



National
Qualifications

Gàidhlig

Performance-talking

General assessment information

This pack contains general assessment information for centres preparing candidates for the performance-talking Component of Advanced Higher Gàidhlig Course assessment.

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

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Introduction

This is the general assessment information for Advanced Higher Gàidhlig performance-talking.

This performance is worth 30 marks out of a total of 100 marks. This is 30% 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 three Components of Course assessment. The other Components are a Practical Criticism question paper and a Literature and Writing question paper.

The performance requires candidates to take part in a discussion with a Visiting Assessor.

During the discussion candidates will talk about themes or topics related to the *Specialist Study of Language and/or Culture* Unit and any other topics studied.

This document describes the general requirements for the assessment of the performance Component for 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 30% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the performance in the *Course Assessment Specification*.

These are:

- ◆ use complex and sophisticated spoken Gaelic as part of a discussion
- ◆ apply knowledge and understanding of appropriate literary context, forms, genres and culture

Marks will be awarded for style and structure, content, language resource, accuracy and interaction with assessor.

Assessment

Purpose

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

Assessment overview

The performance will be a recorded face-to-face discussion between the Visiting Assessor and the candidate. The marks awarded by the Visiting Assessor will be added to the candidates' marks for the external question papers to form a total mark for the candidate.

Candidates will take part in a discussion with the Visiting Assessor on the candidate's chosen area for the *Specialist Study of Language and/or Culture* Unit.

Candidates will be expected to discuss other topics relevant to the Course and ask questions where appropriate.

The Visiting Assessor will conduct the assessment with the candidate individually. The assessment will take approximately 20 minutes.

The performance will be recorded by SQA in line with the Marking Instructions and General Marking Principles.

The Visiting Assessor will use a range of questioning techniques to allow the candidate to demonstrate their ability to sustain a discussion.

Assessment conditions

This assessment is a single assessment event. Candidates should undertake the assessment at an appropriate point in the Course. The Visiting Assessor will contact centres to agree suitable time(s) and dates.

This will normally be when candidates have completed most of the work on the Units in the Course.

Evidence which meets the requirements of this performance of Course assessment should be produced in approximately 20 minutes.

Candidates are expected to undertake their preparation for the assessment independently. However, 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 in preparation for the assessment may be given on a generic basis to a class or group of candidates. For example, advice may be given on the appropriateness of topics the candidates have chosen. Assistance may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

Clarification may be sought by candidates regarding the wording of a brief or specification or instructions for the assessment if they find them unclear.

The performance will be conducted under a high degree of supervision. This means that:

- ◆ candidates will face the Visiting Assessor during the period of assessment
- ◆ candidates should not speak to anyone other than the Visiting Assessor during the performance

During this assessment, candidates may use brief notes as an aide-memoire. These notes may comprise several bullet points containing prompt words but should not be full sentences to be read out. Frequent reference to notes can detract from the quality of the performance.

Suitably quiet surroundings for conducting the assessment must be provided. Distracting noise may adversely affect a candidate's performance. Candidates should not bring mobile phones or other types of mobile technology with them to the assessment.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ a recording of the performance that will be made by the Visiting Assessor

General Marking Instructions

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

Visiting Assessors appointed by SQA will carry out the assessment. All marking will be quality assured by SQA.

General Marking Principles for Advanced Higher Gàidhlig performance-talking

This information is provided to help you understand the general principles you must apply when marking candidate responses to this performance. 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 be positive. This means that, for each candidate response, marks are awarded for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Marking should be holistic. There will be strengths and weaknesses in the performance; assessors should focus as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the overall impression. Five main aspects of the performance should be considered:
 - ◆ style and structure
 - ◆ content
 - ◆ language resource
 - ◆ accuracy
 - ◆ interaction with assessor
- (d) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band for the candidate's performance.
- (e) Assessors can award the highest level mark even if there are minor errors. These should not detract from the assessor's overall impression.
- (f) The length of the discussion is approximately 20 minutes. Visiting Assessors will support candidates in completing the performance within this approximate timescale through effective time management. The General and Detailed Marking Instructions should be applied even where the length of the discussion falls outside this range.

Detailed Marking Instructions for Advanced Higher Gàidhlig performance-talking

The candidate's performance is described in terms of the following five main characteristics in the tables on the following pages for talking:

- ◆ style and structure
- ◆ content
- ◆ language resource
- ◆ accuracy
- ◆ interaction with assessor

Using the table, the assessor should first select the column in which the descriptors most closely match the candidate's performance.

Once that column has been identified, the assessor should follow this guidance:

- ◆ if the evidence mostly meets the standards described, the highest available mark from that band range should be awarded
- ◆ if the candidate's work just meets the standard described, award the lowest mark from the band range
- ◆ otherwise, a mark should be awarded from the middle of the range
- ◆ if the number of marks in the band selected is four, assessors should use their professional judgement to decide allocation of the mark. For example 18-15: Assessors should reconsider the candidate's abilities in the five main characteristics. If the candidate just misses an 18, award 17. If the candidate is slightly above a 15, award 16
- ◆ if there is no evidence relevant to the task, award a mark of 0

Description of performance and mark

	30-27	26-23	22-19	18-15	14-11	10-6	5-1
The candidate:							
Style and Structure	◆ speaks effectively, coherently, fluently and in a structured manner with only limited and/or natural hesitation	◆ speaks effectively, coherently and in a structured manner with only some hesitation	◆ speaks effectively, coherently and in a structured manner with limited inappropriate hesitation	◆ speaks coherently and in a structured manner with a level of hesitation which does not detract from communication	◆ lacks sufficient coherence and organisation and hesitation may interfere with the interaction	◆ lacks coherence and organisation and hesitation interferes with the interaction	◆ is not coherent or organised and hesitation interferes with the interaction
Content	◆ contributes a wide range of relevant ideas and opinions with appropriate linkage and which contain extensive development of the Specialist Study and any other context	◆ contributes a good range of relevant ideas and opinions with appropriate linkage and which contain development of the Specialist Study and any other context	◆ contributes a range of relevant ideas and opinions with appropriate linkage and which contain development of the Specialist Study and any other context	◆ contributes a sufficient range of relevant ideas and opinions with appropriate linkage and which contain some development of the Specialist Study and any other context	◆ contributes some relevant ideas and opinions with some linkage and some development of the Specialist Study and any other context	◆ struggles to give a sufficient range of relevant ideas and opinions which develop the Specialist Study or any other context	◆ struggles to give relevant ideas and opinions and to develop the Specialist Study or any other context
Language Resource	◆ shows knowledge of a wide range of vocabulary for the Specialist Study and any other chosen topic and uses this with ease	◆ shows knowledge of a wide range of vocabulary for the Specialist Study and any other chosen topic	◆ shows knowledge of a sufficient range of vocabulary for the Specialist Study and any other chosen topic to maintain the discussion	◆ shows knowledge of a sufficient range of vocabulary for the Specialist Study and any other chosen topic to maintain the discussion with some prompting	◆ shows limited knowledge of vocabulary for the Specialist Study and any other chosen topic which hinders communication at times	◆ shows limited knowledge of vocabulary for the Specialist Study or any other chosen topic which frequently hinders communication	◆ has difficulty discussing the Specialist Study or any other chosen topic due to limited language resource
	◆ uses a wide range of structures, frequently and naturally including complex structures and idioms	◆ uses a wide range of structures, which include complex structures and idiomatic language	◆ uses a wide range of structures, which may include some attempts at complex structures and idiomatic language	◆ uses a range of structures which may include some attempts at complex structures and idiomatic language	◆ uses a limited range of structures with little or no use of idiomatic language	◆ struggles to use a sufficient range of structures to sustain the discussion	◆ uses structures which impede communication

	30-27	26-23	22-19	18-15	14-11	10-6	5-1
	The candidate:						
Accuracy	◆ uses complex and sophisticated language with a high level of accuracy	◆ uses complex and sophisticated language which is mostly accurate	◆ uses complex and sophisticated language despite some grammatical errors	◆ uses complex and sophisticated language despite lapses in grammatical accuracy	◆ talks with an insufficient level of accuracy to convey meaning consistently	◆ talks with a level of accuracy which may at times interfere with clear communication	◆ talks with a level of accuracy which impedes communication
Interaction with Assessor	◆ engages with the assessor and responds naturally, and with a level of spontaneity which develops the discussion effectively	◆ engages with the assessor and responds with a degree of spontaneity which fully supports the discussion	◆ engages with the assessor, and responds with some spontaneity, although may require minimal prompting	◆ engages with the assessor and maintains the discussion, although may require prompting	◆ requires prompting, pays inconsistent attention to what is said by the assessor, and may respond in a way that is not relevant	◆ requires frequent prompting, pays little attention to what is said by the assessor, often responding in a way that is not relevant	◆ constantly requires prompting, pays little or no attention to what is said by the assessor, and responds in a way that is not relevant
	◆ readily varies intonation to convey meaning or adjusts pace to suit the circumstances	◆ varies intonation to convey meaning or adjusts pace to suit the circumstances	◆ attempts to vary intonation to convey meaning or adjusts pace to suit the circumstances	◆ shows some attempt to vary intonation to convey meaning or adjusts pace to suit the circumstances	◆ makes little or no attempt to vary intonation to convey meaning or adjust pace to suit the circumstances	◆ makes no attempt to vary intonation to convey meaning or adjust pace to suit the circumstances	◆ makes no attempt to vary intonation to convey meaning or adjust pace to suit the circumstances
	◆ understands fully and in detail what is said, including idiomatic use of language	◆ understands fully what is said, including some idiomatic use of language	◆ understands fully what is said clearly, which may include some idiomatic use of language	◆ understands what is said clearly	◆ may have difficulty in understanding some of what is said clearly	◆ has difficulty in understanding some of what is said clearly	◆ has difficulty in understanding most of what is said clearly, even with re-questioning
	◆ may ask for clarification from the assessor				◆ does not ask for clarification from the assessor OR does ask for clarification from the assessor but still has difficulty		

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
1.1	Minor formatting amendments made to document.	Qualifications Manager	September 2015

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