

National 3 Gàidhlig 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).

Contents

Course Support Notes

Introduction	1
General guidance on the Course	2
Approaches to learning, teaching and assessment	5
Equality and inclusion	10
Appendix 1: Reference documents	11
Administrative information	12

Unit Support Notes — Gàidhlig: Understanding Language (National 3) 13

Introduction	14
General guidance on the Unit	15
Approaches to learning, teaching and assessment	16
Equality and inclusion	17
Appendix 1: Reference documents	18
Administrative information	19

Unit Support Notes — Gàidhlig: Producing Language (National 3) 20

Introduction	21
General Guidance on the Unit	22
Approaches to learning, teaching and assessment	23
Equality and inclusion	24
Appendix 1: Reference documents	25
Administrative information	26

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Gàidhlig Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

They should be read in conjunction with the:

- ◆ National 3 Gàidhlig *Course Specification*
- ◆ Gàidhlig: Understanding Language (National 3) *Unit Specification*
- ◆ Gàidhlig: Producing Language (National 3) *Unit Specification*

General guidance on the Course

Aims

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, reading, talking and writing, in order to understand and use the Gaelic language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to carry out new and more challenging tasks in a variety of situations.

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 listen, read, talk and write in Gaelic, as appropriate to purpose, audience and context
- ◆ the ability to understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language, media and culture
- ◆ the ability to create and produce texts, as appropriate to purpose, audience and context
- ◆ the ability to apply knowledge of language
- ◆ knowledge of Gaelic cultural heritage, and the cultural heritage of others

Progression into this Course

Entry to this Course is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Skills, knowledge and understanding covered in this Course

A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section.

These areas include:

- ◆ listening, reading, talking and writing skills, as appropriate to purpose and audience
- ◆ understanding, analysing and evaluating simple texts, as appropriate to purpose and audience in the contexts of literature, language, media and culture
- ◆ creating and producing simple texts, as appropriate to purpose and audience
- ◆ using knowledge of simple language

- ◆ using basic knowledge of Gaelic cultural heritage and the cultural heritage of others

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Progression from this Course

This Course or its components may provide progression to:

- ◆ other qualifications in Gàidhlig or related areas
- ◆ further study, employment and/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 or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts in order to enrich the learning experience. This is for centres to manage.

In the case of the National 3 Gàidhlig Course, there are important issues to address. While the Course fits into a hierarchy with the National 4 Gàidhlig Course at the level above it, there is a key structural difference between them.

National 3	National 4	National 5	Higher
Understanding Language	Analysis and Evaluation	Analysis and Evaluation	Analysis and Evaluation
Producing Language	Creation and Production	Creation and Production	Creation and Production
Literacy	Literacy		
	Added Value Unit Assignment	Course Assessment	Course Assessment

The above table illustrates the broad hierarchy between National 3 Gàidhlig and National 4 Gàidhlig. However, planning will be required in respect of the following:

- ◆ groups where learners follow Courses which lead to both National 3 Gàidhlig and National 4 Gàidhlig qualifications
- ◆ learners who start a National 4 Gàidhlig Course and are then judged better suited to National 3 Gàidhlig
- ◆ learners who start a National 3 Gàidhlig Course and are then judged better suited to National 4 Gàidhlig

Learners in a bi-level group may follow the same tasks and texts, although the former would differ in depth, difficulty and volume. Care will need to be taken to ensure that learners following a National 3 Gàidhlig Course, in a group working at two levels, will gain experience of different texts in a subsequent National 4 Gàidhlig Course.

Approaches to learning, teaching and assessment

Learners should be given the opportunity to build on prior learning and to increase their knowledge about Gàidhlig.

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.

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.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Enterprise, employability and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

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
1 Literacy	1.1 Reading This may be usefully developed by activities that involve fiction and information texts that develop reading skills through modelled use of skimming,

	<p>scanning and discussion to help learners engage with texts and identify the ideas within them. Activities to support learners in identifying the ideas within texts include:</p> <ul style="list-style-type: none"> ◆ asking and answering questions ◆ comparing and contrasting ◆ sorting and sequencing ◆ summarising and predicting ◆ text completion <p>Learners will also benefit from activities focusing on the audience and purpose of texts.</p> <p>1.2 Writing</p> <p>Learners should be encouraged to plan their writing, by creating mind maps, for example, or through peer discussion where they consider the genre, audience and purpose for their writing. Learners' writing will benefit from:</p> <ul style="list-style-type: none"> ◆ discussing structure and layout ◆ building up sentences, by linking ◆ paragraphing and use of topic sentences ◆ developing vocabulary ◆ developing technical skills in grammar, punctuation and spelling ◆ using writing frames and scaffolding <p>1.3 Listening and talking</p> <p>Wherever appropriate learners should be encouraged to use their language skills in real language situations. These situations, particularly drawn from life and work, may involve activities such as:</p> <ul style="list-style-type: none"> ◆ asking and answering questions ◆ listening for and making comparisons/contrasts ◆ summarising and predicting
<p>4 Enterprise, employability and 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</p>	<p>4.6 Citizenship</p> <p>Learners will learn about contemporary culture and cultural heritage, and will develop their Gaelic language skills and knowledge through the contexts of literature, language, media and culture. The Course will develop learners' understanding of citizenship issues as well as encouraging understanding of their own culture and community.</p>

one's responsibilities within these, and acting responsibly.	
<p>5 Thinking skills</p>	<p>5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task that reflects what may be required by life or work situations.</p> <p>In order to do this in a supported way at this level, learners should be given the chance to work at language tasks which are carefully stepped and, sequenced, allowing them to work from what they know and to apply it to different situations.</p> <p>5.4 Analysing and evaluating Wherever possible, learners should be given the opportunity to practise developing these skills in real communicative contexts. A range of kinds of texts is vital to developing analysing and reevaluating skills in listening and reading in order to develop learners' awareness of such aspects as:</p> <ul style="list-style-type: none"> ◆ gist and effect on audience ◆ distinguishing fact and opinion ◆ discussing simple examples of bias and balance

Combining assessment across Units

The nature and structure of the National 3 Gàidhlig Course lends itself to the integration of assessment of the two Units *Gàidhlig: Understanding Language* and *Gàidhlig: Producing Language*. Lessons or groups of lessons can integrate the two Units by using *Understanding Language* as a stimulus for *Producing Language*; learners can use texts studied in the *Understanding Language* Unit as a source or model for their writing or talking.

The following examples illustrate ways of combining assessment across all three of the Units.

Using film and television media as text

Assessment and course design should make the most of opportunities to bring together all four Outcomes in the learning experiences being undertaken by the learner. Using a media text such as a short film, a class could read the film as a text, identifying purpose, audience and language. The learner could then go on to discuss the film in a small group and, by communicating their thoughts on the film, would be engaged in satisfying Outcome 2 of *Producing Language*. If they then went on to gather their thoughts in Writing, they would satisfy Outcome 1 of both *Producing Language* and *Understanding Language*.

Using local and topical issues as a stimulus to production

At National 3 learners may engage in activities that tap into the world around them for stimulus and as a context for their reading, writing, talking and listening. A local environmental concern could be used for Reading the various points of view (*Understanding Language Outcome 1*) and Listening (*Outcome 2*) to people expressing their thoughts about the issue. This can be analysed and responded to in terms of its effectiveness, language and purpose, and has scope for involving aspects of the local community in a real experience of the use of language.

Using real contexts, the building blocks of effective communication may be learned where their use can be seen as having a direct impact on the learner's ability to put across their ideas and thoughts.

The learner's response could involve their own written and spoken opinion on the subject which would evidence meeting Outcomes in both Units.

Two examples of a media/language study

Example 1

A review of a TV programme from a newspaper, magazine or website may be used to provide a text for learners to understand and respond to.

Learners' responses may take the form of a review, either written or oral, achieving both *Understanding Language Outcome 1* and *Producing Language Outcome 2*.

Example of assessment evidence arising from activities:

Task/activity	Reading assessment opportunities	Listening assessment opportunities	Writing assessment opportunities	Talking assessment opportunities
Learners review a TV programme	Learners read a review as a model for the activity	Learners listen to and watch a TV programme and make notes	Learners produce a piece of discursive writing in the form of a review	Learners present a review/contribute to a group discussion of it

Example 2

Learners study two newspaper reports of the same event **or** two websites conveying differing opinions.

Learners evaluate these contrasting views. Learners then write a newspaper report **or** create a web page.

Examples of assessment evidence arising from activities:

Task/activity	Reading assessment opportunities	Listening assessment opportunities	Writing assessment opportunities	Talking assessment opportunities
Learners read texts followed by a group discussion and writing	Learners analyse and evaluate by answering questions on the texts	Learners listen and respond in a group discussion	Learners write a short piece in an agreed style (report or web page)	Learners contribute to a group discussion

In both these media/language study examples, the Outcomes of the *Gàidhlig: Literacy* Unit may also be overtaken as the writing involved is functional and the reading is of informational text.

Gàidhlig: Literacy (National 3) Unit

Literacy Outcomes may be overtaken at the same time as those of other Units of the Course.

For further detail about this Unit, please consult the corresponding section of the *Literacy Unit Support Notes*.

Equality and inclusion

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 the SQA website:
www.sqa.org.uk/sqa/14977.html.

Alternative approaches to Unit assessment can be used to take account of the specific needs of learners. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will in fact generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled learners 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 3: A framework for Learning and Teaching*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ 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*](#)

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 — Gàidhlig: Understanding Language (National 3)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Gàidhlig: Understanding Language* (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

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 the contexts of literature, language, media and culture. Learners develop the skills needed to understand, analyse and evaluate simple texts.

Learners who complete this Unit will be able to:

- ◆ understand, analyse and evaluate simple spoken Gaelic language
- ◆ understand, analyse and evaluate simple written Gaelic texts

Progression into this Unit

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Gàidhlig *Course Support Notes*.

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.

Progression from this Unit

Progression from the *Gàidhlig: Understanding Language* (National 3) Unit includes opportunities for vertical and lateral progression to:

- ◆ Gàidhlig: Analysis and Evaluation (National 4) Unit
- ◆ Gàidhlig: Producing Language (National 3) Unit
- ◆ Gàidhlig: Literacy (National 3 or National 4)
- ◆ further education, employment and/or training

Approaches to learning, teaching and assessment

This section highlights types of text learners may use in this Unit.

Reading

The learner reads, analyses, and evaluates written, printed or digital texts that contain a point of view, a main idea and a structure appropriate to their purpose, such as:

- ◆ simple literary texts from a variety of genres
- ◆ suitable subject-specific internet sites (environmental, local interest, scientific, etc)
- ◆ informative or investigative journalism from newspapers and magazines
- ◆ blogs
- ◆ advertisements
- ◆ single-issue websites
- ◆ biographies, autobiographies

Listening

The learner listens to, analyses and evaluates spoken language that uses verbal clues to convey simple meaning, such as:

- ◆ short informative broadcasts, news- or feature-based
- ◆ simple spoken opinions (either recorded, broadcast, streamed or live) by individuals with a distinct experience, or by a variety of individuals with differing opinions
- ◆ story-tellers
- ◆ class discussion, interaction or presentation
- ◆ song lyrics
- ◆ interactions with members of the school or local community
- ◆ extracts from a film or documentary where a character or a real individual conveys an experience or a reaction to an event
- ◆ simple broadcast items such as news or sport

Equality and inclusion

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

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

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History of changes to Unit Support Notes

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Unit Support Notes — Gàidhlig: Producing Language (National 3)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Gàidhlig: Producing Language* (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

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 familiar contexts. Learners develop the skills needed to produce simple texts in both written and oral forms.

Learners who complete this Unit will be able to:

- ◆ take part in simple spoken interactions in Gaelic
- ◆ produce simple written texts in Gaelic

Progression into this Unit

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Gàidhlig *Course Support Notes*.

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.

Progression from this Unit

Progression from the *Gàidhlig: Producing Language* (National 3) Unit includes opportunities for vertical and lateral progression to:

- ◆ Gàidhlig: Creation and Production (National 4) Unit
- ◆ Gàidhlig: Understanding Language (National 3) Unit
- ◆ Gàidhlig: Literacy (National 3 or National 4) Unit
- ◆ further education, employment and/or training

Approaches to learning, teaching and assessment

This section highlights types of text learners may use in this Unit.

Writing

- ◆ simple written texts in a variety of genres
- ◆ a simple web site (hobby, environmental, local interest, historical, scientific)
- ◆ a simple non-fiction essay expressing opinion or conveying information on paper or digitally
- ◆ a blog
- ◆ a simple persuasive text expressing a clear point of view
- ◆ a simple advert
- ◆ biographical and autobiographical anecdotal episodes

Talking

- ◆ class discussion
- ◆ a simple presentation
- ◆ story-telling
- ◆ presenting ideas or an assignment to members of the school or local community
- ◆ short informative broadcasts, documentaries recorded digitally or filmed
- ◆ hot-seating or role play as part of a response to a text
- ◆ simple spoken opinions (either recorded, broadcast, streamed or live) by individuals with a distinct experience, or by a variety of individuals with differing opinions

Equality and inclusion

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

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will in fact generate the necessary evidence of achievement.

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