



National
Qualifications

Gaelic (Learners)

Portfolio

Analysis of literature, media or language in work

General assessment information

This pack contains general assessment information for centres preparing candidates for the portfolio Component of Advanced Higher Gaelic (Learners) Course assessment.

It must be read in conjunction with the specific assessment task(s) for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

Valid from session 2015/16 and until further notice

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Introduction

This is the general assessment information for Advanced Higher Gaelic (Learners) portfolio (literature, media or language in work).

This portfolio is worth 30 marks out of a total of 200 marks. This is 15% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of four Components of Course assessment. The other Components are a Reading and Translation question paper and a Listening and Discursive Writing question paper, and a performance-talking.

This portfolio will contain one piece of writing in English, which is likely to be based on the candidate's research into literature, media or language in work undertaken in the *Specialist Study Unit*.

This document describes the general requirements for the assessment of the portfolio Component of this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the Assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course/Unit Support Notes*.

What this assessment covers

This assessment contributes 15% of the total marks for the Course.

The assessment will assess the following skills, knowledge and understanding specified for the portfolio in the *Course Assessment Specification*:

These are:

- ◆ analysing literature, media or language in work within the context of Gaelic

Assessment

Purpose

The purpose of this assessment is to generate evidence for the Added Value of this Course by means of a portfolio.

Assessment overview

The portfolio consists of one piece of writing **in English**.

The portfolio will give candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ Analysing literature, media or language in work within the context of Gaelic.

The assessor will support the candidate to choose the focus, theme and title for his/her writing.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This portfolio is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking. All marking will be quality assured by SQA.

This assessment will be carried out over a period of time. Candidates should start at an appropriate point in the Course: this will normally be when they have completed most of the work on the *Specialist Study Unit*.

The portfolio should be **in English** and be between 1,200 and 1,500 words, excluding quotations and bibliography. Candidates will be instructed to record their word count (excluding quotes and bibliography). If the word count exceeds the maximum by more than 10%, a penalty will be applied.

While the assessor will have a supporting role, the candidate should take the initiative in the planning, researching, management and completion of the task.

Coursework in Advanced Higher may involve candidates undertaking a larger amount of autonomous work without close supervision than they have

previously undertaken. Centres may provide guidance and support as part of the normal teaching and learning process. However, centres should not adopt a directive role or provide specific advice on how to re-phrase, improve responses or provide model answers.

Reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to find information for a discursive essay. It may also be given to candidates on an individual basis.

It is acceptable for the assessor or a third party to have an initial discussion with candidates on the selection of the focus for the portfolio.

There are no restrictions on the resources to which candidates may have access.

Assessors should put in place mechanisms to authenticate candidate evidence such as:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ an accurate record of sources consulted

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ one piece of writing in English

General Marking Instructions

In line with SQA's normal practice, the following General Marking Instructions are addressed to the marker. They will also be helpful for those preparing candidates for Course assessment.

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

General Marking Principles for Advanced Higher Gaelic (Learners) portfolio
This information is provided to help you understand the general principles you must apply when marking candidate submissions for this portfolio. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always to be positive. This means that, for each candidate piece of writing, a single mark is awarded for the demonstration of relevant skills, knowledge and understanding. Marks are not deducted from a maximum on the basis of errors or omissions.
- (c) Assessment should be holistic. There may be strengths and weaknesses in the portfolio; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the quality of the portfolio, and not deducted for errors or omissions. The portfolio does not have to be perfect to gain full marks.

Three main aspects of the piece of writing should be considered:

- ◆ **Content:** understanding, analysis
 - ◆ **Style:** use of critical terminology, quoting from sources
 - ◆ **Organisation:** coherence, structure, clarity
- (d) The work submitted by the candidate should be between 1,200 and 1,500 words, excluding quotes and bibliography. The word count should be submitted with the portfolio. If the word count exceeds the maximum by more than 10%, a penalty will be applied.

Detailed Marking Instructions for the Advanced Higher Gaelic (Learners) portfolio

Using the pegged marks table on the following page, the assessor should first select the row of the table in which the descriptors most closely match the candidate's portfolio. Once that row has been identified, the assessor should follow this guidance:

- ◆ If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks.
- ◆ If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available.
- ◆ If markers are in doubt about which of the two adjacent rows to select: select the upper row and award the lower pegged mark in that row.

Markers can award the highest pegged mark (30) even if there are minor errors. These should not detract from the overall impression.

Note that where there is no bibliography, the top mark (30) cannot be awarded.

Content (understanding, analysis)	Style (use of critical terminology, quoting from sources)	Organisation (coherence, structure, clarity)	Pegged Mark
<ul style="list-style-type: none"> ◆ the candidate takes an analytical/critical approach, with reasoned and relevant arguments ◆ the candidate consistently demonstrates an understanding of the focus of the study 	<ul style="list-style-type: none"> ◆ there is detailed evidence from sources to support the conclusions made ◆ the candidate uses a range of critical terminology or specialist vocabulary as appropriate ◆ the candidate has provided an appropriate bibliography 	<ul style="list-style-type: none"> ◆ the work is well structured ◆ all of the work is relevant to the title ◆ the work is coherent throughout 	30 or 27
<ul style="list-style-type: none"> ◆ the candidate takes an analytical/critical approach, with reasoned or relevant arguments ◆ the candidate demonstrates an understanding of the focus of the study 	<ul style="list-style-type: none"> ◆ there is evidence from sources to support the conclusions made ◆ the candidate uses critical terminology or specialist vocabulary as appropriate 	<ul style="list-style-type: none"> ◆ the work has an adequate sense of structure ◆ most of the work is relevant to the title ◆ the work is coherent, although there may be some minor weaknesses in coherence which do not detract from the whole 	24 or 21
<ul style="list-style-type: none"> ◆ the candidate shows some features of an analytical/critical approach, with some attempt at argument and/or analysis ◆ the candidate demonstrates some understanding of the focus of the study 	<ul style="list-style-type: none"> ◆ there is some evidence from sources to support the conclusions made ◆ the candidate may use some critical terminology or specialist vocabulary as appropriate 	<ul style="list-style-type: none"> ◆ the work has some sense of structure ◆ most of the work has some relevance to the title ◆ the work may lack coherence in places which may impact on the overall argument presented 	18 or 15
<ul style="list-style-type: none"> ◆ the candidate has difficulty going beyond a merely informative approach ◆ the candidate shows some misunderstandings of the focus of the study 	<ul style="list-style-type: none"> ◆ there is little evidence from sources to support the conclusions made ◆ the candidate has difficulty using critical terminology or specialist vocabulary appropriately 	<ul style="list-style-type: none"> ◆ the work lacks a clear structure, which may impact on clear communication ◆ some of the work may not be relevant to the title ◆ the work lacks coherence in places which impacts on the overall argument presented 	12 or 9
<ul style="list-style-type: none"> ◆ the candidate adopts a merely informative approach ◆ the candidate demonstrates only a superficial understanding of the area of study and may show some misunderstandings of the focus of the study 	<ul style="list-style-type: none"> ◆ there is little evidence from sources to support the conclusions made ◆ the candidate does not use critical terminology or specialist vocabulary or there may be some misuse 	<ul style="list-style-type: none"> ◆ the work lacks structure, and this impedes communication ◆ some of the work is not relevant to the title ◆ the work lacks coherence which impacts on the overall argument presented 	6 or 3
<ul style="list-style-type: none"> ◆ the candidate adopts a merely informative approach ◆ any understanding of the focus of the study will be severely limited and/or inaccurate 	<ul style="list-style-type: none"> ◆ there is no evidence from sources to support the conclusions made ◆ the candidate does not use critical terminology or specialist vocabulary 	<ul style="list-style-type: none"> ◆ the work lacks structure, and this impedes communication ◆ the work is not relevant to the title ◆ the work lacks coherence which impacts on the overall argument presented 	0

Administrative information

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History of changes

Version	Description of change	Authorised by	Date

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