



National 5
Course Assessment
Specification



National 5 Gaelic (Learners) Course Assessment Specification C731 75

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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:	National 5 Gaelic (Learners)
SCQF level:	5 (24 SCQF credit points)
Course code:	C731 75 Gaelic (Learners)
Course assessment code:	X731 75 Gaelic (Learners)

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

The structure of this Course assessment is as follows:

Component 1 — question paper 1: Reading and Writing	50 marks
Component 2 — question paper 2: Listening	20 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 learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: <http://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 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 written and spoken information in Gaelic from the contexts of society, learning, employability, and culture
- ◆ applying language skills to use detailed written and spoken language in Gaelic from the contexts of society, learning, employability, and culture

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.

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.

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 Writing'. Component 2 comprises a question paper titled 'Listening'. Component 3 comprises a performance titled 'Talking'.

Component 1 — question paper: Reading and Writing

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

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

- ◆ understand detailed written language and significant ideas/information and supporting details from the contexts of: society, learning, employability, or culture
- ◆ extract the main points of texts
- ◆ use detailed written language in Gaelic
- ◆ apply knowledge and understanding of Gaelic

This question paper will have 50 marks out of a total of 100 marks. This is 50% of the overall marks for the Course assessment.

This question paper has two Sections.

Section one, titled 'Reading', will have 30 marks.

Learners will read three texts of equal length in Gaelic. Each text will be taken from a different context: society, learning, employability or culture and will be followed by questions in English.

Learners will respond to the questions in English. Marks for the questions on each text will come to a total of 10. Learners may use a dictionary and glossary (if appropriate).

Section two, titled 'Writing', will have 20 marks.

Learners will produce one written text in response to a job advert stimulus supported by six bullet points which the learner must address. Four of the bullet points are common and are predictable but there will be two additional bullet points that are linked to the specific context. Learners may use a dictionary.

Component 2 — question paper: Listening

The purpose of this question paper is to allow learners to demonstrate challenge and application in the skill of listening.

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

- ◆ understand detailed spoken language in Gaelic from the contexts of: society, learning, employability, or culture
- ◆ select relevant information
- ◆ apply knowledge and understanding of Gaelic

This question paper will have 20 marks out of a total of 100 marks. This is 20% of the overall marks for the Course assessment.

Learners will listen to one monologue in Gaelic, and respond to questions worth 8 marks and one short conversation in Gaelic, with questions worth 12 marks. The texts will be linked thematically and will be based on the context which was not sampled in the reading texts. The questions will be in English and learners will respond in English.

Component 3 — performance: Talking

The purpose of this performance is to carry out a spoken presentation and conversation in Gaelic from one of the following contexts: society, learning, employability, or culture.

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

- ◆ the ability to use detailed 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. This is 30% of the overall marks for the Course assessment.

This performance has one Section.

Learners will deliver a presentation in Gaelic and will take part in a natural conversation with the teacher/lecturer in Gaelic. 10 marks will be awarded for the presentation. The presentation and conversation will be from one of the following contexts: society, learning, employability, and culture. 15 marks will be awarded for the conversation and 5 marks for the ability to sustain a natural conversation.

Setting, conducting and marking of assessment

Question paper — Reading and 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 30 minutes.

Question paper — Listening

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 30 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 SQA.

Conducting the assessment

Conducted under a high degree of supervision and control.

Learners will complete this performance in approximately 5–7 minutes and under controlled conditions.

The performance will be recorded.

Further mandatory information on Course coverage

The following table gives further details of mandatory skills, knowledge and understanding for the National 5 Gaelic (Learners) Course. Course assessment will involve sampling 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 National 5 level where appropriate.

Components 1 and 2: Reading and Writing; Listening

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

Component 3: Performance: Talking

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

Grammar grid (productive: Talking and Writing)

Verbs

	National 3	National 4	National 5	Higher	Advanced Higher
Person	The person involved is indicated clearly by pronoun/noun. Meaning of the verb is clear.	Notion of endings of verbs for regular verbs and common irregular verbs. Person must be clear from the verb if the language does not usually use pronouns.		Less common irregular verbs.	
Time	Notion of time may be unclear from the verb. Other time words may make timing obvious.	Notion of present, future and past time clear from verb (though may be very inaccurate in form). Increasing accuracy of form in regular and then common and less common irregular verbs.	Generally recognisable forms of: <ul style="list-style-type: none"> ◆ present ◆ immediate future (or future) ◆ completed past ◆ continuous past 	Future Pluperfect (or equivalent)	Other past tenses
Mood/modality	Notions of volition (<i>would like to...</i>); being able to; imperatives (<i>must do something...</i>) as learned in common phrases.	Some manipulation of verbal forms.	Control of modal verbs in common tenses. (Verbs) expressing beliefs, opinions. Conditional tense or equivalent. (if relevant)	(Verbs) expressing feelings, hopes. Reporting others' views, speech.	Modals in less common tenses. Subjunctive forms.
Commands	Common singular/plural commands.	Command rules for common irregular/regular verbs.			

Nouns

	National 3	National 4	National 5	Higher	Advanced Higher
Gender		Notion of gender; most common words remembered.	Some conventions of gender, individual nouns showing increasing accuracy.		→
Number	Singular/plural indicated by noun, or article or number or ending for common words.	Common irregular plurals.	Rules of plural forms.		→
Case	←-----	If relevant, case made evident enough to give clear meaning by the noun or article as necessary.	Concept of case shown by noun or modifier as appropriate.		→

Pronouns

Subject/ Object	(See person of verb above.) If relevant, able to distinguish <i>I/you/we/one</i> as subject or object.	Subject and direct object pronouns (all).	Indirect object pronouns (as relevant in the language).		→
Reflexive	←-----	Common reflexive verbal forms with pronouns as learned phrases.	Reflexives with common verbs in appropriate tenses.		→
Emphatic	First/second person.	→	All persons.		→
Relative				Common relative pronouns, in different cases as relevant.	→ Less common relative pronouns.
Position		Notion of position of direct or indirect pronouns (NB commands).	Notion of rules where more than one pronoun is involved.		→

Adjectives

	National 3	National 4	National 5	Higher	Advanced Higher
Rules of agreement		Notion of agreement and common forms – regular plus some irregular.	Increasing irregular forms or ending rules for case as relevant.	→	→
Rules of position		Notion of position of adjectives.	Rules of position.	→	→
Possessives	<i>My/Your.</i>	Indication of possessive for all persons.	Agreements as appropriate.	→	→
Comparative/ Superlative	Indication of comparative.	→	Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	→

Adverbs

Rules of order			Notion (where relevant) of rules of order.	→	→
Comparative/ Superlative	Indication of comparative.	→	Common irregular comparatives Notion of superlatives.	Less common comparatives and superlatives.	→

Prepositions

	National 3	National 4	National 5	Higher	Advanced Higher
		Notion that prepositions may change case/form of noun/ article, etc, as relevant.	Most common prepositional effects.	Less common prepositional effects.	→ → →

Other

		Key concepts of grammatical features of any language not definable by the foregoing categories should be handled in similar ways in a continuum through Intermediate 1 to Advanced Higher, as appropriate.			→
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Administrative information

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History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
1.1	Further information and clarification on scope and structure of the question paper/ performance given in the 'Structure and coverage of Course assessment' section; correction of Course Codes; redistribution of marks; Question Paper descriptors updated; further Mandatory information adapted	Qualifications Development Manager	June 2013
2.0	Number of Components updated from 2 to 3 in Course assessment structure, and Structure and coverage sections. Timing of Listening paper extended to 30 minutes in Setting, conducting and marking of assessment section.	Qualifications Manager	April 2015
3.0	Removed references to overall purpose questions.	Qualifications Manager	January 2017

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