



Higher
Course Assessment
Specification



Higher Gàidhlig Course Assessment Specification (C732 76)

Valid from August 2014

This edition: April 2016, version 2.1

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	Higher Gàidhlig
SCQF level:	6 (24 SCQF credit points)
Course code:	C732 76
Course assessment code:	X732 76

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper 1: Reading for Understanding, Analysis and Evaluation; Critical Reading and Writing	50 marks
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Component 2 — question paper 2: Listening for Understanding, Analysis and Evaluation	20 marks
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Component 3 — performance: Talking	30 marks
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Total marks	100 marks
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This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The added value consists of:

- ◆ the ability to understand, analyse and evaluate detailed and complex unseen written texts in the contexts of literature, language, media or culture
- ◆ the ability to understand, analyse and evaluate detailed and complex unseen spoken texts in the contexts of literature, language, media or culture
- ◆ the ability to apply language skills to chosen tasks

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learner will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of three Components. Component 1 comprises a question paper titled 'Reading and Writing'. Component 2 comprises a question paper titled 'Listening'. Component 3 comprises a performance titled 'Talking'. The question paper 'Reading and Writing' will have two Sections. The question paper 'Listening' will have one Section. The performance 'Talking' will have one Section.

Component 1 — question paper 1: Reading for Understanding, Analysis and Evaluation, and Critical Reading and Writing

The purpose of this question paper is to assess learners' application of their reading and writing skills in the contexts of heritage and/or contemporary culture.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ apply reading skills in the understanding, analysis and evaluation of a written Gaelic text
- ◆ analyse features of language and discuss their relationship with the ideas of the texts as a whole. Features of language might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on
- ◆ evaluate the effect of the language and/or ideas of the text
- ◆ apply critical reading and writing skills

The question paper will have 50 marks (50% of the total mark).

This question paper has two Sections.

Section one, titled 'Reading for analysis and evaluation', will have 30 marks (30% of the total mark).

Marks will be awarded for applying reading skills in understanding, analysis and evaluation to one unseen text. Assessment will involve answering questions to show these reading skills and completing a task that involves inference making and summarising. The text will be either fiction or non-fiction.

Section two, titled 'Critical Reading and Writing', will have 20 marks (20% of the total mark).

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV drama, or language, by writing one critical essay. Two essay questions will be provided for each genre and learners should select one.

Learners will gain credit for their knowledge and understanding of the text(s), and their skills in analysis and evaluation. The essay should be relevant to the question and achieve minimum requirements for technical accuracy. There may be a few errors, but they should not impede understanding. If minimum standards are not achieved, the maximum mark which can be awarded is 9. To access the full range of marks the essay should communicate clearly at first reading.

Component 2 — question paper 2: Listening

The purpose of this question paper is to assess learners' application of their listening skills in the contexts of Gaelic heritage and/or contemporary culture.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ apply listening skills to understand, analyse and evaluate a detailed and complex spoken Gaelic text

The question paper will have 20 marks (20% of the total mark).

This question paper has one Section.

Marks will be awarded to learners for addressing the challenge of applying their listening skills in understanding, analysis and evaluation to a previously unheard, detailed and complex text of spoken Gaelic. The text will be non-fiction.

Component 3 — performance: Talking

The purpose of this performance is to provide evidence of the learner's talking skills in Gaelic in a discussion in the context of Gaelic heritage and/or contemporary culture.

This performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ apply their talking skills in Gaelic in a discussion
- ◆ apply their knowledge and understanding of aspects of Gaelic heritage and/or contemporary culture

The performance will have 30 marks (30% of the total mark).

Learners will take part in a discussion on aspects of Gaelic heritage and/or contemporary culture, using detailed and complex Gaelic language.

This performance has one Section.

Setting, conducting and marking of assessment

Question paper 1 — Reading for Understanding, Analysis and Evaluation; Critical Reading and Writing

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in 1 hour and 40 minutes.

Question paper 2 — Listening

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 40 minutes.

Controlled assessment — performance

This performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high degree of supervision and control

Evidence will be internally marked by centre staff in line with SQA marking instructions.

All marking will be quality assured by SQA.

Learners will complete this performance in approximately 10 minutes and under controlled conditions.

The performance will be recorded.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Higher Gàidhlig Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Knowledge of language:

- ◆ the distinction between connotative and denotative uses of language
- ◆ the names and uses of the main word classes — noun, pronoun, adjective, article, verb, adverb, preposition and conjunction
- ◆ the names and uses of the syntactic units — sentence, clause, phrase/group
- ◆ the conventions of written Gaelic language
- ◆ a critical terminology for discussing a wide range of texts

Command of:

- ◆ skills of inference making and summarising
- ◆ knowledge of literary forms and genres, including aspects of culture and heritage
- ◆ knowledge of literature, language, media and cultural contexts
- ◆ knowledge of literary and media techniques and devices, including: characterisation, use of dialogue, structure, word choice and tone, narrative stance, mood, creation of a sense of place, conventions of genre, syntax and layout
- ◆ Gaelic orthographic conventions
- ◆ knowledge of Gaelic literary heritage and/or contemporary culture
- ◆ skills required for discursive and creative writing

Administrative information

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History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
1.1	The 'Added Value consists of" section revised for greater clarity; Structure and coverage of the Course assessment section: order of Components revised in line with other subjects, erroneous statement 'approximately 10 marks, etc' re talking removed; Setting, conducting and marking of assessment section: revised title of QPs to include 'for understanding, analysis and evaluation' for greater clarity; timings: paper 1 increased by 10 mins to 1h40, listening by 10 mins to 40; performance timing wording clarified from 'at least 5' to 'approx 10'.	Qualifications Development Manager	April 2014
2.0	Number of Components updated from 2 to 3 in Course assessment structure, and Structure and coverage sections	Qualifications Manager	April 2015
2.1	Clarification to context of Components 1 and 2, and to skills, knowledge and understanding for Component 3: performance–Talking.	Qualifications Manager	April 2016

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