assessment materials, such as Question Papers and NAB items, is available for on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk). Candidates will be expected to use these conventions.

#### **Assessment objectives**

The key objectives of the Gàidhlig Course at Advanced Higher are to develop a sophisticated knowledge, understanding and appreciation of:

- ♦ Gaelic language skills of listening, speaking, reading, writing and translation
- ♦ Gaelic language rules
- ♦ Gaelic literature
- ♦ Gaelic culture

## National Course Specification: Course details (cont)

### COURSE Gàidhlig (Advanced Higher)

**Unit assessment** permits candidates to demonstrate their language skills in communicating effectively at an advanced level and to show an informed knowledge, understanding and appreciation of Gaelic literature, culture and heritage.

**Course assessment** permits candidates to demonstrate the development of their writing, literature appreciation, translation and speaking skills in less familiar and/or more complex contexts.

#### Summary of Unit assessment

For the Unit ***Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher)*** (Gàidhlig: Translation Skills), assessment will consist of one translated summary from spoken Gaelic into written English, and one written translation from English into Gaelic. The assessment will take place under controlled conditions and should take place at an appropriate time. The maximum time allowed for this is one hour.

For the Unit ***Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais (Advanced Higher)*** (Gàidhlig: Writing and Literary Criticism Skills), assessment will consist of one writing activity and an evaluation of previously seen literature. The assessment will take place under controlled conditions and should take place at an appropriate time. The maximum time allowed for this is one hour.

For the Unit ***Gàidhlig: Cànan agus Cultar (Advanced Higher)*** (Gàidhlig: Language and Culture), assessment will consist of writing activity for the individual study of an aspect of Gaelic culture and one interaction on a Gaelic-related issue. The assessment will take place under controlled conditions and should take place at an appropriate time. The maximum time allowed for this is one hour.

Full details of the structure, Outcomes, Performance Criteria, evidence and conditions for Unit assessment can be found in the Unit specifications for Gàidhlig (Advanced Higher).

Further details about Unit assessment can be found in the National Assessment Bank (NAB) materials and the Unit specifications.

#### Components of Course assessment

The Course assessment has two components:

- ◆ a Question Paper
- ◆ a Speaking assessment

The Question Paper has four sections:

- ◆ Writing
- ◆ Translation
- ◆ Practical Criticism
- ◆ Literature

It lasts 2 hours 40 minutes and has a total of 150 marks available.

The Speaking assessment involves interaction with another person and focuses on general issues and work done throughout the Course. It lasts a maximum of 15 minutes and has a total of 50 marks available.

Further details about assessment for this Course are given in the Course Assessment Specification and the Specimen Question Paper.

## **National Course Specification: Course details (cont)**

### **COURSE Gàidhlig (Advanced Higher)**

#### **Link between Unit and Course assessment**

The Unit assessments will assess candidates' receptive, productive, appreciative, translation and investigative skills.

The Course assessment samples across all three Units and will require candidates to demonstrate their ability to retain and integrate their receptive, productive, appreciative, critical, translation and investigative skills in less familiar and/or more complex contexts. The Speaking assessment will allow candidates to discuss general issues and work done throughout the Course.

#### **The Added Value of the Course**

The Unit and Course assessments are designed to complement each other. The Unit assessments provide evidence of a specific level of achievement in separate sections of the Course. The Course assessment provides evidence of added value. This is a range of skills beyond those required for Unit success.

In Gàidhlig (Advanced Higher) the added value consists of the development, retention and integration of the receptive, productive, appreciative and investigative skills gained in achieving the Unit Outcomes. The Course assessment includes a practical criticism of unseen literary text and a translation.

## National Course Specification: course details (cont)

### COURSE Gàidhlig (Advanced Higher)

#### GRADE DESCRIPTIONS AT ‘A’ AND ‘C’

The candidate’s grade will be based on the total score obtained from all parts of the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and A in the Course.

The Course assessment requires candidates to integrate the language skills developed throughout the Course, and to demonstrate retention of the knowledge and understanding acquired in the Units.

Descriptions are given of the nature of performance required for an award at Grade C and for an award at Grade A in the Course components. Grade descriptions are offered for each of the language skills assessed. These should be interpreted in the context of the provision of stimuli appropriate to the level.

<b>Writing Grade C</b>	
The candidate will produce extended pieces of writing which will adhere fairly closely to the prescribed task and demonstrate some engagement with the topic.	<ul style="list-style-type: none"> <li>◆ response reveals some thoughtfulness, insight, and imagination</li> <li>◆ attempt to structure response to achieve effects</li> <li>◆ viewpoint adopted by the writer in relation to the reader and to the material is appropriate and an attempt to create tone or mood is evident</li> <li>◆ style and language, including the use of techniques relevant to the genre, are used</li> </ul>
<b>Writing Grade A</b>	
The candidate will produce extended pieces of writing which will adhere closely to the prescribed task and demonstrate close engagement with the topic.	<ul style="list-style-type: none"> <li>◆ response reveals thoughtfulness, insight, and imagination</li> <li>◆ structure of response is exploited to achieve desired effects</li> <li>◆ viewpoint adopted by the writer in relation to the reader and to the material is clear and appropriate and tone or mood is controlled and deliberate</li> <li>◆ style and language, including the use of techniques relevant to the genre, are used to achieve desired effects</li> </ul>

<b>Translation Grade C</b>	
The candidate will produce a translation which retains the grammar, syntax and conceptual equivalence of the original text and may contain some lapses.	<ul style="list-style-type: none"> <li>◆ essential information and relevant details are understood and conveyed comprehensibly, although some details may be translated in an imprecise or inaccurate manner</li> <li>◆ the sense of the original text is conveyed although there may be inaccuracies and weaknesses in the use of Gaelic</li> </ul>
<b>Translation Grade A</b>	
The candidate will produce a translation which sustains the grammar, syntax and conceptual equivalence of the original text.	<ul style="list-style-type: none"> <li>◆ essential information and relevant details are understood and conveyed clearly and accurately</li> <li>◆ the sense of the original text is conveyed clearly and accurately in idiomatic Gaelic</li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Gàidhlig (Advanced Higher)

### GRADE DESCRIPTIONS AT 'A' AND 'C' (cont)

<b>Speaking Grade C</b>	
The candidate will demonstrate an ability to discuss general issues and work studied throughout the Course and contribute an adequate amount of detail, information and personal judgement.	<ul style="list-style-type: none"> <li>◆ reasonably relevant and comprehensive responses</li> <li>◆ reasonable degree of clarity, expression and accuracy</li> <li>◆ control of a fairly wide range of language structures and idiom</li> </ul>
<b>Speaking Grade A</b>	
The candidate will demonstrate an ability to discuss general issues and work studied throughout the Course and contribute informed detail, information and personal judgement.	<ul style="list-style-type: none"> <li>◆ relevant, comprehensive and detailed responses</li> <li>◆ high degree of clarity, expression and accuracy</li> <li>◆ control of a wide range of language structures and idiom</li> </ul>
<b>Literature and Practical Criticism Grade C</b>	
The candidate will demonstrate a sufficient amount of thoughtful consideration to indicate a personal and reasonable interaction with text.	<ul style="list-style-type: none"> <li>◆ response to text demonstrates an awareness of key elements, central concerns and significant details of text</li> <li>◆ response to text includes some relevant and thoughtful critical comment and demonstrates adequate handling of literary/linguistic concepts, techniques, forms</li> <li>◆ majority of judgements made are relevant, thoughtful and based on evidence drawn from text</li> </ul>
<b>Literature and Practical Criticism Grade A</b>	
The candidate will demonstrate clear and thoughtful consideration which indicates a personal and deep interaction with text.	<ul style="list-style-type: none"> <li>◆ response to text demonstrates a clear understanding of key elements, central concerns and significant details of text</li> <li>◆ response to text includes relevant and insightful critical comment and demonstrates confident handling of literary/linguistic concepts, techniques, forms</li> <li>◆ judgements made are relevant, thoughtful and clearly based on detailed evidence drawn from text</li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Gàidhlig (Advanced Higher)

### ESTIMATES AND APPEALS

#### Estimates

In preparing estimates, evidence of performance should be considered across the 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.

#### Appeals

In this Course, there are two externally assessed components of Course assessment:

- ◆ the Question Paper
- ◆ the Speaking assessment

#### Question Paper

The principal source of evidence to support an appeal will usually be generated from an integrated assessment (eg a prelim) which reflects the range, style, level of demand, balance, depth and mark allocation of the Question Paper. Evidence must show a sufficient breadth of coverage of content and must relate to the Course Grade Descriptions. Centres should refer to the Course Assessment Specification and Specimen Question Paper for guidance in constructing a prelim or other integrated assessment.

Although a prelim is not mandatory it can give an indication of how the candidate will perform in questions which require integration, retention and application of knowledge and understanding in less familiar contexts within a time restraint.

Centres generating their own prelim papers sometimes draw heavily on past papers for their questions. These questions should be carefully selected from a range of Question Papers to ensure a balanced paper of acceptable format and standard. Questions should not be lifted en bloc from past papers and should contain some degree of modification or adaptation in order to provide an unseen test of the candidate's abilities. Past papers or SQA specimen papers in their entirety, will not be accepted as evidence to support an appeal. Centres must be certain that test materials have not been previously seen by candidates and that controlled conditions apply.

In some cases, a prelim might not provide evidence of performance over the whole Course, but rather over two Units of the Course. In this case, supplementary evidence from a National Assessment Bank (NAB) or other assessment item for a Unit, together with evidence from the prelim, might provide evidence towards an appeal for a grade C. However, while Unit assessments can provide evidence of attainment within familiar contexts and demonstrate limited retention, they do not usually provide evidence of a candidate's ability to cope with questions based on integrated topics or to deal with questions of a more complex nature based on unfamiliar contexts. Further evidence is desirable for an appeal for a grade above grade C.

## **National Course Specification: Course details (cont)**

### **COURSE Gàidhlig (Advanced Higher)**

#### **Speaking Assessment**

This component is assessed by a Visiting Examiner. It is not expected that there will be alternative evidence for this external assessment component, however it may assist a candidate's case if evidence is submitted if it is available. Audio or video evidence should reflect the demands and conditions of the Visiting Examining event, and such evidence should be marked against marking criteria used by Visiting Examiners, as detailed in the Course Assessment Specification.

Centres may find that a practical prelim examination provides an opportunity to generate this evidence. Where video or audio evidence is not practical, marking schedules and observation checklists can be used to support appeals. If alternative evidence is not provided, the mark awarded by the Visiting Examiner will remain unchanged.

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments used for Estimates and Appeals.

#### **QUALITY ASSURANCE**

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses 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.

Courses may be assessed by a variety of methods. Where marking is undertaken by trained markers in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

## National Course Specification: Course details (cont)

### COURSE Gàidhlig (Advanced Higher)

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Learning and teaching in the three Units in this Course 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.

The Units may be studied sequentially or concurrently. If the Units are offered concurrently language skills will be integrated and all skills will be developed 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 their research for the *Gàidhlig: Canàn agus Cultar* Unit.

Induction to the 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 relation to 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 contained in the Unit Specifications.

Specific suggested approaches to learning and teaching for each of the Units are offered below.

#### ***Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher)*** (Gàidhlig: Translation Skills)

This Unit can be taught concurrently with the other two Units in the Advanced Higher Course to provide an integrated approach to learning and teaching.

## National Course Specification: Course details (cont)

### COURSE Gàidhlig (Advanced Higher)

***Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais (Advanced Higher)***  
(Gàidhlig: Writing and Literary Criticism Skills)

This Unit can be taught concurrently with the other two Units in the Advanced Higher Course to provide an integrated approach to learning and teaching.

***Gàidhlig: Cànan agus Cultar (Advanced Higher)***  
(Gàidhlig: Language and Culture)

This Unit can be taught concurrently with the other two Units in the Advanced Higher Course to provide an integrated approach to learning and teaching.

This Unit will afford candidates the opportunity to undertake an individual study and to discuss it in depth.

The individual study will provide a sound preparation for Higher Education and for the world of work. The activities that candidates will engage in during their research will integrate language, research and interpersonal skills. The process of acquiring information for the topic of study is as valuable as the end product itself.

Candidates will choose a topic to study in detail. Teachers/lecturers will have a supporting role in guiding the choice of topic and in determining its appropriateness. 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

Candidates will be encouraged to take responsibility for their own studies. Some research may be undertaken outside the centre, making use of a variety of sources. Candidates will decide, in consultation with teachers/lecturers, which sources will be most appropriate for their purposes and will plan their research in order to make the best use of these sources. Consideration should be given to organisations that supply leaflets, statistics or other materials and requests made to them should be reasonable and not burdensome.

Candidates should make the best use of the time available to them. One reason for suggesting that the three Units in this course be taught concurrently is that the research work for this Unit may then be spread over a longer period of time. This will provide sufficient time for candidates to access up-to-date materials from organisations and individuals, and for these organisations and individuals to respond to correspondence from candidates.

### **Additional 40 hours**

In addition to the time allocated to the three Units, 40 hours are available across the Course 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:

- ◆ provide an induction to the Course
- ◆ provide opportunities for consolidation, revision and review
- ◆ allow candidates to engage in additional field work
- ◆ enable candidates to pursue cross-curricular matters, to engage in field work or research or to go on educational visits outwith the centre
- ◆ write a final version of the individual study
- ◆ preparation for Course assessment

## National Course Specification: Course details (cont)

**COURSE** Gàidhlig (Advanced Higher)

### **ADDITIONAL SUPPORT NEEDS**

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

### **GÀIDHLIG 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 Courses 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 Gàidhlig, 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. Gàidhlig allows candidates to develop a greater understanding of Scotland's history and of how Gaelic has affected and does affect the society in which they participate.



## National Unit Specification: general information

**UNIT** Gàidhlig: Sgilean Eadar-theangeachaidh (Advanced Higher)  
(*Gàidhlig: Translation Skills*)

**CODE** DV4C 13

**COURSE** Gàidhlig (Advanced Higher)

### SUMMARY

This Unit is a mandatory Unit of the Gàidhlig (Advanced Higher) Course and may also be used as a free-standing Unit. It aims to develop candidates' translation skills. Candidates will become skilled at providing accurate translations of written English and spoken Gaelic.

The Unit is suitable for those who have completed the Gàidhlig (Higher) Course or Units from it. It is relevant 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. Translate a complex and detailed prose text from English into Gaelic.
2. Summarise in English a spoken Gaelic text.

### RECOMMENDED ENTRY

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

- ♦ Higher Gàidhlig or its Units

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 [www.sqa.org.uk](http://www.sqa.org.uk)).

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

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## Administrative Information

**Superclass:** FK

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: general information (cont)**

**UNIT**                      Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher)  
(*Gàidhlig: Translation Skills*)

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*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 this Unit.

## **National Unit Specification: statement of standards**

**UNIT**      Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher)  
(*Gàidhlig: Translation Skills*)

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**

Translate complex and detailed prose text from English into Gaelic.

#### **Performance Criteria**

- (a) Maintain the main elements of the grammar, syntax and conceptual equivalence of the original text.
- (b) Produce a translation which is written in clear, accurate and idiomatic Gaelic.

### **OUTCOME 2**

Summarise in English a spoken Gaelic text.

#### **Performance Criteria**

- (a) Provide a summary which captures the essence of the original text.
- (b) Provide a summary which reflects the key ideas of the original text.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher)  
(*Gàidhlig: Translation Skills*)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

**Outcome 1: Translation – English to Gaelic**

One piece of written evidence produced on one summative assessment occasion. The translation will be unseen. It will be modern in style and content and will be selected carefully in respect of vocabulary, construction and content. It should be approximately 100-150 words in length. Use of a dictionary is not permitted in the assessment. The maximum time allowed for this task is 40 minutes.

**Outcome 2: Summary Translation – Gaelic to English**

One piece of written evidence produced on one summative assessment occasion. The spoken text for summarising should be around 200-250 words long. Use of a dictionary is not permitted in the assessment. The maximum time allowed for this task is 20 minutes. Candidates will hear the passage once.

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            Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher) (*Gàidhlig: Translation Skills*)

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 translation pieces require candidates to engage in a range of linguistic activities which will demonstrate knowledge and skills of a high order and which have vocational relevance.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It is essential that induction to the Unit should provide candidates with a clear picture of the nature and purpose of the work which they are to undertake. They should be aware of the requirements of the different Outcomes and also of the assessment requirements.

#### **Outcome 1: Translation – English to Gaelic**

Candidates should develop their skills of translation through engaging in the translation of a wide variety of written texts of different types. The teacher/lecturer should select appropriate passages for translation, give advice on translation technique and regularly provide feedback to candidates on translation exercises they complete.

#### **Outcome 2: Summary Translation – Gaelic to English**

Candidates should develop their skills by undertaking a variety of exercises in which they summarise spoken texts of different types.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates' previous studies in Gàidhlig will have given them experience of translating prose passages from English into Gaelic. It is important that sufficient formative assessment be given to candidates for the summary translation from spoken Gaelic to written English, to enable them to carry out the summative assessment with confidence.

#### **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 Outcomes 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.

## National Unit Specification: support notes (cont)

### UNIT Gàidhlig: Sgilean Eadar-theangachaidh (Advanced Higher) (*Gàidhlig: Translation Skills*)

- ◆ **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.
- ◆ **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.

When candidates do acquire 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/lecturers and with one another, and this promotes even further the reflection on one's own ideas which is essential to good learning.

Where anyone is trying to learn, feedback about their efforts has 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 anyone before they can take action to improve their learning.

#### **ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

## National Unit Specification: general information

**UNIT** Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais  
(Advanced Higher)  
(*Gàidhlig: Writing and Literary Criticism Skills*)

**CODE** DV4D 13

**COURSE** Gàidhlig (Advanced Higher)

### SUMMARY

This Unit is a mandatory Unit of the Gàidhlig (Advanced Higher) Course and may also be used as a free-standing Unit. This Unit will provide the opportunity to write sophisticated creative or expressive pieces of written communication. Candidates will also study Gaelic literature and will learn how to demonstrate a sophisticated understanding and appreciation of the theme, viewpoint and purpose of a piece of literature mainly from the 20<sup>th</sup> and/or 21<sup>st</sup> century. They will also learn how to comment on technical aspects of literary writing.

The Unit is suitable for those who have completed the Gàidhlig (Higher) Course or Units from it. It is relevant 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. Produce a sophisticated piece of writing.
2. Produce a sophisticated evaluation of one Gaelic literary text.

### 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:

- ♦ Higher Gàidhlig or its Units

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## Administrative Information

**Superclass:** FK

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: general information (cont)**

**UNIT**            Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais  
(Advanced Higher)  
(*Gàidhlig: Writing and Literary Criticism Skills*)

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 [www.sqa.org.uk](http://www.sqa.org.uk)).

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

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*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 this Unit.

## **National Unit Specification: statement of standards**

**UNIT**      Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais  
(Advanced Higher)  
(*Gàidhlig: Writing and Literary Criticism Skills*)

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**

Produce a sophisticated piece of writing.

#### **Performance Criteria**

- (a) Produce an extended piece of writing which shows insight and imagination.
- (b) Produce a piece of writing which is clear, controlled and deliberate, and is appropriate for the reader and the material.
- (c) Shape and sequence the piece skilfully.
- (d) Spell and punctuate accurately and use a wide range of vocabulary and idiom.

### **OUTCOME 2**

Produce a sophisticated evaluation of one Gaelic literary text.

#### **Performance Criteria**

- (a) Recognise key elements, central concerns and significant details of the text.
- (b) Explain accurately and in detail the ways in which aspects of structure, style and/or language contribute to the meaning, effect and/or impact of the text.
- (c) Provide a considered personal response with detailed and relevant evidence from the text.
- (d) Use critical terminology appropriate to the text.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais  
(Advanced Higher)  
(*Gàidhlig: Writing and Literary Criticism Skills*)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

#### **Outcome 1 – Writing**

One piece of written evidence produced on one summative assessment occasion. Candidates will produce an informative, expressive or imaginative piece of writing in Gaelic consistent with their purpose and appropriate for the intended audience. An informative piece of writing could be in the style of a newspaper or other report. An expressive piece of writing could be in a reflective, persuasive or argumentative form. An imaginative piece could be in any genre. Candidates may use their own notes in the assessment. Use of a dictionary is not permitted in the assessment. The piece of writing will be produced under controlled conditions in a maximum of 30 minutes.

#### **Outcome 2: Literature**

The content for this Outcome is specified in Appendix One.

One piece of recorded evidence produced on one summative assessment occasion. Candidates will produce a critical evaluation in Gaelic of a previously seen piece of literature. This will be produced under controlled conditions. Candidates may use unannotated copies of texts and their own notes in the assessment. Use of a dictionary is not permitted in the assessment. The maximum time allocation for the critical evaluation is 30 minutes.

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.

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** Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais  
(Advanced Higher)  
(*Gàidhlig: Writing and Literary Criticism Skills*)

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

#### Writing

This Unit will help candidates to create a piece of informative, expressive or imaginative extended writing which is shaped and sequenced to produce a deliberate effect.

It is important that candidates should be encouraged to experiment with different types of writing and different styles. They should be encouraged to write for a wide readership within and beyond the presenting centre. Writing activities should have a clearly defined purpose and an identified audience. Candidates should be encouraged to engage in constructive critical evaluation of their own work and to engage in redrafting.

**Literature:** See Appendix One

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Centres or individual candidates should have flexibility to select a text of their own choice, such as the work of a local author or a text on a topic in which they have an interest.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Prose and Poetry

Candidates are expected to pay attention, where appropriate, to aspects such as:

#### Key elements

theme	plot	character	setting	structure
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#### Central concerns

author's purpose	author's viewpoint
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#### Significant details

syntax	techniques/devices	word choice	mood	tone	layout
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Detailed textual evidence should be cited to support analysis and argument. In giving a personal response to a text, candidates should be able to sustain, and support with evidence, a recognisable and relevant line of thought. The candidate's general attitude to the literature should be established and justified.

Candidate responses should demonstrate an understanding of accepted literary terminology and an ability to apply that terminology correctly.

## National Unit Specification: support notes (cont)

### UNIT      Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais (Advanced Higher) (*Gàidhlig: Writing and Literary Criticism Skills*)

Candidates will carry out the assessments 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 two positive statements about the candidate’s work as well as one statement which deals with an aspect 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 two positive statements about the candidate’s work and one statement about an aspect requiring improvement.

The piece of writing must be produced under a system which checks and records its authenticity. This can be done by asking 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 Outcomes 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** Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais  
(Advanced Higher)  
(*Gàidhlig: Writing and Literary Criticism Skills*)

- ◆ **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.

When candidates do acquire 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/lecturers and with one another, and this promotes even further the reflection on one's own ideas which is essential to good learning.

Where anyone is trying to learn, feedback about their efforts has 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 anyone before they can take action to improve their learning.

### **ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

## National Unit Specification: statement of standards (cont)

**UNIT** Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais  
(Advanced Higher)  
(*Gàidhlig: Writing and Literary Criticism Skills*)

### APPENDIX ONE

**Literature:** Candidates should study a wide variety of texts which will include mainly 20<sup>th</sup>-21<sup>st</sup> century Gaelic literature. The texts selected for study must include at least **three** of the following genres:

- ♦ novel
- ♦ biography
- ♦ autobiography
- ♦ short story
- ♦ poetry/song
- ♦ drama
- ♦ essay

## National Unit Specification: general information

**UNIT** Gàidhlig: Cànan agus Cultar (Advanced Higher)  
(*Gàidhlig: Language and Culture*)

**CODE** DV4E 13

**COURSE** Gàidhlig (Advanced Higher)

### SUMMARY

This Unit is a mandatory Unit of the Gàidhlig (Advanced Higher) Course and may also be used as a free-standing Unit. This Unit will provide opportunity for an individual study and in-depth discussion of it.

#### Individual Study

The Individual Study will permit candidates to research an aspect of Gaelic which interests them. Candidates will be expected, through the study of their chosen topic, to display an informed knowledge and understanding of their chosen topic. The possible topic areas range from the historical to the contemporary and can provide opportunities to investigate the recent expansion in Gaelic media, education, careers, arts, language bodies and politics. Candidates are expected to work independently at this level and to take responsibility for their own study.

#### Discussion of a Gaelic-related issue

This interaction on a Gaelic-related issue will allow candidates to engage in informed discussion of a specific Gaelic topic with an individual or a group. The topics which candidates are researching for their individual study will form the basis of informed discussion.

This Unit is suitable for those who have completed the Gàidhlig (Higher) Course or Units from it. It is relevant 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. Report on the findings and conclusions of a study of an aspect of Gaelic culture.
2. Engage in an informed discussion on the study.

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## Administrative Information

**Superclass:** FK

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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## National Unit Specification: general information (cont)

**UNIT**                      Gàidhlig: Cànan agus Cultar (Advanced Higher)  
(*Gàidhlig: Language and 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:

- ♦ Higher Gàidhlig or its Units

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 [www.sqa.org.uk](http://www.sqa.org.uk)).

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

### CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*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 this Unit.

## **National Unit Specification: statement of standards**

**UNIT**                      Gàidhlig: Cànan agus Cultar (Advanced Higher)  
(*Gàidhlig: Language and Culture*)

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**

Report on the findings and conclusions of a study of an aspect of Gaelic culture.

#### **Performance Criteria**

- (a) Identify clearly the aspect of the Gaelic topic studied.
- (b) Outline the main findings and conclusions of the study.
- (c) Express knowledge and considered opinion of the Gaelic topic studied with a high degree of clarity.

### **OUTCOME 2**

Engage in an informed discussion on the study.

#### **Performance Criteria**

- (a) Explain clearly how the topic was studied.
- (b) Explain clearly why the topic was studied.
- (c) Demonstrate control of a wide range of language structures and idiom.
- (d) Provide relevant, comprehensive and detailed responses.

## **National Unit Specification: statement of standards (cont)**

**UNIT**                      Gàidhlig: Cànan agus Cultar (Advanced Higher)  
(*Gàidhlig: Language and Culture*)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved both of the Outcomes and all of the Performance Criteria. Details of the evidence to be included are:

#### **Outcome 1: Individual Study**

One piece of written evidence produced on one summative assessment occasion. Candidates will produce a summary in Gaelic of the findings and conclusions of their individual study. Candidates may use notes in the assessment. Use of a dictionary is not permitted in the assessment. The maximum time allocation for the summary is 45 minutes.

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.

#### **Outcome 2: Discussion**

One piece of spoken evidence produced on one summative assessment occasion. Candidates will deliver, in Gaelic and without prompting, a presentation of a maximum of 5-6 minutes to an individual or a group on a specific topic which they have researched. Discussion of the specific topic will follow the presentation. The maximum time allocation for the discussion is 10 minutes. Use of a dictionary is not permitted 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                      Gàidhlig: Cànan agus Cultar (Advanced Higher) (Gàidhlig: *Language and Culture*)

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

**Individual Study:** candidates will engage in the study of an aspect of Gaelic which interests them and write findings and conclusions. The following areas are suggested for the study:

- ◆ the historic Gaelic world
- ◆ the contemporary Gaelic world
- ◆ Gaelic literature
- ◆ Gaelic music and song
- ◆ Gaelic language issues
- ◆ Gaelic in a national/international context

The possible topic areas range from the historical to the contemporary and can provide opportunities to investigate the recent expansion in Gaelic media, education, careers, arts, language bodies and politics. Candidates are not restricted to these themes and may choose any aspect of Gaelic culture. If candidates are taking this Unit as part of the Advanced Higher Course, they may wish to select a topic which extends an aspect or theme related to the literature studied in the Unit *Gàidhlig: Sgilean Sgrìobhaidh agus Sgrùdadh Litreachais (Advanced Higher)* (Gàidhlig: Writing and Literacy Criticism Skills).

**Discussion of a Gaelic-related issue:** candidates will engage in informed discussion of a specific Gaelic topic with an individual or a group. The topics which candidates are researching for their individual study will form the basis of informed discussion.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

##### Individual Study

Candidates are expected to work independently at this level and to take responsibility for their own study. Candidates should make use of a variety of sources. Candidates will decide, in consultation with teachers/lecturers, which sources will be most appropriate for their purposes and will plan their research in order to make the best use of these sources.

Teachers/lecturers can allocate time at the beginning of the 40 hours to enable candidates to write a plan of action for their study.

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

Consideration should be given to organisations that supply leaflets, statistics or other materials and requests made to them should be reasonable and not burdensome. The main criteria for source materials should be their suitability and relevance to the topic being investigated.

## National Unit Specification: support notes (cont)

### UNIT                      Gàidhlig: Cànan agus Cultar (Advanced Higher) (*Gàidhlig: Language and Culture*)

The specific issue to be addressed should be negotiated between the candidate and the teacher/lecturer.

Candidates will choose a topic to investigate in detail. Teachers/lecturers will have a supporting role in guiding the choice of topic and in determining its appropriateness. 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

Candidates should make the best use of the time available to them. One reason for suggesting that the three Units in this Course be taught concurrently is that the research work for this Unit may then be spread over a longer period of time. It will also allow time for candidates to correspond with organisations and to receive correspondence from them.

While candidates are only required to report on findings and conclusions for assessment purposes, they may wish to produce a full report in preparation for future studies. This full report could take the format below.

Around 1500-2000 words would allow a suitable depth of study.

1. Terms of reference                      (details the specific focus of the study and why it is being undertaken)
2. Methodology                              (describes the methods used to collect the information for the study)
3. Findings                                  (arranges the information collected into a suitable format)
4. Conclusions                                (summarises what may be deduced from the Findings)

#### **Discussion of a Gaelic-related issue**

Candidates should have flexibility to select a topic which interests them.

## National Unit Specification: support notes (cont)

**UNIT**                      Gàidhlig: Cànan agus Cultar (Advanced Higher)  
(*Gàidhlig: Language and Culture*)

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Individual Study

A specific issue should be identified for study within the chosen area.

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 two positive statements about the candidate’s work as well as one statement which deals with an aspect 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 two positive statements about the candidate’s work and one statement about an aspect requiring improvement.

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

#### Discussion of a Gaelic-related issue

Candidates should be made fully aware of the conditions under which their spoken presentation will be given, and the criteria by which their spoken presentation will be assessed. Candidates’ responses should be detailed, relevant and accurate in the ensuing discussion.

Candidates’ vocabulary, register and sentence structures should be consistently appropriate to purpose and audience and be varied effectively. Candidates should consciously vary tone, pace and modulation to suit audience needs.

The assessment will take place under controlled conditions.

Use of a dictionary is not permitted in the assessment.

The assessment requirements for this Outcome are stated in the Evidence Requirements.

### 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:

## National Unit Specification: support notes (cont)

### UNIT                      Gàidhlig: Cànan agus Cultar (Advanced Higher) (*Gàidhlig: Language and Culture*)

- ◆ **share the success criteria** required for achieving the summative assessment — ie explain and discuss Outcomes 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.
- ◆ **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.

When candidates do acquire 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/lecturers and with one another, and this promotes even further the reflection on one's own ideas which is essential to good learning.

Where anyone is trying to learn, feedback about their efforts has 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 anyone before they can take action to improve their learning.

### **ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).