



**Standard Grade and
National Qualifications 2013
Internal Assessment Report
Gàidhlig and Gaelic (Learners)**

The purpose of this report is to provide feedback to centres on verification in Standard Grade and National Qualifications in this subject.

National Courses

Standard Grade

Gaelic (Learners) — Assessment of Speaking

National Qualifications

Gàidhlig and Gaelic (Learners) Int 1, Int 2, H — Assessment of Speaking

General comments

Most centres have a clear and accurate understanding of requirements; however, a minority do not follow these to the letter. Some centres did not comply with the requirements as set out in *Course Assessment of Speaking (2007 onwards)*, thus rendering assessments as Not Accepted.

Course Arrangements, Unit specifications, instruments of assessment and exemplification materials

Most assessors proved themselves to be familiar with the Course Arrangements, as well as the Unit assessment, documentation.

Evidence Requirements

There was clear understanding of Evidence Requirements from material from every centre.

Administration of assessments

Many assessments were within tolerance and accepted accordingly. However, the quality of some recordings could be improved — this does not do justice to candidates who had worked hard to complete the assessments which were recorded on less than satisfactory machines or in circumstances where ambient noise could have been reduced. There was, however, evidence of good practice by candidates and interlocutors.

Areas of good practice

Most centres showed evidence of good practice, thus ensuring standards are upheld. Some interlocutors showed good skills; many were patient and sympathetic and ready to assist with prompting when necessary — this, however, was commendably kept to a minimum, enabling candidates to perform well. Generally, interlocutor questions were suitably demanding at all levels, and a number of interlocutors succeeded in getting the best out of candidates, with evidence of good relationship between interlocutors and candidates. Many tests were professionally conducted. There was some evidence of improvements in standards.

Specific areas for improvement

Some centres should engage in more interactive discussion between interlocutors and candidates, leading to more authentic, spontaneous conversation as required by the task.

Some recordings were unclear at times, and should be conducted carefully in order to minimise interference from any other sources/candidates, eg school bells, traffic noise. Recordings should be checked for clarity prior to submission.

Some centres awarded marks which were too high, while some erred on the conservative side and marks had to be revised slightly. All centres should refer closely to the Assessment of Speaking and Course Arrangements documentation.

Some discussions were unnecessarily prolonged and in one or two instances substantially over the allocated time. Assessments should be conducted within the time allocated.

Most questions were appropriate for the level specified. However, the interlocutor should avoid asking candidates for factual information such as lists of school subjects studied and allow scope for them to express or justify opinions. An interactive discussion leads to a more spontaneous conversation/discussion and shows the candidate's performance at its best — this was evident in a number of the assessments.

It would be helpful to ask more open-ended questions at a relaxed pace to avoid one-word responses. The interlocutor should give candidates time to answer a question if they do not respond immediately. Also, the interlocutor should avoid repeating candidates' answers.

In some instances, it was noted that there was a tendency for candidates to be over-prepared when talking about their Individual Study, with a resultant lack of spontaneity when talking about this topic. The discussion should be an interaction between candidate and interlocutor on this topic, rather than a more formal speech.

Interlocutors should not spend too much time giving information in the course of assessments and should restrict themselves to asking questions.