



## Course Report 2015

Subject	Gaelic Learners
Level	National 5

The statistics used in this report have been compiled before the completion of any Post Results Services.

This report provides information on the performance of candidates which it is hoped will be useful to teachers, lecturers and assessors in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published assessment and marking instructions for the examination.

## **Section 1: Comments on the Assessment**

### **Component 1: Question paper**

#### **Listening: 20 marks**

This was a challenging paper for many candidates.

#### **Reading: 30 marks**

Candidates generally performed well across the three texts

#### **Writing: 20 marks (pegged marks)**

There were some outstanding responses where candidates used a variety of complex and varied language.

Overall, the vast majority of candidates were presented at the correct level.

### **Component 2: Performance**

#### **Performance: 30 marks**

Performance in Talking varied from centre to centre, but overall candidates performed well.

## **Section 2: Comments on candidate performance**

### **Component 1: Question Paper**

#### **Listening**

Most candidates did not perform as well in the Listening paper as they did in the Reading paper.

#### **Reading**

Most candidates performed to a higher standard in the Reading paper than they did in the Listening paper. Candidates are becoming accustomed to providing the right amount of detail for each mark.

#### **Writing**

It was clearly evident that the vast majority of candidates attempted to prepare thoroughly for this assessment. Some candidates produced outstanding responses and performed very

well in the unpredictable bullet points. Some candidates are to be commended for making their application seem relevant and real, and for opening and closing their responses appropriately.

## **Section 3: Areas in which candidates performed well**

### **Component 1: Question paper**

#### **Listening**

The following questions were done very well:

- ◆ Question 1 (g) multiple choice
- ◆ Question 2 (a) multiple choice
- ◆ Question 2 (d) why the school closes early in the afternoon
- ◆ Question 2 (h (ii) college course

#### **Reading**

The following questions were done very well:

- ◆ Question 1 (f) multiple choice: all candidates got the mark for this question
- ◆ Question 2 (a) 1996
- ◆ Question 2 (b) three types of programmes; 3 marks
- ◆ Question 2 (e) why it's a successful channel
- ◆ Question 3 (g) 2 marks, still need pen and paper when the power goes off

### **Component 2: Performance**

Almost all candidates passed, which indicates that centres are presenting the vast majority at the right level. Overall, the level of candidate performance was high.

## Section 4: Areas in which candidates found demanding

### Component 1: Question paper

#### Listening

- ◆ Question 1 (b): many candidates experienced difficulty in identifying the two correct times.
- ◆ Question 2 (e) most candidates experienced difficulty in identifying the plural of 'book' and the adjective 'old'.
- ◆ Question 2 (h) (i) many candidates experienced difficulty in identifying 'full-time'.

#### Reading

- ◆ Question 1 (b) very few candidates identified 'about' and therefore did not access the mark.
- ◆ Question 2 (c) many candidates wrote 'people who are fluent' but the answer required was 'people who are not fluent'.
- ◆ Question 2 (d) 'Team from England' was problematic for many candidates. Many wrote 'England' meaning the English national team.
- ◆ Question 3 (f) 'iomadh' was problematic for some.

#### Writing

Candidates were challenged by the two unpredictable bullet points, but most made a good attempt to draw on memorised material.

### Component 2: Performance

Some candidates appeared to be over-rehearsed in the conversation. Some answers were over-long and were lacking in spontaneity.

## Section 5: Advice to centres for preparation of future candidates

### Component 1: Question paper

#### Listening and Reading

- ◆ Candidates must ensure that they revise topics studied earlier in the school year, eg time.
- ◆ Candidates must also ensure that they revise common adjectives and plural nouns.
- ◆ Candidates must also be aware that, more often than not, more detail will be required with a numeral, eg 'about', 'more than', etc.

## **Writing**

- ◆ Candidates must ensure that their written responses contain a wide variety of verbs and a wide variety of grammatical structures.
- ◆ Candidates should be encouraged to write structured paragraphs and sentences. Writing lists and bullet points must be avoided.
- ◆ Candidates should be discouraged from including information which is not relevant to a job application, eg details of siblings and description of home town/village.
- ◆ Candidates who addressed the job advert in their opening paragraph were commended.
- ◆ Candidates will not be penalised for exceeding the suggested word limit.

## **Component 2: Performance**

Centres should provide advice to candidates as to what level of language they should be able to cope with, and should ensure comprehension of their Presentation before learning it.

Some centres needed reminded that candidates must use detailed language at National 5 in most parts of the performance.

Centres are encouraged to provide candidates with every opportunity for personalisation and choice.

Interlocutors should bear in mind the differing requirements of National 5 and Higher when conducting assessments. Asking candidates the same questions at both levels is likely to disadvantage candidates at one level or the other.

Interlocutors should carefully consider the type of questions they ask, as closed questions do not offer candidates the scope to develop their ideas.

## Statistical information: update on Courses

Number of resulted entries in 2014	163
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Number of resulted entries in 2015	109
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## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 100				
A	45.9%	45.9%	50	69
B	24.8%	70.6%	27	59
C	18.3%	89.0%	20	49
D	2.8%	91.7%	3	44
No award	8.3%	-	9	-

Question 2 (e) in the Listening paper was intended to be accessible to all candidates; however due to the wording it proved more difficult than intended. This affected all candidates which resulted in a downward adjustment of 1 mark from the notional level of difficulty.