Advanced Higher Gaelic (Learners) Course Assessment Specification (C731 77)

This edition: January 2017, version 4.0

Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

Course outline

Course title: Advanced Higher Gaelic (Learners)

SCQF level: 7 (32 SCQF credit points)

Course code: C731 77

Course assessment code: X731 77

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper: Reading and Translation	50 marks
Component 2 — question paper: Listening and Discursive Writing	70 marks
Component 3 — portfolio	30 marks
Component 4 — performance	50 marks
Total marks	**200 marks**

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will provide instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In this Course assessment, added value will focus on the following:

♦ challenge — requiring greater depth or extension of knowledge and/or skills
♦ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

♦ applying advanced language skills to understand complex and sophisticated written and spoken Gaelic from the contexts of society, learning, employability, and culture
♦ applying advanced language skills in writing and talking in Gaelic

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C
For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course. Learners will be able to apply advanced language skills to understand complex and sophisticated written and spoken Gaelic from the contexts of society, learning, employability, and culture, with a satisfactory level of detail and accuracy. Learners will be able to apply advanced language skills to use complex and sophisticated written and spoken Gaelic from the contexts of society, learning, employability, and culture, by sustaining discussion in a manner comprehensible to a speaker of Gaelic and producing a complex and sophisticated written text in Gaelic.

Grade description for A
For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course. Learners will be able to apply advanced language skills to understand complex and sophisticated written and spoken Gaelic from the contexts of society, learning, employability, and culture with a high level of detail and accuracy. Learners will be able to apply advanced language skills to use complex and sophisticated written and spoken Gaelic from the contexts of society, learning, employability, and culture by sustaining discussion in a manner comprehensible to a speaker of Gaelic and producing a complex and sophisticated written text in Gaelic.

Credit
To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of four Components — two question papers, a portfolio and a performance.

Component 1 — question paper: Reading and Translation
The purpose of this question paper is to allow learners to demonstrate challenge and application in the skills of reading and translation.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

♦ understand, analyse and draw inferences from complex and sophisticated written from one of the following contexts: society, learning, employability, or culture
♦ identify and explain the overall purpose
♦ translate one section of the written text into English

This question paper will have 50 marks (25% of the total mark).

Learners will read one written non-fiction text in Gaelic.

They will respond to questions about the written text in English.

They will translate part of the text into English.

30 marks will be for identifying, explaining, analysing and drawing inferences from significant aspects of detail.

20 marks will be for translating part of the text into English.

Learners may use a bi-lingual dictionary.

Component 2 — question paper: Listening and Discursive Writing
The purpose of this question paper is to allow learners to demonstrate challenge and application in the skills of listening and writing.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

♦ understand complex and sophisticated spoken Gaelic from one of the following contexts: society, learning, employability, or culture
♦ use complex and sophisticated written Gaelic to write a discursive essay in response to a statement based on one of the following contexts: society, learning, employability, culture

This question paper will have 70 marks (35% of the total mark).

Section 1, titled 'Listening', will have 30 marks.

Item 1: Learners will listen to one monologue in Gaelic and respond to questions worth 10 marks.

Item 2: Learners will listen to one conversation between two people in Gaelic and respond to questions worth 20 marks.

The questions for both Item 1 and Item 2 will be in English and learners will respond in English.

The content of the monologue and the conversation will be from one of the following contexts: society, learning, employability, or culture.

Section 2, titled 'Discursive Writing', will have 40 marks.

Learners will write one essay using complex and sophisticated Gaelic from one of the following contexts: society, learning, employability, and culture.

Learners may use a bi-lingual dictionary for both Section 1 and Section 2 of the question paper.

Component 3 — portfolio
This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

♦ analysing literature or media or language in work within the context of Gaelic

Learners will produce one piece of writing in English of 1,200–1,500 words.

The portfolio will have 30 marks (15% of the total mark).

Component 4 — performance
The purpose of this performance is to give learners the opportunity to demonstrate their talking skills in Gaelic in a discussion.

Learners will talk about themes or topics related to the *Specialist Study* Unit and at least one context from Society, Learning, Employability or Culture studied in the *Understanding Language* or *Using Language* Units or in preparation of the portfolio.

This performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

♦ the ability to use complex and sophisticated spoken language, in Gaelic, as part of a discussion
♦ the ability to take part effectively in a discussion
♦ the ability to use language accurately to convey meaning in Gaelic
♦ the ability to maintain interaction as appropriate to purpose

The performance will have 50 marks (25% of the total mark).

Setting, conducting and marking of assessment

Question paper 1 — Reading and Translation

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in 1 hour and 30 minutes.

Question paper 2 — Listening and Discursive Writing

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this question paper in approximately 1 hour 20 minutes

Controlled assessment — portfolio

This portfolio is:

♦ set by centres within SQA guidelines
♦ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

Controlled assessment — performance
Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Visiting Assessors appointed by SQA will carry out the assessment.

Learners will complete this performance in approximately 20 minutes and under controlled conditions.

Further mandatory information on Course coverage

The following table gives details of mandatory skills, knowledge and understanding for the Advanced Higher Gaelic (Learners) Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills knowledge and understanding also provides the basis for the assessment of Units of the Course.

Grammar grid (productive)

	National 3	National 4	National 5	Higher	Advanced Higher
Verbs	Verb 'to be': Affirmative/negative/ interrogative – present/past. Position of verb in sentence. Use of *tha/chan eil*, etc to mean yes/no. Verb 'to be' + verbal noun of common Gaelic verbs. Show understanding of interrogative form after *Càite*. Simple verbal phrases, eg *Is toigh leam*.	Verb 'to be': Affirmative/negative/ interrogative – present/past/future. Common regular verbs: Affirmative/negative/ interrogative – future/present/past, including yes/no responses to common regular verbs. Auxiliary verbs: *Feumaidh Faodaidh*. Simple imperatives in singular & plural forms. More verbal phrases: *Is urrainn Is fheàrr*.	Regular verbs: Affirmative/negative/ interrogative – future. Negative interrogative/ *nach eil/nach robh/nach bi*. Use of dependent *gu bheil, gun robh, gum bi*. Irregular verbs: Past/future of most common verbs, including yes/no answers. Assertive form: *'S e/Chan e/An e*? and yes/no answers and *a th' ann*, etc. Relative forms (*a bhitheas*): Verbs 'to have', 'to wear', 'to belong', etc with assertive forms. Defective verbs (eg *theab*). If = *ma tha.* If not = *mur a bheil.*	Conditional, subjunctive of verb 'to be' and common regular verbs. Irregular verbs: affirmative/negative/ interrogative – past/future. Verb 'to be' – indirect speech affirmative/negative, all tenses. Relative form of verbs: regular/irregular. Verbal phrases using *Bu*. Verbs associated with particular prepositions: *a' bruidhinn ri ag innseadh do a' toìrt le.* *If* = nam, nan.	Conditional/subjunctive Common conditional regular and irregular verbs. Passive forms. Word order and form of verbal noun with verbal phrases + object. ⟶ ⟶ ⟶ ⟶

	National 3	National 4	National 5	Higher	Advanced Higher
Nouns	Nominative singular/plural indicated by noun/article. Position of noun in sentence. Vocative case of common names – *A Mhàiri*, etc.	Common examples of prepositions with nouns in set phrases. Nouns after *dà*. Plurals of common nouns using *–an/-ean* rule. Recognition of gender and changes to adjectives.	Increasing accuracy of propositions with nouns. Increasing knowledge of plurals. Notion of genitive case: reverse word order only one article.	Increasing accuracy in use of common genitives in set phrases. Genitive plural forms.	Changes in form of nouns in genitive case of less frequently used nouns.
Articles	*Am/an/na/ha h-*	*Am/an/na/ha ha'/ an t-*	Increasing accuracy of use in relation to nouns.		
Pronouns	Personal pronouns as subject of verb. Emphatic – first person. Demonstrative pronouns. Interrogative pronouns. Prepositional pronouns: *agam/agad orm/ort leam/leat.*	Emphatic forms for all persons. Interrogative pronouns with use of verbs. Prepositional pronouns: *oirbh/agaibh/leibh.*	Increasing accuracy of use of pronouns and emphatic forms and with use of f*hèin.* Prepositional pronouns: I/you/he/she *agam/orm/leam/rium/leis/ leatha/dhomh/bhuam annam/air/oirre/aige/aice.*	Relative pronouns. Indefinite pronouns. Prepositional pronouns, all persons.	

	National 3	**National 4**	**National 5**	**Higher**	**Advanced Higher**
Adjectives	Position of adjective(s) in sentence when used as predicate.	Adjectives following nouns including common feminine nouns with aspiration.	Agreement of commonly used adjectives with plural nouns.	Adjectives which precede nouns.	⟶
	Possessives: my/your (singular)	Possessives: singular/plural.		Superlative and use of assertive verb.	⟶
	Possessive phrases with *aig*, eg *Thu geansaidh aig Alasdair.*	Common comparatives, eg *nas fheàrr, nas miosa, nas motha, nas lugha.*	Comparatives of regular adjectives in common use. Agreement of adjective with noun in dative case. Possessive adjectives: *mo, do, a, a h-, ar(n-), ur, an/am*	Irregular comparatives.	⟶
Adverbs	Common format, eg *gu math, an-diugh.*	Increasing accuracy of use, eg *gu luath, gu h-àrd.*	Less common adverbs.	⟶	⟶
		Common adverbs of: Time: *an-dràsta/an-diugh/an-dè/ a-raoir*, etc.		⟶	
		Place: *a-mach/a-muigh/ a-steach/a-staigh/ an seo/an sin.*		⟶	

	National 3	National 4	National 5	Higher	Advanced Higher
Prepositions	Simple prepositions, with notion, but not necessarily concept of following dative case.	Common examples of prepositions with nouns as used in set phrases, eg *suidh aig an uinneig.* Common compound prepositions, especially those required to give direction and describe positions, *eg faisg air, timcheall air, ri taobh, air cùl, air beulaibh, còmhla ri.*	Increasing accuracy of prepositions with nouns. Common prepositions with possessives: *nam, gam.* Compound prepositions requiring genitive case: *ri taobh, air cùl, air feadh,* etc.	Prepositions with possessives: *nam, gam, lem, rid.* Compound prepositions with pronouns: *faisg orm/ri mo thaobh.* Prepositions associated with particular verbs. *ag èisteachd ri.*	→
Aspiration	Function of letter *h.* Vocative case of common names: *A Sheumais.*	Increasing knowledge of occurrence, eg after some possessives, intensive particles, eg *glè.* Removal of *h* for use of dictionary. *H* after *a' =* the, eg *a' bhròg.*	Use of *h* after some prepositions without definite article: *fo bhòrd.* Adjectives following feminine nouns.	Use where adjective precedes noun.	After *bu.* →
Infinitive	Recognition of infinitive, introduced by *a,* eg *a dhòl* (aspiration) and *a dh'òl.*	Use of infinitive to express intention in common phrases: *Tha mi a' dol a shnàmh.*	Concept of genitive after infinitive in set phrases: *a' dol a ghabhail mo bhidh.*	Use of infinitive with pronoun as object: *a' dol ga thogail.*	→
Verbal Noun	Recognition of verbal noun, introduced by *a',* *ag.*	Use of verbal noun with verb 'to be' in past, present and future.	Verbal noun with pronoun as object, eg *Bha e gam chluinntinn.*	Concept of genitive case following verbal noun.	→

	National 3	National 4	National 5	Higher	Advanced Higher
Numerals	Ability to count to 20. Use of numbers for time on the hour, eg *ochd uairean.*	Common examples of numbers with nouns. Use of numbers for time and money. Count to 100. Ordinal numbers required for giving directions, eg *a' chiad, an dàrna, an treas.*	Increasing accuracy, including ordinal numbers and numerical nouns, eg *dithis.* Numbers above 100. Use of numbers in an increasing number of contexts, eg length, weight, height.		

Administrative information

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History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
2.0	Course code added, question paper titles added, and number of Components clarified as 4 in Course assessment structure section. Clarifications made to Added value section. Additional information included about Components 1 and 2, and clarifications made to Components 3 and 4 in Structure and coverage of the course assessment section. Further information provided about duration for both question papers in Setting, conducting and marking of assessment section.	Qualifications Development Manager	April 2015
3.0	Portfolio and Performance renumbered as Components 3 and 4 respectively.	Qualifications Development Manager	September 2015
4.0	Removal of text relating to overall purpose question in Listening.	Qualifications Manager	January 2017

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