

# Route map through learning, teaching and assessment

**Course: Gaelic (Learners)**

**Level: Advanced Higher**

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Advanced Higher Gaelic (Learners).

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

These support materials are not intended to constrain staff, hence they are neither prescriptive nor exhaustive. They provide suggestions on approaches to learning and teaching that will provide intellectual challenge to learners either in a formal learning environment or through independent learning. Learners will have the opportunity to develop deep learning and acquire high-level skills such as research and analysis through the medium of Advanced Higher Gaelic (Learners). Staff are encouraged to draw on these materials, and existing materials, to develop programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with other subject-specific links you may find helpful as you develop **programmes of learning** for Advanced Higher Gaelic (Learners). These links are followed by a sequential list of the key guidelines, advice and support for Advanced Higher Gaelic (Learners) **qualifications**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

## Useful links for learning and teaching Advanced Higher Gaelic (Learners)

**Education Scotland NQ Course Materials on Glow (log in to Glow and paste link into the browser)**

[http://www.educationscotland.gov.uk/nqcoursematerials/subjects/g/nqresource\\_tcm4854564.asp](http://www.educationscotland.gov.uk/nqcoursematerials/subjects/g/nqresource_tcm4854564.asp)

### Education Scotland – Key Curriculum Support

A quick guide to finding vital information about Curriculum for Excellence:

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

This appears under three headings

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications



## SQA Course and Unit Support Notes

These provide advice and guidance on learning and teaching  
[http://www.sqa.org.uk/files\\_ccc/AHCUSNGaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/AHCUSNGaelicLearners.pdf)

## Advanced Higher Gaelic (Learners) course content

The main SQA Gaelic (Learners) pages are found at <http://www.sqa.org.uk/sqa/45901.html> with those specifically related to Advanced Higher at <http://www.sqa.org.uk/sqa/48668.html>  
Staff should also regularly check the updates and announcements section of this page.

The course specification can be found at:

[http://www.sqa.org.uk/files\\_ccc/AHCourseSpecGaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/AHCourseSpecGaelicLearners.pdf)

More detail on course coverage can be found in the Course Support notes.

[http://www.sqa.org.uk/files\\_ccc/AHCUSNGaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/AHCUSNGaelicLearners.pdf)

Further mandatory information on course coverage is found from page 8 of the Course Assessment Specification.

[http://www.sqa.org.uk/files\\_ccc/AHCASGaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/AHCASGaelicLearners.pdf)

A course comparison between National 5, Higher and Advanced Higher highlights **points of change and areas of stability** and can be found at:

[http://www.sqa.org.uk/sqa/files\\_ccc/AH\\_Gaelic\\_Learners\\_Course\\_comparison.pdf](http://www.sqa.org.uk/sqa/files_ccc/AH_Gaelic_Learners_Course_comparison.pdf)

Practitioners moving from the “old “ Higher to the new Advanced Higher should note that the listening contains 2 parts, one monologue and one dialogue on the same topic. Candidates will then choose **one** essay title from the four contexts of society, learning, employability and culture.

## Course assessment

At Advanced Higher added value will be assessed in a course assessment. Component one is a question paper worth 160 marks. Component two is a performance worth 80 marks. The course will be graded A–D.

[http://www.sqa.org.uk/files\\_ccc/AHCASGaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/AHCASGaelicLearners.pdf)

## Component 1 - Question Paper

### Section 1: Listening

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to understand complex spoken Gaelic and significant ideas/information and supporting details from one of the following contexts: society, learning, employability, or culture
- the ability to extract the overall purpose, main points and details of the spoken language

This Section will have 40 marks (17% of the total mark).



**1a:** Learners will listen to one monologue in Gaelic. Learners will respond to questions about the spoken text in English by using English.

**1b:** Learners will listen to one conversation between two people in Gaelic.

The content of the monologue and the conversation will be from one of the following contexts: society, learning, employability, or culture.

Learners will respond to questions about the spoken text in English by using English.

## Section 2: Reading

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to understand, analyse and draw inferences from complex written Gaelic and significant ideas/information and supporting details from one of the following contexts: society, learning, employability, or culture
- the ability to extract the overall purpose, main points and details of the text

This Section will have 40 marks (17% of the total mark).

Learners will read one written non-fiction text in Gaelic. They will respond to questions about the written text in English by using English. 40 marks will be available for identifying, explaining, analysing and drawing inferences from significant aspects of detail. Learners may use a Gaelic–English dictionary.

## Section 3: Discursive writing

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- using complex written Gaelic to analyse and evaluate

Learners will write one essay using complex language in Gaelic from the contexts of one of the following: society, learning, employability, and culture. Learners may use a Gaelic–English dictionary.

This Section will have 40 marks (17% of the total mark).

## Section 4: Literature

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- analyse and evaluate a previously studied Gaelic literary text or texts

Learners will answer one question in English about a previously studied Gaelic text. Learners choose to answer one question from a set of five questions.

This Section will have 40 marks (17% of the total mark).



## Component 2 Performance

The performance will have 80 marks (33% of the total mark).

This performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to use complex spoken Gaelic language as part of a discussion
- the ability to take part effectively in a natural, spontaneous conversation
- the ability to use language accurately to convey meaning in Gaelic
- the ability to maintain interaction as appropriate to purpose

## Specimen question papers and marking instructions can be found at:

Reading and Translation -

[http://www.sqa.org.uk/files\\_ccc/Gaelic\(Learners\)ReadingandTranslationSQPAH.pdf](http://www.sqa.org.uk/files_ccc/Gaelic(Learners)ReadingandTranslationSQPAH.pdf)

Listening and Discursive Writing -

[http://www.sqa.org.uk/files\\_ccc/Gaelic\(Learners\)ListeningandDiscursiveWritingSQPAH.pdf](http://www.sqa.org.uk/files_ccc/Gaelic(Learners)ListeningandDiscursiveWritingSQPAH.pdf)

## Unit assessment

Units are mandatory when taken as part of the Advanced Higher Gaelic (Learners) course but they can be taken independently. Unit support notes follow on from the course support notes.

[http://www.sqa.org.uk/files\\_ccc/AHCUSNGaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/AHCUSNGaelicLearners.pdf)

There are three units. Each individual unit has an Advanced Higher unit specification which gives details of the outcomes and assessment standards.

Understanding Language:

[http://www.sqa.org.uk/files\\_ccc/AHUnitGaelicLearnersUnderstandLanguage.pdf](http://www.sqa.org.uk/files_ccc/AHUnitGaelicLearnersUnderstandLanguage.pdf)

Using Language

[http://www.sqa.org.uk/files\\_ccc/AHUnitGaelicLearnersUsingLanguage.pdf](http://www.sqa.org.uk/files_ccc/AHUnitGaelicLearnersUsingLanguage.pdf)

Specialist Study

[http://www.sqa.org.uk/files\\_ccc/AHUnitGaelicLearnersSpecialistStudy.pdf](http://www.sqa.org.uk/files_ccc/AHUnitGaelicLearnersSpecialistStudy.pdf)

Learners must meet all the outcomes and assessment standards, and staff should read the documentation carefully. Evidence should be generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be from several tasks and assessments carried out throughout the course. Learners should have access to resources to complete the assessment task and no time restrictions should be imposed. Staff should use their professional judgment when looking at the assessment evidence and ensure that minimum competency is met. They should undertake quality assurance regularly.

Three different ways of gathering evidence have been suggested by SQA. The most traditional approach is unit by unit. A combined approach links knowledge and understanding from two or more



units together. Many staff will move towards the portfolio approach as their confidence grows. Here evidence is gathered from everyday learning using key classroom tasks. Unit assessment support is kept on the SQA Secure website.

### Verification

<http://www.sqa.org.uk/sqa/58448.html>

The verification process is meant to be supportive and not onerous. Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools and carried out by SQA.

### Prior Verification

[http://www.sqa.org.uk/files\\_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf](http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf)

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided by SQA. It gives staff confidence that their proposed assessment is fit for purpose and meets national standards.

### Internal Verification

[http://www.sqa.org.uk/sqa/files\\_ccc/InternalVerificationGuideforSQAcentres.pdf](http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf)

As a matter of course, staff should be quality assuring their assessments by carrying out activities that they have used previously, for example double marking and blind marking. Samples of learners' work should be marked by more than one staff member in a department or in single-person departments an arrangement should be made with another school.

### External Verification

[http://www.sqa.org.uk/sqa/files\\_ccc/Evidence\\_required\\_for\\_verificationevents.pdf](http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf)

SQA intend that every school will be verified over the first few years. Verification will take place at various points in the year. Twelve samples will be asked for.

Schools must retain the evidence until 31 July of each academic year.

[http://www.sqa.org.uk/sqa/files\\_ccc/SQA\\_Evidence\\_retention\\_requirements\\_A3\\_table.pdf](http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf)

Key messages from verification will be put up on the SQA website.



## Results Services

<http://www.sqa.org.uk/sqa/65427.html>

SQA offers two services:

- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post Results Service - this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.