

Further information on Higher Gàidhlig Course Assessment (November 2013)

Key messages

SQA is currently developing Course and Unit assessments. This document outlines our progress in Course Assessment for the Higher Course in Gàidhlig.

The new Gàidhlig Higher Course will maintain the standard of the current qualification at Higher and will continue to be benchmarked against SCQF level 6 as well as ensuring that the level of demand for candidates is consistent with other Higher qualifications. The Course develops the skills of listening, reading, talking and writing in Gaelic, analysing and evaluating Gaelic texts, and using knowledge and understanding of Gaelic language and of Gaelic cultural heritage and the cultural heritage of others.

There are two Units: Analysis and Evaluation; and Creation and Production.

The Higher Gàidhlig Course has been designed to build on the skills, knowledge and understanding developed at National 5, and to provide clear progression from National 5. The course will provide opportunities to develop breadth and depth of knowledge and understanding, and the application of skills, through the study of Gaelic in the contexts of literature, language, media and culture.

Course Assessment will consist of two question papers (worth a total of 70 marks) and a performance of talking (worth 30 marks). The Course will be graded A–D.

The question papers will be externally assessed, and the performance will be assessed internally and awarded a mark based on marking instructions provided by SQA. Personalisation and choice are offered in the performance, for which candidates have choice of topic for discussion.

The question paper will sample the skills, knowledge and understanding detailed in the Course Specification and in the Course Assessment Specification. The question paper will draw on styles of questions used in current Higher Gàidhlig papers.

The performance will assess the skill of talking. Candidates will choose to talk about an individual topic or topic(s) covered in class.

Points of change and points of stability in Higher Gàidhlig

	Points of Stability	Points of Change
Skills	Reading, writing, listening and speaking skills in the contexts of literature, language, media and culture.	
Knowledge	Knowledge and understanding	

	of language and of Gaelic cultural heritage and the cultural heritage of others.	
Question stems / command words		Greater clarity on use of command words in questions, followed through into marking instructions
Unit Assessment	The same division of skills into a productive skills Unit and a receptive skills Unit.	Two Units (Analysis and Evaluation, Creation and Production), with the inclusion of the existing Literature and Culture Unit as contexts in the two new Units. Increased flexibility in approaches to gathering evidence.
Course Assessment	The same skills of Reading, Writing, Literary Analysis and Listening will be assessed. Reading will be either fiction or non-fiction, listening will always be non-fiction.	Question Paper; Paper 1- Reading and Writing (1 hour 40 minutes) and Paper 2 – Listening (30 minutes). Writing skills and Literature are both assessed in the one task.
Types of Question	Reading will be broadly similar, namely understanding, analysis and evaluation questions.	Some reading questions will be broader and more open. Some listening questions will be broader and more open and will include some analysis and evaluation.
Marking instructions	Will continue to be available.	Substantially more detail and advice and guidance for centres in how marks are allocated to a range of responses. Greater clarity in marking principles.
Level of demand	Benchmarked against SCQF level 6 and current Higher	Improved alignment with other subjects at Higher.
Marks		100 marks: 70 from question paper, 30 from Coursework.

Higher specimen question paper (publication by 28 February 2014)

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding by sampling from skills, knowledge and understanding in the Course Specification and the Course Assessment Specification.

This question paper will give candidates an opportunity to demonstrate the following skills:

- ◆ listening, reading, talking and writing skills, as appropriate to purpose and audience
- ◆ understanding, analysing and evaluating detailed and complex texts, as appropriate to purpose and audience in the contexts of literature, language, media and culture
- ◆ creating and producing detailed and complex texts, as appropriate to purpose and audience, in a wide range of contexts
- ◆ using knowledge and understanding of language
- ◆ using knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others

There will be two question papers. Paper 1 will have two sections (Reading and Writing); Paper 2 will have one section (Listening). Each section will be made up of questions requiring candidates to draw on their knowledge and understanding and apply skills.

The knowledge and understanding will be drawn from the *Gàidhlig (Higher) Course Specification* and the Further Mandatory Information on Course coverage in the *Gàidhlig (Higher) Course Assessment Specification*.

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Question paper 1, Reading for Analysis and Evaluation, and Writing, is worth 50 marks. The duration of this question paper will be 1 hour 40 minutes. Question paper 2, Listening, is worth 20 marks. The duration of this question paper will be 30 minutes.

Specimen Question Paper 1 — Section 1: Reading for Analysis and Evaluation

This section will assess the candidate's ability to apply reading skills in understanding, analysing and evaluating an unseen fiction/non-fiction text. Candidates will answer questions, including inference-making and summarising questions. The total number of marks will be 30. Each question will have between 1 and 4 marks.

Specimen Question Paper 1 — Section 2: Critical Reading and Writing

This Section will assess the candidate's ability to apply their understanding, analysis and evaluation skills to a previously studied text from one of the following genres which address aspects of Gaelic heritage and contemporary culture: drama, prose, poetry, film and TV drama, or language. Candidates will write one critical essay. The total number of marks for this critical essay is 20, 10 of which will be awarded for literary analysis, and 10 for language use. The marking for each area assessed will be in five categories with a range of two marks available within those categories.

Specimen Question paper 2 — Listening

This Paper will assess the candidate's ability to apply listening skills in understanding, analysing and evaluating a non-fiction text. Candidates will answer a range of questions. The total number of marks will be 20. Each question will have between 1 and 3 marks.

(For sample questions from the current draft of the Specimen Question paper, please see Appendix 1.)

Higher Performance (publication by 31 March 2014)

The performance will sample the skills, knowledge and understanding in the Course Specification and in the Course Assessment Specification by requiring candidates to take part in a discussion on an aspect of Gaelic heritage and contemporary culture using detailed Gaelic language. Approximately 20 marks will be awarded for language use. A further 10 marks will be awarded for appropriate content and structure. The total number of marks for the performance will be 30.

(For further information from the current draft of the Higher Performance, please see Appendix 2.)

Appendix 1

The following extracts are taken from the texts, questions, general marking principles and marking instructions in the draft Specimen Question Paper for Higher Gàidhlig, and illustrate the approaches which will be used.

Please note, the extracts of texts, questions, marking principles and marking instructions are examples only.

Paper 1, Section 1 – Reading for Analysis and Evaluation.

An dèidh a bhith a' coiseachd greis mhath, thrèig soilleireachd an latha mi gu h-obann, ach thug mi 'n aire do sholas beag pios far an rathaid a bha gu math coltach ri solas uinneige. Nuair a ràinig mi starsach an togalaich, laigh mo shùil air seann ghlag meirgeach air an doras, fear mòr iarainn le ròpa tiugh a' crochadh fodha. A' faireachdainn mar gum bithinn ann an seann fhilm, thug mi crathadh math air agus chlisg mi nuair a dh'fhosgail an doras sa bhad. Sheas fireannach àrd, dorcha air mo bheulaibh agus choimhead e orm le amharas. 'Dè tha thu ag iarraidh?' dh'fhaighnich e ann an guth cruaidh. Sa mhionaid thug mi 'n aire do sheann leòn a bha air gearradh air a leth-cheann. Bha a shùilean domhainn uaine a' geur-amhairc tromham. Bha mise cho aithghearr ris fhèin nam fhreagairt. 'Chuir mi air dòigh rùm airson na h-oidhche.' Chrath e a cheann agus rinn e osna mar gum bithinn air rudeigin gòrach a ràdh.

Minich dè seòrsa suidheachadh a tha an sgrìobhadair a' cruthachadh an seo agus dèan soilleir mar a chuir e seo an cèill. **4**

Draft General Marking Principles for Higher Gàidhlig Reading

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a)** Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant question.
- (b)** Marking should always be positive, i.e. marks should be awarded for what is correct and not deducted for errors or omissions.
- (c)** Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language.
- (d)** Unless quoting from the passage, the candidates should use their own words as far as possible.

The following notes are offered to support markers in making judgements on candidates' evidence.

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Question	Expected response	Max mark	Additional guidance
	<ul style="list-style-type: none">◆ Suidheachadh de dh'eagal / mì-chinnt / annasach / uaigneach / freagairt iomchaidh eile◆ Mar a tha an samhla 'mar gum bithinn ann an seann fhilm' air a chleachdadh a neartachadh cho annasach 's a bha suidheachadh agus dubh/dorcha◆ Mar a dh'fhàs e dorcha air a shlighe agus gu sònraichte gu luath◆ Tuairisgeul den ghlag mheirgeach le ròpa a bh' air an doras – daingneachadh suidheachadh annasach◆ mar a bha an taigh pìos air falbh bhon rathad / agus mar a bha e a' toirt an aire ris an t-solas◆ an duine neònach a thainig chun an dorais agus mar a chaidh tuairisgeul a thoirt air – coltach ri caractar agus suidheachadh a chitheadh tu ann an seann film m.e an leòn no na sùilean domhainn uaine a bha a' geur-amhairc troimhe◆ mar nach b' urrainn do na rudan sin a bhith a' tachairt na bheatha làitheil <p>One mark each for any four of the above points which supports an appropriate atmosphere. 0 marks for identification of atmosphere without support.</p>	4	Markers should use their professional judgment, subject knowledge and experience, and understanding to award marks to candidate responses.

Paper 1, Section 2 – Critical Reading and Writing

Candidates will choose to answer one question from a choice of ten questions. The following illustrates the approach to questioning in this section:

Bàrdachd

- ◆ Tagh pìos bàrdachd a leugh thu a bha brònach. Seall mar a chleachd am bàrd diofar sgilean sgrìobhaidh gus am **faireachdainn seo a bhrosnachadh** annad.

NO

- ◆ Tagh pìos bàrdachd aig an robh ceangal làidir ri cultar na Gàidhlig no ri àite sònraichte. Minich mar a chuir am bàrd na faireachdainnean aige/aice an cèill.

Draft General Marking Principles for Higher Gàidhlig Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions Tables for writing.

- a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions tables for writing.
- b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- c) Markers should refer to the first table to determine the appropriateness of each candidate's response in terms of literary analysis and evaluation, awarding a mark out of ten.
- d) Markers should then refer to the second table to determine the appropriateness of each candidate's response in terms of the language used, awarding a further mark out of ten.
- e) Markers should then total the marks for these two elements to make a combined mark out of 20.

Draft Marking Instructions for Critical Reading and Writing

The marking of this assessment task will be based on assessors awarding marks within bands. These bands contain a range of marks that assessors can award. Each band contains a commentary of criteria which illustrate the level of response expected. The criteria are divided into two areas:

- ◆ Content of response – knowledge and understanding of text; analysis and evaluation skills
- ◆ Language used in response – accuracy, structure and style

There are 6 marks bands for each of the two criteria which are as follows: 10-9; 8-7; 6-5; 4-3; 2-1; and 0.

Paper 2 – Listening

An do ghabh thu riamh Marag Dhubh Steòrnabhaigh, biadh sònraichte, rudeigin coltach ri taigeis, a tha ga dhèanamh anns a' bhaile sin ann an Eilean Leòdhais? Ged a b' e biadh bunaiteach Gàidhealach a bh' ann sna bliadhnaichean a dh'fhalbh, san latha an-diugh tha ainm a' bhìdh bhlasta seo ri lorg air clàran-bìdh thaighean-òsta spaideil air feadh an

t-saoghail. Tha marag dhubh air a dèanamh ann an sgìrean eile den Ghàidhealtachd agus de dh'Alba ach, thathar a' meas nach eil ann nas fheàrr na Marag Dhubh Steòrnabhaigh.

Ciamar a tha inbhe maraig dhuibh air atharrachadh tro na bliadhnaichean? 2

Draft General Marking Principles for Higher Gàidhlig Listening

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the speaker's use of language.
- (d) Unless quoting from the speaker, the candidates should use their own words as far as possible.

Question	Expected response	Max mark	Additional guidance
	<ul style="list-style-type: none"> ◆ 'S e biadh bunaiteach a bh' ann ◆ ach a-nis tha e air clàran-bìdh thaighean-òsta spaideil air feadh an t-saoghail <p>One mark each for the above points</p>	2	Markers should use their professional judgment, subject knowledge and experience, and understanding to award marks to candidate responses.

Appendix 2

This speaking and listening performance is worth 30 marks out of a total of 100 marks.

This performance will give candidates 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 contemporary culture

This talking and listening performance has one section only. The performance requires candidates to take part in a discussion with the Assessor. Candidates will take part in a discussion on aspects of Gaelic heritage and contemporary culture, using detailed and complex Gaelic language.

Eàrr-ràdh 1: Stiùireadh nan oileanach

Tha an stiùireadh seo co-cheangailte ris a' chòmhradh aig an Àrd Ìre ann an Gàidhlig.

Labhairt ann an Gàidhlig

Tha an Còmhradh airidh air 30 comharra. Tha na comharraidhean sin a' riochdachadh 30% de na comharraidhean gu lèir airson a' chùrsa. Tha an cùrsa air a mheas aig ìrean A – D.

Tha an còmhradh a' measadh nan sgilean, an eòlais agus na tuigse a leanas:

- ◆ comas air sgilean labhairt a chleachdadh ann an còmhradh
- ◆ tuigse agus eòlas a chur an cèill co-cheangailte ri dualchas na Gàidhlig no cultar Gàidhlig an là an-diugh

Innsidh an neach-measaidh dhut ciamar a bhios am measadh air a dhèanamh agus mu ghnìomhan sònraichte a dh'fheumar airson am measadh a dhèanamh.

Anns a' mheasadh seo, feumaidh tu pàirt a ghabhail ann an còmhradh Gàidhlig. Bu chòir don chòmhradh mairsinn mu 10 mionaidean airson cothrom a thoirt dhut sealltainn gu bheil thu comasach air pàirt a ghabhail ann an còmhradh Gàidhlig, a' cleachdadh cànan mionaideach is toinnte. Faodaidh tu modhan cànan eile a chleachdadh ma thogras tu. Bidh a' chuid mhòr den fhiosrachadh stèidhichte air nithean fìrinneach agus bheir thu seachad beachdan agus barailean cuideachd. Foighnichidh tu ceistean iomchaidh cuideachd.

Tron mheasadh, faodaidh tu suas ri còig cinn a chleachdadh le ochd facail anns gach ceann, a-mhàin airson cuimhne a chuideachadh.

Marking Instructions

Draft General marking principles for Higher Gàidhlig performance

This information is provided to help you understand the general principles you must apply when marking candidate responses in this performance. These principles are reflected in the detailed Marking Instructions that will be used to mark the performance.

The candidate's performance will be marked in terms of content, accuracy, language use and ability to communicate intended meaning in accordance with the grade descriptions given in the Course specification, using performance criteria and marking instructions issued by SQA and shown below.

The assessment task will be set and externally verified by SQA, and conducted, marked and internally verified in centres under the conditions specified by SQA. Separate information will be given on arrangements for submission of evidence for verification purposes.

The candidate's performance is described in terms of the following seven main characteristics in the tables below for speaking and listening:

- ◆ Organisation, development and communication of ideas/opinions
- ◆ Effectiveness and relevance of contribution
- ◆ Ability to initiate, maintain and support development of the interaction
- ◆ Accuracy and appropriateness of general and specialised vocabulary in context
- ◆ Use of structures, including complex structures, to communicate
- ◆ Effectiveness of pronunciation
- ◆ Understanding spoken Gaelic

Assessors should allocate a mark by following the instructions given below, and record this mark on the candidate assessment record, with a comment justifying why the mark was awarded.

Marks for internally-assessed Components must be submitted to SQA by your centre. Evidence for this assessment should be retained in the centre for SQA quality assurance purposes. Further information on this will be provided by SQA.

Once the best category has been selected, the assessor should follow this guidance:

- ◆ If the evidence almost matches the level above, award the highest available mark from the range
- ◆ If the candidate's work just meets the standard described, award the lowest mark from the range
- ◆ Otherwise the mark should be awarded from the middle of the range. Where the number of marks in the band selected is four, assessors should use their professional judgement to decide allocation of the mark.

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Notes:

If the evidence completely matches the highest level descriptor for speaking or listening, the highest mark should be awarded.

Zero (0) marks should be awarded where no evidence is produced by the candidate that matches the descriptions of performance.

Draft Marking Instructions for Performance (Talking)

The marking of both writing tasks will be based on assessors awarding marks within bands. These bands contain a range of marks that assessors can award. Each band contains a commentary which illustrates the level of response expected. Each commentary will describe the level of candidate response in terms of language use, structure, style, content and accuracy.

There are marks bands which are as follows: 30-26; 25-21; 20-16; 15-11; 10-6; 5-0.