

GAELIC (LEARNERS)
Higher

First edition – published March 2006

National Course Specification

COURSE Gaelic (Learners) (Higher)

COURSE CODE C232 12

COURSE STRUCTURE

The Course has three mandatory Units:

DV42 12	Gaelic: Listening and Speaking Skills (Higher)	1 credit (40 hours)
DV43 12	Gaelic: Reading and Writing Skills (Higher)	1 credit (40 hours)
DV4A 12	Gaelic: Literature and Individual Study (Higher)	1 credit (40 hours)

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

RECOMMENDED ENTRY

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

- ◆ Standard Grade Gaelic (Learners) at Credit level
- ◆ Intermediate 2 Gaelic (Learners) or its Units

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

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

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Advanced Higher Gaelic (Learners)
- ◆ Higher National programmes
- ◆ Higher Education programmes
- ◆ training or employment

Administrative Information

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National Course Specification (cont)

COURSE Gaelic (Learners) (Higher)

CREDIT VALUE

The Higher Course in Gaelic (Learners) is allocated 24 SCQF credit points at SCQF level 6*.

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

CORE SKILLS

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

National Course Specification: Course details

COURSE Gaelic (Learners) (Higher)

RATIONALE

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

The Gaelic (Learners) Higher Course promotes Gaelic as an indigenous and community language which has formed and continues to form an important part of Scotland's heritage. The Course provides the candidate with Gaelic language skills at a high level. It also heightens their awareness and deepens their understanding of the culture and heritage of Scotland. The Course develops transferable skills which contribute to the personal development of the candidate and which are useful elsewhere in the curriculum and other contexts, including employment.

A Course award at Higher in the learning of a language is an indication that the learner has reached a stage in language learning where they can begin to use the language independently in confident and flexible ways. The Gaelic (Learners) Higher Course links with the candidate's previous studies in the language at Standard Grade or at Intermediate 2 level and will provide a platform from which candidates can progress to further in-depth study.

The Gaelic (Learners) Course will provide opportunities at Higher level to:

- ◆ develop the ability to express and communicate meaning at a high level of competence in Gaelic
- ◆ listen to and interpret what others say and respond appropriately with respect to audience, context and purpose
- ◆ deepen awareness of language and how it works taking account of structure, style and grammar
- ◆ introduce candidates to a range of reading material appropriate to their stage for appreciation, analysis and evaluation
- ◆ study and evaluate literary texts from different genres
- ◆ develop the ability to communicate in writing at a high level with respect to audience, context and purpose
- ◆ engage in individual, group and/or class study of themes or aspects of Gaelic culture
- ◆ foster positive attitudes towards the Gaelic language and culture
- ◆ contextualise Gaelic in its socio-economic and cultural setting
- ◆ encourage candidates to appreciate the advantages of bilingualism educationally, socially and professionally

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

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

AIMS

The aims of the Course are to build on and to develop the knowledge, understanding and skills gained in Standard Grade Gaelic or Intermediate 2 Gaelic. Specifically at this level the Course can:

- ♦ develop linguistic competence to a level of some complexity in defined, relevant and useful contexts (Suggested language contexts are detailed in Appendix One)
- ♦ increase knowledge of language and society, and Gaelic literature
- ♦ provide a worthwhile and enjoyable educational experience.

The individual study in the *Gaelic: Literature and Individual Study* Unit caters for individual interests and provides opportunity for individual fulfilment. Candidates are encouraged to engage in individual study as an end in itself and also as essential preparation for further study

The Gaelic (Learners) Courses have been designed in a hierarchical structure. The common approach between the Courses at Intermediate 2 and Higher is such that the Unit Specifications contain similar Outcomes. However, demands placed on the candidate are higher than at Intermediate 2. This has been achieved as greater complexity in language skills is required and is reflected in the demands of the Outcomes and the Course assessment at Higher. The study of Gaelic literature is also introduced.

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

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

COURSE CONTENT

This Course has three mandatory Units:

Gaelic: Listening and Speaking Skills (Higher)	1 credit (40 hours)
Gaelic: Reading and Writing Skills (Higher)	1 credit (40 hours)
Gaelic: Literature and Individual Study (Higher)	1 credit (40 hours)

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

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

Teaching and learning contexts will be relevant and familiar to the candidate. They will deal with personal, social, vocational or general topics. The themes of **Careers, Food and Health**, and **Holidays** will be addressed in the Higher Course. If teachers/lecturers wish, they may include other themes such as media, and sport and pastimes. The teaching and learning contexts will take account of the language purposes, areas and types of text illustrated in Appendix One.

At this level more abstract themes will be introduced to allow an increasing complexity of language and also to provide more challenging situations for the candidate than at Intermediate 2.

Gaelic: Literature and Individual Study (Higher)

This Unit deals with Gaelic literature from different genres and cultural issues in a Gaelic-related context.

Literature

The Gaelic literary texts studied will be mainly from the 20th and/or 21st century. Candidates will study a selection of texts from at least two genres. The genres studied can include: poems, short stories, drama and/or novels.

Individual Study

This part of the Unit will provide the opportunity to study a topic from a theme or aspect of Gaelic culture. Candidates may wish to choose the two topics from the themes of **Careers, Food and Health**, and **Holidays** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture, which may include an aspect or theme related to the literature studied for Outcome One. They are not restricted to the themes mentioned here.

Candidates will be expected, through the study of their chosen topics, to gain a growing understanding of Gaelic language and society. At this level candidates will be expected to provide informed findings and conclusions.

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

ASSESSMENT

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

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

Assessment objectives

The key objectives of the Gaelic (Learners) Higher Course are to develop a knowledge and understanding of:

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

Summary of Unit assessment

For the Unit *Gaelic: Listening and Speaking Skills*, assessment will consist of one listening activity and one speaking activity. The assessment will take place under controlled conditions. The maximum time allowed for this is 45 minutes.

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

For the Unit *Gaelic: Literature and Individual Study*, assessment will consist of one literary evaluation in English, and an oral presentation in Gaelic on a chosen topic. The assessment will take place under controlled conditions. The maximum time allowed for this is one hour.

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

Components of Course assessment

The Course assessment has two components:

- ◆ a Question Paper
- ◆ a Speaking assessment

The Question Paper has four sections:

- ◆ Listening
- ◆ Reading
- ◆ Literature
- ◆ Writing. The writing task will offer candidates a choice from each of the themes of **Careers**, **Food and Health**, and **Holidays**.

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

It lasts a total of 2 hours 30 minutes and has a total of 160 marks available.

The Speaking assessment focuses on general issues in the form of a conversation with another person. It lasts up to six minutes and has a total of 60 marks available. Candidates may use notes in the Speaking assessment.

Further details on the structure of the Course assessment are given in the Course Assessment Specification and in the Specimen Question paper.

Link between Unit and Course assessment

The Unit assessments will assess the candidate's listening, speaking, reading and writing skills, together with some evaluative skills.

The Course assessment samples across all three Units and will require candidates to retain and integrate their listening, reading, speaking, writing and evaluative skills in a variety of contexts. The Speaking assessment will allow candidates to focus on general issues for up to six minutes.

The Added Value of the Course

The Unit and Course assessments are designed to complement each other. The Unit assessments provide evidence of a specific level of achievement in separate sections of the Course. The Course assessment provides evidence of added value. In *Gaelic (Learners) (Higher)* this added value consists of the development, retention and integration of the listening, speaking, reading, writing and evaluative skills acquired in the Units and their application in a variety of contexts.

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

GRADE DESCRIPTIONS AT ‘A’ AND ‘C’

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

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

Listening Grade C	
The candidate will demonstrate an ability to give a reasonably detailed interpretation of passages which are heard.	<ul style="list-style-type: none"> ◆ The candidate identifies most of the main content in a passage of some complexity ◆ The candidate can identify most key words and phrases, and specific points of detail
Listening Grade A	
The candidate will demonstrate an ability to give a very detailed interpretation of passages which are heard.	<ul style="list-style-type: none"> ◆ The candidate fully identifies the main content in a passage of some complexity ◆ The candidate can identify all key words and phrases, and a range of specific points of detail by using contextual cues, even in less familiar contexts
Speaking Grade C	
The candidate will demonstrate an ability to give fairly comprehensive responses which will be presented with a reasonable degree of clarity, expression and accuracy	<ul style="list-style-type: none"> ◆ The purpose of a detailed conversation is fulfilled ◆ The pace of the conversation is mostly at a normal speed ◆ The candidate mainly uses common sentence structures fluently ◆ Responses to questions are on the whole accurate and appropriate and show some evidence of specialised vocabulary ◆ The candidate may require time to respond to a question but can express opinions, simple justifications and arguments ◆ The candidate requires may require the other speaker to intervene to sustain the communication on occasion ◆ There may be some hesitations and inaccuracies in grammar and in pronunciation but these do not prevent overall comprehension ◆ There may be only limited confidence and flexibility both in rehearsed and unrehearsed situations

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

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

Speaking Grade A	
The candidate will demonstrate an ability to give comprehensive responses which will be presented with a high degree of clarity, expression and accuracy.	<ul style="list-style-type: none"> ◆ The purpose of a detailed conversation is readily and naturally achieved ◆ Responses to most questions are appropriate, spontaneous and at a normal pace ◆ The candidate requires minimum time to offer opinions, explanations, justifications and arguments. ◆ The candidate is aware of and uses some complex and specialised vocabulary ◆ The candidate is able to instigate and control the communication ◆ There is confidence and accuracy both in rehearsed and unrehearsed situations
Reading Grade C	
The candidate will demonstrate an ability to give a reasonably detailed interpretation of texts of some complexity.	<ul style="list-style-type: none"> ◆ The candidate understands a satisfactory proportion of the main points of a text and specific points of detail ◆ The candidate can adequately understand the main concern and purpose of the text
Reading Grade A	
The candidate will demonstrate an ability to give a very detailed interpretation of texts of some complexity.	<ul style="list-style-type: none"> ◆ The candidate understands all the main points of a text ◆ The candidate can identify a range of specific points of detail by using contextual cues, even in less familiar contexts
Writing Grade C	
The candidate will produce straightforward text which can be understood by a sympathetic reader.	<ul style="list-style-type: none"> ◆ The candidate makes an acceptable attempt to structure the written response ◆ The candidate's response shows sufficient awareness of the rules of grammar, appropriate to this level, to ensure comprehension although there may be some errors ◆ The candidate uses simple sentences
Writing Grade A	
The candidate will produce text of some complexity which can be readily understood by a sympathetic reader.	<ul style="list-style-type: none"> ◆ The candidate structures the written response competently ◆ The candidate's response demonstrates awareness of the rules of grammar with few errors of a major nature ◆ The candidate may write at greater length using syntax and structures of some complexity and a wider range of vocabulary

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

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

Literature Grade C	
The candidate will provide a reasonably detailed evaluation and personal appreciation of a literary text.	<ul style="list-style-type: none">◆ The candidate has a basic grasp and evaluation of the writer's theme, purpose and viewpoint◆ The candidate's personal appreciation of the text is reasonably detailed and relevant◆ Some evidence from the text is used to support the appreciation◆ The candidate's response uses some critical terminology
Literature Grade A	
The candidate will provide a detailed evaluation and personal appreciation of a literary text.	<ul style="list-style-type: none">◆ The candidate's evaluation of the effectiveness of the text shows a comprehensive appreciation of the writer's theme, purpose and viewpoint◆ The candidate's personal appreciation of the text is clear and is presented in a logical and perceptive manner◆ Detailed evidence from the text is used to support the appreciation◆ The candidate's response uses a range of critical terminology

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence must take account of performance across all components of the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

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

- ◆ the Question Paper, which is externally assessed
- ◆ the Speaking assessment, which is internally assessed and externally moderated.

Appeals are only permitted for the externally assessed component – the Question Paper.

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

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

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

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

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

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

QUALITY ASSURANCE

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

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

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

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

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

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

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

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

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

The Units may be studied sequentially or concurrently. However, if the Units are offered concurrently, language skills will be integrated and all skills will be developed in parallel with one another.

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

This approach will also make the best use of the available time and afford candidates greater flexibility and scope with regard to their research for the *Gaelic: Literature and Individual Study* Unit. Specific suggested approaches to learning and teaching for each of the Units are offered below.

Gaelic: Listening and Speaking Skills

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

Gaelic: Reading and Writing Skills

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

Gaelic: Literature and Individual Study

Candidates will study literature from at least two different genres. They will evaluate and provide a personal appreciation of one literary text.

For the individual study Outcome candidates will choose a topic to study in detail. Teachers/lecturers will have a supporting role in guiding the choice of topic and in determining its appropriateness. Some factors which should be borne in mind when candidates are selecting a topic include:

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

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

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

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

National Course Specification: Course details (cont)

COURSE Gaelic (Learners) (Higher)

Additional 40 hours

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

- ♦ provide an induction to the Course
- ♦ enable candidates to engage in research or to go on educational visits outwith the centre
- ♦ provide opportunities for consolidation, revision and review
- ♦ preparation for Course assessment

ADDITIONAL SUPPORT NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

GAELIC (LEARNERS) IN A BROADER CONTEXT

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

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

COURSE Gaelic (Learners) (Higher)

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

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

Language purposes

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

COURSE Gaelic (Learners) (Higher)

APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)

Language purposes (cont)

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

Language areas

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

COURSE Gaelic (Learners) (Higher)

APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)

Types of text

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

National Unit Specification: general information

UNIT	Gaelic: Listening and Speaking Skills (Higher)
CODE	DV42 12
COURSE	Gaelic (Learners) Higher

SUMMARY

This Unit is a mandatory Unit of the Gaelic (Learners) Higher Course and may also be used as a free-standing Unit.

This Unit aims to develop the ability of candidates in the skills of listening and speaking. Candidates will become skilled in understanding and participating in spoken Gaelic of some complexity.

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Intermediate 2 or Units from it, or Standard Grade at Credit level. It is relevant for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

OUTCOMES

1. Demonstrate understanding of spoken Gaelic of some complexity.
2. Participate in spoken Gaelic communication of some complexity.

RECOMMENDED ENTRY

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

- ◆ Standard Grade Gaelic (Learners) at Credit level
- ◆ Intermediate 2 Gaelic (Learners) or its Units

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National Unit Specification: general information (cont)

UNIT Gaelic: Listening and Speaking Skills (Higher)

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

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

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

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

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Gaelic: Listening and Speaking Skills (Higher)

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 spoken Gaelic of some complexity.

Performance Criteria

- a) Explain accurately the main points of a spoken communication.
- b) Recognise specific points of detail which support the main points of a spoken communication.

OUTCOME 2

Participate in spoken Gaelic of some complexity.

Performance Criteria

- a) Sustain discussion even though some prompting or repetition may be necessary.
- b) Converse with sufficient clarity and accuracy to achieve communication with a sympathetic speaker.
- c) Demonstrate sufficient variety of vocabulary and structures to permit flexibility of expression.

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Outcome 1: Listening

One piece of recorded evidence generated on one summative assessment occasion. This will be generated by responses in English to short answer or restricted response questions in English on text of around 2½ - 3 minutes long. Candidates may make notes at any time during the assessment, which will be carried out under controlled conditions. Use of dictionary is not permitted in the assessment. The assessment may be up to a maximum of 40 minutes in duration.

Outcome 2: Speaking

One piece of recorded spoken evidence generated on one summative assessment occasion. Candidates will participate in a Gaelic transaction or discussion and will negotiate the topic prior to the assessment. Candidates may use their own notes in the summative assessment. Use of a dictionary is not permitted in the assessment. The assessment will last up to a maximum of five minutes in duration.

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

National Unit Specification: support notes

UNIT Gaelic: Listening and Speaking Skills (Higher)

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Where this Unit is being offered as part of a Course, it is appropriate that centres deliver it concurrently with the Unit *Gaelic: Reading and Writing Skills (Higher)* using a thematic approach. Using a thematic approach will facilitate integration of language skills across these two Units.

The Unit builds on recognised good practice by encouraging an integrated teaching approach which seeks to develop skills in combination rather than in isolation. Progression from previous levels will be in terms of the candidate's ability to handle language in more complex ways, and in terms of the range of language encountered by the candidate. The quality and accuracy of the language produced, together with its content, will also reflect this progression.

In Outcome 2, candidates will become involved in longer, more detailed and more complex conversations than at Intermediate 2, through simulation, role-play and conversation with the teacher/lecturer and/or other candidates.

Spoken communication can cover the following contexts:

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

Information to be exchanged can include:

- ◆ factual information
- ◆ likes
- ◆ dislikes
- ◆ preferences
- ◆ justifications
- ◆ opinions

National Unit Specification: support notes (cont)

UNIT Gaelic: Listening and Speaking Skills (Higher)

- ◆ suppositions
- ◆ predictions

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1: Listening

As well as listening to the teacher/lecturer in class, candidates will listen to, and view, a variety of sources including radio, TV and recordings. In general, texts will be around 2½ to 3 minutes duration. Use of a dictionary is not permitted in the assessment.

Outcome 2: Speaking

Candidates should be made fully aware of the conditions under which their conversation will take place, and the criteria by which it will be assessed. Use of a dictionary is not permitted in the assessment.

Candidates can provide drafts of their spoken Gaelic communication in preparation for the assessment. It is recommended that teachers/lecturers follow the pattern below before the summative assessment.

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

Candidates should then prepare final notes to assist with the summative assessment.

During the summative assessment, the assessor may re-phrase to assist the candidate.

ASSESSMENT IS FOR LEARNING

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

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

National Unit Specification: support notes (cont)

UNIT Gaelic: Listening and Speaking Skills (Higher)

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

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

Where anyone is trying to learn, feedback about their efforts has three elements:

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

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

ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

UNIT Gaelic: Listening and Speaking Skills (Higher)

APPENDIX ONE: SUGGESTED LANGUAGE CONTEXT-LANGUAGE PURPOSES, AREAS AND TEXTS

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

Language purposes

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

UNIT Gaelic: Listening and Speaking Skills (Higher)

APPENDIX ONE: SUGGESTED LANGUAGE CONTEXT - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)

Language purposes (cont)

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

Language areas

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

UNIT Gaelic: Listening and Speaking Skills (Higher)

APPENDIX ONE: SUGGESTED LANGUAGE CONTEXT - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)

Types of text

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

National Unit Specification: general information

UNIT Gaelic: Reading and Writing Skills (Higher)

CODE DV43 12

COURSE Gaelic (Learners) (Higher)

SUMMARY

This unit is a mandatory Unit of the Gaelic (Learners) Higher Course and may also be used as a free-standing Unit.

This Unit aims to develop the ability of candidates in the skills of reading and writing. Candidates will become skilled in understanding and producing written Gaelic of some complexity.

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Intermediate 2 or Units from it or Standard Grade at Credit level. It is relevant for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

OUTCOMES

1. Demonstrate understanding of written Gaelic of some complexity.
2. Produce written Gaelic of some complexity.

RECOMMENDED ENTRY

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

- ◆ Standard Grade Gaelic (Learners) at Credit level
- ◆ Intermediate 2 Gaelic (Learners) or its Units

Administrative Information

Superclass: FK

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National Unit Specification: general information (cont)

UNIT Gaelic: Reading and Writing Skills (Higher)

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

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

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

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Gaelic: Reading and Writing Skills (Higher)

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 written Gaelic of some complexity.

Performance Criteria

- (a) Explain accurately the main points of a written communication.
- (b) Recognise specific points of detail which support the main points of a written communication.

OUTCOME 2

Produce written Gaelic of some complexity.

Performance Criteria

- (a) Produce a piece of writing which is appropriately structured for purpose and audience.
- (b) Demonstrate sufficient clarity, fluency and accuracy to ensure comprehension by a sympathetic reader.
- (c) Demonstrate sufficient variety of vocabulary and sentence structures to permit flexibility of expression.

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Outcome 1: Reading

One piece of recorded evidence produced on one summative assessment occasion. This will be generated by responses in English to questions in English on a piece of text around 300 – 350 words long. The evidence will be produced under controlled conditions. The assessment will last up to a maximum of 30 minutes. Use of a dictionary is permitted in this assessment.

Outcome 2: Writing

One piece of written evidence in Gaelic produced on one summative assessment occasion. The text will be of some complexity with structure, syntax and grammar appropriate to level. The piece of writing will be created under controlled conditions in a maximum of 30 minutes. Use of a dictionary is permitted in this assessment.

National Unit Specification: statement of standards (cont)

UNIT Gaelic: Reading and Writing Skills (Higher)

The writing task in this Unit will be drawn from one of the following themes:
Careers, Food and Health, and Holidays

Candidates may use their own notes in the summative assessment.

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

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

National Unit Specification: support notes

UNIT Gaelic: Reading and Writing Skills (Higher)

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

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

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The Unit builds on recognised good practice by encouraging an integrated teaching approach, which seeks to develop skills in combination rather than in isolation. Progression from previous levels will be in terms of the candidate's ability to handle language in more complex ways, and in terms of the range of language encountered by the candidate. The quality and accuracy of the language which the candidate produces, together with its content, will also reflect this progression.

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

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

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

Outcome 1: Reading

The length of communication will vary depending on topic and type, but a suggested length is 300-350 words. The type of information to be read will consist of simple and some complex factual information. Use of a dictionary is permitted in the assessment.

The type of material which may be read includes the types of text shown in Appendix One.

National Unit Specification: support notes (cont)

UNIT Gaelic: Reading and Writing Skills (Higher)

Outcome 2: Writing

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

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

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

Candidates should then prepare final notes to assist with the summative assessment.

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

ASSESSMENT IS FOR LEARNING

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

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

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

National Unit Specification: support notes (cont)

UNIT Gaelic: Reading and Writing Skills (Higher)

- ◆ **provide quality feedback from formative assessment** in the lead up to summative assessment. Feedback which gives each candidate guidance on how to improve, as well as opportunity and help to work at the improvement, is much more effective in raising standards than a mark. Feedback should be about the particular qualities of a candidate's work, with advice on what he or she can do to improve, and should avoid comparisons with other candidates.
- ◆ **use structured questioning in discussing a formative assessment** to enable candidates to understand not just what was incorrect but also how it may be improved and corrected. Dialogue between candidates and a teacher/lecturer should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance.
- ◆ **use self and peer assessment to discuss answers to questions and remove misunderstandings** in learning. Candidates should be able to self-assess to understand the main purposes of their learning and thereby grasp what they need to achieve.

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

Where anyone is trying to learn, feedback about their efforts has three elements:

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

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

ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

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

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

Language purposes

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

UNIT

Gaelic: Reading and Writing Skills (Higher)

APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)

Language purposes (cont)

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

Language areas

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

UNIT

Gaelic: Reading and Writing Skills (Higher)

APPENDIX ONE: SUGGESTED LANGUAGE CONTEXTS - LANGUAGE PURPOSES, AREAS AND TEXTS (CONT)

Types of text

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

National Unit Specification: general information

UNIT Gaelic: Literature and Individual Study (Higher)

CODE DV4A 12

COURSE Gaelic (Learners) (Higher)

SUMMARY

This Unit is a mandatory Unit of the Gaelic (Learners) Higher Course and may also be used as a free-standing Unit.

This Unit aims to develop the ability to evaluate Gaelic literature from different genres, and to develop awareness of a chosen theme or aspect of Gaelic culture through an individual study.

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Intermediate 2 or Units from it or Standard Grade at Credit Level. It is relevant for candidates who have a general interest in the language and for those who wish to pursue further study in Gaelic and/or a Gaelic-related career.

OUTCOMES

1. Produce in English an evaluation of one Gaelic literary text.
2. Speak in Gaelic about a chosen theme or aspect of Gaelic culture.

RECOMMENDED ENTRY

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

- ◆ Standard Grade Gaelic (Learners) at Credit level
- ◆ Intermediate 2 Gaelic (Learners) or its Units

Administrative Information

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National Unit Specification: general information (cont)

UNIT Gaelic: Literature and Individual Study (Higher)

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

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

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

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

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Gaelic: Literature and Individual Study (Higher)

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

OUTCOME 1

Produce in English an evaluation of one Gaelic literary text.

Performance Criteria

- (a) Demonstrate understanding of the theme of the text.
- (b) Demonstrate understanding of the author's purpose and viewpoint.
- (c) Evaluate the effectiveness of the text in achieving its purpose.
- (d) Express a personal appreciation of the text.
- (e) Use critical terminology appropriate to the text.

OUTCOME 2

Speak in Gaelic about a chosen theme or aspect of Gaelic culture.

Performance Criteria

- (a) State clearly the topic studied.
- (b) Explain succinctly why the topic was studied.
- (c) Outline the main findings and conclusions of the study.
- (d) Give an oral presentation which demonstrates sufficient clarity, fluency, and accuracy to ensure comprehension by a sympathetic Gaelic listener.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria. The Appendix contains information on the mandatory requirements for Outcome 1.

Outcome 1

Appendix One details the content for this Outcome.

One piece of recorded evidence in English produced on one summative assessment occasion is required. Candidates will produce a response evaluating and giving personal appreciation of a previously seen Gaelic literary text mainly from the 20th and/or 21st century. The response will be written in English under controlled conditions and the assessment will last a maximum of 55 minutes. Candidates may use unannotated texts in Gaelic. Use of a dictionary is permitted in the assessment.

Outcome 2

One piece of recorded evidence in Gaelic produced on one assessment occasion is required. Candidates will give an oral presentation based on the topic studied.

National Unit Specification: statement of standards (cont)

UNIT Gaelic: Literature and Individual Study (Higher)

The assessment will be carried out under controlled conditions and will last a maximum of five minutes. Use of a dictionary is not permitted in this assessment.

Candidates may use their own notes in the assessment of Outcome 2.

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

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

National Unit Specification: support notes

UNIT Gaelic: Literature and Individual Study (Higher)

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 are free to negotiate the selection of texts. However, candidates must study texts from at least two genres (see Appendix One). It is expected that the Gaelic literature studied will be mainly from the 20th and/or 21st century.

Individual Study

Where candidates are taking this Unit as part of the Higher Course, they may wish to choose the cultural issue topics from the themes of **Careers**, **Food and Health** and **Holidays** which are addressed in the Course, in order to integrate language skills as much as possible. However, candidates may choose from any themes or aspects of Gaelic culture and are not restricted to the themes mentioned. The topic can be related to the literature studied in Outcome One – perhaps through further investigation of the theme of a text, or the author's background. Candidates can negotiate and study more than one topic, but must choose one for the assessment.

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

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Literature

Teachers/lecturers should assist candidates in selecting texts, and particularly in the selection of the text for assessment. This should allow the candidate to demonstrate that they have achieved the Outcome and all of the Performance Criteria.

Individual Study

Candidates are expected to work independently and maturely at this level and to take responsibility for their own study. Some research may be undertaken outside the centre, making use of a variety of sources available locally or nationally. Candidates will decide, in consultation with teachers/lecturers, which sources will be most appropriate for their purposes and will plan their research in order to make the best use of these sources.

National Unit Specification: support notes (cont)

UNIT Gaelic: Literature and Individual Study (Higher)

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

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

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

It would be helpful for candidates undertaking this Unit as part of the Higher Course if it started concurrently with the other two Units in the Course. This will provide more time to communicate with possible sources and to consult resources. It will also provide an integrated approach to language learning.

Progression from previous levels will be in terms of the candidate's ability to handle language in more complex ways, and in terms of the range of language encountered by the candidate. The quality and accuracy of the language which the candidate produces, together with its content, will also reflect this progression.

There will be a place for class, group and individual teaching. Occasional support by the teacher/lecturer will be offered, but independent study will be encouraged.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcome 1 — Written

The candidate should produce a response which demonstrates an appreciation of one literary text studied.

As well as demonstrating an understanding of the theme, stance and purpose of the text, candidates should be able to comment critically on aspects such as:

- ◆ word choice
- ◆ tone
- ◆ plot
- ◆ characters
- ◆ structure
- ◆ imagery
- ◆ rhythm
- ◆ rhyme
- ◆ setting

National Unit Specification: support notes (cont)

UNIT Gaelic: Literature and Individual Study (Higher)

The text chosen for assessment must be sufficiently complex to allow the candidate to understand, analyse and evaluate to the standard required by the Performance Criteria and the Evidence Requirements.

Candidates can provide up to two drafts of their written evaluation in preparation for their literature assessment.

Outcome 2 — Spoken

Candidates can provide up to two drafts of their oral presentation in preparation for the assessment.

For both Outcomes it is recommended that teachers/lecturers follow the pattern below before the summative assessment.

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

Candidates should then prepare final notes to assist with the summative assessment.

ASSESSMENT IS FOR LEARNING

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

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

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

National Unit Specification: support notes (cont)

UNIT Gaelic: Literature and Individual Study (Higher)

- ◆ **provide quality feedback from formative assessment** in the lead up to summative assessment. Feedback which gives each candidate guidance on how to improve, as well as opportunity and help to work at the improvement, is much more effective in raising standards than a mark. Feedback should be about the particular qualities of a candidate's work, with advice on what he or she can do to improve, and should avoid comparisons with other candidates.
- ◆ **use structured questioning in discussing a formative assessment** to enable candidates to understand not just what was incorrect but also how it may be improved and corrected. Dialogue between candidates and a teacher/lecturer should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance.
- ◆ **use self and peer assessment to discuss answers to questions and remove misunderstandings** in learning. Candidates should be able to self-assess to understand the main purposes of their learning and thereby grasp what they need to achieve.

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

Where anyone is trying to learn, feedback about their efforts has three elements:

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

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

ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

National Unit Specification: statement of standards (cont)

UNIT Gaelic: Literature and Individual Study (Higher)

APPENDIX ONE

NB This appendix forms part of the statement of standards, ie the mandatory requirements of this Unit.

Literature: The texts which are studied will be mainly 20th and/or 21st century Gaelic literature. The texts selected for study must include at least **two** of the following genres:

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