



National Unit specification: general information

Unit title: Contemporary Gaelic Language and Culture: An Introduction (SCQF level 5)

Unit code: FN44 11

Superclass: FK

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Summary

The purpose of this Unit is to provide candidates with the knowledge and skills to enable them to understand development issues relating to the Gaelic language; understand contemporary Gaelic media, performing arts and literature; and provide the opportunity to enhance the four language skills of speaking, listening, reading and writing.

This is a mandatory Unit within the National Progression Award in Contemporary Gaelic Songwriting and Production but can also be taken as a free-standing Unit.

This Unit is suitable both for candidates who are fluent Gaelic speakers or Gaelic learners who have beginner level skills in written and spoken Gaelic. It can be delivered to a wide range of learners who have an academic, vocational or personal interest in the application of Gaelic in the arts and media. It is envisaged that candidates successfully completing this Unit will be able to progress to further study in Gaelic arts.

Outcomes

- 1 Describe key factors contributing to Gaelic language and cultural development.
- 2 Describe key elements of the contemporary Gaelic arts and media world.
- 3 Apply Gaelic language skills in a range of contemporary arts and media contexts.

Recommended entry

While entry is at the discretion of the centre, candidates are expected to have, as a minimum, basic language skills in Gaelic. This may be evidenced by the attainment of Intermediate 1 Gaelic (Learners) or equivalent ability in the four skills of listening, speaking, reading and writing.

General information (continued)

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Credit points and level

1 National Unit credit at SCQF level 5 (6 SCQF Credit Points at SCQF level 5)

**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 Skill component in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication
- ◆ Problem Solving

These opportunities are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

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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 SQA.

Outcome 1

Describe key factors contributing to Gaelic language and cultural development.

Performance Criteria

- (a) Describe key factors in the decline of Gaelic in the twentieth century up to the 1980s.
- (b) Describe key factors in the revival of contemporary Gaelic society and culture.
- (c) Describe the functions and contributions of the various bodies working in Gaelic language, arts and media development

Outcome 2

Describe key elements of the contemporary Gaelic arts and media world.

Performance Criteria

- (a) Describe key milestones in the history of Gaelic language media.
- (b) Identify a range of influential contemporary Gaelic writers and musicians and their work.

Outcome 3

Apply Gaelic language skills in a range of contemporary arts and media contexts.

Performance Criteria

- (a) Participate in a simple conversation about an aspect of contemporary Gaelic.
- (b) Explain the main points in an extract of straightforward spoken Gaelic.
- (c) Produce a simple piece of written Gaelic.
- (d) Summarise an extract of straightforward Gaelic writing.

National Unit specification: statement of standards (continued)

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Evidence Requirements

Written and/or oral recorded evidence is required to demonstrate that the candidates have achieved all of the Outcomes and Performance Criteria.

Evidence should be generated under open book, supervised conditions.

Outcomes 1 and 2

Written and/or recorded oral evidence is required to demonstrate that the candidate can:

- ◆ Provide a short overview of 2 key factors contributing to the decline of Gaelic in the 20th century and at least 2 key factors contributing to the revival and development of Gaelic language media from 1960 to the present day.
- ◆ Describe the functions and contribution of 2 organisations in the Gaelic language, arts and media sector.
- ◆ Select 2 key milestones in the history of Gaelic language media and briefly describe their significance.
- ◆ Provide a simple review of the work of 3 contemporary writers to include
 - i a poet
 - ii a novelist
 - iii a dramatist or a folklorist.
- ◆ Describe the work of at least one influential contemporary Gaelic musician

Outcome 3

Written and/or recorded oral evidence is required to demonstrate that the candidate can:

- ◆ Participate, with prompting where necessary, in a simple and straightforward discussion in Gaelic of 2–2½ minutes duration about an aspect of contemporary Gaelic. The topic should be agreed in advance.
- ◆ Explain the main points in an extract of simple and straightforward spoken Gaelic on a text of around 2–2½ minutes long and relating to a contemporary cultural theme.
- ◆ Write a simple song lyric or poem of a minimum of 2 verses or a prose piece of similar length in Gaelic.
- ◆ Identify the key points in a piece of a simple and straightforward Gaelic writing of around 200–250 words relating to a contemporary cultural theme.

National Unit specification: support notes

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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

In this Unit candidates will have the opportunity to explore Gaelic language development issues, investigate the contemporary Gaelic arts world and develop their language skills. They will learn about the Gaelic arts, Gaelic Media and the Gaelic language.

This Unit is suitable both for candidates who are fluent Gaelic speakers or Gaelic learners who have beginner level skills in written and spoken Gaelic. It can be delivered to a wide range of learners who have an academic, vocational or personal interest in the application of Gaelic in the arts and media. It is envisaged that candidates successfully completing this Unit will be able to progress to further study in Gaelic arts.

The content that is expected to be covered within each Outcome is as follows:

Outcome 1

In this Outcome candidates are required to describe key factors contributing to Gaelic language and cultural development and identify key movements that changed the linguistic and cultural landscape. Content should include a broad consideration of the ways in which the Gaelic language and cultural development landscape nowadays is radically different to that of the early days of development.

In this context, the following areas could be considered:

- ◆ The reasons for the decline of Gaelic in the 20th century.
- ◆ Other minority language communities such as Wales and Ireland.
- ◆ The methods and arguments used for bringing change about.
- ◆ The different approaches taken to Gaelic language development.
- ◆ The various organisations which work in this field.

Outcome 2

In this Outcome candidates have the opportunity to explore the contemporary Gaelic arts and media world. They should be encouraged to discuss key aspects of the history of Gaelic language media (television and radio) from 1960 to the present day. Content should include a broad consideration of the ways in which the Gaelic media landscape nowadays is radically different to that of the early days of development.

National Unit specification: support notes (continued)

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In this context, the following aspects and milestones could be considered:

- ◆ The development of Scottish Gaelic-language programming including the establishment of a Gaelic radio service by the BBC in the 1960's.
- ◆ Examples of programmes for Gaelic speakers such as Aithris na Maidne, Aileag, Coinneach Maclomhair and Mire ri Mòir.
- ◆ Impact of the establishment of organisations such as CTG (Comataidh Telebhisein Gàidhlig) in 1990 which led to an unprecedented growth of Gaelic language content and programming.
- ◆ The arrival of BBC Alba — a dedicated Gaelic television channel shown on Freeview.
- ◆ Landmark projects, eg the first Gaelic Language Feature Film — 'Às an Eilean' and the first Gaelic language soap opera — 'Machair'.
- ◆ Major challenges in Gaelic media, eg availability of space for Gaelic programming on Freeview.
- ◆ Gaelic film and drama projects.
- ◆ The Celtic Media Festival is also of interest — established in Uist, it has grown into a large international media festival.

Examples of influential writers include the following. Centres are not expected to cover all of these but they provide a range from which to select.

- ◆ Meg Bateman, Angus Peter Campbell, Aonghas Dubh MacNeacail, Martin MacIntyre, Anne Frater, John Murray, Martin MacIntyre, Norman MacLean, Dr Finlay MacLeod, Iain F. MacLeod, Norma MacLeod, Catriona Lexy Campbell, Catriona Montgomery, Mairi Montgomery, Tormod Caimbeul, Christopher Whyte, Maoilis Campbell, Iain Crichton Smith, Sorley MacLean, Donald MacAulay, Derick Thomson, George Campbell Hay. Folklorists include Mary Beith, Margaret Bennet, Morag MacLeod, John MacInnes, Hamish Henderson, Margaret Fay Shaw, Calum MacLean, John Lorne Campbell, Father Allan MacDonald
- ◆ Examples of Gaelic groups and musicians who having absorbed rock, pop and world music influences have achieved international recognition could include, eg Capercaillie, Runrig, Paul Mounsey, Martyn Bennett, Blair Douglas and Calum Martin.

National Unit specification: support notes (continued)

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Outcome 3

Centres should note that to allow for and encourage the development of Gaelic language skills throughout the Unit, it is not intended that this Outcome is taught in isolation but rather, that it should be integrated with the delivery of the Outcomes 1 and 2. The content should therefore be related to the topics covered in the other two Outcomes.

Topics on which to base reading, writing, speaking and listening skills could include:

- newspaper and radio coverage of aspects of contemporary Gaelic arts, media and culture.
- favourite bands and musicians.
- favourite writers and poets.
- common language and forms which are found in Gaelic song writing.

National Unit specification: support notes (continued)

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Development of National Occupational Standards

Through this Unit, candidates will be working towards development of the following NOS:

- ◆ Understand the cultural heritage sector, and the wider creative and cultural context in which you work: Creative and Cultural Skills (Dec 09)

Guidance on learning and teaching approaches for this Unit

It is strongly recommended that an integrated approach to delivery across the Outcomes is adopted so that Gaelic language skills are developed naturally in the context of the content of Outcomes 1 and 2

For Outcomes 1–3 candidates would benefit from working in small groups to:

- ◆ discuss the factors which impacted on the decline and revival of Gaelic cultures
- ◆ create ideas, and contribute to artistic discussions
- ◆ explain their own ideas and introduce new artists/ideas/music to each other
- ◆ identify projects they can develop together
- ◆ cooperate positively to bring these projects to fruition

The following would also be beneficial:

Visits from arts and development organisations, from practitioners with experience in fields of relevance to the course — singers, writers, technicians, broadcasters, language activists, and career advisers.

Visits to exhibitions, performances, arts organisations and investigating the materials they produce, as well as how they get their story and narrative across.

Use of appropriate learning and teaching approaches should provide candidates with an opportunity to develop the following skills for life, learning and work:

- ◆ Creativity — a grounding in the work of experienced artists will inspire candidates' own creativity.
- ◆ Innovation — through developing their own solutions to problems.
- ◆ Confidence — through discussions and presenting work within the class group
- ◆ Interpersonal skills — through team-working for research purposes
- ◆ Organisational skills — through organisation and collation of information
- ◆ Time management — through working to deadlines.
- ◆ Presentation skills — presentations of research and debates

National Unit specification: support notes (continued)

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Opportunities for developing Core Skills

In this Unit candidates will learn about development issues relating to the Gaelic language and explore aspects of contemporary Gaelic media, performing arts and literature while enhancing their Gaelic language Skills.

Candidates will:

- ◆ Identify key factors contributing to the decline and revival of Gaelic in the 20th century and the in development of Gaelic language media from 1960 to the present day.
- ◆ Investigate the functions and contribution of organisations in the Gaelic language, arts and media sector.
- ◆ Identify and describe key milestones in the history of Gaelic language media.
- ◆ Review the work of contemporary writers
- ◆ Demonstrate reading writing speaking and listening skill in Gaelic

This means that candidates working on this Unit will be developing aspects of the Core Skills in Communication and Problem Solving.

There may be additional opportunities to develop the Core Skill of Communication through discussion, presentations, writing of short pieces and interpreting information and through interviewing professionals in their field of interest.

The Core Skill of Working with Others can be developed through opportunities to research certain topics with other classmates.

Guidance on approaches to assessment for this Unit

The following approaches to assessment are suggested:

A holistic approach would be particularly recommended for Outcomes 1 and 2. This could be in the form of a folio of evidence consisting of short written reports, which could be in Gaelic or in English, on the main topics explored in Outcomes 1 and 2. MP3 clips can also be included for illustrative purposes.

A combination of approaches to assessment is suggested in Outcome 3 which could include an aural test and a contribution to a group discussion. An integrated approach with aspects of Outcomes 1 and 2 is strongly recommended, for example:

- ◆ discussion of an aspect of Gaelic culture — Outcome 1 PC (b)
- ◆ summarising an extract of Gaelic writing — combine with Outcome 2 PC (b)

Assessment of listening could be generated by responding to an extract of spoken Gaelic through a series of short answer or restricted response questions. Responses could be in Gaelic or in English.

National Unit specification: support notes (continued)

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Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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