

National 3 Gaelic (Learners) Course Support Notes



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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Gaelic (Learners) Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Added Value Unit Specification* and the Unit Specifications for the Units in the Course.

Course Support Notes are not mandatory but provide advice and guidance on approaches to delivering and assessing the Course.

General guidance on the Course

Aims

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- ◆ read, listen, talk and write in Gaelic, as appropriate to purpose, audience and context
- ◆ understand and use Gaelic, as appropriate to purpose, audience and context
- ◆ apply basic knowledge of Gaelic

Progression into this Course

Entry to this Course is at the discretion of the centre.

Skills, knowledge and understanding covered in this Course

The following summarises the skills, knowledge and understanding from the mandatory content of the Course:

- ◆ reading, listening, talking, and writing skills in Gaelic in the contexts of society, learning, employability, and culture
- ◆ basic knowledge of simple language required to understand and use Gaelic
- ◆ applying basic grammatical knowledge

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Course assessment evidence will be generated in the following contexts: society, learning, employability, and culture.

Progression from this Course

Completion of this Course or any of its component Units may provide progression to:

- ◆ National 4 Gaelic (Learners) Course or relevant component Units
- ◆ Modern Languages for Life and Work Award (SCQF level 4)
- ◆ Modern Languages for Work Purposes Units (SCQF levels 3 or 4)
- ◆ further study or training

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy — the skills, knowledge and understanding should be applied to new content and contexts to enrich the learning experience. This is for Centres to manage.

The National 3 Gaelic (Learners) Course forms a hierarchy with the National 4 Gaelic (Learners) Course and the National 5 Gaelic (Learners) Course. These Courses follow a similar structure in terms of Outcomes and Assessment Standards but differ in the degree of difficulty and complexity from one level to the next. This structure aims to facilitate bi-level teaching and enables learners to gain recognition for their best achievement. Learners may achieve and be certificated for Courses or Units at the level above or below.

Evidence should satisfy the Assessment Standards at the appropriate level.

Further information on this hierarchy is given in Appendix 4.

National 3	National 4	National 5
Understanding Language	Understanding Language	Understanding Language
Using Language	Using Language	Using Language
	Added Value — Assignment	Course assessment

Approaches to learning, teaching and assessment

The National 3 Gaelic (Learners) Course will be delivered in a variety of settings, for example, school, college or life-long learning contexts. Practitioners will use their professional judgement in designing and delivering the Course so that it is appropriate, relevant and motivating for individual learners.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Course Assessment evidence will be generated in the following contexts; society, learning, employability and culture. Centres will choose a variety of topics which are engaging and meaningful for learners. It is particularly important that topics are delivered at an appropriate level and that learners are encouraged to engage with topics in different ways at different levels. Suggested topics and topic development are contained in the Context Table (Appendix 2). This table also gives examples of suggested learner transactions for each topic.

The National 3 Gaelic (Learners) Course offers many opportunities for personalisation and choice. Some examples include:

- ◆ learners choose contexts and topics for Unit activities
- ◆ learners are given choices in day-to-day delivery of the Course where appropriate, for example, choosing a partner for a conversation
- ◆ individualised feedback to learners
- ◆ learners create their own learning targets/plans for their language learning
- ◆ providing differentiated materials and approaches
- ◆ choosing the most appropriate assessment methods and points of assessment for individual learners

During the course of their language learning, learners should be given the opportunity to:

- ◆ enhance their communication skills through the consistent development of the skills of listening, talking, reading and writing
- ◆ develop a knowledge of the structure of the modern language and how it relates to their own
- ◆ raise their awareness of other cultures and international citizenship
- ◆ develop generic skills such as working with others, research skills, skills in presenting information and IT skills

Where resources permit, centres should use technology as much as possible to support learning, teaching and assessment. For the National 3 Gaelic (Learners) Course, this could include:

- ◆ compiling and maintaining e-portfolios
- ◆ web-based research, for example, as part of understanding language unit

- ◆ interactive language tasks such as cloze passages in electronic format
- ◆ listening and responding to and/or creating podcasts
- ◆ games-based learning
- ◆ using chat rooms for discussion
- ◆ using virtual learning environments
- ◆ video conferencing
- ◆ use of language-based websites to develop learners' vocabulary
- ◆ use of websites to record the spoken language to create an interactive question/answer learning experience.
- ◆ submission of assessed work through VLE/e-mail
- ◆ e-twinning, for example mailing pen pals

Generating evidence

Assessment approaches should aim to help learners to progress through the Course at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Units in the Course to observe learners providing evidence which satisfies, completely or partially, a Unit or Units. This is naturally occurring evidence.

The table below contains examples of suggested activities within each of the four contexts which could generate naturally occurring assessment opportunities:

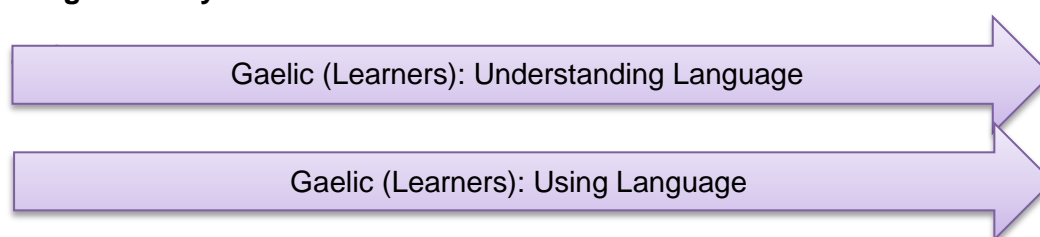
Context	Task/activity	Understanding Language Unit (Outcome 1)	Understanding Language Unit (Outcome 2)	Using Language Unit (Outcome 1)	Using Language Unit (Outcome 2)
Society	Learners focus on football (or an alternative sport)	Learners could read news articles or web pages about football and show understanding	Learners could role play a player/fan conversation (listening)	Learners could role play a player/fan conversation (talking)	Learners might write a description of their favourite player
Culture	Learners watch a film in Gaelic	Learners might read reviews of the film and show understanding of the review	Learners could answer questions as part of a conversation about the film to show understanding	Learners could contribute within a group discussion about the film	Learners might write brief reviews of the film in Gaelic
Learning	Learners participate in an e-twinning arrangement with a partner school	Learners could read pen pal replies and respond to show understanding	Learners might participate in an internet voice call with a pen pal (listening)	Learners might participate in an internet voice call with a pen pal (talking)	Learners could write e-mails to pen pals in Gaelic

Employ-ability	Learners explore what it is like to work by researching a specific job	Learners might read texts about jobs and show understanding of the information they read	Learners could respond in a conversation about the job they have researched	Learners might give brief presentations about the job they have researched	Learners could write summaries of their research
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Integration and sequencing of Units

The National 3 Gaelic (Learners) Course contains skills which should be taught in an integrated way. The amount of time spent on each of the skills and each of the Units will depend on the needs of the learners and their prior skills, knowledge and understanding. For example, activities/programmes of work could integrate reading and writing and will contain opportunities to integrate listening and talking in transactions/conversations. Where Units are being delivered in an integrated way, there is still scope to focus on specific skills at appropriate points. Assessment will occur at appropriate points during the Course.

The diagram below shows Units being delivered ‘in parallel’ and in an integrated way:



Integrated approaches to assessing listening and talking

The integration of listening and talking activities will allow learners to develop both their listening and talking skills in the context of ‘natural’ conversations/transactions.

This type of integration can:

- ◆ develop the learners’ skills in a realistic communicative situation
- ◆ reinforce and consolidate listening and talking skills
- ◆ reduce the burden of assessment
- ◆ motivate learners by providing meaningful and relevant listening and talking activities

Learners will develop talking skills by contributing within conversations. They can develop listening skills by responding within the same conversations. This approach can reduce the amount of assessment as learner responses can provide evidence of both listening and talking. Learners could listen to/within:

- ◆ transactions/conversations
- ◆ discussions
- ◆ role plays
- ◆ audio materials

Learners should be prepared for any integrated activity so that they are aware of the purpose of the activity and of their role within the interaction/discussion.

Suggested transactions for each context are contained in the table below. All the Assessment Standards should be satisfied if the evidence is to be used for both listening and talking.

Suggested transactions/conversations	Assessment Standards for listening and talking
<p>Society Learners listen to learners talking in Gaelic about aspects of living in another part of the country. They then participate in conversations in Gaelic with the teacher about the same aspects in their own part of the country.</p> <p>Employability Learners participate in role plays in Gaelic as tourist/train guard.</p> <p>Learning A group of learners listens to a webcast about schools/colleges in another part of the country and then carry out paired conversations in Gaelic asking each other about information in the webcast.</p> <p>Culture In Gaelic, learners discuss music, asking each other's' opinions about the music.</p>	<p>Oral responses demonstrate the learner's ability to:</p> <p>1.1 use simple ideas and content 1.2 apply knowledge of simple language 1.3 convey meaning to a sympathetic listener</p> <p>2.1 identify overall purpose and some main points 2.2 apply basic knowledge of Gaelic</p>

Integrated approaches to assessing reading, writing, talking and listening

Integration can also be used to combine the assessment of other language skills in the following ways:

- ◆ oral response/s to reading can provide evidence for reading and talking
- ◆ written responses to listening can provide evidence for listening and writing
- ◆ written responses to reading can provide evidence for reading and writing

Some suggested approaches to integrating reading, writing, talking and listening are shown in the table below.

Suggested activities	Assessment evidence	Can provide evidence for Understanding Language Unit	Can provide evidence for Using Language Unit
<p>Society Learners read a news item about an event, then answer questions on the news item in a conversation in Gaelic.</p>	Oral responses in Gaelic	Some/all of the Assessment Standards for Reading	Some/all of the Assessment Standards for Talking
<p>Employability Learners listen to a podcast about youth unemployment in another part of the country and talk about what they have heard in paired conversations in Gaelic.</p>	Oral report in Gaelic	Some/all of the Assessment Standards for Listening	Some/all of the Assessment Standards for Talking
<p>Learning A learner reads an e-mail from a learner in another part of the country and writes a reply in Gaelic.</p>	E-mail in Gaelic	Some/all of the Assessment Standards for Reading	Some/all of the Assessment Standards for Writing
<p>Culture A learner listens to an actor from another country where Gaelic is spoken talking about his/her work. The learner then writes about the actor in Gaelic for the college website.</p>	Written description in Gaelic	Some/all of the Assessment Standards for Listening	Some/all of the Assessment Standards for Writing

The following illustrations show how integrated assessment evidence can be generated using a thematic/topic approach.

Illustration A (Context — culture)

The writing evidence in the following example can also provide assessment evidence for reading:

Tourist attractions

As part of a tourism topic, learners visit a local tourist information office and collect leaflets in Gaelic. On their return to school, they choose a local place of interest/tourist attraction and make notes about it. They produce a simple guide in Gaelic about their chosen attraction. These are collated to produce a tourist leaflet/website about the local area.

Integrated assessment evidence — reports (writing and reading)

Illustration B (Context — culture)

The talking evidence in the following example can also provide evidence for listening:

In a restaurant

Learners visit a local restaurant and listen to interactions in Gaelic. At school, they participate in role plays, as waiter and customer.

Their contributions can be assessed as examples of both listening (has the 'waiter' understood the customer's order and what has been asked for?) and talking (has the 'customer' given detailed information and used a clear structure for the interaction?).

Integrated assessment evidence — contributions and responses (listening and talking)

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen and talk and read in Gaelic.

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

The table below provides some suggested opportunities of how these skills can be further developed within the Course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p>4.6 Citizenship</p> <p>Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>	<p>Learners will learn about the culture, customs, practices and beliefs in another country and will develop their language skills and knowledge in another language. The contexts of society, learning, employability and culture within the Course will develop learners' understanding of citizenship issues in another country as well as encouraging understanding of their own culture and community.</p>
<p>5.3 Applying</p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>	<p>Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will use what they know already, for example, when they use a familiar structure for a role play but use different content/context. Learners will also develop the ability to plan, organise and complete tasks when they undertake language activities, for example, creating a web page in Gaelic.</p>

Equality and inclusion

When delivering this Course and its component Units, teachers and lecturers should develop learning and teaching materials which reflect the diversity of our society, which do not reinforce prejudices and avoid stereotyping people. Learning activities should actively promote equality and provide opportunities to explore diverse lifestyles and cultures. Clear language should be used to allow learners whose first language is not English to understand materials.

Inclusive approaches in the National 3 Gaelic (Learners) Course include:

- ◆ ensuring that texts are inclusive, unbiased and gender/age-appropriate
- ◆ overcoming potential barriers to learning by providing alternative teaching and learning resources and approaches and by making alternative assessment arrangements for learners
- ◆ being aware of cultural considerations, for example in group discussion
- ◆ responding to the needs of individual learners by using support strategies
- ◆ differentiating resources and approaches eg by adapting texts

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website:

www.sqa.org.uk/sqa/14977.html

Editions of Gaelic Orthographic Conventions in both English and Gaelic can be found at: <http://www.sqa.org.uk/sqa/38390.html>

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA’s website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)

Appendix 2: Contexts, suggested topics and suggested topic development

Assessment evidence for the Course will be generated in the contexts of society, learning, employability and culture.

The following table contains suggested topics within these contexts and how they might be developed.

Suggestions are also given for how these topics might be developed by learners in transactions/conversations.

Contexts	Suggested topics	Suggested topic development	Suggested transactions/conversations
Society	Family and friends	My family and friends	Asking about family members/friends, eg age, appearance, qualities
	Lifestyle	My interests/hobbies	Talking in pairs about interests/hobbies
	Media	TV, cinema, music, computer, computer games	Buying/ordering tickets, talking in pairs about experiences
	Global languages	Where languages are spoken	Talking to a learner in another country
	Citizenship	My roles and responsibilities, being a global citizen	Conversation with a learner in another country
Learning	Learning in context	Learning a language, learning/education in another country	Conversation with another learner about school in another country
	Education	Aspects of school/college, likes and dislikes	Asking for information in college reception
Employability	Jobs	My future plans, jobs	Phone call replying to an advert
Culture	Planning a trip	Destinations, journeys, facilities	Travel <ul style="list-style-type: none"> ◆ asking for directions ◆ requesting

			<p>information about travel</p> <ul style="list-style-type: none"> ◆ reporting problems with a vehicle <p>In the tourist office</p> <ul style="list-style-type: none"> ◆ requesting information ◆ seeking accommodation ◆ asking the way <p>At a hotel/youth hostel/campsite</p> <ul style="list-style-type: none"> ◆ booking accommodation ◆ requesting items ◆ making enquiries
	Aspects of other countries	Lifestyles, customs, traditions	<p>Eating out</p> <ul style="list-style-type: none"> ◆ requesting a table ◆ asking for a menu ◆ placing an order ◆ paying the bill
	Celebrations, events	Special events, birthdays, holidays	<p>Shopping</p> <ul style="list-style-type: none"> ◆ greeting ◆ asking for information ◆ paying for the item
	Culture of another country	The arts, simple fiction, eg poems, songs, stories, film	<p>Ordering/buying tickets, talking in pairs about a film in Gaelic</p>

Appendix 3: Suggested web resources

Suggested web resources for teachers and learners are contained in the table below.

Organisation/website	Brief description
The British Council	Advice on school partnerships
The British Council	Advice on e-twinning
The British Council	General resources and advice
The Big Challenge Club	Pen-pal club
E-pals	Pen-pal club
Languages without limits	Support for language teachers
Education Scotland	Resources for teaching languages
Film in Language Teaching Association	Using film — resources and advice
SCILT	Scotland's National Centre for Languages
SALT	Scottish Association for Language Teaching
Languages on Screen	short films for free download
BBC Learning Zone	Video and audio teaching resources
Language at Work	Video case studies
Linguacast	Podcasts for language learning
Universed	Podcasts for language learning
Links into Languages	Materials for language teaching
Europarl	European Parliament TV channel

Appendix 4: Progression (National 3 into National 4)

The following tables show the progression between Outcomes and Assessment Standards at National 3 and National 4 levels

<p>Outcome 1 The learner will:</p> <p>1 Understand simple written language by:</p> <p>1.1 identifying overall purpose and some main points 1.2 applying basic grammatical knowledge</p>	<p>Outcome 1 The learner will:</p> <p>1 Understand straightforward written language by:</p> <p>1.1 identifying overall purpose and main points 1.2 applying knowledge of Gaelic</p>
<p>Outcome 2 The learner will:</p> <p>2 Understand simple spoken language by:</p> <p>2.1 identifying overall purpose and some main points 2.2 applying basic knowledge of Gaelic</p>	<p>Outcome 2 The learner will:</p> <p>2 Understand straightforward spoken language by:</p> <p>2.1 identifying overall purpose and main points 2.2 applying knowledge of Gaelic</p>
<p>Outcome 1 The learner will:</p> <p>1 Use simple spoken language in conversations by:</p> <p>1.1 using simple ideas and content 1.2 applying knowledge of simple language 1.3 conveying meaning to a sympathetic listener</p>	<p>Outcome 1 The learner will:</p> <p>1 Use straightforward spoken language in conversations by:</p> <p>1.1 using relevant ideas and content 1.2 applying knowledge of straightforward language 1.3 conveying meaning to a sympathetic listener</p>
<p>Outcome 2 The learner will:</p> <p>2 Use simple written language by:</p> <p>2.1 using simple ideas and content 2.2 applying knowledge of simple language 2.3 communicating with sufficient accuracy</p>	<p>Outcome 2 The learner will:</p> <p>2 Use straightforward written language by:</p> <p>2.1 using relevant ideas and content 2.2 applying knowledge of straightforward language 2.3 communicating with sufficient accuracy</p>

Administrative information

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History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Gaelic (Learners): Understanding Language (National 3)



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Introduction

These Support Notes provide advice and guidance to support the delivery of the Gaelic (Learners): Understanding Language (National 3) Unit. They are intended for teachers and lecturers who are delivering the Unit.

They should be read in conjunction with the:

- ◆ National 4 Gaelic (Learners) Course Specification
- ◆ Gaelic (Learners): Using Language (National 3) Unit Specification
- ◆ Gaelic (Learners): Understanding Language (National 3) Unit Specification
- ◆ Gaelic (Learners): Using Language (National 3) Unit Support Notes

So that skills can be integrated, the Understanding Language (National 3) Unit will normally be delivered in conjunction with the Using Language (National 3) Unit. Further advice and guidance on the integration of skills is contained in the National 3 Gaelic (Learners) *Course Support Notes*.

Unit Support Notes are not mandatory but provide advice and guidance on approaches to delivering and assessing the Course.

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with the opportunity to develop listening and reading skills in Gaelic, and to develop their knowledge of simple language in the contexts of society, learning, employability and culture.

Learners who complete this Unit will be able to:

- 1 Understand simple written language in Gaelic
- 2 Understand simple spoken language in Gaelic

This Unit is a mandatory Unit of the National 3 Gaelic (Learners) Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the National Assessment Resource.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is contained in the Unit Specification and in the Course Support Notes for National 3 Gaelic (Learners).

Unit assessment evidence will be generated in the following contexts; society, learning, employability and culture.

Suggested topics and suggested topic development are contained in the Contexts, Topics and Topic Development Table (Appendix 2).

Progression from this Unit

Completion of this Unit may provide progression to:

- ◆ National 4 Gaelic (Learners) or any relevant component Units
- ◆ Gaelic (Learners) for Work Purposes Units (SCQF level 4)
- ◆ National 3 Modern Languages in another modern language
- ◆ Gaelic (Learners) for Life and Work Award (SCQF levels 3 or 4)

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the Gaelic (Learners): Understanding Language (National 3) Unit.

The Gaelic (Learners); Understanding Language (National 3) Unit offers many opportunities for personalisation and choice. Some examples include:

- ◆ learners choose contexts and topics for reading and listening
- ◆ learners are given choices where appropriate, for example, choosing texts to listen to/read
- ◆ individual feedback to learners about their reading and listening
- ◆ learners create their own learning targets/plans for their reading and listening skills
- ◆ providing differentiated materials and approaches for reading and listening
- ◆ choosing the most appropriate assessment methods and points of assessment for reading and listening for individual learners

Responses which show understanding can be in oral, written or other forms. Only oral or written responses can be used as integrated assessment evidence. Learners can show understanding in a variety of ways, for example:

- ◆ making an item according to instructions written in Gaelic
- ◆ drawing a graph which uses information from a news article in Gaelic
- ◆ making a poster based on web research in Gaelic

Generating Evidence

Assessment approaches should aim to help learners to progress through the Course at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Units in the Course to observe learners providing evidence which satisfies, completely or partially, a Unit or Units. This is naturally occurring evidence.

The table below contains examples of suggested activities within each of the four contexts which could generate naturally occurring assessment opportunities:

Context	Topic/activity	Understanding Language Unit	Understanding Language Unit
Society	Health Learners focus on aspects of health in another part of the country	Learners could read news articles or web pages about healthy lifestyles in another part of the country and show understanding	Learners could role play a health club receptionist/customer conversation (listening)

Culture	Film Learners listen to a radio play in Gaelic	Learners might read reviews of the play and show understanding of the review	Learners could answer questions as part of a conversation about the play to show understanding
Learning	Learning a language Learners have conversations in Gaelic about learning a language and also write evaluations of their language learning experiences in Gaelic	Learners could read peers' evaluations and respond to show understanding	Learners take part in role play conversations (listening)
Employability	Working/living in a developing country Learners explore the qualities needed to work/live in a developing country where Gaelic is spoken by researching using the internet	Learners might read texts about working/living in a developing country and show understanding of the information they read	Learners could respond in a conversation about these qualities

Reading

Learners can develop their reading skills by reading a variety of written, digital and multimodal texts in a variety of styles, genres and layouts such as informational texts, fiction, brochures, instructions, leaflets, reports, news items, descriptions, recipes, letters, web pages, timetables.

Learning and teaching activities which can support learners in reading texts include

- ◆ building up vocabulary, for example, by creating word banks for specific activities
- ◆ drawing on knowledge of English and Gaelic to assist understanding
- ◆ making effective use of reference materials such as word glossaries and bilingual dictionaries
- ◆ applying knowledge and understanding of grammar and language structures to assist comprehension
- ◆ 're-cycling' ideas and structures to use in other skill areas, such as talking
- ◆ skimming texts to find key ideas or information
- ◆ planning for reading, for example, predicting what language/ideas a passage may contain from the title

Examples of reading activities could include:

- ◆ reading a text and finding information
- ◆ highlighting specific language or ideas in a passage
- ◆ answering questions on a text
- ◆ using information from the text to write or talk
- ◆ discussing the ideas in the text with other learners
- ◆ comparing and contrasting texts

The table below contains examples of learner evidence for reading and how this might satisfy the Assessment Standards. Learners can use a bilingual dictionary or a glossary of terms.

Reading – examples of suggested assessment evidence

Outcome 1 Assessment Standards	Context and suggested topic	Assessment evidence
1.1 identifying overall purpose and main points 1.2 applying knowledge of Gaelic	Society — news article in Gaelic about how new year is celebrated in another part of the country	Learners show understanding by answering questions about the purpose of the news article and selecting information from the article (where answers are written in Gaelic, these could provide evidence for writing)
1.1 identifying overall purpose and main points 1.2 applying knowledge of Gaelic	Employability — a job advertisement in Gaelic	Learners make a phone call after reading an advertisement in Gaelic. During the phone call, they show understanding of the purpose and the information in the advertisement (where the phone call is made in Gaelic, this could also provide evidence for talking)
1.1 identifying overall purpose and main points 1.2 applying knowledge of Gaelic	Learning – a college timetable in Gaelic for a student in another country where Gaelic is spoken	Learners describe the student’s college week, showing understanding of the timetable information (if the description is written in Gaelic, this could provide evidence for writing)
1.1 identifying overall purpose and main points 1.2 applying knowledge of Gaelic	Culture — a recipe in Gaelic	Learners make the dish from the recipe, showing understanding of the information in the recipe

Combining assessment

Advice and guidance on combining:

- ◆ reading and writing
- ◆ reading and talking

is contained in the National 3 Gaelic (Learners) *Course Support Notes*.

Listening

Evidence of listening can be gathered from learners' interactions, such as conversations and discussions. Responses will be in English if the learner is listening, for example, to audio, moving image, web-based or other digital media. Where learners respond in conversations, their responses will be in Gaelic.

Conversations provide meaningful and realistic listening opportunities and can also be used as the contexts for integrated assessment with talking, as in the tourist/hotel receptionist example below.

Learners could listen to:

- ◆ transactions/conversations
- ◆ discussions
- ◆ interviews
- ◆ role plays
- ◆ audio materials

Learning and teaching activities which can support learners in listening include:

- ◆ being aware of the pronunciation of individual sounds, words and phrases
- ◆ having an awareness of register and intonation patterns, for example, recognising the difference between a statement and a question
- ◆ recognising the expression of emotions through language such as humour, happiness, enthusiasm, sadness, anger, annoyance
- ◆ listening to and understanding what someone is saying to them and responding appropriately
- ◆ recognising body language and facial expression to help understanding
- ◆ focussing on and picking out key information
- ◆ recognising useful vocabulary and ideas which can be developed and used in other contexts, for example, by note-taking
- ◆ listening for enjoyment, for example, giving a reaction to a television programme or podcast

The table below contains examples of learner evidence and how this might satisfy the Assessment Standards. Learners can use a bilingual dictionary or a glossary of terms.

Listening – examples of assessment evidence

Outcome 2 Assessment Standards	Context and suggested topic	Assessment evidence
2.1 identifying overall purpose and main points 2.2 applying knowledge of Gaelic	Society — individual talk giving opinions by exchange student in Gaelic	Learners listen to an exchange student talking in Gaelic about what he/she feels about his/her home town and, following the talk, show understanding of the student's opinions in a paired conversation. (Where learners' conversations about the talk are in Gaelic, these could also provide evidence for talking)
2.1 identifying overall purpose and main points 2.2 applying knowledge of Gaelic	Employability — learner participates in an imagined role play in Gaelic as tourist/hotel receptionist	Learners listen and respond within the role play, showing understanding of what is said/asked about accommodation/facilities (Learners' contributions/responses could also provide evidence for talking)
2.1 identifying overall purpose and main points 2.2 applying knowledge of Gaelic	Learning — conversations in Gaelic with learners in a partner school	Learners carry out internet voice calls to students in the partner school, showing understanding of what is said/asked about the school (Learners' contributions/responses could also provide evidence for talking)
2.1 identifying overall purpose and main points 2.2 applying knowledge of Gaelic	Culture — watching/listening to a film in Gaelic	Learners watch and listen to a film, showing understanding of what is said by talking to each other about the characters. (Where learners' conversations about the film are in Gaelic, these could also provide evidence for talking)

Combining assessment

Advice and guidance on combining

- ◆ listening and writing
- ◆ listening and talking

is contained in the National 3 Gaelic (Learners) *Course Support Notes*.

Generating evidence for reading and listening

Assessment approaches should aim to help learners to progress through the Unit at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Units to observe learners providing evidence which satisfies, completely or partially, a Unit or Units. This is naturally occurring evidence.

The contexts used to generate evidence can be the same for both reading and listening. (The contexts can be the same as the contexts used for the Using Language Unit. If the contexts are the same, evidence can be used for both Units.) The following examples show how reading and listening evidence can be generated in the same context. Each of these two contexts could potentially provide the two pieces of learner evidence required for the Understanding Language Unit.

Context — culture

Context/topic	Suggested activities	Suggested assessment evidence
'Focus on Fiction' programme of study	Learners read a simple poem in Gaelic. They read the poem and write answers to questions on it in Gaelic.	Learners' answers could provide evidence for writing AND reading
	Learners listen to a simple story in Gaelic. They talk about their opinions about the story in Gaelic.	Learners' opinions could provide evidence for talking AND listening

Context — society

Context/topic	Suggested activities	Suggested assessment evidence
Tourism – choosing a holiday destination	Learners read a tourism web page in Gaelic. They create a poster which includes information about the destination.	Written information on the poster could provide evidence for writing AND reading
	Learners listen to a speaker talking about the destination in Gaelic. They then carry out interviews in which they ask the speaker questions about the destination.	Learners' questions/contributions could provide evidence for talking AND listening

These two contexts (culture and society) taken together could potentially provide the **four** pieces of learner evidence required for the Using Language and Understanding Language Units.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

When delivering this Course and its component Units, teachers and lecturers should develop learning and teaching materials which reflect the diversity of our society, which do not reinforce prejudices and avoid stereotyping people. Learning activities should actively promote equality and provide opportunities to explore diverse lifestyles and cultures. Clear language should be used to allow learners whose first language is not English to understand materials.

Inclusive approaches in the National 3 Gaelic (Learners) Course include:

- ◆ ensuring that texts are inclusive, unbiased and gender/age-appropriate
- ◆ overcoming potential barriers to learning by providing alternative teaching and learning resources and approaches and by making alternative assessment arrangements for learners
- ◆ being aware of cultural considerations, for example, in group discussion
- ◆ responding to the needs of individual learners by using support strategies
- ◆ differentiating resources and approaches, eg by adapting texts

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html

Editions of Gaelic Orthographic Conventions in both English and Gaelic can be found at <http://www.sqa.org.uk/sqa/38390.html>

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Generating evidence for Reading and Writing – p.26 - now reflects two pieces of evidence needed for Unit	QDM	December 2013

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Unit Support Notes — Gaelic (Learners): Using Language (National 3)



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

Introduction

These Support Notes provide advice and guidance to support the delivery of the Gaelic (Learners): Using Language (National 3) Unit. They are intended for teachers and lecturers who are delivering the Unit.

They should be read in conjunction with the:

- ◆ National 3 Gaelic (Learners) Course Specification
- ◆ Gaelic (Learners): Using Language (National 3) Unit Specification
- ◆ Gaelic (Learners): Understanding Language (National 3) Unit Specification
- ◆ Gaelic (Learners): Understanding Language (National 3) Unit Support Notes

So that skills can be integrated, the Using Language (National 3) Unit will normally be delivered in conjunction with the Understanding Language (National 3) Unit. Further advice and guidance on the integration of skills is contained in Gaelic: National 3 Gaelic (Learners) *Course Support Notes*.

Unit Support Notes are not mandatory but provide advice and guidance on approaches to delivering and assessing the Course.

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with the opportunity to develop talking and writing skills in Gaelic and to develop their knowledge of simple language in the contexts of society, learning, employability and culture.

Learners who complete this Unit will be able to:

1. Use simple spoken language
2. Use simple written language

This Unit is a mandatory Unit of the National 3 Gaelic (Learners) Course and is also available as a free-standing Unit.

Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is contained in the Unit Specification and in the Course Support Notes for National 3 Gaelic (Learners).

Unit assessment evidence will be generated in the following contexts; society, learning, employability and culture.

Suggested topics and topic development are contained in the Contexts, Topics and Topic Development Table (Appendix 1).

Progression from this Unit

Completion of this Unit may provide progression to:

- ◆ National 4 Gaelic (Learners) or relevant component Units
- ◆ Modern Languages for Work Purposes Units (SCQF levels 3 or 4)
- ◆ National 3 Modern Languages in another modern language
- ◆ Modern Languages for Life and Work Award (SCQF level 4)

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching within the Gaelic (Learners): Using Language (National 3) Unit.

The Gaelic (Learners): Using Language (National 3) Unit offers many opportunities for personalisation and choice. Some examples include:

- ◆ learners choose contexts and topics for talking in conversations
- ◆ learners are given choices where appropriate, for example, choosing topics for individual talks
- ◆ individual feedback to learners about their talking and writing
- ◆ learners create their own learning targets/plans for their talking and writing skills
- ◆ providing differentiated materials and approaches for talking and writing activities
- ◆ choosing the most appropriate assessment methods and points of assessment for talking and writing for individual learners

Generating evidence

Assessment approaches should aim to help learners to progress through the Unit at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Units in the Course to observe learners providing evidence which satisfies, completely or partially, a Unit or Units. This is naturally occurring evidence.

The table below contains examples of suggested activities within each of the four contexts which could generate naturally occurring assessment opportunities:

Context	Topic/activity	Using Language Unit	Using Language Unit
Society	Health — Learners focus on aspects of health in another part of the country	Learners could role play a health club receptionist/customer conversation (talking)	Learners might write reports on their own attitudes to health
Culture	Film — Learners listen to a radio play in Gaelic	Learners could contribute to paired conversations about the play	Learners might write brief reviews of the play in Gaelic

Learning	Learning a language — Learners have conversations in Gaelic about learning a language and also write evaluations of their language learning experiences in Gaelic	Learners take part in role play conversations (talking)	Learners write evaluations
Employability	Working/living in a developing country Learners explore the qualities needed to work/live in a developing country where Gaelic is spoken by researching using the internet	Learners might give brief presentations about the qualities needed	Learners could write reflectively about their own attitudes to working/living in another country

Talking

Learning and teaching activities which can support learners in talking include:

- ◆ being aware of the pronunciation of individual sounds and words and making themselves understood when reading aloud or when responding to another person in a conversation or role-play
- ◆ making use of vocabulary and language structures gathered from listening, reading and writing activities
- ◆ developing an awareness of audience and purpose and register
- ◆ developing the use of body language and facial expression to aid communication
- ◆ applying knowledge of grammar and language structures to talk with greater accuracy
- ◆ developing awareness of conventions in conversations such as turn-taking, use of non-verbal conventions and aspects of language such as formality/tone/politeness

Learners may need support in talking, especially where learners lack confidence, and consideration should be given when assessing talking to pair/group dynamics, for example, choice of subject/content/context, room layout, group size, gender and age of the learner. Allowing personalisation and choice in terms of topic, context and audience will support learners.

Learners will be encouraged to communicate clearly and will be given opportunities to practise their talking skills in order to build confidence. Self-evaluation and supportive peer evaluation will support learners in building confidence and identifying areas for improvement.

Examples of talking contexts include:

- ◆ conversation with peers or with a teacher/tutor, ie talking in pairs
- ◆ transactional contexts such as obtaining goods, information or services, for example, role plays
- ◆ group discussions
- ◆ web chats/conferencing
- ◆ internet voice calls

The table below contains examples of learner evidence in different talking contexts and how this might satisfy the Assessment Standards.

Assessment Standards	Context — employability Topic — working in a shop Activity — role play where learner is tourist and teacher is shop assistant	Context — society Topic — sport in another country Activity — small group discussion about sport in another part of the country
1.1 using simple ideas and content	Learner uses simple questions/contributions.	Learner contributes simple questions/responses
1.2 applying knowledge of simple language	Learner uses simple language, pronunciation and uses the appropriate formal register Learner uses simple sentences which make sense	Learner uses simple language, pronunciation and uses the appropriate informal register Learner uses simple sentences which make sense
1.3 conveying meaning to a sympathetic listener	Learner answers simple questions appropriately	Learner contributes and responds to others appropriately

Combining assessment

Advice and guidance on combining:

- ◆ talking and listening
- ◆ talking and reading

is contained in the National 3 Gaelic (Learners) *Course Support Notes*.

Writing

Learning and teaching activities which can support learners in talking include:

- ◆ building up vocabulary, for example, learning linking words and phrases
- ◆ discussing ideas before writing
- ◆ developing extended writing by using linking words and phrases
- ◆ developing understanding of purpose and structure for writing
- ◆ reading successful examples of writing
- ◆ using templates, mind maps and other scaffolding techniques
- ◆ being aware of simple grammatical rules
- ◆ making use of vocabulary and language structures gathered from listening, reading and talking activities
- ◆ developing the use of bilingual dictionaries for support and for checking
- ◆ being aware of the relationship between the spoken and the written word

Learners can develop skills in writing by participating in relevant and realistic activities such as writing a response to an e-mail from a person using Gaelic or completing a form in Gaelic. The relationship between the written and the spoken word is also useful in terms of improving a learner's confidence in writing in Gaelic.

Learners are likely to use simple language to write various types of texts including

- ◆ leaflets
- ◆ simple essays
- ◆ simple reports
- ◆ descriptions
- ◆ opinions
- ◆ evaluations
- ◆ reviews
- ◆ timetables
- ◆ forms
- ◆ invitations
- ◆ e-mails/letters
- ◆ simple fiction, eg poems

Approaches to assessing writing

The table below contains examples of learner evidence in different writing contexts and how this might satisfy the Assessment Standards.

Assessment standards	Context — learning Topic — e-twinning partners Suggested writing activity — e-mail reply to a learner in another school	Context – employability Topic — enterprise event Creating a poster for an event
2.1 using simple ideas and content	Learner gives simple personal responses to questions about family, friends and local area	Learner create posters for an event including factual information
2.2 applying knowledge of simple language	Learner uses appropriate beginning and ending to the e-mail Learner uses simple sentences which make sense, eg using correct word order Learner uses appropriate spelling and punctuation	Learner uses appropriate structure for poster Learner uses appropriate spelling and punctuation Learner uses simple sentences which make sense, eg using correct tenses
2.3 communicating with sufficient accuracy	Learner's reply can be understood	Learner's poster can be understood

Combining assessment

Advice and guidance on combining:

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- ◆ writing and talking
- ◆ writing and listening

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Generating evidence for writing and talking

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Context — culture

Context/topic	Suggested activities	Suggested assessment evidence
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Context — society

Context/topic	Suggested activities	Suggested assessment evidence
Tourism — choosing a holiday destination	Learners read a tourism web page in Gaelic. They create a poster which includes information about the destination.	Written information on the poster could provide evidence for writing AND reading
	Learners listen to a speaker talking about the destination in Gaelic. They then carry out interviews in which they ask the speaker questions about the destination.	Learners' questions/contributions could provide evidence for talking AND listening

These two contexts (culture and society) taken together could potentially provide the **four** pieces of learner evidence required for the Using Language and Understanding Language Units.

Developing skills for learning, skills for life and skills for work

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Equality and inclusion

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Generating evidence for Reading and Writing – pp 37&38 - now reflects two pieces of evidence needed for Unit	QDM	December 2013

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