



National 5 Gàidhlig

Course code:	C832 75
Course assessment code:	X832 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

This edition: April 2017, version 1.0

© Scottish Qualifications Authority 2012, 2017

Contents

Course overview	1
Course rationale	2
Purpose and aims	3
Who is this course for?	3
Course content	4
Skills, knowledge and understanding	4
Skills for learning, skills for life and skills for work	5
Course assessment	6
Course assessment structure: question paper	7
Course assessment structure: assignment–writing	9
Assignment–writing marking instructions	13
Course assessment structure: performance–talking	17
Performance–talking marking instructions	20
Grading	24
Equality and inclusion	25
Further information	26

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has five components.

Component	Marks	Duration
Component 1: question paper 1: Leughadh (Reading)	30	1 hour and 40 minutes
Component 2: question paper 1: Litreachas (Literature)	20	
Component 3: question paper 2: Èisteachd (Listening)	20	25 minutes
Component 4: Obair shònraichte–sgrìobhadh (Assignment–writing)	20	See course assessment section
Component 5: Còmhradh (Performance–talking)	30	6–8 minutes See course assessment section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Gàidhlig course or equivalent qualifications and/or experience prior to starting this course.	<ul style="list-style-type: none">◆ other qualifications in Gàidhlig or related areas◆ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Achievement of this course gives automatic certification of the following Core Skill:

- ◆ Communication at SCQF level 5

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

In the National 5 Gàidhlig course, there is an emphasis on skills development and the application of those skills. Assessment approaches are proportionate, fit for purpose and promote best practice, enabling candidates to achieve the highest standards they can.

The course provides candidates with opportunities to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work.

Candidates encounter a wide range of different types of texts in different media. Building on the four capacities, the course enables candidates to communicate, be critical thinkers, develop cultural awareness and be creative. Candidates also develop an appreciation of Scotland's literary and linguistic heritage.

Language and literacy are of personal, social and economic importance. Candidates' ability to use language lies at the centre of the development and expression of their thinking, learning and sense of personal identity.

The course also provides candidates with the opportunity to develop an understanding of how language works, and use language to communicate ideas and information in Gaelic: to use creative and critical thinking to synthesise ideas and arguments; to develop critical literacy skills and personal, interpersonal and team-working skills; to develop independent learning; to enhance their enjoyment and understanding of their own language and culture, and those of others.

The course fosters language awareness and an appreciation of a wide range of literature and texts. This enables candidates to access their own cultural heritage and history, as well as the culture and history of others.

Purpose and aims

The main purpose of the course is to provide candidates with the opportunity to develop the skills of reading, critical reading, listening, talking and writing in order to understand and use Gaelic language.

As candidates develop their literacy skills, they are able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the course develops an understanding of the complexities of language, including through the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language.

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to enable candidates 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
- ◆ their knowledge and understanding of Gaelic cultural heritage and the cultural heritage of others

Who is this course for?

The course provides opportunities for candidates who have experienced a broad general education or Gàidhlig qualifications at a lower SCQF level or from a Gaelic (Learners) qualification. Please refer to SQA's *Guidance on Allocation to Gàidhlig or Gaelic (Candidates) Programmes of Study and Qualifications*.

Course content

The course provides candidates with the opportunity to develop their reading, critical reading, listening, talking and writing skills in order to understand and use Gaelic language.

The structure of the course enables candidates to focus on the skills required to understand, analyse, evaluate, create and produce language.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ reading, critical reading, listening, talking and writing skills, as appropriate to purpose and audience
- ◆ understanding, analysing and evaluating detailed written and spoken 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 for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

- ◆ skills of inference-making and summarising
- ◆ knowledge of literary forms and genres, including aspects of heritage
- ◆ knowledge of literature, language and media contexts
- ◆ knowledge of literary techniques and devices, including characterisation, use of dialogue, structure, word choice and tone, narrative stance, mood, creation of a sense of place, conventions of genre, syntax and layout
- ◆ Gaelic orthographic conventions
- ◆ knowledge of Gaelic literary heritage and/or contemporary culture
- ◆ skills required for discursive or creative writing

Candidates will also demonstrate a command of grammatical knowledge and be able to understand:

- ◆ the distinction between connotative and denotative uses of language
- ◆ the names and uses of the main word classes — noun, pronoun, adjective, article, verb, adverb, preposition and conjunction
- ◆ the names and uses of the basic syntactic units — sentence, clause, phrase/group
- ◆ the more commonly used conventions of written Gaelic language
- ◆ critical terminology for discussing a wide range of texts

Skills, knowledge and understanding included in the course are 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.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to provide evidence of:

- ◆ understanding, analysis and evaluation of unseen written and spoken texts
- ◆ critical reading skills
- ◆ discursive or creative writing skills
- ◆ applying language skills

Course assessment structure: question paper

Question paper 1: Reading and Literature (Leughadh agus Litreachas)

50 marks

The question paper gives candidates an opportunity to demonstrate the following skills:

- ◆ reading for understanding, analysis and evaluation of an unseen written Gaelic text
- ◆ critical reading skills of a familiar Gaelic text with reference to appropriate literary context, form and genre

This question paper has a combined total mark allocation of 50 marks out of a total of 120 marks.

This question paper has two sections.

Section 1, titled 'Reading for Understanding, Analysis and Evaluation' (Leughadh airson Tuigsinn, Mion-sgrùdadh agus Luachadh), has 30 marks.

Marks are awarded for applying reading skills in understanding, analysis and evaluation to one unseen non-fiction text. Assessment involves answering questions to show these reading skills and completing a task that involves inference-making and summarising.

Section 2, titled 'Literature (Litreachas)', has 20 marks.

Marks are awarded for applying critical-reading skills and knowledge in producing one critical essay drawn from the study of one Gaelic text from the following: poetry, short story, novel, play or film/TV.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates complete this question paper in 1 hour and 40 minutes.

Question paper 2: Listening (Èisteachd)

20 marks

The question paper gives candidates an opportunity to demonstrate the following skills:

- ◆ listening for understanding, analysis and evaluation of a spoken Gaelic text

This question paper has 20 marks out of a total of 120 marks.

This question paper has one section.

Marks are awarded to candidates for applying their listening skills in understanding, analysis and evaluation to a previously unheard detailed non-fiction spoken Gaelic text.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates complete this question paper in approximately 25 minutes.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment–writing

Assignment–writing (Obair shònraichte–sgrìobhadh) 20 marks

The assignment–writing gives candidates the opportunity to demonstrate the following skills, knowledge and understanding in Gaelic, through either creative or discursive writing:

- ◆ writing in a chosen genre
- ◆ writing for a chosen purpose and audience

The assignment–writing has 20 marks out of a total of 120 marks.

The assignment–writing has one section.

Assignment–writing overview

The assignment–writing consists of one written piece. The candidate chooses to produce either a creative or discursive text. The teacher/lecturer will support the candidate to choose the focus, theme and genre for their writing.

Creative writing may include:

- ◆ a personal/reflective essay
- ◆ a piece of prose fiction (eg short story, episode from a novel)
- ◆ a poem or set of thematically linked poems
- ◆ a dramatic script (eg scene, monologue, sketch)

Discursive writing may include:

- ◆ a persuasive essay
- ◆ an argumentative essay
- ◆ a report for a specified purpose
- ◆ a piece of transactional writing

This is not an exhaustive list but gives an indication of possible approaches which candidates may use.

The assignment–writing has two stages:

- ◆ the planning and development stage
- ◆ the writing stage

While the teacher/lecturer will have a supporting role, the candidates should take the initiative in the planning, management and completion of the task.

Setting, conducting and marking the assignment–writing

The assignment–writing is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control
- ◆ created independently by the candidate

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

Assessment conditions

Time

The assessment is 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 course or when their writing skills have reached the level of development and maturity required for National 5 Gàidhlig.

Supervision, control and authentication

Teachers/lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate’s own work. Where there is doubt over the authenticity of the piece of writing it should not be accepted for submission.

The final writing stage should be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, teachers/lecturers should put in place processes for monitoring progress to ensure that the work is the candidate’s own, and that plagiarism has not taken place. However, this need not entail formal, timed and supervised conditions, but at all stages of the preparation for and the production of the piece there should be careful monitoring to ensure that it is entirely the candidate’s own work.

Mechanisms to authenticate candidate evidence could include:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ an accurate record of sources consulted
- ◆ ensuring that candidates know exactly what is required for the assignment, and that they have read and understood the SQA booklet *Your Coursework*

Any direct quotations from source material used in discursive writing must be clearly acknowledged through the use of quotation marks. Specific details of sources must be given, eg dates and writers of newspaper articles, specific web pages, titles and dates of publication of books; it is not acceptable to say, for example ‘mar a chanas artaigilean phàipearan-naidheachd’ or ‘a leugh mi air an Eadar-lìon’. Unacknowledged use of others’ material such as copying and pasting from the internet or any other source, or re-wording or summarising

information from another source and passing it off as the candidate's own, is plagiarism and this carries severe penalties.

Candidates must submit their piece of writing using the SQA template devised for this purpose, either hand-written or word-processed. Candidates must confirm by a signature that the submission is their own work, provide a title for the submission and indicate the genre they have chosen. Candidate submissions must be legible and free from teacher/lecturer annotations.

Resources

There are no restrictions on the resources to which candidates may have access, for example, stimulus texts, grammar reference books and dictionaries.

Reasonable assistance

Candidates must undertake preparation of their assignment–writing independently. 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. Candidates may wish to write about a topic of particular interest and may create a stimulus in collaboration with their teacher/lecturer.

It is acceptable for the teacher/lecturer to provide:

- ◆ an initial discussion with the candidates on the selection of the genre and topic leading to an outline plan
- ◆ oral or written suggestions for improvements to a first draft

It is not acceptable for a teacher/lecturer to provide:

- ◆ model answers which are specific to a candidate's task
- ◆ specific advice on how to re-phrase wording
- ◆ key ideas, or a specific structure or plan
- ◆ corrections of errors in spelling and punctuation
- ◆ feedback on more than one draft of writing

Evidence to be gathered

The following candidate evidence is required for this assignment–writing:

- ◆ one piece of writing which is either creative or discursive
- ◆ flyleaf or equivalent signed by the candidate

Volume

The written text must be of approximately 700–1,000 words, but full marks can be achieved in a shorter piece, if appropriate to purpose.

If the word count exceeds the maximum by more than 10%, a penalty will be applied.

Assignment–writing 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.

General marking principles for National 5 Gàidhlig: Assignment–writing

This information is provided to help you understand the general principles you must apply when marking candidates’ submissions for this assignment–writing. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidates’ 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 writing will be marked in terms of content and style.
- d Assessment should be holistic. There will be strengths and weaknesses in every piece of writing; 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 writing, and not deducted for errors or omissions.
- e Writing does not have to be perfect to gain full marks.

Detailed marking instructions for National 5 Gàidhlig: Assignment–writing

The candidate’s assignment is described in terms of the following two characteristics in tables below for writing:

- ◆ content
- ◆ style

For the piece of writing submitted, the marker should select the range descriptor from the descriptors below that most closely describes the candidate’s work.

Once the best fit has been decided, then:

- ◆ Where the evidence almost matches the level above, the highest available mark from the range should be awarded.
- ◆ Where the candidate’s work just meets the standard described, the lowest mark from the range should be awarded.

Otherwise assessors should use their professional judgement to decide allocation of the mark. For example 13–10: assessors should reconsider the candidate’s abilities in the two areas, content and style. If the candidate just misses a 13, award 12. 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.

Satisfactory technical accuracy is a requirement for the piece to meet the minimum requirements for the 13–10 range. Writing may contain errors, but these will not be significant. Paragraphing, sentence construction, spelling and punctuation should be sufficiently accurate so that meaning is clear at the first reading.

The following tables for each genre of writing should be used to help assessors arrive at a mark.

Creative

	20–17	16–14	13–10	9–5	4–1
Content	<ul style="list-style-type: none"> ◆ attention to purpose and audience is consistent <p>As appropriate to genre:</p> <ul style="list-style-type: none"> ◆ the piece displays very good creativity ◆ feelings/reactions/experiences are expressed/explored with a very good degree of self-awareness/involvement/insight/sensitivity 	<ul style="list-style-type: none"> ◆ attention to purpose and audience is consistent in the main <p>As appropriate to genre:</p> <ul style="list-style-type: none"> ◆ the piece displays good creativity ◆ feelings/reactions/experiences are expressed/explored with a good degree of self-awareness/involvement/insight/sensitivity 	<ul style="list-style-type: none"> ◆ attention to purpose and audience is reasonably well sustained <p>As appropriate to genre:</p> <ul style="list-style-type: none"> ◆ the piece shows some creativity ◆ feelings/reactions/experiences are explored with a sense of involvement 	<ul style="list-style-type: none"> ◆ attention to purpose and audience is not always sustained <p>As appropriate to genre:</p> <ul style="list-style-type: none"> ◆ the piece has little evidence of creativity ◆ experiences are expressed, but not always convincingly 	<ul style="list-style-type: none"> ◆ little attention to purpose and audience ◆ lacking content ◆ no attempt at using language effectively ◆ brevity of response ◆ irrelevance
Style	<ul style="list-style-type: none"> ◆ features of the chosen genre are deployed effectively ◆ language is varied and often used to create particular effects ◆ structure of the piece enhances the purpose/meaning 	<ul style="list-style-type: none"> ◆ features of the chosen genre are deployed, mostly successfully ◆ language is apposite and used at times to create an effect ◆ structure of the piece supports the purpose/meaning 	<ul style="list-style-type: none"> ◆ features of the chosen genre are deployed with a degree of success ◆ language is effective in the main ◆ structure of the piece is appropriate to purpose/meaning 	<ul style="list-style-type: none"> ◆ there is an attempt to deploy the features of the chosen genre ◆ language lacks variety ◆ structure of the piece is not appropriate to purpose/meaning ◆ significant errors in sentence construction/paragraphing/spelling 	

Discursive

	20–17	16–14	13–10	9–5	4–1
Content	<ul style="list-style-type: none"> ◆ attention to purpose and audience is consistent ◆ information shows evidence of careful research, is presented to maximise impact and is sequenced to highlight key points ◆ ideas/techniques deployed to inform/argue/discuss/persuade have a very good degree of objectivity/depth/insight/persuasive force and are used to convey a clear line of thought/appropriate stance/point of view 	<ul style="list-style-type: none"> ◆ attention to purpose and audience is consistent in the main ◆ information shows evidence of relevant research and is presented in a clear sequence ◆ ideas/techniques deployed to inform/argue/discuss/persuade have a good degree of objectivity/depth/insight/persuasive force and are used to convey a clear line of thought/stance/point of view 	<ul style="list-style-type: none"> ◆ attention to purpose and audience is reasonably well sustained ◆ information shows evidence of some research and is presented in a clear sequence ◆ ideas/techniques deployed to inform/argue/discuss/persuade convey a line of thought/stance/point of view 	<ul style="list-style-type: none"> ◆ attention to purpose and audience is not always sustained ◆ information shows a little relevant research but is not always presented in a manner that enhances meaning ◆ ideas/techniques used to inform/ argue, discuss/persuade are not always convincing and the line of thought is not consistently clear. The stance may tend towards the personal or anecdotal 	<ul style="list-style-type: none"> ◆ little attention to purpose and audience ◆ lacking content ◆ no attempt at using language effectively ◆ brevity of response ◆ irrelevance
Style	<ul style="list-style-type: none"> ◆ features of the chosen genre are deployed effectively ◆ language is varied and often used to create particular effects ◆ structure of the piece enhances the purpose/meaning 	<ul style="list-style-type: none"> ◆ features of the chosen genre are deployed, mostly successfully ◆ language is apposite and used at times to create an effect ◆ structure of the piece supports the purpose/meaning 	<ul style="list-style-type: none"> ◆ features of the chosen genre are deployed with a degree of success ◆ language is effective in the main ◆ structure of the piece is appropriate to purpose/meaning 	<ul style="list-style-type: none"> ◆ there is an attempt to deploy the features of the chosen genre ◆ language lacks variety ◆ structure of the piece is not appropriate to purpose/meaning ◆ significant errors in sentence construction/paragraphing/spelling 	

Course assessment structure: performance–talking

Performance–talking (Còmhradh)

30 marks

The performance–talking gives candidates the opportunity to demonstrate challenge and application in the skill of talking by applying language skills, knowledge and understanding in a conversation in Gaelic on a topic chosen by the candidate.

The performance-talking has 30 marks out of a total of 120 marks.

The performance-talking has one section.

Performance–talking overview

Candidates will identify the contexts/topics for the conversation beforehand and will have communicated these to the teacher/lecturer before taking part in the performance–talking. The contexts/topics chosen for the conversation must be noted on the candidate assessment record or equivalent. It is expected that the contexts/topics chosen have been included in the course or are part of the candidate’s own research and that preparation largely takes place as a normal part of learning and teaching.

Candidates may go into other contexts if they wish and also ask questions where appropriate. The information to be exchanged should include ideas and opinions and not be merely of a factual nature.

Setting, conducting and marking the performance–talking

The performance–talking is:

- ◆ set and externally verified by SQA
- ◆ conducted, marked and internally verified in centres under the conditions specified by SQA

Marks for internally-assessed components must be submitted to SQA.

The performance–talking will be subject to external verification by SQA. Evidence generated by the assessment task will be internally assessed and verified by centre staff in line with SQA marking instructions. Separate information will be given on arrangements for submission of evidence for external verification purposes.

Assessment conditions

Time

The performance should last approximately 6–8 minutes to allow candidates to demonstrate their ability to take part in a conversation with their teacher/lecturer using detailed Gaelic language in a chosen context.

Candidates should undertake the assessment at an appropriate point in the course. This is usually when they have completed most of the work on the course or when their skills have reached the level of development and maturity required for National 5 Gàidhlig.

Supervision, control and authentication

The teacher/lecturer must exercise their professional responsibility in ensuring that evidence submitted is the candidate's own work.

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 candidates at ease, allowing them to perform at a high level and demonstrate their ability to communicate in a natural manner on the chosen topic. When there is real interaction between interlocutors and candidates and the interlocutor reacts to the candidates' statements and encourages them to develop themes of interest, candidates benefit by having the opportunity to demonstrate the ability to communicate meaningfully in Gaelic.

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

It is important to avoid over-preparation of the conversation. If the conversation 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 each candidate's ability to interact meaningfully.

Resources

Candidates may use up to five headings (each of eight words or fewer) to assist them, purely as an aid to memory, during the conversation. These headings do not need to be submitted to SQA for verification purposes.

Reasonable assistance

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. It 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 teachers/lecturers need to be aware that this may be going beyond reasonable assistance.

Teachers/lecturers should comment on whether the proposed area of discussion 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.

Teacher/lecturer input and advice on the candidate's chosen area of discussion 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.

Evidence to be gathered

The following candidate evidence is required for this performance–talking:

- ◆ an audio or video recording of the performance, which should be retained by centres for verification purposes
- ◆ a summary record of attainment completed by assessors

Volume

This does not apply to the performance–talking.

Performance–talking 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.

General marking principles for National 5 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 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 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.
- d 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.

Detailed marking instructions for National 5 Gàidhlig: Performance–talking

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

- ◆ style and structure
- ◆ ideas and opinions
- ◆ 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.

Once the best mark range has been selected by identifying where the candidate is placed, the assessor should follow this guidance:

- ◆ Where the evidence almost matches the level above, award the highest available mark from the range.
- ◆ Where 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.

	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
Ideas and opinions	contributes a wide range of relevant ideas and opinions with appropriate linkage and which contain development of the area of discussion	contributes a good range of relevant ideas and opinions with appropriate linkage and which contain development of the area of discussion	contributes a range of relevant ideas and opinions with appropriate linkage and which contain development of the area of discussion	contributes a sufficient range of relevant ideas and opinions with appropriate linkage and which contain some development of the area of discussion	contributes some relevant ideas and opinions with some linkage and some development of the area of discussion	struggles to give a sufficient range of relevant ideas and opinions which develop the area of discussion	struggles to give relevant ideas and opinions and to develop the area of discussion
Language resource	shows knowledge of a wide range of vocabulary for the area of discussion and uses this with ease	shows knowledge of a wide range of vocabulary for the area of discussion	shows knowledge of a sufficient range of vocabulary to maintain the discussion	shows knowledge of a sufficient range of vocabulary to maintain the discussion with some prompting	shows limited knowledge of vocabulary for the area of discussion which hinders communication at times	shows limited knowledge of vocabulary for the area of discussion which frequently hinders communication	has difficulty with the area of discussion due to limited vocabulary
	uses a wide range of structures, frequently including idioms	uses a wide range of structures, which may include idioms	uses a reasonably wide range of structures, which may include some attempts at idiomatic language	uses a range of structures which may include some attempts at 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

		Description of performance and mark						
		30–26	25–21	20–18	17–15	14–11	10–6	5–1
		The candidate:						
Accuracy		uses detailed language with a high degree of accuracy	uses detailed language which is mostly accurate	uses detailed language despite some grammatical errors	uses detailed 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	engages with the assessor and responds with a degree of spontaneity which 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
		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
		may ask for clarification from the assessor, if required					when required 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	

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [National 5 Gàidhlig subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

Published: April 2017 (version 1.0)

History of changes to course specification

Version	Description of change	Authorised by	Date

This course specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this course specification can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website to ensure you are using the most up-to-date version of the course specification.

© Scottish Qualifications Authority 2012, 2017