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National 5 Gàidhlig Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 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 *Course Assessment Specification* and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

National 5 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 5 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 apply knowledge of language
- knowledge and understanding 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 and/or qualifications:

- National 4 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. Further information on relevant experiences and outcomes will be given in the Course Support Notes.

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:

- listening, reading, talking and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating detailed texts, as appropriate to purpose and audience in the contexts of literature, language, media and culture
- creating and producing detailed texts, as appropriate to purpose and audience in a range of contexts
- using knowledge and understanding of language
- using knowledge and understanding 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 SQA qualifications in Gàidhlig or related areas
♦ further study, employment or training

Hierarchy

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

The National 5 Gàidhlig Course has a two-Unit structure, comprising two core Units and the 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.

Access 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

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 'fall back' to National 4 Gàidhlig
♦ learners who start a National 4 Gàidhlig Course and are then judged better suited to 'step up' 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 Gaelic.

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 — *Ri Aghaidh na Creig* by Myles Campbell:

Description
Learners analyse the text and the themes that are raised in it. Learners look at how the author describes the friendship between the three central characters and the key aspects of language used. Learners consider their own attitudes to friendship and loyalty.

Texts/sources
Ri Aghaigh na Creig by Myles Campbell from Eadar Dà Sgeul. A play is also available.

Written Outcome
Learners write a short essay analysing the story and explaining how the author shows the reader what type of friendship the three main characters had.

or:

Spoken Outcome
Learners perform the play of the story.
Learners make an alternative ending.

An example of a language study:

Description
Learners read an extract from a travel blog and write their own, with a focus on use of the past tense and descriptive vocabulary.

Texts/sources
Travel blog

Written Outcome
Learners produce their own blog

Spoken Outcome
Learners record an interview where pupils question one another about their blogs, experiences and plans for future travel.

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	Make notes, extracts or underline findings from a source	Respond to questions after the talk presentation	Use selected information to write discursively	Present an individual talk on the topic
Learners read text(s) followed by a group discussion	Answer questions on the text(s)	Listen and respond in group discussion	Write responses to issues raised in the text	Contribute to group discussion
Learners discuss a topic, listen to a talk on the topic and write about it	Read texts related to the discussion topic	Listen and respond in the group discussion	Write about the topic	Contribute to group discussion
Learners study dramatization of a short story	Read for stage	Listen to each other's lines and responding to these	Write an alternative ending to the play/review of performance	Perform the play, group discussion/feedback session afterwards
Learners study blogging	Read blogs for information to identify style and technique		Write a blog	
Learners conduct Interviews	Pupils read each other's notes on the interviews for information	Respond to question and answer	Write questions	Practise interviewing skills

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 ♦ use discussion to help learners engage with texts and identify the ideas within texts Activities to support them in identifying the ideas within texts include: ♦ asking and answering questions ♦ comparing and contrasting ♦ sorting and sequencing ♦ summarising clarifying and predicting ♦ text completion Learners will also benefit from activities focusing on the audience and purpose of texts. **1.2 Writing** Learners maybe encouraged to plan their writing by: ♦ creating mind maps ♦ peer discussion where they consider the genre, audience and purpose for their writing Learners' writing will benefit from: ♦ 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 plans for writing **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: ♦ asking and answering questions ♦ listening for and making comparisons/contrasts ♦ summarising, clarifying and predicting ♦

4. Enterprise, employability and 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.
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	
5. Thinking skills	**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.
	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.
	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 revaluating skills in listening and reading in order to develop learners' awareness of such aspects as:
	♦ gist and effect on audience.
	♦ distinguishing fact and opinion
	♦ discussing bias, balance and point of view

Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for 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 may 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.

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

Component 1 — question paper (reading and writing)
Section 1: reading for analysis and evaluation
Preparation for this part of the assessment should focus on the development of higher order reading skills. It is important to encourage learners to think in terms of the meaning of larger aspects of meaning in the text, as well as being able to explain and justify specific points. The questions and tasks used to develop these skills should try to reflect these aims. One approach to this is to encourage the use of generic questioning. Another is in such approaches as request modelling with its core activities of 'question, summarise, clarify'.

Critical reading and writing
Preparation for this will focus on the three main areas of:

♦ the key aspects of the texts studied
♦ how to extract meaning from a question
♦ how to plan the writing of a critical essay in response

Question paper (listening)
Here learners address the challenge of applying their listening skills in understanding, analysis and evaluation to a previously unheard text of spoken Gaelic.

It is important for learners to be aware of their listening purposes. It may help them to have had experience of using organisers and active listening strategies which involve them bringing their own questions to any listening task.

Component 2 — talking
The learner may generally benefit from a range of opportunities to practise talking in a variety of formats, such as presentations, conversations and discussions.

Equality and inclusion

Alternative arrangements for Course assessment (at National 5 and above) can be organised with the approval of SQA. Assessment arrangements can be approved if SQA is 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.

For more information on assessment arrangements, and on when centres should seek SQA approval for alternative assessment arrangements, go to the assessment arrangements section of 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 on SQA's website: 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*
♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*
♦ *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*
♦
♦ 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

Administrative information

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History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Minor amendments to wording in '*Preparation for Course assessment*' section for clarification.	Qualifications Manager	May 2014

Unit Support Notes — Gàidhlig: Analysis and Evaluation (National 5)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Gàidhlig: Analysis and Evaluation* (National 5) 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 Assessment 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 detailed texts.

Learners who complete this Unit will be able to:

1   Understand, analyse and evaluate detailed spoken Gaelic language
2   Understand, analyse and evaluate detailed written 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 4 Gàidhlig Course or relevant component Units
♦ Gàidhlig: Literacy (National 4)

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 Gàidhlig: Analysis and Evaluation (National 5) C*ourse 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:

♦ Higher Gàidhlig or any relevant component Units
♦ further study or training
♦ employment

Approaches to learning, teaching and assessment

Approaches to literature:

♦ Critical reading and listening activities may be designed to engage the learner in a wide variety of written, visual and oral texts, including some of their own choice.
♦ Learners should acquire the knowledge of a range of genres features through critical and imaginative exercises that allow them to analyse, evaluate and/or demonstrate a grasp of relevant literary forms.
♦ Responses to literary texts can be varied: discussion, critical essay, imagined response, transfer of genre

Approaches to language
For example, through the study of local history using available poetry or beul-aithris (traditional oral storytelling) recordings:

♦ register and appropriate language
♦ importance of learning idioms and idiomatic structures in order to sound fluent and express themselves accurately
♦ news websites as a stimulus for class discussion and presentations

Approaches to media:

♦ Gaelic film
♦ Gaelic TV programmes for young people

Learners may use websites available to enhance research skills and the ability to identify useful information.

Approaches to 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.

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

♦ Personal reading is important and could be supported through learners' reading groups. This could also take the form of online meetings.
♦ Project research during which learners use their own initiative, researching topics and subjects of particular interest to them.
♦ Learners' ability to understand and enjoy what they read will be supported by vocabulary learning.
♦ Learners should be exposed to a range of texts and acquire the knowledge of genre features which they can bring towards subsequent texts.
♦ Tasks that encourage learners to understand key ideas, analyse literary techniques (punctuation, sentence structure, imagery, tone) writer's attitude

and evaluate the effectiveness of a text should be embedded in teaching methodology.

♦ Building on a knowledge of the conventions of written language, learners can apply their knowledge to the study of short unseen texts and to extended texts, eg novel, short story, drama, poetry, journalism, etc) and provide an extended critical response where key genre features are explored and evaluated.

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 where 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 on SQA's website: www.sqa.org.uk/sqa//14977.html
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♦ *Principles and practice papers for curriculum areas*
♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*
♦ *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*
♦ SQA Guidelines on Online Assessment for Further Education
♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website (**www.sqa.org.uk**) to ensure you are using the most up-to-date version.

Unit Support Notes — Gàidhlig: Creation and Production (National 5)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Gàidhlig: Creation and Production* (National 5) 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 Assessment 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 a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

Learners who complete this Unit will be able to:

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

Progression into this Unit

Entry is at the discretion of the centre and learners would normally be expected to have attained one of the following:

♦   National 4 Gàidhlig Course
♦   Gàidhlig and Literacy — Fourth level experiences and outcomes
♦   Gàidhlig Standard Grade at General level
♦   Gàidhlig Intermediate 1 and relevant component Units
♦   Gàidhlig: Literacy (National 4)

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 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:

♦   Higher Gàidhlig or any relevant component Units
♦   further study or training
♦   employment

Approaches to learning, teaching and assessment

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

♦ Learners should be encouraged to create a folio of writing which displays an understanding and appreciation of a selection of genre forms and features.

♦ Planning, writing and editing texts may be developed as a set of integrated skills and provide evidence that the learner has employed, manipulated or transformed literary conventions for a particular purpose, eg monologue, drama script, short story, discursive or persuasive extended writing.

Developing writing strategies for the range of written genres

♦ Learners' awareness of language register appropriate for purpose may be built up through the collection of writing types they enjoy and have themselves tried.

♦ Learners should develop translation skills.

Examples of <u>assessment evidence</u> arising from activities:

Task/activity	Reading assessment opportunities	Listening assessment opportunities	Writing assessment opportunities	Talking assessment opportunities
Learners research topic then present orally	Make notes/ extracts/ underline findings from a source	Respond to questions/ feedback on areas to improve	Use researched information to produce a piece of written text	Presenting an individual talk on the topic
Learners listen to a talk on the topic, discuss a topic and write about it	Reading texts related to research the discussion topic	Respond in discussion/ questioning part of talk	Discursive writing about the topic	Contribution to discussion

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 where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

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