



## Course Report 2015

Subject	Gàidhlig
Level	New Higher
Qualifications Manager	Marilyn Waters

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

#### **Reading for Understanding, Analysis and Evaluation; Critical Reading and Writing (50 marks)**

The first year of the new question paper saw all candidates engage well with the new format of question paper in both reading and writing. There were some very good responses to questions based on the reading text, and some very good essays based on their choice of literature.

#### **Listening for Understanding, Analysis and Evaluation (20 marks)**

As with the reading and writing, all candidates engaged well with the Listening passage and questions. The format was similar to the previous Higher exam.

The question papers were set by an experienced team of item writers who have worked together before on previous qualifications for a number of years, ensuring consistency and progression in standards. Marking was also carried out by an experienced group of markers.

## Section 2: Comments on candidate performance

### Component 1: Question paper

#### **Reading for Understanding, Analysis and Evaluation; Critical Reading and Writing (50 marks)**

The majority of candidates performed quite well in answering questions based on the passage *Briseadh-dùil*. They engaged with all of the questions and some wrote very full answers to them — which in some cases meant they had a full correct answer to the individual question. However, for others, it meant they spent too long on some questions where a straightforward, concise answer would have sufficed.

Most candidates wrote at good length in response to their chosen question in the writing section of the paper. There was evidence of a breadth of texts, including some that are a move away from more established, traditional ones such as *The Klondykers* and *Playa de la Suerte*. Nearly all essays were based on the established genres of prose and poetry.

#### **Listening for Understanding, Analysis and Evaluation (20 marks)**

Candidates found the passage accessible, and most gave a competent performance in this part of the exam. The new analysis and evaluation questions in the listening paper saw a range of varying performances, but there were some very good answers to these questions

where it was clear that candidates had been well prepared in answering these types of questions.

### **Component 2: Performance: talking**

All centres that were verified used the SQA guidelines for the Internally Assessed Component of Course Assessment — Higher performance: Talking.

Where centres used the Marking Instructions successfully, candidates were assessed to the appropriate standard. However, some centres' judgements were not accepted. SQA is reviewing existing Understanding Standards materials.

Centres adopted the required Approach.

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

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

#### **Reading for Understanding, Analysis and Evaluation; Critical Reading and Writing (50 marks)**

In answering questions on the passage, candidates were able to select appropriate, relevant quotations where necessary and comment on them.

Most essays were of an appropriate length and showed clear engagement with their chosen text.

#### **Listening for Understanding, Analysis and Evaluation (20 marks)**

Many candidates were able to engage well with the analysis and evaluation questions — questions 8 and 9.

### **Component 2: Performance: talking**

Although a number of centres were not accepted, there was still evidence of strong performance in this component from a number of centres.

## **Section 4: Areas which candidates found demanding**

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

#### **Reading for Understanding, Analysis and Evaluation; Critical Reading and Writing (50 marks)**

In the reading section of the paper, candidates didn't always take notice of the number of marks for particular questions, which should have governed the number of examples and explanations required in answers. Some, also failed to use examples from the text despite this being clear in questions.

A significant number of candidates found question 12 problematic and failed to relate to the text as a whole.

Some candidates found it difficult to manage time effectively and ensure a comprehensive coverage of all parts of the paper.

In the writing and literature section, some candidates found it difficult to provide sufficient and detailed analysis and evaluation of their chosen text.

#### **Listening for Understanding, Analysis and Evaluation (20 marks)**

Some candidates failed to answer question 8 in the format needed for what was an analysis question and treated it as they would an understanding question.

A number of candidates also found questions 6 (a) and 6 (b) problematic in not being able to explain accurately the effects that were required in both, or mixing answers where quite specific answers were required.

### **Component 2: performance: talking**

Some candidates found the Discussion demanding. On some occasions interlocutors used closed questions, which did not always allow candidates to expand on their answers or to use detailed and complex language. Some candidates responded with short answers, without the detailed and complex language expected at this level.

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

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

#### **Reading for Understanding, Analysis and Evaluation; Critical Reading and Writing (50 marks)**

In the reading section, candidates should ensure they read questions carefully and provide the correct number of examples and explanations.

Where longer quotations are required, these can be shortened through standard notation.

Candidates should also ensure a good knowledge of how to deal with questions on imagery, and have a good knowledge of literary features such as climax and repetition and their effects.

Candidates should try to be clear in their answers to questions and should manage time effectively.

In the writing section, candidates should ensure they show sufficient evidence of their skills in detailed analysis and evaluation when writing about their chosen text, and that they are equipped with suitable texts that will allow them to do this. It is also important that they are able to show their own personal response to texts in what they write.

Students should continue to be encouraged to analyse and evaluate literary texts for themselves as well as being taught about them, and should resist the desire to memorise essays.

#### **Listening for Understanding, Analysis and Evaluation (20 marks)**

Candidates should ensure that they manage time in the exam during the extracts, and that note-taking is then converted to clear answers in the spaces provided. The submission of notes as answers should be discouraged.

Candidates should answer analysis questions in the appropriate style.

Candidates should be encouraged to listen to radio/television broadcasts on news and current affairs to develop their knowledge of the vocabulary, subject matters and registers involved.

### **Component 2: performance: talking**

Candidates must use detailed and complex language at Higher in most parts of the performance. At this level, long lists of more than two or three items, or repetitions of straightforward descriptions, are unlikely to allow candidates to use a suitable range of structures and vocabulary.

Where interlocutors were aware of candidates' interests, this helped more natural or spontaneous discussions.

Centres are advised to refer to the information on the recommended length of time the Discussion should last, so that candidates are able to demonstrate their ability to meet the demands of the assessment.

Centres should ensure that questions are chosen so that the discussion flows naturally and gives further opportunity for personalisation and choice.

Following on from a lesson on a particular topic, an example of sensible preparation towards the discussion could be to invite candidates to think about the type of questions the interlocutor is likely to ask them about this topic. During the assessment, the interlocutor could use some of these questions, possibly rephrasing them, and also some unrehearsed questions on this topic as part of a more natural discussion at this level.

## Statistical information: update on Courses

Number of resulted entries in 2014	-
Number of resulted entries in 2015	87

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark				
A	37%	37%	32	68
B	24%	61%	21	58
C	21%	82%	18	48
D	6%	88%	5	43
No award	13%	-	11	-