



Gàidhlig: Writing and Literary Criticism Skills (Advanced Higher) Unit

SCQF: level 7 (8 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to provide learners with opportunities to develop skills in creative or discursive writing, and to critically analyse and evaluate complex Gaelic literary texts. Learners further develop their knowledge of critical terminology and an appropriate critical writing style.

Learners who complete this Unit will be able to:

- 1 Produce complex texts in Gaelic
- 2 Understand, analyse and evaluate complex Gaelic literary texts

This Unit is a mandatory Unit of the Advanced Higher Gàidhlig Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Advanced Higher Gàidhlig Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Gàidhlig Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Gàidhlig Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

It is expected that learners will have been allocated to Gàidhlig* or Gaelic (Learners)* programmes of study in accordance with SQA's published guidelines (see [Guidance on Allocation to Gàidhlig or Gaelic \(Learners\) Programmes of Study and Qualification](#)).

***Note:** 'Gàidhlig' and 'Gaelic' refer throughout to Scottish Gaelic only.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Produce complex texts in Gaelic by:

- 1.1 Applying knowledge and understanding of vocabulary, language structures and grammar with consistent accuracy
- 1.2 Maintaining the necessary style relating to the chosen genre of writing which is appropriate to audience and purpose
- 1.3 Using particular textual devices as required

Outcome 2

The learner will:

2 Understand, analyse and evaluate complex Gaelic literary texts by:

- 2.1 Providing a considered personal response with detailed and relevant evidence from the text
- 2.2 Explaining accurately and in detail the ways in which aspects of structure, style and/or language contribute to the meaning, effect and/or impact of the text
- 2.3 Using critical terminology appropriate to the text

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will provide evidence of their creating and analysing skills by producing:

For Outcome 1:

- ◆ one creative or discursive text

For Outcome 2:

- ◆ a critical response to one complex Gaelic literary text

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.1 Reading

1.2 Writing

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: April 2013 (version 1.0)

Superclass: to be advised

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.