

**GAELIC (LEARNERS)**  
**Advanced Higher**

**First edition – published March 2006**

# National Course Specification

**COURSE** Gaelic (Learners) (Advanced Higher)

**COURSE CODE** C232 13

## COURSE STRUCTURE

The Course has three mandatory Units:

DV42 13	Gaelic: Listening and Speaking Skills (Advanced Higher)	1 credit (40 hours)
DV43 13	Gaelic: Reading and Writing Skills (Advanced Higher)	1 credit (40 hours)
DV4A 13	Gaelic: Literature and Individual Study (Advanced 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 the following, or equivalent:

- Higher 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](http://www.sqa.org.uk).

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

## PROGRESSION

This Course or its Units may provide progression to:

- ◆ Higher National programmes
- ◆ Higher Education programmes
- ◆ training or employment

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## Administrative Information

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Course Specification (cont)**

**COURSE**    Gaelic (Learners) (Advanced Higher)

### **CREDIT VALUE**

The Advanced Higher Course in Gaelic (Learners) is allocated 32 SCQF credit points at SCQF level 7\*.

*\*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) (Advanced 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) Advanced 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 very 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.

The Course builds on the candidate's previous studies in the language at Higher level and will provide a platform from which he/she can progress to further in-depth study. It is expected that the Advanced Higher Course will appeal to a wide range of candidates, whether or not they intend to follow a Gaelic course in higher or further education.

A Course award at Advanced Higher in a language is an indication that the learner has reached a stage in language learning where they may use the language independently, confidently and with some degree of sophistication.

Gaelic (Learners) Advanced Higher can provide a constructive experience in which to develop linguistic abilities, literary appreciation, and an informed knowledge and understanding of Gaelic and society. From Advanced Higher, the candidate will be in a position to use language in a variety of ways, which might include:

- ♦ using language skills for specific purposes, such as study at a university or other tertiary level establishment
- ♦ interacting at an appropriate level with speakers of the language within an employment context
- ♦ drawing on the acquired level of knowledge about language and facility in language use to learn a different language
- ♦ communicating with contemporaries in Gaelic
- ♦ using acquired language skills for personal enjoyment to access Gaelic media including TV and radio programmes and magazine articles

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

- ♦ develop the ability to express and communicate meaning in Gaelic at a level of some sophistication
- ♦ 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 sophisticated reading material appropriate to their stage for appreciation, analysis and evaluation

## National Course Specification: Course details (cont)

### COURSE Gaelic (Learners) (Advanced Higher)

- ♦ study and evaluate literary texts from different genres
- ♦ develop the ability to communicate in writing at a level of some sophistication with respect to audience, context and purpose
- ♦ engage in individual, group and/or class study of topics of a historical or cultural nature
- ♦ foster positive attitudes towards the Gaelic language, culture and heritage
- ♦ encourage candidates to appreciate the advantages of bilingualism educationally, socially and professionally

### AIMS

The aims of the Course are to build on the knowledge, understanding and language skills gained in Higher Gaelic. Specifically at this level the Course can:

- ♦ develop linguistic competence to a level of some sophistication in defined, relevant and useful contexts. (The language contexts are detailed in Appendix One)
- ♦ provide knowledge about Gaelic literature, history and culture
- ♦ provide a worthwhile and enjoyable educational experience

The Literature and Individual Study Unit makes provision 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 Courses have been designed in a hierarchical structure. The common approach between the Courses at Higher and Advanced Higher is such that most of the Unit Specifications contain similar Outcomes.

However, demands placed on the candidate are greater at Advanced Higher than at Higher. This has been achieved in the following ways:

- ♦ greater sophistication in language skills is required and is reflected in the demands of the Outcomes and the Course assessment
- ♦ the literature requirements at Unit and Course level are greater
- ♦ the study task requires a greater degree of independent work

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

## National Course Specification: Course details (cont)

**COURSE** Gaelic (Learners) (Advanced Higher)

### COURSE CONTENT

This Course has three mandatory Units:

<b>Gaelic: Listening and Speaking Skills (Advanced Higher)</b>	1 credit (40 hours)
<b>Gaelic: Reading and Writing Skills (Advanced Higher)</b>	1 credit (40 hours)
<b>Gaelic: Literature and Individual Study (Advanced Higher)</b>	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 and cultural issues and embrace opinions and ideas within these contexts. The themes of **Careers**, **Food and Health**, and **Media** will be addressed in the Advanced Higher Course. If teachers/lecturers wish they may address other themes such as holidays, pastimes, sport, and current affairs and events. The teaching and learning contexts will take into account the language purposes, areas and types of text in Appendix One.

This level will allow for an increasing sophistication of language and provide more challenging situations for the candidate through the discussion of opinions and ideas, and through the texts studied.

#### **Gaelic: Literature and Individual Study (Advanced Higher)**

**Literature:** The Gaelic literary texts studied should be mainly from the 20<sup>th</sup> and/or 21<sup>st</sup> century. Candidates will study texts from at least two different genres. The genres studied can include poems, short stories, plays or novels.

**Individual Study:** Candidates will have the opportunity to study a topic in a Gaelic-related context. They may wish to choose the a topic from the themes of **Careers**, **Food and Health**, and **Media** 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 the place 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) (Advanced 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](http://www.sqa.org.uk). Candidates will be expected to use these conventions.

### Assessment objectives

The key objectives of the Gaelic (Learners) Advanced Higher Course are to allow candidates to develop an advanced level of knowledge, understanding and appreciation 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 transaction or discussion in oral format. The assessment will take place under controlled conditions. The maximum time allowed for this is one hour.

For the Unit *Gaelic: Reading and Writing Skills*, assessment will consist of one reading activity and one written argument. 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 a literary evaluation in English and an oral presentation in Gaelic on the 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

## National Course Specification: Course details (cont)

### COURSE Gaelic (Learners) (Advanced Higher)

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

It lasts a total of 2 hours 40 minutes and has a total of 160 marks available.

The Speaking assessment focuses on work the candidate has undertaken during the Course and general issues partly in the form of a conversation with another person. It lasts up to ten minutes and has a total of 80 marks available.

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, together with some evaluative skills.

The Course assessment samples across all three Units and will require candidates to retain and aggregate their listening, reading, speaking, writing and evaluative skills in a variety of contexts. The Speaking assessment will allow candidates to focus on work undertaken during the Course and general issues. It lasts up to a maximum of ten 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) (Advanced 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) (Advanced Higher)

#### GRADE DESCRIPTIONS AT 'A' AND 'C'

The candidate's grade will be based on the total score obtained from all part 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.

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

## National Course Specification: Course details (cont)

**COURSE** Gaelic (Learners) (Advanced Higher)

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

<b>Speaking Grade A</b>	
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"> <li>◆ The purpose of a detailed conversation is readily and naturally achieved.</li> <li>◆ Responses to most questions are appropriate, spontaneous, full and at a normal pace</li> <li>◆ The candidate requires minimum time to offer opinions, explanations, justifications and arguments.</li> <li>◆ The candidate is aware of and uses complex syntax and specialised vocabulary.</li> <li>◆ There is confidence and accuracy both in rehearsed and unrehearsed situations.</li> </ul>
<b>Reading Grade C</b>	
The candidate will demonstrate an ability to give a reasonably detailed interpretation of texts of some sophistication.	<ul style="list-style-type: none"> <li>◆ The candidate can adequately understand the main concern and purpose of the text</li> <li>◆ The candidate understands a satisfactory proportion of the main points of a text and specific points of detail</li> <li>◆ The candidate has a fair understanding of attitudes/opinions expressed or implied</li> </ul>
<b>Reading Grade A</b>	
The candidate will demonstrate an ability to give a very detailed interpretation of texts of some sophistication.	<ul style="list-style-type: none"> <li>◆ The candidate understands all the main points of a text</li> <li>◆ The candidate can identify a range of specific points of detail by using contextual cues, even in less familiar contexts</li> <li>◆ The candidate has a clear understanding of attitudes/opinions expressed or implied</li> </ul>
<b>Writing Grade C</b>	
The candidate will produce text of some complexity which can be understood by a sympathetic reader.	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>◆ The candidate makes an acceptable attempt to structure the written response</li> <li>◆ The candidate's response shows sufficient awareness of the rules of grammar, appropriate to this level, to ensure comprehension in spite of errors</li> <li>◆ The candidate uses less complex syntax and structures, a narrower range of vocabulary</li> </ul>
<b>Writing Grade A</b>	
The candidate will produce text of some sophistication which can be readily understood by a sympathetic reader.	<ul style="list-style-type: none"> <li>◆ The candidate structures the written response competently</li> <li>◆ The candidate's response demonstrates awareness of the rules of grammar with few errors of a major nature</li> <li>◆ The candidate may write at greater length using more complex syntax and structures and a wider range of vocabulary</li> </ul>

## National Course Specification: Course details (cont)

**COURSE** Gaelic (Learners) (Advanced Higher)

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

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

## National Course Specification: Course details (cont)

**COURSE** Gaelic (Learners) (Advanced 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 externally assessed components of Course assessment, both of which are externally assessed:

- ◆ the Question Paper
- ◆ the Speaking assessment

#### 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. Question 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) (Advanced Higher)

#### **Speaking Assessment**

This component is assessed by a Visiting Examiner. It is not expected that there will be alternative evidence for this external assessment component, however it may assist a candidate's case if evidence is submitted if it is available. Audio or video evidence should reflect the demands and conditions of the Visiting Examining event, and such evidence should be marked against marking criteria used by Visiting Examiners, as detailed in the Course Assessment Specification.

Centres may find that a practical prelim examination provides an opportunity to generate this evidence. Where video or audio evidence is not practical, marking schedules and observation checklists can be used to support appeals. If alternative evidence is not provided, the mark awarded by the Visiting Examiner will remain unchanged.

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](http://www.sqa.org.uk)**.

## National Course Specification: Course details (cont)

### COURSE Gaelic (Learners) (Advanced Higher)

#### 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.

By offering Units concurrently, language skills will be integrated and developed in parallel with one another. This approach will also make the best use of the available time and afford candidates greater flexibility and scope with regard to their research in the *Gaelic: Literature and Culture* Unit.

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.

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

It is expected that a thematic approach will be used to deliver this Unit. It is recommended that this Unit is delivered concurrently with the *Gaelic: Reading and Writing Skills (Advanced Higher)* Unit to provide an integrated approach to learning and teaching.

Candidates will listen to passages on a variety of themes. They will also participate in a Gaelic transaction or discussion. The speaking topic will normally arise out of an issue from a theme studied.

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 Unit assessments.

#### **Gaelic: Reading and Writing Skills**

Reading and writing skills are the focus of this Unit. Induction to the Unit and to the activities to be undertaken should provide a clear understanding of the nature and purpose of the work.

It is expected that a thematic approach will be used to deliver this Unit. It is recommended that this Unit is delivered concurrently with the *Gaelic: Listening and Speaking Skills (Advanced Higher)* Unit to provide an integrated approach to learning and teaching.

Candidates will study reading passages on a variety of themes. They will also produce a written argument on a topic agreed with the teacher/lecturer for the writing aspect of this Unit. The writing topic will normally arise out of an issue from a theme studied.

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 Unit assessments.

## **National Course Specification: Course details (cont)**

### **COURSE Gaelic (Learners) (Advanced Higher)**

#### **Literature and Individual Study**

Literature and Cultural issues are the focus of this Unit. Candidates will study literature from at least two different genres mainly from the 20<sup>th</sup> and/or 21<sup>st</sup> century. They will evaluate and provide a personal appreciation of one literary text. For the culture Outcome candidates will choose a Gaelic-related topic to study and produce, in Gaelic, a report of the results of this study.

This Unit should be delivered concurrently with the other two Units to permit candidates sufficient time to cover a number of topics with the teacher/lecturer and then to develop understanding of one topic of their choice.

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

The individual study will provide a sound preparation for Higher or Further Education. The activities that candidates will engage in during their individual 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.

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 from 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 available locally or nationally.

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

## **National Course Specification: Course details (cont)**

**COURSE**     Gaelic (Learners) (Advanced Higher)

### **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 Scotland's history and of how Gaelic has affected and does affect the society in which they participate.

**COURSE**    Gaelic (Learners) (Advanced 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. These will be developed through the four nominated themes.

### **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) (Advanced 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) (Advanced 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 (Advanced Higher)

**CODE** DV42 13

**COURSE** Gaelic (Learners) (Advanced Higher)

### SUMMARY

This Unit is a mandatory Unit of the Gaelic (Learners) Advanced 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 a spoken Gaelic text of some sophistication and in participating in spoken Gaelic of some complexity.

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Higher or Units from it. 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 sophistication.
2. Participate in spoken Gaelic of some complexity.

### 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:

- ◆ Higher 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](http://www.sqa.org.uk)).

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

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### Administrative Information

**Superclass:** FK

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: general information (cont)**

**UNIT**        Gaelic: Listening and Speaking Skills (Advanced Higher)

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*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 (Advanced 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 sophistication.

##### **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.
- c) Demonstrate understanding of attitudes/opinions expressed or implied.

#### **OUTCOME 2**

Participate in spoken Gaelic of some complexity.

##### **Performance Criteria**

- a) Sustain discussion with little prompting or repetition.
- 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 both of the Outcomes and all of the Performance Criteria.

##### **Outcome 1: Listening**

One piece of recorded evidence produced on one summative assessment occasion. This will be generated by responses in English to questions in English on text of around 3-4 minutes. Candidates may make notes at any time during the assessment, which will be carried out under controlled conditions. The assessment will last up to a maximum of 45 minutes. The use of a dictionary is not permitted in this assessment.

##### **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 notes in the summative assessment. The assessment will last up to a maximum of five minutes. The use of a dictionary is not permitted in this assessment.

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 (Advanced 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 Advanced Higher Course, teachers/lecturers may wish to address the themes of **Careers, Food and Health**, and **Media** in order to promote and assist integration with the Unit *Gaelic: Reading and Writing Skills (Advanced 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 (Advanced Higher)* using a thematic approach. Embracing 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 sophisticated 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.

In Outcome 2, candidates can expect to engage in spoken communication which can cover one or more of the following contexts:

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

Information to be exchanged can include:

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

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Listening and Speaking Skills (Advanced Higher)

#### 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.

Candidates should be made fully aware of the conditions under which their assessment will take place, and the criteria by which it will be assessed.

#### Outcome 1: Listening

As well as listening to the teacher/lecturer, candidates can listen to a variety of sources including radio, TV and recordings. In general, texts will be around 3–4 minutes' duration. Use of a dictionary is not permitted in the assessment.

#### Outcome 2: Speaking

Whilst candidates' conversations will be similar in length and complexity to those at Higher, it is expected that candidates' confidence and assurance will have increased and that there will be minimal intervention on the part of the assessor.

Conversations may take the form of a simulation, a role-play or a conversation with the teacher/lecturer and/or other candidates.

Candidates can provide up to two 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 rephrase to assist the candidate.

Use of a dictionary is not permitted in the assessment.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Listening and Speaking Skills (Advanced Higher)

#### 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.
- ◆ **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.

## **National Unit Specification: support notes (cont)**

**UNIT**      Gaelic: Listening and Speaking Skills (Advanced Higher)

### **CANDIDATES WITH 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 (Advanced 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

## UNIT          Gaelic: Listening and Speaking Skills (Advanced 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: Listening and Speaking Skills (Advanced 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-mail

## National Unit Specification: general information

<b>UNIT</b>	Gaelic: Reading and Writing Skills (Advanced Higher)
<b>CODE</b>	DV43 13
<b>COURSE</b>	Gaelic (Learners) (Advanced Higher)

### SUMMARY

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

This Unit aims to develop the ability of candidates in the skills of reading and presenting an argument in writing. Candidates will become skilled in understanding a written Gaelic text of some sophistication and will also become skilled in presenting an informed line of reasoning and counter-argument(s) in written format on a chosen issue.

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Higher or Units from it. 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 written Gaelic of some sophistication.
2. Present an argument in written Gaelic.

### RECOMMENDED ENTRY

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

- ◆ Higher Gaelic (Learners) or its Units

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### Administrative Information

<b>Superclass:</b>	FK
<b>Publication date:</b>	March 2006
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	01

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## **National Unit Specification: general information (cont)**

### **UNIT**      Gaelic: Reading and Writing Skills (Advanced 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](http://www.sqa.org.uk)).

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

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*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 (Advanced 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 sophistication.

##### **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.
- (c) Demonstrate understanding of attitudes/opinions expressed or implied.

#### **OUTCOME 2**

Present an argument in written Gaelic.

##### **Performance Criteria**

- (a) Present and support a personal point of view or stance with appropriate structure and content.
- (b) Present alternative viewpoint(s) or stance(s) and offer counter-argument(s).
- (c) Employ appropriate language with sufficient clarity to communicate effectively with a Gaelic speaker.
- (d) Communicate effectively with accurate use of language.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence is required to demonstrate that candidates have achieved both of the Outcomes and all of the 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 text around 500-600 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: Present an argument in writing**

One piece of evidence generated on one summative assessment occasion. The evidence will be in written form and must illustrate that the candidate has fulfilled the Performance Criteria. 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.

The writing task in this Unit will be drawn from one of the following themes:

**Careers, Food and Health, and Media.**

Candidates may use their own notes in the summative assessment.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Gaelic: Reading and Writing Skills (Advanced Higher)

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 (Advanced 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**

Where this Unit is being offered as part of a Course, it is appropriate that centres deliver it concurrently with the Unit *Gaelic: Listening and Speaking Skills (Advanced Higher)* using a thematic approach. Embracing 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 sophisticated 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.

#### **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.

Candidates should be made fully aware of the conditions under which their assessment will take place, and the criteria by which it will be assessed.

#### **Outcome 1: Reading**

The length of communication will vary depending on topic and type, but a suggested length is 500-600 words. The type of information to be read will be of some sophistication.

The material which may be read includes types of text listed in Appendix One.

Use of a dictionary is permitted in the assessment.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Reading and Writing Skills (Advanced 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 in the summative assessment.

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

It is desirable for the candidates to be aware of other points of view so that they can not only present their own argument, but also enlarge on why they do not agree with another stance.

#### 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 (Advanced 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.

### CANDIDATES WITH 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: Reading and Writing Skills (Advanced 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

## UNIT Gaelic: Reading and Writing Skills (Advanced 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 (Advanced 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-mail

## National Unit Specification: general information

**UNIT** Gaelic: Literature and Individual Study (Advanced Higher)

**CODE** DV4A 13

**COURSE** Gaelic (Learners) (Advanced Higher)

### SUMMARY

This Unit is a mandatory Unit of the Gaelic (Learners) Advanced Higher Course. It is also available on a free-standing basis.

This Unit aims to develop the ability of candidates in the skills of evaluating literature and of understanding the place of Gaelic culture in society. Candidates will become skilled in appreciating Gaelic literature from different genres. They will also engage in the individual study of a chosen theme or aspect of Gaelic culture of interest to them.

The Unit is suitable for those who have satisfactorily completed the Gaelic (Learners) Course at Higher or Units from it. 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 an evaluation in English 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 the following, or equivalent:

- ◆ Higher Gaelic (Learners) or its Units

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### Administrative Information

**Superclass:** FK

**Publication date:** March 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

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## National Unit Specification: general information (cont)

### UNIT Gaelic: Literature and Individual Study (Advanced 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](http://www.sqa.org.uk)).

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

### CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*)

*\*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

This 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 (Advanced 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 an evaluation in English 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 in detail the effectiveness of the text in achieving its purpose using evidence from the text.
- (d) Provide a detailed personal appreciation of the text.
- (e) Use critical terminology accurately as appropriate to the text.

#### **OUTCOME 2**

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

##### **Performance Criteria**

- (a) State clearly the theme or aspect of the Gaelic topic studied.
- (b) Explain succinctly how the topic was studied.
- (c) Explain succinctly why the topic was studied.
- (d) Describe the main findings and conclusions of the study.
- (e) Give an oral presentation which demonstrates sufficient clarity, fluency, and accuracy to ensure comprehension by a 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: Literature**

One piece of recorded evidence produced on one summative assessment occasion is required. Candidates will produce an open-ended response in English evaluating and giving personal appreciation of a previously seen Gaelic literary text, likely to be from the 20<sup>th</sup> or 21<sup>st</sup> century. The response will be written 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.

The content for this Outcome is specified in Appendix One.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Gaelic: Literature and Individual Study (Advanced Higher)

#### **Outcome 2: Individual Study**

One piece of recorded evidence in Gaelic produced on one assessment occasion is required. Candidates will give an oral presentation, as specified in the Performance Criteria, based on a topic studied. This assessment will last a maximum of five minutes. It will be conducted under controlled conditions. Use of a dictionary is permitted in the assessment.

Candidates may use their own notes in the summative 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 (Advanced 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 can negotiate the selection of texts for this Outcome. 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 20<sup>th</sup> and/or 21<sup>st</sup> century.

##### Individual Study

The specific theme or aspect of Gaelic culture to be addressed should be negotiated between the candidate and the teacher/lecturer. 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.

Where candidates are taking this Unit as part of the Advanced Higher Course, it is expected that they will choose a different theme or aspect of Gaelic culture for their individual study than they did for Higher. Candidates must have a specific issue for study within a chosen topic area.

Candidates undertaking the Unit as part of the Course may wish to choose from the themes of **Careers, Food and Health**, or **Media** in order to integrate language skills as much as possible. However, candidates are not restricted to these themes and may choose any theme or aspect of Gaelic culture, which may include an aspect or theme related to the literature studied for Outcome One.

Candidates may negotiate more than one topic for study and select one topic for assessment.

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 from studying that topic
- ◆ the information, materials or support that may be available to the candidate within the centre
- ◆ access to information about the topic either locally or nationally

#### 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.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Literature and Individual Study (Advanced Higher)

#### Individual Study

The possible topic areas range from the historical to the contemporary and can provide opportunities to investigate the recent expansion in Gaelic media, education, careers, arts, language bodies and politics. They can also 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 are expected to work independently and maturely at this level, to be self-motivated, and to take responsibility for their own study.

While candidates are only required to report on findings and conclusions for assessment purposes, they may wish to produce a full report in preparation for future studies. This full report could take the format below.

- ◆ Terms of reference (details the specific focus of the study and why it is being undertaken)
- ◆ Methodology (describes the methods used to collect the information for the study)
- ◆ Findings (arranges the information collected into a suitable format)
- ◆ Conclusions (summarises what may be deduced from the Findings)

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.

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

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

## **National Unit Specification: support notes (cont)**

### **UNIT**      Gaelic: Literature and Individual Study (Advanced Higher)

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 within this Unit.

For literature in particular, the lesson or lecture will have its place when, for example, introducing a text or offering an overview of it. Teachers/ lecturers will also recognise the value of the group as a focus for collaborative activities, including group discussion, at certain stages in developing an understanding of a text.

For the individual study, while the teacher/lecturer may offer occasional support, candidates will be expected to show the increasing independence which the Course seeks to foster.

### **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: Written**

The candidate should produce a response which demonstrates a detailed and considered appreciation of one of the modern literary texts studied.

As well as demonstrating an understanding of the theme, viewpoint 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

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

At this level the internal structure of the text should be moderately complex and sophisticated. It is likely that the sentence length will be varied for effect and emphasis. It is also likely that the writing will be characterised by a stylistic richness. Overall scrutiny of the text is likely to reveal a sustained but subtle attempt to manipulate the reader's response through irony, humour and other devices.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Literature and Individual Study (Advanced Higher)

#### Outcome 2: Spoken

Candidates can produce drafts of their oral presentation in preparation for the assessment related to their individual study.

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

#### 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.
- ◆ **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.

## National Unit Specification: support notes (cont)

### UNIT Gaelic: Literature and Individual Study (Advanced Higher)

- ◆ **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.

### **CANDIDATES WITH 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 (Advanced 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 20<sup>th</sup> and/or 21<sup>st</sup> 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