



Higher
Course Assessment
Specification



Higher Gaelic (Learners) Course Assessment Specification (C731 76)

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

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Course outline

Course title:	Higher Gaelic (Learners)
SCQF level:	6 (24 SCQF credit points)
Course code:	C731 76
Course assessment code:	X731 76

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 1: Reading and Directed Writing	40 marks
Component 2 — question paper 2: Listening and Literature	30 marks
Component 3 — performance: Talking	30 marks
Total marks	100 marks

This Course includes six 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 candidates 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 candidate must pass all of 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 produce and give 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 language skills to understand detailed and complex written and spoken language in Gaelic from the contexts of society, learning, employability, and culture
- ◆ applying language skills to use detailed and complex written and spoken language in Gaelic from the contexts of society, learning, employability, and culture
- ◆ extending knowledge of literature

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

Grade description for C

For the award of Grade C, candidates will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, candidates will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, candidates will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, candidates will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

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 three components: Component 1 comprises a question paper, titled 'Reading and Directed Writing'. Component 2 comprises a question paper, titled 'Listening and Literature'. Component 3 comprises a performance, titled 'Talking'. Each component will have two Sections.

The four contexts of society, learning, employability and culture will be covered across Components 1 and 2.

Component 1 — question paper 1: Reading and Directed Writing

The purpose of this question paper is to allow candidates to demonstrate challenge and application in the skills of reading and writing.

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

- ◆ understand detailed and complex written language from one of the following contexts: society, learning, employability, or culture
- ◆ identify the main points and supporting detail
- ◆ identify and explain overall purpose of the text
- ◆ translate one section of the written text into clear English
- ◆ use detailed and complex written language in Gaelic
- ◆ apply knowledge and understanding of Gaelic
- ◆ apply grammatical knowledge and understanding

This question paper will have 40 marks (40% of the total mark).

This question paper has two Sections.

Section one, titled 'Reading', will have 30 marks (30% of the total mark).

Candidates will read one written text in Gaelic. The text will be taken from one of the following contexts: society, learning, employability or culture and will be followed by questions in English.

20 marks will be for identifying main points, supporting detail and overall purpose.

Candidates will respond to the questions in English. Candidates will provide answers based on comprehension of information from the text. The marks available for each question range between 1–3 marks. The penultimate question will require candidates to identify the overall purpose of the text. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.

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

In the last question candidates will translate part of the text into English. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0

marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.

Candidates may use a dictionary and glossary (if appropriate).

Section two, titled ‘Directed Writing’, will have 10 marks (10% of the total mark).

Candidates will produce one written text of 120–150 words using detailed and complex language in Gaelic.

Scenarios

The candidate will choose one from two scenarios. The two scenarios will be taken from two of the contexts not covered in the Reading or Listening.

Bullet points

Candidates will write a piece of extended writing in Gaelic addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each.

The Directed Writing task will assess the candidate’s ability to use a range of tenses.

Candidates may use a dictionary.

Component 2 — question paper 2: Listening and Literature

The purpose of this question paper is to allow candidates to demonstrate challenge and application in the skills of listening and writing.

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

- ◆ understand detailed and complex spoken language in a monologue and conversation from one of the following contexts: society, learning, employability, or culture
- ◆ identify the main points and supporting detail
- ◆ apply knowledge and understanding of Gaelic
- ◆ apply grammatical knowledge and understanding
- ◆ explain the effectiveness of a literary text
- ◆ give a personal appreciation of the literary text

This question paper will have 30 marks (30% of the total mark).

This question paper has two Sections.

Section one, titled ‘Listening’, will have 20 marks. This section has two items.

In item 1, candidates will listen to one monologue in Gaelic, and respond to questions worth 8 marks. In item 2 candidates will listen to one short conversation in Gaelic, with questions worth 12 marks. The texts will be based on the context which was not covered in the reading text or directed writing scenarios. The questions will be in English and candidates will respond in English.

Section two, titled 'Literature', will have 10 marks (10% of the total mark).

Candidates will answer one question about a familiar Gaelic text. The learner will choose from five questions.

Candidates will answer in English.

Candidates may use an unannotated copy of their chosen text and a Gaelic dictionary.

Component 3 — performance: Talking

Candidates will:

- ◆ deliver a spoken presentation
- ◆ take part in a follow-up conversation

The presentation will be based on one context from the following: society, learning, culture and employability. The conversation will follow on from this context and must develop into at least one other context.

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

- ◆ the ability to use detailed and complex spoken language, as part of a presentation and conversation on the chosen topic
- ◆ the ability to take part effectively in a conversation
- ◆ the ability to use language accurately to convey meaning
- ◆ the ability to maintain interaction as appropriate to purpose

The performance will have 30 marks out of a total of 100 marks.

The candidate's performance will be marked in terms of four performance aspects:

- ◆ content
- ◆ accuracy
- ◆ language resource
- ◆ interaction (conversation only)

10 marks will be awarded for the presentation. 20 marks will be awarded for the conversation of which a maximum of 5 marks are awarded for the ability to sustain a conversation.

Setting, conducting and marking of assessment

Question paper 1 — Reading and Directed 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 1 hour and 40 minutes.

Question paper 2 — Listening and Literature

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 15 minutes.

Controlled assessment — performance

This performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high degree of supervision and control

Evidence will be internally marked by centre staff in line with SQA marking instructions.

All marking will be quality assured by SQA.

Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Conducted under a high degree of supervision and control.

Candidates will complete this performance in at least 6 minutes and under controlled conditions.

The performance will be recorded.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the 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.

Assessors should refer to the following grammar grid which illustrates the knowledge and understanding of language expected at Higher level.

Components 1 and 2: Reading and Directed Writing; Listening and Literature

Candidates will be assessed on all four contexts: society, learning, employability, and culture.

Component 3: performance: Talking

Candidates will be assessed on at least two of the following four contexts: society, learning, employability, and culture.

Gaelic (Learners) grammar grid (productive)

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

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

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

	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 <i>suidh aig an uinneig</i> . Common compound prepositions, especially those required to give direction and describe positions, eg <i>faisg air, timcheall air, ri taobh, air cùl, air beulaibh, còmhla ri</i> .	Increasing accuracy of prepositions with nouns. Common prepositions with possessives: <i>nam, gam</i> . Compound prepositions requiring genitive case: <i>ri taobh, air cùl, air feadh</i> , etc.	Prepositions with possessives: <i>nam, gam, lem, rid</i> . Compound prepositions with pronouns: <i>faisg orm/ri mo thaobh</i> . Prepositions associated with particular verbs. <i>ag èisteachd ri</i> .	→ →
Aspiration	Function of letter <i>h</i> . Vocative case of common names: <i>A Sheumais</i> .	Increasing knowledge of occurrence, eg after some possessives, intensive particles, eg <i>glè</i> . Removal of <i>h</i> for use of dictionary. <i>H</i> after <i>a'</i> = the, eg <i>a' bhròg</i> .	Use of <i>h</i> after some prepositions without definite article: <i>fo bhòrd</i> . Adjectives following feminine nouns.	Use where adjective precedes noun. →	After <i>bu</i> . →
Infinitive	Recognition of infinitive, introduced by <i>a</i> , eg <i>a dhòl</i> (aspiration) and <i>a dh'òl</i> .	Use of infinitive to express intention in common phrases: <i>Tha mi a' dol a shnàmh</i> .	Concept of genitive after infinitive in set phrases: <i>a' dol a ghabhail mo bhidh</i> .	Use of infinitive with pronoun as object: <i>a' dol ga thogail</i> .	→
Verbal Noun	Recognition of verbal noun, introduced by <i>a'</i> , eg.	Use of verbal noun with verb 'to be' in past, present and future.	Verbal noun with pronoun as object, eg <i>Bha e gam chluinntinn</i> .	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 <i>ochd uairean</i> .	Common examples of numbers with nouns. Use of numbers for time and money. Count to 100. Ordinal numbers required for giving directions, eg <i>a' chiad, an dàrna, an treas</i> .	Increasing accuracy, including ordinal numbers and numerical nouns, eg <i>dithis</i> . 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
1.1	Order of components changed, question paper structure changed, allocation of marks revised, Further information added to 'Structure and coverage of the Course assessment', additional information provided regarding Component 2, question paper numbers added, duration of question paper 1 increased to 1 hour and 40 minutes, duration of question paper 2 decreased to 1 hour and 15 minutes, productive grammar grid inserted, learner changed to candidate throughout document.	Qualifications Development Manager	April 2014
2.0	Number of Components updated from 2 to 3 in Course assessment structure, and Structure and coverage sections.	Qualifications Manager	April 2015
3.0	Removed references to overall purpose question in Listening and Literature paper.	Qualifications Manager	January 2017

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