

Scottish Certificate of Education

Standard Grade Amended Arrangements in Gaelic

At Foundation, General and Credit Levels in and after 1990

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Introduction

In autumn 1983, a Joint Working Party (JWP) on Gaelic was set up to produce proposals for syllabuses and examinations in Gaelic on the Standard Grade of the Scottish Certificate of Education.

In response to a substantial number of representations from teachers that the Standard Grade assessment arrangements outlined in JWP reports which had been produced in a number of other subject areas were unduly onerous, in April 1986 the Scottish Education Department issued for consultation a report by the Standard Grade Review of Assessment Group (SGROAG): "Assessment in Standard Grade Courses: Proposals for Simplification".

Consultation on the SGROAG report was in progress when the JWP's report on Gaelic was issued in May 1986 to interested bodies for comment.

Following general acceptance of the SGROAG proposals, a Short Life Working Group (SLWG), consisting of nominees of the Board and the Consultative Committee on the Curriculum, was established in each Standard Grade subject to revise the assessment arrangements in line with the SGROAG recommendations.

In its deliberations, the SLWG on Gaelic paid attention to the comments which had been submitted on the JWP report. In August 1987, the Report of the SLWG was issued for consultation. In preparing the Arrangements, the Board's Gaelic Panel, with the assistance of the SLWG, has taken account of the observations received on the SLWG report and has amended the proposals as appropriate.

Standard Grade examinations in Gaelic (Native Speakers and Learners) at Foundation, General and Credit Levels will be offered in and after 1990 on the basis of the arrangements detailed in this document.

Guidance on teaching and learning approaches may be found in materials provided by the Central Support Group on Gaelic, which was established by the Scottish Education Department to give support for teachers with regard to the introduction of Standard Grade.

1 General Context of Gaelic Studies

- 1 1** In identifying the overall context in which Gaelic courses should be developed it is appropriate to consider the general setting in which the language and its associated culture exist and also how pupils of varying abilities and language proficiency relate to that setting. The Munn Report explicitly stressed the importance, for pupils living in Scotland, of the study of Scottish society and the forces which have gone to shape it, asserting that "schools have an obligation to deepen pupils' understanding of the society and culture in which they live". The study of Gaelic makes a unique contribution towards meeting that obligation. Gaelic at one time was the national language of Scotland, and therefore some areas of Celtic culture, eg literature, song, folklore, place names, are relevant to the Learner in the city, not just to the Native Speaker in the Western Isles. It is considered that an appreciation of the Gaelic dimension in Scottish society should be included in the educational experience of Scottish pupils generally.
- 1 2** It is important that the needs and interests of pupils themselves be seen as the main priority in the planning of courses rather than that pupil experience be closely determined by course content. In the case of Gaelic the experience that pupils bring to their studies is rather more complex than in most subjects. While all pupils studying Gaelic may be said to have a degree of access to the Gaelic community and culture (in this respect learners of Gaelic are seen to have a distinct advantage over pupils studying other modern languages) their association with the Gaelic environment varies considerably in its quality and its intensity.
- 1 3** While it is highly desirable to accommodate as far as possible the diversity of pupil experience and need it is necessary also, from a practical point of view, to identify and provide for two major and distinct categories, Native Speakers and Learners. In broad terms, two courses have to be devised, to meet the respective needs of these categories. Many aspects of the general background, and therefore many of the themes and topics developed, will, however, be relevant to both categories. Within both categories diversity is the keynote with regard both to innate ability and to familiarity with the language in home and community. Even in those localities where Gaelic is still widely used the lives of young people are being increasingly influenced by the English language and its culture. Assumptions based on geographical factors should be avoided. Because of the pervasive influence of English even in the strongest Gaelic communities, there is a specific need to promote the oral aspects of language. This should be seen as a particular area of interest for all, within the general need to develop the whole range of language skills.
- 1 4** In considering the overall environment to which linguistic experiences are related and from which they may be derived, prescription has to be carefully modulated. Local autonomy in choosing particular areas of interest must be preserved. It is particularly important also that themes and topics are developed in such a way as to promote linguistic skills and not essentially to convey a body of knowledge and information. What is likely to engage and sustain the interest and motivation of pupils is of the highest importance; and varying levels of pupil experience have to be taken into account as well as levels of ability or potential.

- 15** Broadly speaking, the general context of Gaelic studies may be defined by its cultural aspects and its curricular aspects. Categorisation and development of cultural aspects are dealt with under Section 3. In respect of the curricular aspects, consideration should be given not only to the design and implementation of syllabuses at S3/S4 but also to ways of articulating these appropriately with other areas and stages of the curriculum, for example, bilingual education and second language learning in the primary school; projected development of bilingual education at S1/S2; the basic experience of Gaelic at these stages for Native Speakers and Learners; proposals by the Committee on Gaelic of the Consultative Committee on the Curriculum to develop a multi-media communicative Learners course for S1 to S4; the preparation and piloting of teaching modules through collaboration of schools and authorities at local level; 16–18 development; further education provision as in courses in Gaelic-related studies provided by the Scottish Vocational Education Council (SCOTVEC) and Sabhal Mòr Ostaig; developments in Celtic Studies, and the materials being produced to implement these.

2 Aims of the Courses

- 2 1** The overall aim of Gaelic courses for Native Speakers and Learners is to promote pupils' personal development by increasing their competence in the language and by heightening their awareness and appreciation of their linguistic environment. These areas are mutually dependent.

Confident communication with an appropriate competence in all linguistic skills is particularly to be sought. Courses for Native Speakers will promote oral fluency and literacy in Gaelic as one of their two major languages. Courses for Learners will provide opportunities to acquire oral fluency and literacy in Gaelic as a second language.

Courses should also promote unawareness of historical and contemporary aspects of the culture, ethos and environment of the Gaelic-speaking community. The relevance of Gaelic in dealing with local, national and world-wide issues should be highlighted.

- 2 2** To ensure that the above aims are achieved, courses should:

provide tasks which enable pupils to use Gaelic actively, and with confidence;

enable pupils who speak Gaelic to use it appropriately in interpreting their own experiences and understanding their own society;

create among pupils an understanding of the full relevance of Gaelic as a contemporary living language;

promote understanding of the place of Gaelic as an indigenous language, together with an insight into bilingualism in modern Gaelic society;

promote an interest in the association of Gaelic with other Celtic languages and cultures.

- 2 3** Development of the linguistic skills will constitute the main priority of Gaelic teachers, whether they are dealing with Native Speakers or with Learners. Aspects of Gaelic culture and society, while important in their own right, should as a rule be implicit within the teaching programme rather than explicitly taught. To accommodate these aspects in Learners courses is less easy but if language learning contexts are appropriately selected and developed the cultural insights should be provided naturally within the teaching programme.

- 2 4** While cultural and literary studies deserve to be pursued for their own sake, undue prominence for assessing performance in these would impede progress towards the central aim of promoting communicative competence. Such a procedure would skew the general emphasis excessively in the direction of examinable content and away from the development of linguistic skills. In the present Learners Ordinary Grade examination there is no overt assessment of the cultural and literary aspects. On the other hand, these aspects have an excessive prominence in the Higher Grade examination. There is a strong argument, therefore, for viewing the cultural element in the main as a contextual vehicle for language development within Standard Grade courses. In Native Speakers courses, some assessment of cultural and literary studies will be appropriate.

3 Native Speakers: Guidelines for the Course

3 1 Introduction

- 3 1 1 In the consideration of aims, content, learning outcomes and language activities for Native Speakers, valuable guidance was derived from the Arrangements documents for English and from information on how the principles set out were being implemented. There is clearly a close association between Gaelic and English as mother tongues, and in broad terms the aims and approaches identified for English are relevant to the needs and aspirations of Gaelic.

Salient differences exist between the two languages, in respect of their relative status within the education system, and these have to be acknowledged within the procedures adopted for Gaelic. In particular, practice and attainments in English courses will be influenced indirectly but substantially by the fact that proficiency in English is being constantly reinforced by its use within a whole range of activities throughout the curriculum, and also through the pervasive influence of the language in the community and in the media. The ready availability of material in English which can be directly used, or adapted for use, is also a factor. Gaelic does not enjoy these advantages and one effect of the long-standing lack of provision for Gaelic in the educational system, and of the growing influence of English even in Gaelic-speaking communities, is that a deliberate reinforcement of Gaelic, eg in relation to grammar, idiom, inflection and spelling, will be necessary, in order to establish and consolidate confident and correct usage.

- 3 1 2 The paper "Guidelines for Headteachers"* provides a broad description of the aspects relevant to native language in the Linguistic and Literary Studies mode. These are designated as communication skills of reading, writing and talking; functional literacy; linguistic resourcefulness and study of literature. All of these are apposite, individually and collectively, at appropriate levels in courses for Native Speakers. The general cultural dimension should be added as having potential for supplying appropriate contexts for developing the language skills.

General guidelines as to Content, Learning Outcomes and Language Activities are given below to assist teachers in devising their own courses. The freedom of individual schools to devise courses appropriate to their particular environment and to the identified needs of their pupils is important and needs to be conserved. These guidelines, therefore, offer suggestions on content and construction of courses but they do not contain specific prescriptions which could lead to uniform, restrictive syllabuses.

The planning of courses by individual schools should not preclude cooperation and consultation with other schools - indeed such liaison is essential in order to make maximum use of resources and of the potential for sharing appropriate units of work produced by individual departments or teachers, and so avoid unnecessary duplication in the preparation of units.

**Consultative Committee on the Curriculum, December 1983*

3 2 Content

- 3 2 1 It is axiomatic that language skills can be securely and appropriately developed only by exploiting suitable contexts. There is no limit to the number and variety of such contexts: the major consideration is that these be appropriate to the environments to which pupils have direct access or which they can explore vicariously with the help of source materials.

Themes of universal application will often present opportunities for widening pupils' awareness of past and current events - local, national and international - and of how these can impinge on their own immediate environment and affect the way of life in their own community. Similarly, themes of local significance can be examined in the wider context of national or international matters.

While printed material on such topics is seldom readily available in Gaelic, the use of source material in English would not be inappropriate, and the experience and knowledge of local residents should as far as possible be utilised. Individual home research by pupils can often be a source of personal enrichment as well as of information applicable to the whole group.

It is of course for schools to select their own themes and topics in the light of their own particular circumstances. It is possible, and desirable, to maintain individual school autonomy in this respect while promoting cooperative initiatives by a number of schools within an area. It might be useful, however, for broad areas of interest to be considered for possible development, such as:

- houses and homes;
- trades and occupations, within home area and elsewhere;
- the sea;
- the land;
- law and order;
- Government: local, national, European;
- transport and communications;
- war and peace;
- recreation and leisure;
- professional sport;
- the media;
- education;
- religion;
- the Celtic world.

- 3 2 2 In compiling lists of themes which will secure and maintain pupil motivation and ensure a balanced development of language skills, the following considerations should be borne in mind:

- relevance to pupils' interests;
- potential for generating language activities;
- variety of experiences and activities;
- balance between traditional and modern topics;
- potential for promoting appreciation of literature;
- extension of S1/S2 experiences;
- liaison with other subjects to prevent duplication of topics.

3 2 3 While the kind of wide-ranging thematic study suggested here has much to commend it, it should not be seen as the sole vehicle for developing language skills. Other types of unit, more specifically directed, make their own contribution and are equally necessary in the overall pattern. These include, for example:

study of an aspect of literature, such as story, poem, song, play: this can be a free-standing unit or a contribution to a widely-based theme study;

units based on activities for promoting oral and listening skills, for example drama, role play, interview, group discussion;

units on relevant points of language usage, such as grammar or syntax or idiom, to consider and clarify problems or difficulties needing attention and to establish and consolidate correct usage; such problems should not, of course, be considered in isolation but in the context of meaningful language activities.

3 2 4 Literature

In the development of the four language skills the study of appropriate literature should occupy a prominent position within a wide and balanced range of language activities. The appreciation of literature, through close study and analysis, has much to offer in its own right, in personal development and in the insights which it offers into the growth and evolution of the Gaelic community of the past and into attitudes in the Gaelic community to the events of the present day whether of local or universal interest. Study of imaginative literature also makes a significant contribution to the development of a creative use of the language, as an extension and refinement of the purely communicative. The greatest scope for such development lies within the area of 20th century prose, poetry and drama. Earlier literature should not be discounted, and within some broad thematic studies it may cast valuable light on cultural and historical aspects. More so than modern literature, however, it will require quite stringent selection, to ensure that it is suitable in its linguistic demands and in its intrinsic interest.

In choosing suitable literature for study, and in presenting it to advantage, regard must be had to the topics and activities that interest and motivate pupils. Literature may be seen as giving an appropriate additional dimension to a coordinated general theme study in which pupils are already involved, or a piece of literature may be presented as a unit of study in its own right, with its own identified aims and outcomes. It can stand on its own in this respect, or it can illustrate or exemplify wider aspects of an individual author's work or of a type of genre of writing.

Choice of literature is essentially a matter for the teacher to decide in the light of pupils' identified interests and needs and of the general content of the teaching programme. A range of criteria should be considered, however, which should include:

relevance to the local community and its literary output;

experience of the most significant writing of the present day;

awareness of the contrasting styles in traditional and modern forms;

some appreciation of the range of topics with which Gaelic literature deals.

In arousing and sustaining pupil interest in literature, methods of presentation are very important. Pupils' enthusiasm for modern forms of musical expression should be recognised as an important asset and starting-point. An established interest in the offerings of a rock band, whose status extends far beyond its original Gaelic provenance, can be a most effective way of introducing a sustained study of the associated literary message, leading towards a wider study of various kinds of poetry. The latent appeal of much literary material, potentially of real interest to young people, may remain dormant forever without attractive, appropriate presentation. This is particularly true of poetry, which should, wherever applicable, be presented as song. In this way appreciation of literary quality becomes associated with enjoyable, and sometimes exciting, activity. Opportunities should be taken as often as possible to invite local and visiting literary figures into the school. This provides the additional, and very important, dimension of authenticity as well as opportunities for exploring with the author the ideas and experiences related to a particular piece of literature.

It is neither possible nor desirable to prescribe closely the kind of literature that should be used with pupils of particular levels of ability. The main criteria to be met may not be related to the demands of language as such but rather to the subject matter. The subject matter and its associations can give rise to the discussion of experiences both personal and vicarious - experiences of the mind, feelings, senses and the imagination. Thus the same story, or the same poem, may have a genuine appeal for pupils at different levels, within the whole range of ability. The differentiation will lie not in separate content necessarily - although separate content will not be unknown - but in different approaches, different degrees of teacher support, different expectations and pupil products.

These products may cover the whole range of language skills: no other language activity can contribute more extensively and more purposefully than the study of imaginative literature to a variety of language development. The same piece of literature can provide appropriate experiences in listening (eg to the teacher, to fellow pupils, to another adult or adults on tape), in reading (silent reading, reading aloud, reading while listening to the piece being read), in individual oral responses or group discussion, in spontaneous dialogue and in a variety of written work related to particular ability levels. This may include extension of ideas within the text or generated by the text through group discussion, writing an alternative ending, scripted dialogue, responses to selected aspects of the text, a new story or poem based on the pupil's own experience associated with the text, as well as the more conventional formal appreciation in essay form.

3 3 Learning Outcomes

3 3 1 In the formulation of guidelines for Gaelic courses, the learning outcomes which these courses should encompass have been defined in very broad terms. Particular attention has been given to identifying learning outcomes or objectives related specifically to the four language skills being promoted. These are seen as essential signposts to the kinds of language activities, learning and teaching approaches and resource materials that should be provided. They are important also in identifying levels of performance and so determining appropriate assessment criteria. In the case of Native Speakers courses, certainly, they are to be seen as of general application rather than being related to a specific grade. It is therefore emphasised that the learning outcomes specified below are capable of being realised, at different levels, by the whole range of pupils. The extent to which they are formally assessable varies, in respect of the learning outcomes and of expected performance at particular grades.

3 3 2 Listening

Pupils should be able:

- to extract particular information from material heard;
- to gain an overall impression of material heard;
- to extract, from material heard, ideas or feelings expressed or implied;
- to recognise the aesthetic effects which language can create as exemplified in literature, and in idiomatic and proverbial sayings;
- to obtain enjoyment from material heard;
- to obtain enrichment from material heard;
- to extend the range of their vocabulary;
- to become familiar with recently developed vocabulary and terminology in Gaelic;
- to increase their knowledge of the structure of the language in order to improve oral proficiency;
- to attain some familiarity with regional variations in spoken Gaelic.

3 3 3 Speaking

Having had adequate time for preparation, pupils should be able:

- to convey information;
- to seek information;
- to express opinions and ideas;
- to seek opinions and ideas;
- to describe activities and events;
- to describe personal or vicarious experiences;
- to relate narrative;
- to work towards a common goal in group activity.

3 3 4 Reading

Pupils should be able:

- to extract particular information from a text;
- to gain an overall impression of a text;
- to extract, from a text, ideas or feelings expressed or implied;
- to recognise the aesthetic effects which language can create as exemplified in literature, idiomatic and proverbial sayings, etc;
- to obtain enjoyment from a text;
- to obtain enrichment from a text;
- to extend the range of their vocabulary;
- to become familiar with recently developed vocabulary and terminology in Gaelic;
- to increase their knowledge of the structure of the language in order to improve oral proficiency and writing skills;
- to attain some familiarity with regional variations in Gaelic.

3 3 5 Writing

Having had adequate time for preparation, pupils should be able:

- to convey information;
- to seek information;
- to describe activities and events;
- to describe personal or vicarious experiences;
- to relate narrative;
- to express opinions and ideas;
- to seek opinions and ideas;
- to attain an appropriate level of accuracy in spelling, grammar and construction;
- to work towards a common goal in group activity.

4 Native Speakers: Assessment for Certification

4.1 Assessable Elements

The four assessable elements will be: Listening, Speaking, Reading and Writing.

4.2 Certification

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, each element having equal weighting.

4.3 System of Assessment

Speaking will be assessed internally, with external moderation.

Listening, Reading and Writing will be assessed externally.

Gaelic will be the medium both in question papers and in candidates' answers.

The following table shows the proportion of the total for each element to be allocated at all Levels to each aspect of the element:

Element	Internally Assessed (Externally Moderated)	Externally Assessed	
		Written Paper	Submitted Coursework
Listening	-	All	-
Speaking	All	-	-
Reading	-	50%	50%
Writing	-	50%	50%

Each element will have equal weighting.

4.4 Presentations for External Papers

At the time of presentation, centres will be required to indicate the Level(s) of the external papers which each candidate will attempt, as follows:

- Foundation Level only,
- or Foundation and General Levels only,
- or General and Credit Levels only.

This presentation does not imply any restriction on grades available for Speaking.

Candidates presented at two Levels are not obliged to attempt the papers at both Levels but are strongly advised to do so, since, other than as the result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or grade 7.

The following table may be helpful as a guide to presentation.

<i>Expected External Grade</i>	<i>Presentation Level(s)</i>	<i>Grades Assessed</i>
7, 6	Foundation	6, 5
5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for a grade award higher or lower than expected (except at grades 1 and 7 respectively). A candidate expected to achieve grade 6 may choose to be presented for both the Foundation and the General papers; or a candidate expected to achieve grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that grade 2 or grade 1 will not be possible.

Candidates who attempt papers at two Levels will be given the better of the two grades achieved on these papers. Performance at one Level will **not** be taken into account in grading at the other Level.

4 5 Assessment Arrangements (External Papers)

For each of Reading and Listening, a paper will be set by the Board at each of the three Levels, namely Foundation (assessing grades 6 and 5), General (assessing grades 4 and 3) and Credit (assessing grades 2 and 1).

Material for Listening will be presented on tape and will be heard twice.

For Reading at Credit Level, verse may be set.

For Writing, a single paper will be set, covering all three Levels.

The following table indicates the arrangements for the external papers.

<i>Paper</i>	<i>Title</i>	<i>Duration</i>
I	Reading	40 minutes
II	Listening	30 minutes
III	Writing	1 hour

In each paper, marks will be allocated to each question and a total mark obtained. The two grades associated with each Level will be distinguished by setting two cut-off scores: the lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

4 6 Reading and Writing: Submitted Coursework

- 4 6 1 To ensure that the assessment of Reading and Writing is not wholly dependent on a single formal examination, **four** items of coursework from each candidate's samples of classwork, **two** for Reading and **two** for Writing, will be submitted by 31 March for external assessment.

A candidate who does not comply fully with these requirements will not receive a grade for the element concerned.

The submitted coursework and the external paper will be equally weighted.

4 6 2 Reading

For the two pieces of writing selected for submission, the range of literature studied should cover poetry, drama and prose (both fiction and non-fiction). Submitted work should be based on **two** of these categories. Candidates' work should demonstrate awareness of key aspects of the text(s) studied and ability to comment critically on these, at levels of performance as indicated by the Grade Related Criteria. The major consideration in assessing performance will be the ability to meet the requirements of the Grade Related Criteria in Reading, rather than technical accuracy in writing.

4 6 3 Writing

Two pieces of extended writing, selected from work appropriate to the purposes of communication as defined in the Grade Related Criteria for Writing, will be submitted. No limit is specified as to the length of the pieces of work; the main consideration should be appropriateness to the tasks undertaken.

The final drafting of items submitted should be done in class under the teacher's supervision, but not under formal examination conditions. The items should not carry a grade mark of any kind. Candidates should be encouraged to engage in such preparatory work as may be appropriate, involving, for example, group or individual study, discussion with the teacher of the tasks undertaken, and preparation and revision of early drafts.

4 6 4 Selection and Identification of Work

The selection of items for submission should be the result of consultation between the candidate and the teacher. Items should be selected from work done towards the end of S4. For submission they should be clearly identified by the candidate as "Reading" and "Writing" as appropriate. A brief and clear description of the context and nature of the tasks should be appended.

The final assessment of submitted coursework will be based on the two pieces offered as evidence of reading and of writing respectively.

4 7 Grade 7 and No Overall Award

For any element, grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of in any specified level of performance as defined by the Grade Related Criteria.

The Board will regard the submission of an estimate grade for an externally assessed element as evidence that the course has been completed in that element.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination or failure to submit coursework) will be deemed not to have completed the course, in that element and **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, if a grade is gained for any other element, that grade will be recorded on the Certificate.

4 8 Estimates

4 8 1 Board Requirements

Presenting centres must submit to the Board, by 31 March of the year of the examination, an estimate grade for each candidate for Listening, Reading and Writing. The teacher should determine the estimate grades on the basis of each candidate's work, including submitted coursework in the appropriate elements (see 4 6). Estimates may be used by the Board for its internal procedures, including such cases such as absence from external examination, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the Board if required.

4 8 2 Compilation of Samples of Classwork

To provide evidence in support of estimates, samples of the work of all candidates should be compiled. Items for inclusion should be selected to reflect the whole range of language activities undertaken by the candidates, comprising samples of work relating to Listening, Speaking, Reading and Writing. The items may be written, taped or illustrative, as appropriate.

4 9 Moderation of Speaking

In order to ensure national standards of assessment in the internal assessment of Speaking, a system of moderation will be carried out by Visiting Moderators appointed by the Board. The function of the Moderator is not to test individual candidates; it is to evaluate the grading carried out by the centre.

Presenting centres will be required to have available, prior to the Moderator's visit, a provisional grade reflecting each candidate's S4 performance.

A list of topics will be sent to the centre by the Board in advance of the Moderator's visit; each candidate will choose a topic from the list.

The teacher will conduct the testing of a sample of candidates in the presence of the Moderator. Candidates will be expected to give a talk lasting up to 3 minutes on their chosen topic and then converse with the teacher on the topic for up to 3 minutes. The teacher and the Moderator will independently assess the performance in the test overall of each of the sample of candidates.

On completion of testing at the centre, the Moderator will discuss with the teacher the centre's provisional grades. After the Moderator's visit, the centre will be required to submit finalised grades, by 31 March.

5 Native Speakers: Grade Related Criteria

5.1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

5.2 Application of GRC

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

5.3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

5.4 Native Speakers: Listening - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated ability to extract specific information from, and to identify and respond to most of the essential aspects of, passages heard that are mainly straightforward and on familiar topics.

General Level (grades 4, 3)

The candidate has demonstrated ability to extract information from, and to identify and comment on the essential aspects of, passages heard that are mainly straightforward and on familiar topics.

Credit Level (grades 2, 1)

The candidate has demonstrated ability to extract and collate information from, to identify and make substantiated comment on important aspects of, and to assess features of language and style in, passages heard, of varying length and complexity.

5 5 Native Speakers: Speaking - summary GRC

Foundation Level (grades 6,5)

The candidate has demonstrated ability to convey and seek simple information, opinions and ideas on personal interests and familiar topics and activities, with appropriate choice of vocabulary, some awareness of appropriate presentation and some accuracy in grammar and sentence construction.

General Level (grades 4, 3)

The candidate has demonstrated ability to convey and seek information, opinions and ideas on personal interests and on a range of familiar topics and activities, with appropriate choice of vocabulary and idiom, awareness of appropriate presentation, accuracy in grammar and sentence construction and some originality of thought and ideas.

Credit Level (grades 2, 1)

The candidate has demonstrated ability to convey and seek information, opinions and ideas on personal interests and on a wide range of topics and activities, with a wide range of appropriate vocabulary and idiom, appropriate presentation, variation of tone and expression, accuracy in grammar and sentence construction and originality of thought and ideas.

5 6 Native Speakers: Reading - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated ability to extract specific information from, and to identify and respond to most of the essential aspects of, passages read that are mainly straightforward and on familiar topics.

General Level (grades 4, 3)

The candidate has demonstrated ability to extract information from, and to identify and comment on the essential aspects of, passages read that are mainly straightforward and on familiar topics.

Credit Level (grades 2, 1)

The candidate has demonstrated ability to extract and collate information from, to identify and make substantiated comment on the important aspects of, and to assess features of language and style in, passages read, of varying length and complexity.

5 7 Native Speakers: Writing - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated ability in writing to convey and seek simple information, opinions and ideas on personal interests and familiar topics, with relevance to the task, appropriate choice of vocabulary and some awareness of appropriate presentation, although errors in spelling, grammar and sentence construction may restrict immediate intelligibility.

General Level (grades 4, 3)

The candidate has demonstrated ability in writing to convey and seek information, opinions and ideas on personal interests and on a range of familiar topics, showing relevance to the task, with appropriate choice of vocabulary and idiom, awareness of appropriate presentation, some accuracy in spelling and grammar and some originality of thought and ideas.

Credit Level (grades 2, 1)

The candidate has demonstrated ability in writing to convey and seek information, opinions and ideas on personal interests and on a range of topics, with clarity, relevance, accuracy and fluency, a wide range of vocabulary and idiom, appropriate presentation and originality of thought and ideas.

5 8 Descriptions of Grades

These describe performance within Levels. They apply to each element.

- | | |
|---------|--|
| Grade 6 | The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance. |
| Grade 5 | The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance. |
| Grade 4 | The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance. |
| Grade 3 | The candidate has met the criteria for General Level, demonstrating a high overall standard of performance. |
| Grade 2 | The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance. |
| Grade 1 | The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance. |

5 9 Native Speakers: Listening - Extended GRC

Foundation Level (grades 6, 5)	General Level (grades 4, 3)	Credit Level (grades 2, 1)
<i>Purposes</i>		
The candidate can:	The candidate can:	The candidate can:
state most of the main points in the text;	state the main points in the text;	state the main points in the text;
extract points of detail from parts of the text to which the candidate has been directed;	extract points of detail from parts of the text;	extract points of detail from the text and collate these;
state an impression of the text or of a part of the text to which the candidate has been directed;	state an impression of the text or of a part of the text to which the candidate has been directed;	state an impression of the text;
make a simple deduction from an important statement in the text;	make a deduction from an important statement or statements in the text using supportive evidence from the text;	make deductions from important statements in the text using supportive evidence from the text;
identify ideas or feelings in the text;	identify ideas or feelings in the text and comment on these;	identify attitudes, ideas or feelings in the text and comment on these;
state a reaction to key opinions or ideas in the text;	state a reaction to key opinions or ideas in the text;	comment on key opinions or ideas in the text;
recognise easily identifiable effective use of language in the text.	recognise effective use of language in the text.	comment on the contribution of features of language and style to the overall effect of the text;
		comment on the factors in the text that contribute to enjoyment and enrichment.
<i>Responses</i>		
The candidate can give brief responses to directed questions which are sometimes of the objective type.	The candidate can respond appropriately to directed questions.	The candidate can respond to a range of questions.
<i>Nature of Texts</i>		
The texts vary in length, featuring language that is in the main straightforward. The topics are familiar and ideas and feelings are directly expressed.	The texts vary in length, featuring language that is in the main straightforward. The topics are usually familiar and/or within the range of the candidate's experience, and ideas and feelings are readily identifiable.	The texts, taken from a wide range of sources, vary in length, complexity of language and form. The topics may sometimes be outwith the candidate's own experience, and attitudes, ideas and feelings may be implicit rather than directly expressed.

Descriptions of grades are given in 5 8.

5 10 Native Speakers: Speaking - Extended GRC

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

Purposes of Communication

The candidate can:

convey and seek simple information;

express and seek opinions and ideas on familiar topics and/or topics within the candidate's own experience;

describe common activities and events;

describe a personal or vicarious experience;

relate a simple narrative.

The candidate can:

convey and seek information;

express and seek opinions and ideas on a range of familiar topics;

describe a range of activities and events;

describe a personal or vicarious experience;

relate a narrative.

The candidate can:

convey and seek information;

express and seek opinions and ideas on a range of topics;

describe and comment upon a wide range of activities and events;

describe and comment upon a personal or vicarious experience;

relate a detailed or extended narrative.

Nature of Communication

The candidate can communicate despite deficiencies in clarity, fluency and accuracy.

The effectiveness of the communication is shown in appropriate choice of vocabulary, in some awareness of appropriate forms of presentation, and in some accuracy in grammar and sentence construction.

(Prompting and questioning may be necessary.)

The candidate can communicate despite occasional deficiencies in clarity, fluency and accuracy.

The effectiveness of the communication is shown in appropriate choice of vocabulary and idiom, in awareness of appropriate forms of presentation, in accuracy in grammar and sentence construction, and in some originality of thought and ideas.

(Occasional prompting and questioning may be necessary.)

The candidate can communicate with consistent clarity, fluency and accuracy.

The effectiveness of the communication is shown in a wide range of appropriate vocabulary and idiom, in appropriate forms of presentation, in appropriate variation of tone and expression, in accuracy in grammar and sentence construction, and in originality of thought and ideas.

Descriptions of grades are given in 5 8.

5 11 Native Speakers: Reading - Extended GRC

Foundation Level (grades 6, 5)	General Level (grades 4, 3)	Credit Level (grades 2, 1)
<i>Purposes</i>		
In close reading the candidate can:	In close reading the candidate can:	In close reading the candidate can:
state most of the main points in the text;	state the main points in the text;	state the main points in the text;
extract points of detail from parts of the text to which the candidate has been directed;	extract points of detail from parts of the text;	extract points of detail from the text and collate these;
state an impression of the text or of a part of the text;	state an impression of the text or of a part of the text;	state an impression of the text;
make a simple deduction from an important statement in the text;	make a deduction from an important statement or statements in the text using supportive evidence from the text;	make deductions from important statements in the text using supportive evidence from the text;
identify ideas or feelings in the text;	identify ideas or feelings in the text and comment on these;	identify attitudes, ideas or feelings in the text and comment on these;
state a reaction to key opinions or ideas in the text;	state a reaction to key opinions or ideas in the text;	comment on key opinions or ideas in the text;
recognise easily identifiable effective use of language in the text.	recognise effective use of language in the text;	comment on the contribution of features of language and style to the overall effect of the text;
	identify factors in the text that contribute to enjoyment and enrichment.	comment on the factors in the text that contribute to enjoyment and enrichment.
<i>Responses</i>		
The candidate can give brief responses to directed questions which are sometimes of the objective type.	The candidate can respond appropriately to directed questions.	The candidate can respond fully to a range of questions.
<i>Nature of Texts</i>		
The texts vary in length, featuring language that is in the main straightforward. The topics are familiar and ideas and feelings are directly expressed.	The texts vary in length, featuring language that is in the main straightforward. The topics are usually familiar and/or within the range of the candidate's experience, and ideas and feelings are readily identifiable.	The texts, taken from a wide range of sources, vary in length, complexity of language and form. The topics may sometimes be outwith the candidate's own experience, and attitudes, ideas and feelings may be implicit rather than directly expressed.

Descriptions of grades are given in 5 8.

5 12 Native Speakers: Writing - Extended GRC

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

Purposes of Communication

The candidate can:

convey and seek simple information;

express and seek opinions and ideas on familiar topics and/or topics within the candidate's own experience;

describe common activities and events;

describe a personal or vicarious experience;

relate a simple narrative.

The candidate can:

convey and seek specific information;

express and seek opinions and ideas on a range of familiar topics;

describe a range of activities and events;

describe a personal or vicarious experience;

relate a narrative.

The candidate can:

convey and seek information;

express and seek opinions and ideas on a range of topics;

describe and comment upon a range of activities and events;

describe and comment upon a personal or vicarious experience;

relate a detailed or extended narrative. relate a detailed or extended narrative.

Nature of Communication

The candidate can communicate in simple statements, although errors in spelling, grammar and sentence construction may restrict immediate intelligibility and make re-reading necessary.

The effectiveness of the communication is shown in relevance to the task, in appropriate choice of vocabulary and in some awareness of appropriate forms of presentation.

(Teacher intervention may be necessary.)

The candidate can communicate satisfactorily at first reading. The errors occurring in spelling, grammar and sentence construction are not such as to interfere with the general intelligibility of the work.

The effectiveness of the communication is shown in relevance to the task, in appropriate choice of vocabulary and idiom, in awareness of appropriate forms of presentation, in some accuracy in spelling, grammar and sentence construction, and in some originality of thought and ideas.

The candidate can communicate with consistent clarity, fluency and accuracy.

The effectiveness of the communication is shown in relevance to the task, in a wide range of vocabulary and idiom, in appropriate forms of presentation, in accuracy in spelling, grammar and sentence construction and in originality of thought and ideas.

Descriptions of grades are given in 5 8.

6 Learners: Guidelines for the Course

6.1 Introduction

In the consideration of aims, content, language activities and tasks valuable guidance was derived from the Arrangements document for French. The aims, principles and methodology identified for French are broadly applicable to programmes of second language acquisition including courses for learners of Gaelic.

There are, however, salient differences between the linguistic positions of Gaelic and French. Gaelic as a language indigenous to Scotland and central to Scottish culture is more accessible and immediately relevant to Scottish school children than any foreign language. As a minority language, however, Gaelic does not enjoy the advantage of ready availability of authentic material that French enjoys.

Both these factors cause some differences in teaching methods and course content between Gaelic and the major European languages taught in Scottish schools.

6.2 Broad Principles

Achievement of the primary aim of communicative competence will be facilitated if the following guidelines are observed when constructing Standard Grade courses.

Courses should be modelled on the functional/notional approach to syllabus definition which employs familiar, everyday situations and contexts and uses relevant language for a practical purpose. Topics, themes and situations should be chosen not for their contribution to linguistic progression but for their potential for meeting communicative needs and functions.

Course content should be as stimulating and as varied as possible. It should focus on the contemporary and the authentic and should deal with the concrete rather than with the abstract. Material chosen should not be exclusively rural or urban and should seek to interest the pupils in their own environment and cultural background.

The main emphasis in courses will be on the development of listening and talking skills. Reading should be seen as reinforcing and consolidating the oral-aural work already experienced.

Emphasis on particular skills will vary from one unit of work to another, but there should be a considered balance among the various skills.

Content selected should allow for individual, paired and group activities to accord with the emphasis on oral proficiency set out in Section 2.

Visual presentation should have a significant part both in teaching material and in pupil response.

S3/S4 courses should articulate with S1/S2 courses, consolidating and extending the work covered in the first two years.

6 3 Course Content

6 3 1 Regard should be had to the following guidelines when selecting and implementing course content.

6 3 2 Listening

Listening should be for information, for understanding instructions, or for enjoyment.

The most effective way of ensuring that Listening is promoted to the level of a valid and immediate exercise is to try to ensure that Gaelic is used as much as possible in the classroom. By attempting to create a Gaelic environment through the use of the language, the teacher is helping to give the language equal status with the mother tongue. If Gaelic is constantly used for practice language, and switches are made to English for "real" communication, pupils are bound to regard Gaelic as of second class status. Also, Listening becomes devalued - it becomes an exercise to be fitted into a certain slot in the timetable, instead of an all-pervading activity, the specific practice of which is merely an intensification of what is daily routine.

Although the primary aim of the language learner when listening to the second language is to understand, many of the things heard will have been originally intended to be listened to with enjoyment or recreation in mind. It should not therefore be thought that the only listening which pupils should be asked to do must relate solely to pieces giving factual information; songs, poems, anecdotes and jokes may also be included..Viewed in this way, there is a wealth of listening material which can be exploited to enrich the learning experiences and bring a pleasurable dimension to this aspect.

Since the application of Grade Related Criteria will require the pupil to show understanding of basic information, it is hoped that understanding of the spoken word will not always be tested by question and answer. Appropriate use may be made of contextualising and signalling devices such as sound effects, and of supporting visual material. It is hoped that it will be possible to use video, at least at local level.

6 3 3 Speaking

Speaking should be an activity which pervades the classroom. Communication by the spoken word is of such vital importance that it must be central to both assessment procedures and the teaching processes in the classroom. It is fully recognised that Speaking is the element which is most time-consuming and which is most difficult to organise in the classroom. Speaking activities should involve the pupils in face-to-face conversation, in group discussions, in simulation and role playing exercises - all of which will entail forward planning and careful organisation by the teacher.

However, it must not be thought that the only valid communicative act is face-to-face conversation across a table. If an activity produces a reaction or requires the completion of a task which is essentially non-verbal, but which, for example, adequately satisfies criteria of understanding, then it could legitimately be included in the teaching techniques.

The freedom given to individual schools to experiment with alternative forms of oral testing in arriving at estimates should lead to the adoption of items such as the following:

telephone conversations;

the assessment of two or more candidates engaged in a peer-group communication exercise;

simple interviews, either pupil-teacher or pupil-pupil;

reporting to the teacher or to the class on something read, seen, or heard, relaying of messages.

Since ongoing internal assessment is a major part of the assessment of Speaking, it is hoped that this will discourage the teacher from continually undertaking formal testing, and will lead to a realisation that the teacher can be the initiator and developer of activities which not only are valid Speaking and communicative exercises, but which will serve as the basis of the assessment programme.

In devising such material and exercises, it should be borne in mind that, while the ultimate goal is the production of authentic language, in many cases recourse will have to be made, in the classroom, to simulation. Here, the pupils' imagination may be given free rein, and their dramatic talents brought to the fore. Imaginative role playing should be developed. Pupils could be asked to prepare in advance situations of their own choosing in which the language must be used; they could be presented with situations in which they have to improvise and bring their imagination into play. Such creative exercises should not be considered a "reward" for good work in other areas - they should become a regular technique in classroom activities. Pupils have much more imagination and willingness to participate than they are sometimes given credit for. If they are frequently forced to use their second language resource, no matter how limited it may be, it would seem reasonable to expect them to increase in confidence, at the very least, and to realise that communication can be effective without an extensive vocabulary and correctness of grammatical form.

To indicate possible ways of exploration, two linked examples follow.

The teacher might use a photograph as a stimulus for Speaking activities. This is not new - but the use to which it is put may be slightly different. Instead of displaying a photograph or poster and asking the pupils questions about it (questions to which the teacher already knows the answer), the teacher could conceal the photograph, the pupils being obliged to question the teacher in order to find out what the photograph is about. In the earlier exercise, there was no real need to question the pupils - everybody patently could see the picture. But in the later procedure, there is a gap in knowledge, and the exercise has communicative validity in that there are attempts to bridge the gap.

The same technique might be used with a short paragraph from a newspaper. The pupils would put questions to the teacher about the content of the story, to try to recompose the story for themselves, and to recount it from what they had gleaned by their questioning.

These two examples suggest how previously used techniques, or devices used for other ends, can be adapted to serve the needs of the teaching of Speaking and communication. Teachers are urged to look critically at their teaching strategies, and, if possible, to put a fresh slant on them so as to make them suitable for the Speaking activities which must be the cornerstone of classwork. In the pursuit of these activities, the authentic language use should not be forgotten. It seems reasonable to suggest that Gaelic should, more and more, be the vehicle for communication in the classroom, for giving instructions, for the daily routine of the classroom, for stating needs. This authentic communication should not be one-way: the pupils should be encouraged to use the language for their communicative needs too. If Gaelic is seen to be used for authentic communication, then pupils should gradually grow to accept its use as natural.

6 3 4 Reading

In the pursuit of Reading, reading for pleasure should not be forgotten. However, it is difficult to find fictional material suited to the pupil's age and at the same time linguistically accessible; but where such material does exist, it is recommended that it be used. To expose the pupil to a diet of utilitarian texts would be a rather barren exercise, and the extension of horizons is to be encouraged.

Reading may also provide a stimulus or jumping-off point for pupil activities which are, in themselves, communicative tasks. Some communicative tasks which might be adopted for assessment purposes are:

note taking (eg of times, locations of meetings, events, sports, films, to pass on to someone else, or for the pupil's own use);

extracting information (eg to pass on to someone else, to act upon, to make arrangements);

making choices (eg quickest train, preferred meal);

carrying out instructions (eg recipes, puzzles, clues, games).

It is hoped that understanding of the printed word will not always be checked by the answering of questions, nor solely by the use of passages of continuous prose. Where passages are used, they should not be seen as puzzles, but should deal with topic areas with which pupils can reasonably be expected to be familiar. In the compilation of such materials, it should not be forgotten that material geared to pupils' interests and needs should be predominant, and that such material may legitimately include the use of graphics and varying typeface.

Although the external test of Reading will largely be based on question and written answer, schools, in their teaching and compilation of an internal estimate and in their construction of materials, should not feel tied to this format. The assessment of pupils' ability in Reading may include many non-traditional methods. The pupils could, for example, read and follow instructions which obliged them to perform some act, or to make something, or to carry out a sequence of events in a logical order. They would demonstrate their ability by actually performing the task, and would not necessarily be required to write anything. If techniques such as these are chosen, it will be sufficient to record the pupils' performance on a check list which also gives details of the kind of task involved.

6 4 Languages Activities

6 4 1 The following language activities, which are listed with suggested teaching approaches and types of stimuli, should enable pupils to achieve the desired learning outcomes in the language skills.

6 4 2 Listening

a Possible approaches include:

listening to an individual speaker;
listening to audio material;
listening to audio material accompanied by visual aids;
listening to fellow participants in group activity;
simultaneous listening and silent reading.

- b Activities may include:
- listening for specific information;
 - listening for gist of content;
 - listening to spoken instructions in order to carry out a prescribed task, individually or in groups;
 - listening in order to identify a speaker's thoughts and opinions;
 - listening for pleasure, eg songs, dialogues;
 - listening in order to respond productively.
- c Materials may include:
- audio material;
 - audio-visual material;
 - short prose passages;
 - songs;
 - dialogues;
 - playlets;
 - materials produced by pupils in class.

6 4 3 Speaking

- a Activities may include:
- conversation in paired or group situations;
 - participation in dialogue or role play;
 - providing information;
 - eliciting information;
 - asking and responding in real situations;
 - reporting on group activities;
 - recounting experiences;
 - relaying messages;
 - reporting on events;
 - providing instructions relating to a practical activity;
 - presenting prepared material;
 - presenting items as in a radio programme;
 - responding to aural or visual stimuli.
- b Stimuli may include:
- topics relating to pupils' experience and interests;
 - topics arising from conversation;
 - current affairs;
 - materials and experiences derived from class outings;
 - audio-visual materials;
 - class projects and group assignments;
 - events or activities witnessed;
 - immediate and local environment;
 - reading material.

6 4 4 Reading

- a Possible approaches include:
- reading aloud;
 - simultaneous listening and silent reading;
 - silent reading for specific purposes;
 - reading with teacher, possibly involving discussion.

b Activities may include:

reading for specific practical purposes, eg posters, signs, notices, captions, titles, menus, advertisements;
reading prose passages for gist or specific content;
reading in order to carry out a prescribed task;
consulting dictionaries or other appropriate reference material;
reading to enhance vocabulary;
reading aloud to enhance oral-aural skills;
reading for enjoyment, eg simple poems, songs, playlets;
reading in order to respond to directed questioning.

c Materials may include:

extracts from authentic materials, eg posters, signs, notices, advertisements, menus, titles;
short prose passages;
material produced by pupils;
material adapted from other languages;
dictionaries, maps and other reference materials;
word games;
songs, playlets, dialogues, poems.

6 4 5 Writing

Writing will be assessed only at General and Credit Levels (grades 4 to 1) as an optional supplement. Nevertheless, it is seen as a valuable aid in the consolidation of the other skills at **all** Levels.

a Activities may include:

recording relevant items in daily routine, eg diary, newsletter;
word games and exercises;
devising and compiling display material, eg posters, notices;
responding to aural and visual stimuli;
responding to directed questions on extracts heard or read;
preparation and taking of notes;
providing instructions;
scripting of dialogue;
seeking or providing information;
recounting personal experiences;
reporting on events or activities witnessed.

b Stimuli may include:

oral-aural stimuli;
visual stimuli;
topics relating to pupils' personal experience and interests;
topics arising from class activities.

7 Learners: Assessment Syllabus

7 1 The Syllabus

The assessment syllabus gives priority to communicative ability and emphasises what candidates can do rather than merely what they know.

Language skills at different levels differ not in kind but in the degree of subtlety, refinement or sophistication with which they are used. There will therefore be a single, common through-syllabus for all levels in which certain communicative needs that are essential for all candidates will be identified. The assessment system is designed to allow candidates their maximum attainment in each element.

The assessment syllabus sets out the common ground within which candidates are assessed and within which they show how competent they are. The syllabus defines common ground in the following ways:

- it states the purposes of listening, talking, reading and writing;
- it prescribes topic areas and language functions;
- it describes the kinds of texts on which the reading and listening skills are to be assessed;
- it describes the types of assessment tasks which have to be carried out.

The syllabus describes what is to be assessed. It does not constitute a ready-made teaching programme. It does not prescribe what is to be taught, how it is to be taught or in which order. While it will undoubtedly have a major influence on the teaching programme devised by schools, it gives schools a large measure of autonomy in deciding what particular situations, themes, materials and activities they wish to employ.

7 2 Listening and Reading

7 2 1 Purposes of Listening and Reading

The main purposes of Listening and Reading at Standard Grade are:

- to obtain particular information from material heard or read;
- to get the gist of material heard or read;
- to act upon given information or instructions.

7 2 2 Prescribed Topic Areas for Listening and Reading

These are:

- Self
- People and personal Relationships
- Home
- Family/Daily routine
- School
- Work
- Possessions
- Leisure
- Clothes and fashion
- Holidays and travel
- Weather
- Time and dates
- Environment, places and facilities
- Food and drink
- Goods and services
- Events, concerns and ideas of adolescent and general interest.

Adoption of a single through-syllabus for all candidates means that these topic areas are prescribed for all candidates. For example, within the broad area of Leisure, a variety of passages could be found suitable for use at different levels. It is not the topic area in itself which is the differentiating element.

The above broad topic areas embrace notions such as colour, quantity and physical state and more specific topics such as parts of the body, pets and money.

7 2 3 Nature of Passages for Listening and Reading

Passages selected will have a contemporary focus and will deal with the concrete rather than with the abstract.

The purposes of the passages will be to inform, to persuade and to entertain.

All candidates should be presented, to some extent, with material serving all three purposes.

7 2 4 Passages for Listening

Examples of the type of passage are:

- instructions and directions;
- short conversations and dialogues;
- short narrative passages;
- taped messages;
- announcements made in public places,
eg stations, schools, airports, supermarkets, churches;

- TV and radio items,
eg news items/weather forecasts and reports/ traffic reports/continuity announcements/
publicity items/descriptions of missing or wanted items or persons/local events and
information/interviews/phone-in items/excerpts of discussions/sports results/recipes
etc.

7 2 5 Passages for Reading

Examples of the type of passage are:

- publicity handouts;
- publicity posters;
- public signs;
- public notices;
- advertisements;
- menus;
- labels;
- letters;
- description of missing or wanted items or persons;
- photograph captions;
- interviews;
- programme scripts (extracts);
- reviews;
- newspaper reports of events;
- instructions and directions;
- application forms.

7 2 6 Tasks for Listening and Reading

Candidates will be faced with tasks or situations which are realistic and meaningful, which call for a personal response from candidates and which call upon them to apply to given situations the information they have derived.

Tasks may involve the following:

- working from one text or more than one text as a source;
- seeking factual information as a basis for giving opinions and stating personal reactions;
- matching of information;
- assessing conflicting points of view;
- using given information to make decisions or choices.

Examples of task types are:

- finding out about the environment;
- choosing clothes, meals;
- planning a night out - where to go, what to do;
- planning a night in - what to play, what to watch on TV;
- planning a journey;
- finding how to do things from instructions;
- getting information from features or stories;
- finding out opinions or ideas expressed orally or in writing.

Every attempt should be made to present candidates with a concrete, realistic situation, for example:

You are going to a party, and need a new dress or suit

Your cousin has come from Canada, and you want to go for a meal

It is raining, and you cannot go out; what will you watch on TV?

Yes/No questions and open-ended questions may feature in these tasks, provided there is evidence in the tasks to support the answers given.

7 2 7 Differentiation

Since the topic areas and general task types are common to all Levels, differentiation in assessing performance will be achieved by means of texts and specific tasks.

a Differentiation by text

Language: different levels of language difficulty will be a major factor in differentiation, eg simplicity or sophistication of structure, degree of familiarity of vocabulary, etc.

Length

Density: this relates to how implicit or explicit the information is.

Content: this relates to the level of difficulty of the ideas in the text - are they familiar/unfamiliar? personal/impersonal? concrete/abstract? immediate/distant? etc.

Pace of delivery of material for Listening: at Foundation Level the speech will be slow and clearly enunciated, but never so slow as to distort native speech patterns: the pace will be closer to that of normal speech at the upper grades.

b Differentiation by task

While the general principles governing the choice of task types apply to all grades, the kind of information to be extracted from a text and the use to which it is put will help to differentiate between grades. It is more difficult, for example, to assess information than to report or relay it.

A task might be more difficult if more than one text is used as a source.

7 3 Speaking

7 3 1 Purposes of Speaking

The primary purpose of Speaking at Standard Grade is to participate in conversation on subjects within the prescribed topic areas using appropriate courtesy formulae.

This will involve conveying and obtaining information and expressing and seeking thoughts and opinions.

7 3 2 Prescribed Topic Areas and Functions

These are set out below. Functions are the purposes for which the language is being used.

LANGUAGE FUNCTIONS

	Greeting/Taking leave Being polite/sociable Introducing someone Pointing out Expressing good wishes Thanking Apologising Coping with language problems	Asking about (topic area) Stating facts about (topic area)	Instructions/Commands	Likes/Dislikes	Opinions/Feelings	Agreeing/Disagreeing	Approving/Disapproving	Needs/Requests/Wishes	Offering	Refusing/Accepting	Reasons/Explanations	Intentions	Asking and giving permission	Inviting	Suggesting	Comparing
Self																
People and personal relationships																
Home																
Family/Daily routine																
School																
Work																
Possessions																
Leisure																
Clothes and fashion																
Holidays and travel																
Weather																
Time and dates																
Environment, places and facilities																
Food and drink																
Goods and services																
Events, concerns and ideas of adolescent and general interest																

Adoption of a single through-syllabus for all candidates means that the topic areas and functions are prescribed for all candidates.

In many cases the functions are seen as working in two directions. For example, the function "Likes/Dislikes" means both expressing likes and dislikes and asking about someone else's.

It is not to be assumed that each function can be developed to the same extent. The function "Greeting/Taking Leave", for example, is not likely to present the linguistic possibilities offered by giving "Reasons/Explanations".

The first eight functions which are grouped together in the list above tend to be very specific and restricted both in the language form they take and in the use to which they are put. The other functions are more open-ended in both respects, representing, to some extent, clusters of functions rather than individual, specific ones. Giving instructions, for example, could involve giving someone directions and saying when to turn up or, in a different context, explaining how to do something or how something works.

These topic areas and functions for Speaking should be covered at several points of the teaching programme and at increasing levels of difficulty. During the assessments, therefore, candidates should not find themselves in completely strange territory.

Together, the topic areas and functions provide the essence of the communicative activities and tasks. The following are examples of how they interact:

a A task might involve exchanging information with someone about your home area.

Within the topic area "Environment, places and facilities", the following functions might be relevant:

Asking about	location/size of place/population
Stating facts about	sites of interest/transport/services/facilities/climate etc
Likes/Dislikes	
Comparing	

b Another task might involve deciding what clothes to buy. Appropriate functions within the topic area "Clothes and fashion" might be:

Opinions	kinds of materials, price, money
Likes/Dislikes	colours, sizes
Intentions	
Comparing	

Some of the above topic areas may occur in conversations incidentally, eg weather and time may be used for social purposes rather than for the exchange of information.

7 3 3 Tasks and Activities

The assessment tasks for Speaking which candidates have to carry out should conform to the following general principles.

The candidates will always be themselves and will not have to play a different role. (In the classroom situation, however, pupils may be asked to play other roles.)

Assessment tasks should be authentic as far as possible and should reflect potential real-life situations.

The context of the task will be explained; the candidates will know the setting, to whom they are speaking, and what they have to do.

The candidates will not be directed to use any particular items of language.

The candidates will be expected to cope with any difficulties through the medium of Gaelic.

The tasks may involve an exchange of different information separately held by the two participants, ie there may be an information gap.

As far as possible, some element of unpredictability will arise.

From the topic areas and functions a number of tasks can be created. Although this syllabus does not prescribe specific tasks for assessment, examples of task-types and activities are:

- meeting and greeting people;
- giving information about oneself and one's family;
- asking for information about another person and his/her family;
- explaining about routine in the home, in school, etc;
- explaining about local environment and transport;
- enquiring after other people's needs, likes, dislikes, etc;
- planning activities;
- offering things to people;
- obtaining goods, services (travelling, eating, shopping, cinema, accommodation, etc).

Other tasks will be more general in terms of setting or context. These may include for example:

- talking about;
- finding out about;
- discussing;
- explaining;
- getting things done;
- making arrangements.

7 3 4 Differentiation

Major factors in differentiation will be the tasks and activities set, and candidate performance.

a Differentiation by tasks and activities set

It is difficult to define precisely what makes one task more difficult than another. For practical purposes, the following considerations might provide a useful guide:

shorter	→	longer
simple	→	complex
closely-defined	→	open-ended
immediate	→	distant
concrete	→	abstract
familiar	→	unfamiliar
particular	→	general
personal	→	impersonal.

Not all of these, nor any particular one, need be present to ensure a particular level of difficulty.

Some examples of tasks

A task might involve giving information about the home in which one lives. This would require no more than simple factual information such as size, number of rooms, garage, proximity to road, etc. It could then be developed to include needs, wishes, attitudes of others, eg bungalow-type house because father is disabled and cannot climb stairs.

Another task might go beyond factual information to the discussion of such matters as holiday and travel. It could involve talking of expense, of the need to confine this to certain times of the year, what particular place one would recommend and for what reasons.

A task which involved arranging to eat out and then go to a ceilidh might allow at a basic level a simple proposal and acceptance.

The task might be developed by making an early agreement impossible, thus requiring further negotiation and discussion before the reaching of an acceptable compromise. This could involve exchanging information, making a proposal, accepting, rejecting, resisting, coming to a provisional conclusion, modifying this perhaps in the light of subsequent information and eventually perhaps reaching a compromise agreement. This type of development would clearly require considerable initiative and language resource.

b Differentiation by candidate performance

Language used

The more a task is developed, the greater will be the demands on the language resource. A greater range of structure and lexis and a higher level of performance will reflect greater appropriateness, accuracy and fluency.

Willingness to communicate

Obviously a high level of performance will not be achieved without an extensive knowledge of the language. In addition to this, however, willingness to attempt to communicate, to interact in conversation, to take the initiative, to go beyond minimal responses, to accept some responsibility for sustaining the dialogue will all be taken into account.

Candidates achieving upper grades will show richer, more versatile and accurate language and an ability to cope with more sophisticated tasks and activities. A series of monosyllables will not allow a task to be developed in a sophisticated way.

7 4 The Question of Defining a Language Syllabus

7 4 1 In the previous sections dealing with the receptive and productive aspects of the assessment syllabus, no attempt has been made to set out a linguistic specification.

Any attempt to reduce the linguistic content of authentic texts to a list of predictable items would place such arbitrary limits on the receptive language possibilities that the authenticity of the texts would be compromised to an unacceptable extent through reduction or distortion. Candidates would no longer be dealing with native material, merely with texts which the previously defined syllabus allowed.

In productive use, there can be no binding, permanent equivalence between the meaning to be communicated and any particular language form chosen to communicate that meaning at any particular time.

Taking the idea of obligation in, for example, "I've got (to go)," would one specify

Feumaidh mi falbh
Tha agam ri falbh
'S eudar dhomh falbh/togail orm?

It would surely be absurd to distinguish between these forms or to suggest that any of the versions was superior to the others.

In receptive terms, such a specification would militate against the use of authentic language. In productive speaking tests it would leave candidates less free to express their meaning in the way they found most fitting and would result in the use of the spoken language as a form of language display rather than communication. It might place too heavy an emphasis on strict accuracy at the stage where it is important to encourage confidence in trying to use the language purposefully rather than trying to avoid error by "playing safe". Moreover, it could tie the hands of teachers in exploiting language topics corresponding to real candidate interests and needs.

7 4 2 In view of these considerations, there is no **detailed** specification of language items.

On the other hand, performance cannot be divorced from increasing knowledge and use of the language. The Grade Related Criteria indicate an increasing ability to communicate with greater linguistic sophistication. The achievement of a higher level of performance therefore reflects the assimilation of an increased language resource. As a consequence, a broad indication of guidelines on basic grammar appropriate to grade 6 and the development to grade 1 are provided below.

7 5 Guidelines on Language for Productive Use

7 5 1 Introduction

What is under consideration in this section is only the language it might be reasonable to expect from candidates when they are speaking Gaelic, that is to say, engaged in active face-to-face communication. It is not a matter of describing the full range of language candidates might have to understand in what they hear or read.

The contents which follow constitute only a working guide and are not intended to be complete and definitive. They do not represent a language-teaching syllabus which would, in any case, normally be expected to go well beyond what candidates actually produce in performance.

The use by candidates of any particular grammatical items will not guarantee the achievement of any particular level of performance.

7 5 2 Presentation

The classification used to present the language goes beyond that of traditional grammatical categories. In 7 5 4 the guidelines are set out on a notional basis, in 7 5 5 on a grammatical basis. The central and indispensable role of grammar in communication is recognised and an attempt is made here to relate it to the ideas which the syllabus requires the candidates to convey.

The scale from grade 6 to grade 1 which runs through the classification reflects an increasing grammar and language resource across the grades. It also presupposes an increase in accuracy.

7 5 3 Summary

Grade 6	Grade 1
Extent and quality of language is adequate for basic communication.	Extent and quality of language goes beyond basic communication; there is consistent control of system and correctness of form.
(A blank in this column in the guidelines below does not imply that the item is totally absent from a candidate's performance at this grade. It may appear in set phrases.)	(A blank in this column in the guidelines below implies increasing sophistication in use.)

Grade 6

Grade 1

INCREASING EXTENT AND QUALITY OF LANGUAGE

TIME

Present	realised through present tense	→	
Past	events that have taken place realised through Past tense and/or some other indicator such as an adverbial expression (eg <i>an-dè</i>)	→	verb itself should indicate past time unambiguously
		→	Perfect and Pluperfect tense where time sequence demands
Future	realised through Future and Present tenses	→	Future tense, Present tense, where appropriate; others such as verb "to be" + infinitive
Clock Time	common clock times	→	most clock times
Points in Time	some common points in time, eg morning/evening/days/months Christmas, before/after early/late	→	most common points in time, eg last week/day before/festivals/dates at the same time
		→	sequence, eg <i>an-toiseach/ an-uairsin, mu dheireadh,</i>
Frequency	eg <i>tric</i>	→	range from <i>ainneamh</i> to <i>daonnan</i>
SPACE			
Location	simple prepositions and common adverbs	→	most prepositions and adverbs
Movement	eg verbs of coming going going in/out arriving leaving common means of transport	→	eg ideas of going back/forward turning coming near

INCREASING EXTENT AND QUALITY OF LANGUAGE

QUANTITY

Numbers	basic cardinal numbers	→	most cardinal numbers
	some ordinal numbers	→	most ordinal numbers
Measurement	basic quantities of:	→	wide range of quantities
	distance, eg <i>mile, miotair</i> weight, eg <i>cilo, punnd</i> liquids, eg <i>botal, pinnt, liotair</i> solids, eg <i>slis, pìos</i> amount <i>mòran, beagan</i>		

Degree	<i>glè/cus/gu leòr</i>	→	<i>nas na / as</i>
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CHARACTERISTICS

Physical Descriptions of People

eg size/hair/eyes/age	→	wide range of description
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Personality and State

eg nice/intelligent/happy	→	wide range of description
---------------------------	---	---------------------------

Basic Ailments

eg ill, sore	→	wide range of description
-------------------	---	---------------------------

Physical Appearance of Things

eg colour/size	→	wide range of description
----------------	---	---------------------------

condition, eg <i>briste</i>	→	
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EVALUATION

price: cheap/expensive	→	wide range of description
------------------------	---	---------------------------

judgement: common approving/ disapproving	→ →	
--	--------	--

true/false	→	
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easy/difficult	→	
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INCREASING EXTENT AND QUALITY OF LANGUAGE

RELATIONSHIPS	comparison (as in QUANTITY: Degree above)	→	
	possession: any basic appropriate indication, eg <i>mo/an ... aig</i>	→	most common indications, eg Copula with <i>ann le</i>
	negation, eg <i>cha/chan</i> + tenses of verb "to be" and common verbs	→	most common negatives
	logical relationships, eg <i>agus/no/ach/còmhla ri/cuideachd</i>	→	eg <i>gus/airson/mar sin/ma</i>
PEOPLE	Personal pronouns	→	
	Common prepositional pronouns, eg <i>agam/ort</i>	→ →	most prepositional pronouns reflexive pronouns
	stressed pronouns, eg <i>mise/thusa</i>	→	all stressed pronouns
	common interrogatives, eg <i>dè/cò/cuin</i>	→	all interrogatives
		→	relative pronouns, eg <i>a/nach</i>
		→	demonstratives, eg <i>am fear seo</i>
	some common indefinites, eg <i>eile</i>	→	most indefinites, eg <i>grunn/a' mhòr chuid</i>
THINGS	Personal pronouns: <i>mi/thu/e/i</i> , etc	→ →	most prepositional pronouns
	Common prepositional pronouns, eg <i>agam/ort</i>	→	reflexive pronouns
	common interrogatives, eg <i>dè/cò/cuin</i>	→	all interrogatives
		→	relative pronouns, eg <i>a/nach</i>
	general: <i>nì, rud, càil</i>	→	
	others: <i>uile</i>	→	others, eg <i>feadhainn/a' mhòr chuid</i>
EXISTENCE EVENTS	availability: verb "to be" + subject + <i>ann</i>	→	
	happening: verb "to be" + subject + <i>ann</i>	→	eg <i>a' tachairt/a' dol/air adhart/a' gabhail/àite</i>
	presence: verb "to be" + subject + <i>an-seo/an-sin</i>	→	

7 5 5 Guidelines on **Grammatical** Basis for Productive Use

Grade 6

Grade 1

GROWING EVIDENCE OF CONTROL OF SYSTEM AND CORRECTNESS OF FORM

NOUNS	singular/plural	→	
	masculine/feminine	→	
	nominative/accusative	→	
	genitive and dative of common nouns	→	genitive and dative of most nouns
	vocative of personal names	→	
ARTICLE	all forms	→	
ADJECTIVES	following noun	→	following and preceding noun
	possessive, especially singular	→	possessive, singular and plural
	some common comparatives, eg <i>nas fheàrr, nas motha</i>	→	most comparatives
	some common superlatives, eg <i>as fheàrr, as motha</i>	→	most superlatives
	demonstrative	→	
PRONOUNS	personal	→	
	emphatic	→	
	interrogative	→	
		→	relative
VERBS			
VERB <i>TO BE</i>	Present, Past and Future tenses - affirmative, negative and interrogative	→	
	Imperative	→	
		→	Dependent
		→	Conditional/ Subjunctive
		→	Infinitive
		→	Passive/Impersonal
		→	Future relative
	Copula: 'S e	→	Copula: 'S e, 'S ann
ADVERBS	some common adverbs	→	most adverbs
	intensives: <i>glè, fìor ro, sìor, sàr, etc</i>	→	

GROWING EVIDENCE OF CONTROL OF SYSTEM AND CORRECTNESS OF FORM

PREPOSITIONS	most simple prepositions	→	
	some common compound prepositions	→	most compound prepositions
PREPOSITIONAL PRONOUNS	common forms of <i>agam, orm, annam, leam, rium, dhomh, dhiom, bhuan, thugam</i>	→	all forms of <i>agam, orm, annam, leam, rium, dhomh, dhiom, bhuan, thugam</i>
CONNECTORS	all connectors	→	
CONJUNCTIONS	<i>ma, ged</i> with affirmative	→	most conjunctions
INTERROGATIVE	<i>cò, cuin, ciamar, dè, carson,</i>	→	
PARTICLES	<i>càit, cia mheud</i>		
	<i>cò</i> with some prepositions, eg <i>cò as, cò leis</i>	→	<i>cò</i> with most prepositions
COMPOUND VERBS	some common compound verbs, eg <i>is toigh leam</i> <i>is caomh leam</i> <i>is fheàrr leam</i>	→	most compound verbs
REGULAR AND IRREGULAR VERBS	Past and Future tenses of some common verbs - affirmative, negative and interrogative	→	Past and Future tenses of most verbs - affirmative, negative and interrogative
	Present tense (<i>tha</i> + Present Participle) of some common verbs	→	Present tense (<i>tha</i> + Present Participle) of most verbs
	Imperatives of some common verbs	→	Imperatives of most verbs
	Infinitive of some common verbs after <i>a' dol</i>	→	Infinitives of most verbs after <i>a' dol</i>
		→	Conditional/ Subjunctive
		→	Passive using <i>dol</i> as auxiliary
		→	Future relative
		→	Perfect tense - affirmative, negative and interrogative
		→	Pluperfect tense - affirmative, negative and interrogative

8 Learners : Assessment for Certification

8 1 Assessable Elements

All candidates will be assessed in the three elements of Listening, Speaking and Reading and there will be an optional test of Writing set at General and Credit Levels.

8 2 Certification

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades for Listening, Speaking and Reading, each of these elements having equal weighting.

If a candidate attempts the Writing option and succeeds in terms of the Grade Related Criteria, the award will be entered on the Certificate. No mention of Writing will appear on the Certificate of a candidate who has not attempted the option, or of a candidate who has attempted the option but has failed to meet the Grade Related Criteria.

8 3 System of Assessment

Speaking will be assessed internally, with external moderation.

Listening and Reading will be assessed externally.

There will also be external assessment of Writing where the option is taken up.

8 4 Presentations for External Papers

At the time of presentation, centres will be required to indicate the Level(s) of the external papers which each candidate will attempt, as follows:

Foundation Level only,

or Foundation and General Levels only,

or General and Credit Levels only.

This presentation does not imply any restriction on grades available for Speaking.

Candidates presented at two Levels are not obliged to attempt the papers at both Levels but are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or grade 7.

The following table may be helpful as a guide to presentation.

<i>Expected External Grade</i>	<i>Presentation Level(s)</i>	<i>Grades Assessed</i>
7, 6 5, 4	Foundation Foundation and General	6, 5 6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for a grade award higher or lower than expected (except at grades 1 and 7 respectively). A candidate expected to achieve grade 6 may choose to be presented for both the Foundation and the General papers; or a candidate expected to achieve grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that grade 2 or grade 1 will not be possible.

Candidates who attempt papers at two Levels will be given the better of the two grades achieved on these papers. Performance at one Level will **not** be taken into account in grade at the other Level.

8 5 Assessment Arrangements (External Papers)

For Listening and Reading, a paper will be set at each of three Levels, namely Foundation (assessing grades 6 and 5), General (assessing grades 4 and 3) and Credit (assessing grades 2 and 1). Material for Listening will be presented on tape and will be heard twice.

For Writing, a single paper (optional) will be set, covering General and Credit Levels.

The following table indicates the arrangements for the external papers set by the Board.

<i>Paper</i>	<i>Title</i>	<i>Duration</i>
I	Listening	20 minutes
II	Reading	45 minutes
III (optional)	Writing	1 hour

In each paper, marks will be allocated to each question and a total mark obtained. The two grades associated with each Level will be distinguished by setting two cut-off scores: the lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

8 6 Grade 7 and No Overall Award

For any element, grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria.

The Board will regard the submission of an estimate for an externally assessed element as evidence that the course has been completed in that element.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, if a grade is gained for any other element, that grade will be recorded on the Certificate.

8 7 Estimates

Presenting centres must submit to the Board, by 31 March of the year of the examination, an estimate grade for each candidate for Listening and for Reading, and also for Writing, if applicable. The teacher should determine the estimate grades on the basis of each candidate's work. Estimates may be used by the Board for its internal procedures, including such cases as absence from external examinations, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the Board if required.

8 8 Moderation of Speaking

In order to ensure national standards of assessment in the internal assessment of Speaking, a system of moderation will be carried out by Visiting Moderators appointed by the Board. The function of the Moderator is not to test individual candidates; it is to evaluate the grading carried out by the centre.

Presenting centres will be required to have available, prior to the Moderator's visit, a provisional grade reflecting each candidate's S4 performance.

A list of topics will be sent to the centre by the Board in advance of the Moderator's visit; each candidate will choose a topic from the list.

The teacher will conduct the testing of a sample of candidates in the presence of the Moderator. Candidates will be expected to converse with the teacher on their chosen topic for up to 5 minutes. The teacher and the Moderator will independently assess the performance in the test overall of each of the sample of candidates.

On completion of testing at the centre, the Moderator will discuss with the teacher the centre's provisional grades. After the Moderator's visit, the centre will be required to submit finalised grades, by 31 March.

9 Learners : Grade Related Criteria

9 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

9 2 Application of GRC

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

9 3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

9 4 Learners: Listening - Summary GRC

Foundation Level (grades 6, 5)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to extract specific information from material heard, ranging from a sequence of phrases to short passages; this material consists of simple information regarding concrete situations related to personal interests and experience.

General Level (grades 4, 3)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to get the gist of the material heard and to extract and interpret specific information from continuous passages; this material goes beyond the statement of basic information regarding concrete situations.

Credit Level (grades 2, 1)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to get the gist of the material heard, to extract and interpret specific information from continuous passages and to identify attitudes, ideas and feelings in the passages; this material goes beyond the statement of information.

9 5 Learners: Speaking - Summary GRC

Foundation Level (grades 6, 5)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to convey and seek information, feelings and opinions in phrases and short sentences with some linguistic accuracy.

General Level (grades 4, 3)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to convey and seek information, feelings and opinions, and to describe everyday activities and events, communicating with clarity, linguistic accuracy, appropriate use of vocabulary and some awareness of situation and audience.

Credit Level (grades 2, 1)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to convey and seek information, feelings and opinions and to describe everyday activities, events and experiences, communicating with clarity and facility, appropriate use of vocabulary and idiom and awareness of situation and audience, in extended statements and responses featuring a variety of sentence structures.

9 6 Learners: Reading - Summary GRC

Foundation Level (grades 6, 5)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to extract specific information from material read which ranges from a sequence of phrases to short passages. The material consists of information on concrete situations related to personal interests and experience.

General Level (grades 4, 3)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to get the gist of material read and to extract and interpret specific information from continuous passages. The material goes beyond the statement of information on concrete situations.

Credit Level (grades 2, 1)

In the topic areas specified in the assessment syllabus, the candidate has demonstrated ability to get the gist of material read, to extract and interpret specific information and to identify attitudes, ideas and feelings featured in continuous passages. The material goes beyond the statement of information.

9 7 Learners: Writing (Optional) - Summary GRC

Foundation Level (grades 6, 5) : not applicable.

General Level (grades 4, 3)

The candidate has demonstrated ability in writing to convey and seek specific information and to express feelings and opinions in brief statements with some evidence of accuracy in spelling, grammar and sentence construction.

Credit Level (grades 2, 1)

The candidate has demonstrated ability in writing to convey and seek information, to express feelings and opinions and to describe common activities, events and experiences, using a range of vocabulary and idiom, and generally with accuracy in spelling, grammar and sentence construction.

9 8 Descriptions of Grades

These describe performance within Levels. They apply to each element.

Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.

Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.

Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

99 Learners: Listening - Extended GRC

The topic areas are those specified in the assessment syllabus.

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

Purposes

The candidate can extract specific information from material heard in response to simple directed questions.

The candidate can get the gist of material heard, extract specific information and interpret given information and instructions in response to directed questions.

The candidate can get the gist of material heard, extract specific information and instructions and identify attitudes, ideas and feelings in material heard.

Nature of Material

The material heard is brief, ranging from a sequence of phrases to short passages consisting of a few connected sentences. These contain only the modification devices, such as adjectives and adverbs, which are essential to the message. The material consists of simple information regarding concrete situations related to personal interests and experience.

The material heard consists of continuous passages containing subordinate clauses and modification devices, such as adjectives and adverbs, even though these may not be essential to the message. The material goes beyond the statement of basic information regarding concrete situations.

The material heard consists of continuous passages containing subordinate clauses and modification devices, such as adjectives and adverbs, even though these may not be essential to the message. The material contains a number of major and subsidiary points and changes of topic, and may contain idiomatic expressions.

The material goes beyond the statement of information and deals with attitudes, ideas and feelings.

Delivery

The material is spoken slowly and clearly, particularly in the case of unfamiliar phrases.

Where the material is short or highly contextualised it is delivered at normal speed. In other material the speed may be slower than normal.

The material is delivered at normal speed.

Descriptions of grades are given in 9 8.

9 10 Learners: Speaking - Extended GRC

The topic areas are those specified in the assessment syllabus.

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

Purposes of Communication

The candidate can use appropriate courtesy formulae in real situations, eg apologising, excusing oneself, respond to given stimuli, convey and seek information and express and seek feelings and opinions on familiar topics.

The candidate can use appropriate courtesy formulae in real situations, respond to given stimuli, convey and seek information, express and seek feelings and opinions on familiar topics or topics within the candidate's own experience and describe common activities and events.

The candidate can use appropriate courtesy formulae in real situations respond to given stimuli, convey and seek information, express and seek feelings and opinions on a range of topics, describe common activities and events and describe a personal or vicarious experience.

Nature of Communication

The candidate can communicate with some linguistic accuracy, despite hesitancy, mother-tongue interference and deficiencies in intonation.

The candidate can communicate with clarity, with appropriate use of vocabulary, with linguistic accuracy and with some awareness of situation and audience, despite some hesitancy, mother-tongue interference and deficiencies in intonation.

The candidate can communicate with clarity, facility and with appropriate use of situation and audience. There is little mother-tongue interference or inaccuracy and intonation is generally correct.

Utterances are confined to single words, phrases and short sentences containing few modification devices such as adjectives and adverbs.

The communication goes beyond short phrases and sentences to some elaboration of basic statements and responses.

The candidate can interact in extended conversations in language featuring a variety of sentence structures.

(Prompting and questioning may be necessary.)

(Occasional prompting and questioning may be necessary.)

(The candidate readily takes the initiative.)

Descriptions of grades are given in 9 8.

9 11 Learners: Reading - Extended GRC

The topic areas are those specified in the assessment syllabus.

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

Purposes

In close reading, the candidate can extract specific information and interpret given information and instructions, in response to simple directed questions.

In close reading, the candidate can get the gist of the content, extract specific information and interpret given information and instructions, in response to directed questions.

In close reading, the candidate can get the gist of the content, extract specific information, interpret given information and instructions and identify attitudes, ideas and feelings in response to a range of questions.

Nature of Material

The material is brief, ranging from a sequence of phrases to short passages consisting of a few connected sentences. These contain only the modification devices, such as adjective and adverbs, which are essential to the message.

The material consists of continuous passages containing subordinate clauses and modification devices such as adjectives and adverbs, even though these may not be essential to the message.

The material consists of continuous passages containing subordinate clauses and modification devices such as adjectives and adverbs, even though these may not be essential to the message. The material contains a number of major and subsidiary points and changes of topic, and may contain idiomatic expressions.

The material consists of information regarding concrete situations related to personal interests and experience.

The material goes beyond the statement of information regarding concrete situations.

The material goes beyond the statement of information and may deal with attitudes, ideas and feelings.

Descriptions of grades are given in 9 8.

9 12 Learners: Writing (Optional) - Extended GRC

Foundation Level (grades 6, 5) : not applicable.

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

Purposes of Communication

The candidate can respond to given stimuli, convey and seek specific information and express feelings and opinions.

The candidate can respond to given stimuli, convey and seek information, express feelings and opinions, describe a personal or vicarious experience and common activities and events.

Nature of Communication

With time for preparation, the candidate can communicate intelligibly, showing some evidence of accuracy in spelling, grammar and sentence construction.

With time for preparation, the candidate can convey meaning clearly at first reading. work shows accuracy in spelling, grammar and sentence construction, a range of vocabulary and some appropriate use of idiom.

Work in the main consists of sentences and short sequences of sentences which may contain subordinate clauses and modification devices such as adjectives and adverbs.

Extended work is produced, eg reports, reviews, letters and transcripts of dialogues or interviews.

Descriptions of grades are given in 9 8.