

GÀIDHLIG
Access 3

First edition — published August 2006

National Course Specification

CLUSTER Gàidhlig (Access 3)

CLUSTER CODE C229 09

CLUSTER STRUCTURE

The Cluster has three mandatory Units:

DV47 09 Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3) 1 credit (40 hours)
(Gàidhlig: Listening and Reading Skills)

DV48 09 Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) 1 credit (40 hours)
(Gàidhlig: Speaking and Writing Skills)

DV49 09 Gàidhlig: Litreachas agus Cultar (Access 3) 1 credit (40 hours)
(Gaidhlig: Literature and Culture)

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, and integration of learning and preparation of assessment.

RECOMMENDED ENTRY

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 Qualifications, available on the SQA website www.sqa.org.uk).

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

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National Course Specification (cont)

PROGRESSION

This Cluster or its Units may provide progression to:

- ◆ Intermediate 1 Gàidhlig or its Units

Training or employment

CREDIT VALUE

The Access 3 Cluster in Gàidhlig 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

The achievement of this Cluster gives automatic certification of the following:

Complete Core Skill None

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

RATIONALE

The Gàidhlig (Access 3) Cluster can act as a starting point for candidates studying the language formally for the first time. It introduces candidates to the study of Gaelic at a basic level and can provide a platform which candidates may progress to further study.

Whatever the career pathway or progression route chosen, Gàidhlig (Access 3) can provide a valuable experience for the candidate by enhancing their communication skills and their knowledge and understanding of Scotland's Gaelic literature, culture and heritage.

The Cluster will provide opportunities to:

- ◆ develop communication skills at a basic level in spoken and written language with respect to audience, context and purpose
- ◆ develop the ability to listen to and interpret what others say and to respond appropriately
- ◆ deepen awareness of language and how it works
- ◆ introduce the candidate to a range of reading materials for appreciation at a basic level
- ◆ develop creative and imaginative ability
- ◆ study and evaluate accessible literary texts from different genres
- ◆ develop skills valuable for work
- ◆ engage in individual, group and/or class study of topics of a historical or cultural nature
- ◆ foster positive attitudes towards Gaelic language and culture
- ◆ build the self-esteem and self-confidence of candidates who are fluent in a minority language
- ◆ encourage the candidate to appreciate the advantages of bilingualism educationally, socially and professionally

The intention is to ensure that the candidate will gain greater self-confidence in using and understanding Gaelic in a society in which the status of the language and the opportunities open to those who use it are steadily increasing.

The Cluster is suitable for candidates attending schools and further education institutions or following other Gàidhlig programmes of study. Candidates may wish to complete the Access 3 Cluster as part of their progression, for vocational reasons or for self-development.

Successful completion of the Access 3 Cluster will provide a sound base for further study of Gàidhlig language and literature at Intermediate 1 level.

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

AIMS

The aims of the Cluster are to build on the knowledge, understanding and skills that the candidate already processes.

Specifically at this level the Cluster can:

- ◆ Increase the candidate's knowledge, understanding and appreciation of:
 - Gaelic language
 - Gaelic literature
 - Gaelic culture

- ◆ Provide a worthwhile and enjoyable educational experience

- ◆ 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, the candidate 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 reporting skills
 - The study in the Unit *Gàidhlig: Literature agus Cultar* (Gàidhlig: Literature and Culture) caters for individual interest and provides opportunity for individual fulfilment. It also introduces the candidate to basic reporting skills. The candidate will be encouraged to take responsibility for his or her own study as an end in itself and also as essential preparation for further study or for the world of work.

The Gàidhlig Courses from Access 3 to Higher have been designed in hierarchical structure. The common approach to Gàidhlig at Access 3 and Intermediate 1 is such that the Unit Specifications contain similar Outcomes.

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

CLUSTER CONTENT

This Cluster has three mandatory Units:

Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3) 1 credit (40 hours)
(Gàidhlig: Listening and Reading Skills) (Access 3)

Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) 1 credit (40 hours)
(Gàidhlig: Speaking and Writing Skills) (Access 3)

The two Units *Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3)* and *Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3)* include:

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

Gàidhlig: Litreachas agus Cultar (Access 3) 1 credit (40 hours)
(Gàidhlig: Literature and Culture) (Access 3)

This Unit of the Access 3 Cluster will provide opportunity for the study of literature and for an individual study linked to an aspect of Gaelic culture.

Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3)
(Gàidhlig: Listening and Reading Skills) (Access 3)

This Unit will help candidates to understand and appreciate basic spoken and written communication. It requires them to identify the main points of a text and the specific points of detail which support main points. It also requires candidates to consider an author's purpose in writing a text.

Material from newspapers, magazines, electronic publications, promotional literature, radio or television programmes, expository or journalistic prose and excerpts from novels or short stories will provide a wide choice of accessible reading and listening sources at this level.

Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3)
(Gàidhlig: Speaking and Writing Skills) (Access 3)

This Unit will help candidates to deliver basic spoken communication and to produce basic written communication. It requires candidates to think about the reason they are delivering or producing a communication and it also requires them to consider the intended audience for their communication to ensure that it is appropriate.

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

Gàidhlig: Litreachas agus Cultar (Access 3)

Literature

This part of the Unit will help candidates to appreciate and evaluate Gaelic literature mainly from the 20th and/or 21st 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 basic understanding and appreciation of the theme, stance and purpose of a piece of literature, as well as how to comment on basic technical aspects of literary writing.

Culture

In this Unit candidates can be introduced to a number of topics such as place names, personal names, music and song, *fèisean* (festivals), Gaelic medium education, Gaelic Further and Higher Education, Scottish-Irish links, media-related studies such as Gaelic television or radio programmes, or a background aspect of the literature studied for Outcome 1. Whilst the candidate may study a number of topics in or out of class, only one of these will be selected as the focus of Outcome 2

ASSESSMENT

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

Note: The document *Gaelic Orthographic Conventions*, SQA, 2005 check which will be used by SQA in the production of assessment materials, such 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 Gàidhlig Cluster at Access 3 are to develop a knowledge and understanding of:

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

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

and a knowledge, understanding and appreciation of:

- ◆ Gaelic literature
- ◆ Gaelic culture

Unit assessments permit candidates to demonstrate their language skills in communicating effectively at a basic level and to confirm a basic knowledge, understanding and appreciation of Gaelic literature and culture.

Summary of Unit assessment

For the Unit ***Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3)*** (Gàidhlig: Listening and Reading Skills), assessment will consist of one listening activity and one reading activity. The assessment will take place under controlled conditions. The total time allowed for the Unit assessment is 40 minutes.

For the Unit ***Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3)*** (Gàidhlig: Speaking and Writing Skills (Access 3)), assessment will consist of one written activity and one speaking activity. The assessment will take place under controlled conditions. The total time allowed for the Unit assessment is 22 minutes.

For the Unit ***Gàidhlig: Litreachas agus Cultar (Access 3)*** (Gàidhlig: Literature and Culture (Access 3)), assessment will consist of one task for literature and one task for Culture. The assessment will take place under controlled conditions. The total time allowed for the Unit assessment is 40 minutes.

Full details of the structure, Outcomes, Performance Criteria, evidence and conditions for Unit assessment can be found in the Unit Specifications for Gàidhlig (Access 3).

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

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

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 a trained marker 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**.

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS CLUSTER

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.

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 the *Litreachas 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' abilities 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, as well as 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: Sgìlean Èisteachd agus Leughaidh (Access 3)

(Gàidhlig: Listening and Reading Skills) (Access 3)

Although the focus of this Unit is listening and reading, it is recommended that speaking and writing are taught concurrently to provide an integrated approach to the learning and teaching of language skills.

Gàidhlig: Sgìlean Labhairt agus Sgrìobhaidh (Access 3)

(Gàidhlig: Speaking and Writing Skills) (Access 3)

As with *Gàidhlig: Sgìlean Èisteachd agus Leughaidh (Access 3)* (Gàidhlig: Listening and Reading Skills) (Access 3), although the focus of this Unit is speaking and writing, it is recommended that listening and reading are taught concurrently to provide an integrated approach to the learning and teaching of language skills.

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

Gàidhlig: Litreachas agus Cultar (Access 3)

(Gàidhlig: Literature and Culture) (Access 3)

This Unit will give candidates the opportunity to study a range of literature and to study aspects of Gaelic culture.

Where a candidate is undertaking a Cluster award at Access 3, it is recommended that the Literature and Culture Unit runs concurrently with the other two Units in the Cluster. Some of the reading materials in the Language Units will be of a literary nature, such as excerpts from short stories and novels and will add value to the *Litreachas agus Cultar Unit* (Gàidhlig: Literature and Culture).

The personal study will provide a sound preparation for Intermediate 1 Gàidhlig. The process of acquiring information for the topic of study is as valuable as the end product itself.

A number of topics should be introduced before candidates choose and develop understanding of one topic of their choice.

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:

- ◆ 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).

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 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.

National Course Specification: course details (cont)

CLUSTER Gàidhlig (Access 3)

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 Èisteachd agus Leughaidh (Access 3) (<i>Gàidhlig: Listening and Reading Skills</i>)
CODE	DV47 09
COURSE	Gàidhlig (Access 3)

SUMMARY

This Unit has been designed as a mandatory Unit of the Access 3 Gàidhlig Cluster but may also be used as a freestanding Unit. It aims to develop the ability of candidates in the receptive skills of Listening and Reading. Candidates will develop their skills in understanding basic spoken and written communication in Gaelic.

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 communication.
- 2 Demonstrate understanding of basic written 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) 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).

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National Unit Specification: general information (cont)

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

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

Where there is not automatic certification of any Core Skills (**NQ Unit**)

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

Where there is no automatic certification of any Core Skills (**Skills for Work Unit**)

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

Opportunities for developing aspects of Core Skills are highlighted in ‘Guidance on Learning and Teaching Approaches’.

National Unit Specification: statement of standards

UNIT Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3) (*Gàidhlig: Listening and Reading 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

Demonstrate understanding of basic spoken communication

Performance Criteria

- (a) Demonstrate understanding of the main points in a spoken communication.
- (b) Recognise specific points of detail which support the main points of a spoken communication.

OUTCOME 2

Demonstrate understanding of basic written communication

Performance Criteria

- (a) Demonstrate understanding of the main points in a written communication.
- (b) Recognise specific points of detail which support the main points of a written communication.

EVIDENCE REQUIREMENTS FOR THIS UNIT

All evidence will be produced in Gaelic.

Evidence is required to demonstrate that candidates have achieved both of the Outcomes and all of the Performance Criteria. This must include the evidence detailed below.

Outcome 1: Listening

One piece of recorded evidence produced on one summative assessment occasion. Answers will be produced in Gaelic in response to questions in Gaelic on a text of around 1-2 minutes long. The answers will be produced under controlled conditions. Use of a dictionary is not permitted in the assessment. The assessment will last up to a maximum of 20 minutes.

Outcome 2: Reading

One piece of recorded evidence produced on one summative assessment occasion. Candidates will produce answers in Gaelic to questions in Gaelic on a text of around 100-150 words long. The assessment will take place under controlled conditions. Use of a dictionary is not permitted in the assessment. The assessment will last up to a maximum of 20 minutes.

National Unit Specification: statement of standards (cont)

UNIT Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3)
(*Gàidhlig: Listening and Reading Skills*)

The standard to be applied and the breadth of coverage are illustrated 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 Èisteachd agus Leughaidh (Access 3) (*Gàidhlig: Listening and Reading 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

This Unit will help candidates to understand and appreciate basic spoken and written communication. It requires them to understand main points and specific points of detail in a communication.

The following texts may be used to develop candidates' language skills:

- ◆ extracts from reference texts, including print and electronic texts
- ◆ simple reports or extracts from more detailed reports
- ◆ brief factual articles from journalistic texts
- ◆ brief news articles and broadcast news items/reports
- ◆ short factual broadcasts or extracts from an extended broadcast
- ◆ extracts from accessible feature articles and documentaries dealing with different points of view
- ◆ persuasive texts including advertisements
- ◆ extracts from biography and autobiography
- ◆ letters and extracts from memoirs
- ◆ interviews and discussions with others
- ◆ literary texts from different genres

All four language skills can be addressed within the teaching and learning process, but formal assessment will focus on Listening and Reading.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

If this Unit is being offered as part of the Access 3 Cluster, it is appropriate that centres deliver both *Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh* (Gàidhlig: Speaking and Writing Skills) and *Gàidhlig: Litreachas agus Cultar* (Gàidhlig: Literature and Culture) concurrently using a thematic approach as this will facilitate the integration of language skills and will reinforce learning over a longer time period for the four language skills.

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.

Candidates can listen to or read texts which inform, describe, persuade, narrate, entertain, or present an argument. The text will be characterised by content which communicates information and ideas at a basic level (factual content which conveys a clear point of view). Vocabulary will be accessible. The sentence structures will be simple and the text will contain several key ideas or facts.

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3) (*Gàidhlig: Listening and Reading Skills*)

The types of texts for listening should expose candidates to a variety of speakers and dialects. The texts can be:

- ◆ spoken live
- ◆ recorded
- ◆ supported by visual evidence as in television broadcasts or on video

Reading texts should cover a range of present-day contexts which are accessible to the candidate.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Texts for both Outcomes will be accessible to, and provide appropriate challenge for, candidates at this level.

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.
- ◆ **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.

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3) (*Gàidhlig: Listening and Reading Skills*)

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.

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).

National Unit Specification: general information

UNIT	Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) (Gàidhlig: <i>Speaking and Writing Skills</i>)
CODE	DV48 09
COURSE	Gàidhlig (Access 3)

SUMMARY

This Unit has been designed as a mandatory part of the Access 3 Gàidhlig Cluster but may also be used as a freestanding Unit. It aims to develop the ability of candidates in the productive skills of Speaking and Writing. The extension of basic skills in delivering basic spoken communication and producing basic written communication in Gaelic is an important aspect of this Unit.

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 Deliver basic spoken communication.
- 2 Produce basic written 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

Where there is not automatic certification of any Core Skills (**NQ Unit**)

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

Where there is no automatic certification of any Core Skills (**Skills for Work Unit**)

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

Opportunities for developing aspects of Core Skills are highlighted in ‘Guidance on Learning and Teaching Approaches’.

National Unit Specification: statement of standards

UNIT Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) (*Gàidhlig: Speaking and Writing 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

Deliver basic spoken communication

Performance Criteria

- (a) Deliver a spoken communication which is relevant and appropriate for purpose and audience.
- (b) Deliver a spoken communication which is moderately clear, fluent and accurate.
- (c) Use vocabulary appropriate to purpose and audience.

OUTCOME 2

Produce basic written communication

Performance Criteria

- (a) Produce a piece of writing which is relevant and appropriate for purpose and audience.
- (b) Produce a piece of writing which is moderately clear, fluent and accurate.
- (c) Use vocabulary appropriate to purpose and audience.

EVIDENCE REQUIREMENTS FOR THIS UNIT

All evidence will be produced in Gaelic.

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

Outcome 1: Speaking

One piece of recorded evidence (audio/visual) produced on one summative assessment occasion. Candidates must participate in a group discussion which will permit them to relate their view(s) on or experience of an activity, an event or a personal incident. Candidates may use their own notes to assist but may not read a transcript of a speech. The duration of the group discussion must be a minimum of two minutes. The assessor may participate and/or prompt the candidate. Candidates will contribute at least four items to the discussion.

Outcome 2: Writing

One piece of written evidence produced on one assessment occasion. Candidates will produce an informative, imaginative or expressive piece of writing in Gaelic consistent with their purpose and appropriate for the intended audience. The piece of writing should be of a length appropriate to the purpose. 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. The piece of writing will be produced under controlled conditions in a maximum of 20 minutes.

National Unit Specification: statement of standards (cont)

UNIT Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) (*Gàidhlig: Speaking and Writing Skills*)

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 notes and/or a writing frame in the summative 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: Sgilean Labhairt agus Sgrìobhaidh (Access 3) (*Gàidhlig: Speaking and Writing 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

This Unit will help candidates to deliver basic spoken communication and to produce basic written communication. It requires candidates to think about the reason they are delivering or producing a communication and it also requires them to consider the intended audience for their communication to ensure that it is appropriate.

While all four language skills may be used in this Unit, there will be particular focus on speaking and writing as these are formally assessed.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

If this Unit is being offered as part of the Access 3 Cluster, it is appropriate that Centres also deliver *Gàidhlig: Sgilean Èisteachd agus Leughaidh (Access 3)* (Gàidhlig: Listening and Reading Skills) and *Gàidhlig: Litreachas agus Cultar* (Gàidhlig: Literature and Culture) concurrently using a thematic approach. This will facilitate the integration of language skills and will reinforce learning over a longer time period for the four language skills.

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.

Outcome 1: Speaking

Candidates will be expected to participate in a variety of talk activities including those which inform, describe, discuss, debate, narrate, persuade, and entertain.

It is impracticable to provide a comprehensive list of situations in which candidates would talk, but the following are offered as examples:

- ◆ informal dialogue with the teacher/lecturer
- ◆ informal dialogue with one other candidate
- ◆ informal discussion in group or whole-class situation
- ◆ formal presentation to whole class or other group
- ◆ active participation in formally constituted meeting
- ◆ active participation in debate

Outcome 2: Writing

Candidates should be encouraged to experiment with different types of writing and different styles. The writing activity 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.

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) (Gàidhlig: *Speaking and Writing Skills*)

Writing is predominantly a private activity, involving experimentation with different models and styles, experience of redrafting and study of established writers' products. Collaborative approaches to writing which are most valuable are, for example, the recording by one writer of the opinions of a group in order to report to a larger audience, a group working through an exercise involving comprehension or interpretation, one-to-one discussion, writing workshops, visits by professional writers.

Writing is at its best when it is purposeful and informed by a sense of audience. Candidates should, therefore, be encouraged to write not only for the classroom, but also for a variety of readerships.

The following notes will assist teachers/lecturers and candidates in identifying different writing techniques, in defining genre specifications and in recognising qualities sought at this level.

Expressive

Candidates will choose their own topics for a piece of expressive writing in consultation with the teacher/lecturer.

- 1 The main requirements of the personal **reflective** essay are that it will:
 - ◆ convey the gist of a personal experience
 - ◆ make some attempt to communicate to the reader a sense of the writer's personality through a statement of thoughts, feelings or reactions

The personal reflective essay at Access 3 may simply give an account of an experience although candidates should be encouraged to reflect on their experience and consider the thoughts and feelings engendered by it.

- 2 The main requirements of the **persuasive** essay are that it will:
 - ◆ make some attempt to use persuasive techniques, such as assertion, statement of need, plea, use of 'emotive' words
- 3 The main requirements of the **argumentative** essay are that it will:
 - ◆ present two sides of an argument
 - ◆ make some attempt to convey an argumentative tone
 - ◆ make some attempt to communicate to the reader a sense that the writer has weighed up different aspects of the argument before drawing conclusions
 - ◆ make some use of argumentative techniques, such as comparison, contrast

Creative

The candidate will choose the topic and form for the piece of creative writing in consultation with the teacher/lecturer.

The literary achievements of others will provide models for writing and therefore those candidates who are also taking the *Litreachas agus Cultar* Unit as part of the Access 3 programme will be exposed to a range of literature.

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) (*Gàidhlig: Speaking and Writing Skills*)

For candidates who are studying this Unit on a free-standing basis, there will be a need to create the content and context which provide resources for candidates' ideas. Candidates should be encouraged to explore and experiment with a range of genres and styles. In this way they will develop interests and preferences leading to a sharpening of focus when it comes to making choices for writing. This allows experimentation in a number of forms, but teachers/lecturers should encourage candidates to recognise interests and strengths at a relatively early stage.

The genre specification is as follows:

- ◆ a piece of prose fiction (eg, a short story, episode from a novel)
- ◆ a dramatic script (eg, scene, monologue, sketch)

1 A piece of prose fiction (for example, short story, episode from a novel)

Fiction is difficult to define, but some of the following characteristics are likely to feature:

- ◆ a plot, or narrative development, centred on identifiable characters and leading to some kind of conclusion
- ◆ an opening, setting the scene, introducing the characters; a development, expanding knowledge of predicament or situation; a conclusion
- ◆ a shaping of content and theme
- ◆ a structure and form appropriate to the fiction
- ◆ an appropriate use of dialogue

The writer of fiction may exploit topics and themes from an unlimited range. Candidates, however, may find the following suggestions helpful:

- ◆ a person, a place, an object
- ◆ an event, a situation, a relationship
- ◆ an argument, a conflict, a misunderstanding
- ◆ a discovery, a choice, a dilemma
- ◆ a prejudice, a delusion, an obsession
- ◆ a memory, an image, an insight
- ◆ an experience, an issue, an activity

2 A poem or set of thematically linked poems

Because there is an endless variety of approaches and forms, it is unrealistic to prescribe what a poem should be. When writing poetry, candidates should bear in mind the following considerations:

- ◆ writing poetry involves much more than randomly chopping up prose into lines; poetry should be recognisably different from prose in, for example: its choice and arrangement of words, lines and verses/stanzas; the often surprising connections it makes between words; its often condensed and heightened use of language; its greater use of figurative language; its deployment of sound and rhythm; and its often unconventional syntax and patterning of ideas and images
- ◆ a poem should present its topic in a striking and original way

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3) (*Gàidhlig: Speaking and Writing Skills*)

- ◆ whatever the range and variety of its references and detail, the theme of a poem should be focused and unified through its imagery and structural control
- ◆ the poem should contain a clear sense of the writer's imaginative/emotional/intellectual involvement with the topic
- ◆ a poem should aim to engage the reader's imaginative/emotional/intellectual responses as fully as possible

The writer of poetry may exploit topics and themes from an unlimited range. Candidates may find the following suggestions helpful as suggested topics and themes:

- ◆ a person, a place, an object
- ◆ a condition, a situation, a relationship
- ◆ a mood, a memory, a feeling
- ◆ an image, an idea, an insight
- ◆ an experience, an issue, an activity

3 A dramatic script (for example, scene, monologue, sketch)

In creating a dramatic script, candidates should be able to demonstrate specific skills that illustrate their understanding of the nature of the genre. In particular, they should be encouraged to:

- ◆ create characters who are credible, interesting and capable of provoking in the reader an intellectual and/or emotional response
- ◆ make use of dialogue — and other modes of communication (including non-verbal modes such as gesture, body-language)
- ◆ establish a setting in which, and a situation out of which, the drama will arise
- ◆ develop and communicate a recognisable theme, a centre of interest that will give point to the script
- ◆ produce a particular effect, mood or atmosphere
- ◆ demonstrate some familiarity with the requirements of script layout and presentation

The writer of drama may exploit topics and themes from an unlimited range. Candidates may find the following suggestions helpful as suggested topics and themes:

- ◆ an event, a situation, a relationship
- ◆ an argument, a conflict, a misunderstanding
- ◆ a discovery, a choice, a dilemma
- ◆ a prejudice, a delusion, an obsession
- ◆ a mood, a memory, a feeling
- ◆ an idea, an issue, an experience

Stimulus material for this Outcome will come from a variety of sources and may take many forms:

- ◆ work produced within the genre by writers of recognised quality
- ◆ work produced by candidate writers at a level similar to or more advanced than the candidate
- ◆ extracts from other arts — visual, audio-visual, performing, music.

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3)
(*Gàidhlig: Speaking and Writing Skills*)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1: Speaking

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' vocabulary, register and sentence structures should be appropriate to purpose and audience. Candidates should attempt to vary tone, pace and modulation to suit audience needs, and make an effort to use eye contact, posture and gesture to communicate effectively.

The assessment will take place under controlled conditions. Use of a dictionary is not permitted in this assessment.

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

Outcome 2: Writing

The length of the piece of writing depends upon the nature of the task. It would not, for example, be expected that a poem would be as long as a piece of expressive prose or a drama script.

With regard to clarity, fluency and accuracy, it is expected that candidates' writing at this level will contain some errors in vocabulary, spelling, syntax and grammar, but will be comprehensible in the main. Register, style and layout will be appropriate to the specified task.

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.

Use of a dictionary is not permitted in the summative assessment.

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Sgìlean Labhairt agus Sgrìobhaidh (Access 3)
(*Gàidhlig: Speaking and Writing Skills*)

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.
- ◆ **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.

National Unit Specification: support notes (cont)

UNIT Gàidhlig: Sgilean Labhairt agus Sgrìobhaidh (Access 3)
(*Gàidhlig: Speaking and Writing Skills*)

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).

National Unit Specification: general information

UNIT Gàidhlig:Litreachas agus Cultar (Access 3)
(Gàidhlig:*Literature and Culture*)

CODE DV49 09

COURSE Gàidhlig (Access 3)

SUMMARY

This Unit has been designed as a mandatory Unit of the Access 3 Gàidhlig Cluster but may also be used as a freestanding Unit. It aims to develop the ability of candidates in studying and responding to Gaelic literature and in extending their understanding of Gaelic cultural issues.

The **Literature** part of the Unit examines Gaelic literature from the 20th and/or 21st century. Candidates will recognise and respond to major aspects of a text — eg themes, structure, plot, and characterisation. They will begin to learn how to study a text and to become aware of ways in which their own previous experience interacts with the text to create meaning.

The **Culture** part of the Unit will permit candidates to explore a number of aspects of Gaelic culture. 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.

OUTCOMES

- 1 Study and respond to a literary text.
- 2 Study and respond to an 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:

Administrative Information

Superclass: FK

Publication date: August 2006

Source: Scottish Qualifications Authority

Version: 01

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Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: general information (cont)

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.

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

Where there is not automatic certification of any Core Skills (**NQ Unit**)

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

Where there is no automatic certification of any Core Skills (**Skills for Work Unit**)

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

Opportunities for developing aspects of Core Skills are highlighted in 'Guidance on Learning and Teaching Approaches'.

National Unit Specification: statement of standards

UNIT Gàidhlig:Litreachas agus Cultar (Access 3) (*Gàidhlig:Literature 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

Study and respond to a literary text

Performance Criteria

- (a) Demonstrate basic understanding of the main point(s) of a literary text.
- (b) Identify one aspect of structure or style or language from a literary text.
- (c) Provide a personal response to a literary text.

OUTCOME 2

Study and respond to an aspect of Gaelic culture

Performance Criteria

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

EVIDENCE REQUIREMENTS FOR THIS UNIT

All evidence will be produced in Gaelic.

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

Outcome 1: Literature

One piece of either written or spoken evidence produced on one summative assessment occasion. Candidates will produce a response in Gaelic to a previously seen text. The response will be produced under controlled conditions. The maximum time allocation for the response is 20 minutes if written and 2 minutes if spoken. Candidates may use unannotated copies of the text and their own notes in the assessment. Use of a dictionary is not permitted in the assessment.

Outcome 2: Culture

One piece of either written or spoken evidence produced on one assessment occasion. This will be produced under controlled conditions. Candidates will produce a response in Gaelic to an aspect of Gaelic culture. The maximum time allocation for the assessment is 20 minutes if written or two minutes if spoken. Candidates may use their own notes in the assessment. Use of a dictionary is not permitted in the assessment.

National Unit Specification: statement of standards (cont)

UNIT Gàidhlig:Litreachas agus Cultar (Access 3) (*Gàidhlig:Literature and Culture*)

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 not use notes in the summative 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:Litreachas agus Cultar (Access 3) (*Gàidhlig:Literature 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

Literature: Candidates should study a wide variety of literature from the 20th and/or 21st century. The texts or excerpts from texts selected for study can include the following genres:

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

Culture: Candidates will extend their knowledge and understanding of a number of aspects of Gaelic culture and provide a response. The following areas are suggested focuses for 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. The candidate is not restricted to these topic areas and may choose any aspect of Gaelic culture, which may extend an aspect related to the literature studied for Outcome 1.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates can be encouraged to work independently at this level but will receive more teacher/lecturer assistance than at Intermediate 1.

Literature

Texts studied will vary from candidate to candidate and from centre to centre. The following points are offered in the interests of good practice.

- ◆ At the outset, all candidates should be briefed on the nature of the task and offered practical suggestions on how to study a text.
- ◆ Candidates should be made fully aware of the conditions under which their assessment will be done at the end of the unit, and the criteria by which their it will be assessed.
- ◆ Candidates should be encouraged to consult with the teacher/lecturer on a regular basis in order to establish how the study is proceeding; guidance should be offered which will allow each candidate to develop some personal thinking on the chosen text. The teacher/lecturer should, for example, ask questions, and the candidate should be encouraged to offer personal views on material studied.

National Unit Specification: support notes (cont)

UNIT Gàidhlig:Litreachas agus Cultar (Access 3) (Gàidhlig:Literature and Culture)

Culture

It may be appropriate for the group to be taken outside the centre to make use of a variety of sources locally or nationally. Teaching staff can provide candidates with resources to guide and structure their cultural 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

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Literature

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 stance
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Significant details

syntax	techniques/devices	word choice	mood	tone	layout
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In giving a personal response to a text, candidates should try to sustain a recognisable and relevant line of thought. The candidate's general attitude to the text should be communicated, and if possible justified.

Candidate responses should attempt to use basic literary terminology and endeavour to apply that terminology correctly.

Culture

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

For example, within the topic area of Gaelic media, candidates could be assisted to gain knowledge and understanding of such issues as:

- ◆ the number and type of Gaelic television programmes broadcast in one specific week
- ◆ the Scottish newspapers which contain Gaelic columns and the type of Gaelic articles published

National Unit Specification: support notes (cont)

UNIT Gàidhlig:Litreachas agus Cultar (Access 3) (*Gàidhlig:Literature and Culture*)

Within the topic area of the historic Gaelic world, candidates could investigate:

- ◆ some Gaelic place names in their area
- ◆ an incident concerning the Highland and Islands in the 19th century

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

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 within the centre

Candidates should make the best use of the time available to them. One reason for suggesting that the three Units in this Cluster 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.

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 or presentation 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.

National Unit Specification: support notes (cont)

UNIT Gàidhlig:Litreachas agus Cultar (Access 3) (*Gàidhlig:Literature and Culture*)

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.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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