

National 4 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).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 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 *Course Specification*, the *Added Value Unit Specification*, and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

National 4 Gàidhlig offers learners opportunities to develop and extend a wide range of skills, including communication, independent learning, critical literacy, personal, interpersonal and team working, and creative thinking. In particular, National 4 Gàidhlig 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 plan and research, integrating and applying language skills, 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. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent experience:

- ◆ National 3 Gàidhlig Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Experiences and outcomes

New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the Added Value Unit Specification for mandatory information about the skills, knowledge and understanding to be covered in this Course, as the Course assessment will be based on this.

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

Learners should also possess:

- ◆ a critical terminology for discussing prose, poetry, drama and speech with regard to genre and conventions
- ◆ a critical terminology for discussing the products of the mass media
- ◆ an understanding of what facilitates/prevents effective communication

Learners should be able to apply this knowledge in their own use of language and in understanding and responding to the language of others.

Progression from this Course

Progression from National 4 Gàidhlig includes opportunities for vertical and lateral progression to:

- ◆ National 5 Gàidhlig Course or relevant component Units
- ◆ Gàidhlig: Literacy (National 5) Unit
- ◆ National Certificates
- ◆ further education or employment

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 and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

In the case of National 4 Gàidhlig Course, there are important issues to address. While the National 4 Gàidhlig Course fits into a hierarchy with the National 5 Gàidhlig Course at the level above it, there are key structural differences between them.

The National 5 Gàidhlig Course has a three-Unit structure, comprising two core Units and the Added Value Unit, which takes the form of an external assessment. The National 4 Gàidhlig Course has a four-Unit structure, comprising the two core Units, an Added Value Unit and a Literacy Unit.

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 — Assignment	Course assessment	Course assessment

This structural difference affects the components. As the Courses are of equal credit rating, the core Units are of different volume: in National 5 Gàidhlig, they are worth 9 points, while in National 4 Gàidhlig they are worth 6 points.

This means that, while National 5 Gàidhlig and National 4 Gàidhlig are **broadly** in hierarchy, careful planning will be required in respect of the following issues:

- ◆ bi-level groups where learners follow courses which lead to both National 4 Gàidhlig and National 5 Gàidhlig qualifications
- ◆ learners who start a National 5 Gàidhlig Course and are then judged better suited to National 4 Gàidhlig
- ◆ learners who start a National 4 Gàidhlig Course and are then judged better suited to National 5 Gàidhlig

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.

There are opportunities to combine the learning and teaching of the Unit *Gàidhlig: Analysis and Evaluation* with the Unit *Gàidhlig: Creation and Production*:

An example of a literature study — the short war stories of Iain Crichton Smith

Description

Learners study two different stories by the author Iain Crichton Smith.

Teacher-led introduction gives an account of the stories and some key features of his style and approach to story-telling.

Interview material featuring author or commentators further explores his approach to writing and discusses how far we can see these ideas in the stories chosen.

Texts/sources

Reading: *Bosnia* and *Bùrn* (Eadar Dà Sgeul), various websites

Listening: Iain Mac a' Ghobhainn CD (Comhairle nan Eilean Siar)

Written Outcome

Learners write a short essay describing the stories, explaining what the stories had in common and what they enjoyed. Learners will write about what they learned about the author and what that contributes to their understanding of how he writes.

or:

Spoken Outcome

Learners make a talk presentation using PowerPoint to explain what they learned about the author and his work from reading stories and listening to information.

Examples of assessment evidence arising from activities

Task/activity	Reading assessment opportunities	Listening assessment opportunities	Writing assessment opportunities	Talking assessment opportunities
Learners read text(s) followed by a group discussion	Learners answer questions on the text(s)	Learners listen and respond in group discussion	Learners write responses to issues raised in the text	Learners contribute to group discussion
Learners research topic then present orally	Learners make notes, extracts or underline findings from a source	Learners respond to questions after the talk presentation	Learners use selected information to produce a piece of discursive writing	Learners present an individual talk on the topic
Learners discuss a topic, listen to a talk on the topic and write about it	Learners read texts related to the discussion topic	Learners listen and respond in group discussion	Learners use selected information to produce piece of discursive writing	Learners contribute to group discussion

Gàidhlig: Literacy Unit (National 4)

Gàidhlig: 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.

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	<p>1.1 Reading This may be usefully developed by activities that:</p> <ul style="list-style-type: none"> ◆ involve fiction and information texts ◆ use discussion to help learners engage with texts and identify the ideas within texts <p>Activities to support them 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 Learners maybe encouraged to plan their writing:</p> <ul style="list-style-type: none"> ◆ by creating mind maps ◆ through peer discussion where they consider the genre, audience and purpose for their writing

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
	<p>Learners' writing will benefit from:</p> <ul style="list-style-type: none"> ◆ discussing structure and layout ◆ building up sentences, by linking ◆ planning paragraphs ◆ 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 Wherever appropriate learners should be encouraged to use the language skills in real language situations. In such situations, particularly drawn from life and work, activities may involve:</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 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>4.6 Citizenship 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>

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
5 Thinking skills	<p>5.3 Applying This 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 examples of bias and balance

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment.

Information given in the *Course Specification* and the *Added Value Unit Specification* about the assessment of added value is mandatory.

In National 4 Gàidhlig, the added value consists of challenge and application.

Learners will be required to provide evidence of their ability to apply and integrate their language skills in Gàidhlig. Learners will demonstrate their ability to plan and research a chosen topic in a familiar context, using their listening and reading skills. Learners will present their findings, providing evidence of their listening and talking skills. This will help them develop the following skills and knowledge:

- ◆ investigation and research skills
- ◆ in-depth knowledge of the chosen topic
- ◆ planning and organisational skills
- ◆ IT skills
- ◆ presentation skills
- ◆ ability to work independently and in collaboration with others
- ◆ ability to analyse and evaluate facts and ideas
- ◆ ability to take notes, to draft and edit

Learners will plan and research a topic of their own choice and which they feel has particular relevance to them. The topic should be drawn from the contexts of literature, language, media or culture.

Learners will be supported to carry out the assignment by being given:

- ◆ a clearly staged outline of the assessment with timelines
- ◆ advice on how to choose and research the topic
- ◆ advice on how to work independently
- ◆ advice on presentation delivery such as pace, audience awareness, use of visual aids
- ◆ advice on responding appropriately to questions successful and effective presentations to listen to
- ◆ insight into the criteria that will be used for assessment

Topics for investigation in the assignment may include:

- ◆ An investigation of the work of a particular author or director focusing on short stories, poetry, essays, film, or TV documentary.
- ◆ An investigation of a particular theme using short stories, poetry, essays, film, documentary. This may allow learners to select source material from different genres.
- ◆ An investigation of language used by a particular group, such as the language of playground games in primary school; or language used for a distinctive purpose, such as the language of newspaper headlines.
- ◆ A topic about which the learner holds strong views. Good topic choices may come from local or national issues which are discussed in newspapers and on television.

Preparation and support

- ◆ Learners may require support to take appropriate notes, and how to use prompt headings and methodologies.
- ◆ Learners should also be aware of the need to keep a bibliography of sources consulted as well as the need to use their own words in order to avoid plagiarism.
- ◆ Learners may write or type their preparatory notes/research findings or record these in audio/video format.
- ◆ Learners should be supported in their planning with a 'planning sheet' which focuses them to develop a title for their research; draft proposals of what they would like to investigate and to what purpose; an outline plan of what they propose to find out/investigate.

Preparation for Added Value Unit (National 4 Courses)

The Added Value Unit has time to be used at the discretion of the teacher or lecturer to enable learners to prepare for and complete the Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It will also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

The form of the Added Value Unit in National 4 Gàidhlig is an assignment in which learners are required to show the **application** of the skills learned in the

Course and to address the **challenge** of applying these in an investigation which they have chosen in negotiation with their teacher or lecturer.

In preparation, learners should:

- ◆ provide evidence of their reading and use of other sources
- ◆ record their research findings, for example in a learning journal or log
- ◆ take clear notes of sources consulted
- ◆ note main points
- ◆ include at least one detail from each source
- ◆ aim to use an appropriate presentation format for their topic

Examples of assessment evidence arising from activities:

Task/activity	Reading assessment opportunities	Listening assessment opportunities	Writing assessment opportunities	Talking assessment opportunities
Learners research topic then present orally	Summary, notes, extracts or underlining of findings from a source	Responding to questions after the talk presentation	Using selected information as the basis for producing a piece of written text	Presenting an individual talk on the topic
Learners read text(s) followed by a group discussion	Answering questions on the text(s)	Listening and responding within group discussion	Writing responses to issues raised in the text	Contributing to group discussion
Learners discuss a topic, listen to a talk on the topic and write about it	Reading texts related to the discussion topic	Listening and responding within the group discussion	Writing about the topic	Contributing to group discussion

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 SQA's website: www.sqa.org.uk/sqa/14977.html.

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 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 \(June 2008\)](#)
- ◆ 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: Creation and Production (National 4)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Gàidhlig: Creation and Production (National 4) 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 *Added Value Unit 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 create and produce straightforward texts in both written and oral forms.

Learners who complete this Unit will be able to:

- 1 Take part in straightforward spoken interactions in Gaelic
- 2 Create and produce straightforward written texts in Gaelic

Progression into this Unit

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

- ◆ National 3 Gàidhlig Course or relevant component Units
- ◆ Gàidhlig: Literacy (National 3)

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 4 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

Completion of this Unit may provide progression to:

- ◆ National 5 Gàidhlig or any relevant component Units
- ◆ further study or training
- ◆ employment

Approaches to learning and assessment

The following examples illustrate ways to develop the skills in this Unit.

Example 1:

Approaches to literature: topics and key learning activities that afford opportunities for depth and choice

Through their study of literature, learners will develop their skills for creative and reflective writing, using literary texts as a model for the production of short stories, script, diary, blogs.

Learners will be encouraged to discuss the literature they study and present their analysis and evaluation of aspects of texts to an audience. They may also have the opportunity to demonstrate this analysis and understanding through presentation of an interview/news bulletin/film/quiz show.

Example 2:

Approaches to language: topics and key learning activities, such as language variation according to purpose and context

Learners may engage with the differences in register between the language of TV and radio broadcasting as opposed to the language of everyday conversation.

Example 3:

Approaches to media: topics and key learning activities, such as the use of Gaelic language radio and TV drama

Learners may analyse and evaluate the effects of these and they may then go on to create their own media texts.

Example 4:

Approaches to Gaelic culture

Topics might include Celtic and Gaelic history, other Celtic languages and cultures, Gaelic development, Gaelic arts and culture (eg music, drama, sport) Gaelic education, further study of a specific area of Gaelic literature, Gaelic language (eg dialectology), local studies in which Gaelic plays an integral part. Joint-topics that link the two Units would be recommended.

Learners could find out about and analyse texts which focus on a key historical or cultural event. They could then produce a creative or discursive piece of writing based on what they have found out. Literature could also be linked to this. The choice of individual study could potentially also be related to such a topic.

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

It is recognised that centres have their own duties under equality and other legislation and 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 the 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 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 \(June 2008\)*](#)
- ◆ 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*](#)

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Unit Support Notes — Gàidhlig: Analysis and Evaluation (National 4)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Gàidhlig: Analysis and Evaluation (National 4) 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 *Added Value Unit Specification*
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

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 straightforward texts.

Learners who complete this Unit will be able to:

- 1 Understand, analyse and evaluate straightforward spoken Gaelic language
- 2 Understand, analyse and evaluate straightforward Gaelic texts

Progression into this Unit

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

- ◆ National 3 Gàidhlig Course or relevant component Units
- ◆ Gàidhlig: Literacy (National 3) Unit

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 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

Completion of this Unit may provide progression to:

- ◆ National 5 Gàidhlig or any relevant component Units
- ◆ further study or training
- ◆ employment

Approaches to learning, teaching and assessment

The following examples illustrate ways to develop the skills in this Unit.

Approaches to developing and encouraging learners to engage in independent study in relation to their own reading programme

Learners should be encouraged to engage in personal reading for enjoyment and keep a Personal Reading log or blog, as well as having the opportunity to engage in oral presentations, discussions, book groups, activities such as poster creation, letter to author, book blurb.

Developing close and extended reading strategies

Learners should be able to recognise and understand some of the effect of key punctuation and sentence structure, such as: colon; parenthesis; dash; sentence type and length; effect of listing; use of imagery, tone, linkage. They should consider the purpose and audience for texts and be able to use the skills of inference making and summary to analyse and evaluate the effect of a text.

Learners should be given the opportunity to develop their understanding of the use of language for specific purposes across a broad range of text.

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

It is recognised that centres have their own duties under equality and other legislation and 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 the alternative approach to assessment will in fact generate the necessary evidence of achievement.

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- ◆ [*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
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