



National
Qualifications

Gàidhlig

Performance-talking

General assessment information

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

This performance is worth 30 marks out of a total of 100 marks. The marks contribute 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 the Course assessment. The other Components are a Reading for Understanding, Analysis and Evaluation; Critical Reading and Writing question paper and a Listening for Understanding, Analysis and Evaluation question paper.

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 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:

- ◆ apply talking skills in Gaelic in discussion
- ◆ apply knowledge and understanding of an aspect of Gaelic heritage and/or contemporary culture

30 marks will be awarded for language use, appropriate content and structure.

Assessment

Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of a performance.

The purpose of this performance is to provide evidence of the candidate's talking skills in Gaelic in a discussion in the context of Gaelic heritage and/or contemporary culture.

Assessment overview

The performance will be a recorded face-to-face discussion between the assessor and the candidate.

Candidates will take part in a discussion with their assessor on an aspect of Gaelic heritage and/or contemporary culture using detailed and complex Gaelic language.

Candidates may go into other relevant topics if they wish and may also ask questions where appropriate.

The assessor must use a range of questioning techniques to allow the candidate to demonstrate their ability to sustain a discussion.

Assessors will conduct the assessment with the candidate individually.

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

Assessment conditions

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

- ◆ This assessment is a single assessment event. Candidates should undertake the assessment at an appropriate point in the Course. This will normally be when they 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 no more than 10 minutes. No automatic penalty is to be applied to performances which fall outwith this duration. Additional time to prepare for assessment may be required.
- ◆ Candidates must 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 may be given on a generic basis to a class or group of candidates. For example, advice may be given on how to develop a project plan. 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.
- ◆ Assessors should comment on whether the topic selected is appropriate before the candidate starts the task.

Clarification may be sought by candidates regarding the wording of a brief or specification or instructions for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

- ◆ Assessor input and advice on the candidate's chosen topic is acceptable in order to allow the candidate to progress to the next stages of the assessment. The assistance provided must be recorded so that the candidate's own planning work can be marked/judged fairly.
- ◆ Candidates may use up to five headings (of not more than eight words each) and/or visual aids to assist them, purely as an aid to memory, during the assessment. These headings do not require to be submitted to SQA for verification purposes.
- ◆ Candidates must complete assessment, whatever the nature, 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.
- ◆ The performance will be conducted under a high degree of supervision. This means that:
 - candidates must be in direct sight of the assessor during the period of the assessment
 - candidates must not communicate with one another

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ an audio or video recording of the performance, which should be retained by centres for verification purposes

Assessors should also complete an assessment record of the Component marks for each candidate, which should be retained by the centre.

Marking Instructions

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

The assessment task will be set and externally verified by SQA, and conducted, marked and internally verified in centres under the conditions specified by SQA. Separate information will be given on arrangements for submission of evidence for verification purposes.

All marking will be quality assured by SQA.

General Marking Principles for Higher Gàidhlig performance

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 accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The candidate's performance will be marked in terms of style and structure, content, language resource, accuracy and interaction with assessor with the grade descriptions given in the Course specification, using Marking Instructions issued by SQA and shown below.
- (d) Assessment should be holistic. There will be strengths and weaknesses in the performance; assessment should focus as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the overall performance. Marks should be awarded for the quality of the performance, and not deducted for errors or omissions.
- (e) Assessors can award the highest level mark even if there are minor errors. These should not detract from the assessor's overall impression of the performance.
- (f) Once the best mark range has been selected by identifying where the candidate is placed, the assessor should follow this guidance:
 - ◆ If the evidence almost matches the level above, award the highest available mark from the range.
 - ◆ If the candidate's work just meets the standard described, award the lowest mark from the range. Otherwise the mark should be awarded from the middle of the range.
 - ◆ Where the number of marks in the band selected is four, assessors should use their professional judgement to decide allocation of the mark. For example 14-11: Assessors should reconsider the candidate's

abilities in the five main characteristics. If the candidate just misses a 14, award 13. If the candidate is slightly above a 10, award 11.

- ◆ Zero (0) marks should be awarded where no evidence is produced by the candidate that matches the descriptions of performance.

Detailed Marking Instructions for the performance

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

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

Assessors should allocate a mark by following the instructions given below, and record this mark on the candidate assessment record, with a comment justifying why the mark was awarded.

Marks for internally-assessed Components must be submitted to SQA by your centre. Evidence for this assessment should be retained in the centre for SQA quality assurance purposes. Further information on this will be provided by SQA.

		Description of performance and mark						
		30-26	25-21	20-18	17-15	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	produces no evidence in terms of style and structure
	Content	contributes a wide range of relevant ideas and opinions with appropriate linkage and which contain extensive development of the chosen topic	contributes a good range of relevant ideas and opinions with appropriate linkage and which contain development of the chosen topic	contributes a range of relevant ideas and opinions with appropriate linkage and which contain development of the chosen topic	contributes a sufficient range of relevant ideas and opinions with appropriate linkage and which contain some development of the chosen topic	contributes some relevant ideas and opinions with some linkage and some development of the chosen topic	struggles to give a sufficient range of relevant ideas and opinions which develop the chosen topic	struggles to give relevant ideas and opinions and to develop the chosen topic

		Description of performance and mark						
		30-26	25-21	20-18	17-15	14-11	10-6	5-1
		The candidate						
Language Resource	shows knowledge of a wide range of vocabulary for the chosen topic and uses this with ease	shows knowledge of a wide range of vocabulary for the chosen topic	shows knowledge of a sufficient range of vocabulary for the chosen topic to maintain the discussion	shows knowledge of a sufficient range of vocabulary for the chosen topic to maintain the discussion with some prompting	shows limited knowledge of vocabulary for the chosen topic which hinders communication at times	shows limited knowledge of vocabulary for the chosen topic which frequently hinders communication	has difficulty discussing the chosen topic due to limited vocabulary	produces no evidence in terms of language resource
	uses a wide range of structures, frequently including complex structures and idioms	uses a wide range of structures, which may include complex structures and idioms	uses a reasonably 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	uses an insufficient range of structures	Uses structures which impede communication	
Accuracy	uses detailed and complex language with a high level of accuracy	uses detailed and complex language which is mostly accurate	uses detailed and complex language despite some grammatical errors	uses detailed and complex 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	produces no evidence in terms of accuracy

		Description of performance and mark						
		30-26	25-21	20-18	17-15	14-11	10-6	5-1
		The candidate						
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 a degree of spontaneity which supports the discussion, 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, sometimes responding 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	despite prompting, pays little or no attention to what is said by the assessor
	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	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	has 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 support from the assessor	has difficulty in understanding most of what is said clearly, even with support from the assessor

Description of performance and mark							
30-26	25-21	20-18	17-15	14-11	10-6	5-1	0
The candidate							
may ask for clarification from the Assessor				does not ask for clarification from the assessor OR does ask for clarification from the assessor but is unable to go forward with the performance			

Appendix 1: Information for Assessors

Conduct of the performance

It is important to take steps to ensure that the performance is conducted in appropriate surroundings, eliminating the possibility of disruptions and background noise in the course of the assessment.

A supportive and involved approach by the interlocutor puts the candidate at his/her ease, allowing the candidate to perform at a high level and demonstrate his/her ability to communicate in a natural manner on the chosen topic. When there is real interaction between interlocutor and candidate and the interlocutor reacts to the candidate's statements and encourages him/her to develop themes of interest, the candidate benefits by having the opportunity to demonstrate the ability to communicate meaningfully in Gaelic.

It is important to avoid over-preparation of the discussion. If the discussion is nothing other than a list of prepared questions and answers, or a series of rehearsed monologues with minimum intervention or comment from the interlocutor, this limits the candidate's ability to interact meaningfully.

The best performances are therefore those which involve the candidate in natural conversation where the interlocutor reacts to the candidate's responses and encourages meaningful and positive dialogue.

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
1.1	Clarification to skills, knowledge and understanding for Component 3: performance-talking.	Qualifications Manager	September 2015

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